

Assessing the Impact of Waldorf Education on Student Resilience Through a Salutogenic Model of Health

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The development of emotional and social intelligence in educational settings is increasingly recognized as crucial for fostering well-being and adaptability in adulthood. My research seeks to contribute to this discourse by exploring how Waldorf education influences student resilience through a salutogenic model of health. Resilience, a key aspect of emotional intelligence, enables individuals to navigate adversities and emerge stronger. Yet, traditional resilience studies often focus on extreme cases, which may not be generalizable to broader populations. By applying a salutogenic perspective, which emphasizes how individuals manage stress rather than just the stress itself, my research aims to provide a more nuanced understanding of resilience development in diverse educational contexts.

Research Abstract

This study proposes a multilevel panel approach to investigate the impact of Waldorf education on student resilience, framed within Antonovsky's salutogenic model of health. The salutogenic model shifts the focus from merely identifying stressors to understanding how individuals harness resources to maintain and enhance their well-being. The research will address the following questions:

1. Does Waldorf education contribute to the development of resilience in students?
2. How do emotional, contextual, and relational aspects of Waldorf education influence student resilience?
3. Is resilience development among students in Waldorf schools comparable across different cultural contexts?
4. What is the relationship between resilience and sense of coherence in Waldorf students?

The study recognizes that resilience, while crucial, does not guarantee positive outcomes in



all contexts. Factors such as socio-economic conditions, support systems, and individual traits play significant roles. This research will explore resilience as a dynamic process within the salutogenic framework, examining how students' sense of coherence and generalized resistance resources contribute to their ability to manage and adapt to challenges.

Research Methodology

Employing a mixed-mode methodology, the research integrates qualitative and quantitative approaches:

1. Qualitative Component: Focus groups with students, teachers, and parents across multiple countries will provide insights into the spiritual and contextual dimensions of resilience within Waldorf education.
2. Quantitative Component: Using the Child and Youth Resilience Measure (CYRM) and the Sense of Coherence Reduced version (SOC-R), multilevel modeling will assess how school-level variables impact student resilience.
3. Mixed-Mode Integration: Combining qualitative and quantitative findings will offer a comprehensive view of how Waldorf education fosters resilience, integrating emotional and social intelligence aspects.

Conclusion

This study aims to bridge the gap between resilience research and educational practice by examining how Waldorf education supports student resilience through a salutogenic lens. The findings will enhance our understanding of effective educational interventions and contribute to policies aimed at promoting well-being and resilience in diverse educational settings.