ABSTRACT

Development of resilience in adolescents has been a matter of primary concern especially in contemporary times when mental health of adolescents has been constantly deteriorating. The situation is no less different in the Indian society where school-going adolescents are unable to cope with day-to-day problems and suffering from psychiatric disorders has become a common feature. It therefore becomes the prime responsibility of the social milieu particularly the homes and schools to help them healthily cope with adversity. Innumerable researches in the West have consistently shown that favorable home and school environments are pivotal in determining higher level of resilience in the adolescents (Benard, 1991, 2004; Werner & Smith, 1982). Extensive psychological research has also been conducted on children and adolescents in India but most have focused on the causes and effects of the problems faced by them (Bhargava & Sethi, 2005; Bhat & Srinivisan, 2006; Latha & Reddy, 2006). It is therefore necessary to explore the role of home and school environment as probable protective environments in current Indian scenario in an effort to making these adolescents more resilient to their problems. The present thesis therefore aims to examine the relationship between the two protective environments and resilience among adolescents in the Indian context. Specifically, 3 broad objectives were set for this study: 1) To investigate the relationship, if any, between home environment and resilience among adolescents. 2) To investigate the relationship, if any, between school environment and resilience among adolescents. 3) To investigate the relationship, if any, between demographic variables and resilience among adolescents. 8 schools in City of Aligarh, India were visited out of which permission to collect data was given by the authorities of 4 schools. Resilience scale by Wagnild and Young (1993), Home and School Environment scales (WestEd, 2002) and
Demographic profile were administered to 130 adolescent boys and 130 adolescent girls (Mean Age=16.61 years; SD=1.04) studying in senior secondary and high school grades. Chi Square, test of independence, 2-way ANOVA, stepwise multiple regression were the statistical treatments used to analyze data obtained from 260 sample participants. Pearson correlations were also computed to explore intercorrelations of the proposed research variables. Chi-square results reveal that resilience did not significantly differ with respect to the demographic variables i.e. gender, family type and socio-economic status of the adolescent participants. ANOVA results reveal that home and school environments had significant main effects as well as significant interaction effects on resilience for the total sample. Results of Post hoc analyses conducted are further discussed and explained in the thesis. Step-wise multiple regression analyses reveals school environment to be a stronger predictor of resilience for the total sample. However both home and school environment emerged to be significant predictors of resilience in the adolescents. Separate ANOVA and regression analyses were done for boys and girls. For the two gender groups, both home and school environments had significant main effects on resilience. In the case of boys, home environment was more predictive of resilience while in the case of girls it was the school environment, which was more predictive of resilience. Regression analysis was also done to see which dimension of home and school environment significantly predicted resilience among adolescents. For the total sample as well as for girls, Meaningful participation in school was the most dominant predictor while in the case of boys, Caring relationships at home best predicted resilience. The home and school environments were positively and significantly correlated with resilience as indicated by the Pearson correlations computed.
In a nutshell, it can be inferred from the present thesis that both home and school environment are positively related with the resilience level of adolescents and play a primary role in its development. From this study it can also be concluded that resilience in adolescents does not necessarily differ with respect to their gender, family type and socio-economic status.