



## RESILIENCE AMONG ADOLESCENT STUDENTS IN JANGAON DISTRICT, TELANGANA – A STUDY

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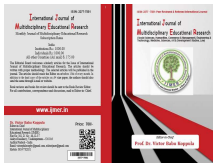
### Abstract

This study explores the resilience of adolescent students in Jangaon District, Telangana, a region marked by social and educational diversity. A total of 2000 students were selected through stratified random sampling to capture variations across gender, locality, type of school, management system, community, and family type. Resilience was assessed using the Connor-Davidson Resilience Scale (CD-RISC), and the data were analyzed using descriptive statistics (mean, standard deviation, frequencies) and inferential statistics (t-tests and ANOVA with post-hoc tests). The findings revealed meaningful differences across all demographic groups. Boys, urban students, private school students, co-educational school students, OC community students, and those from joint families reported higher resilience than their counterparts. These results highlight the strong influence of family structures, school environments, and socio-cultural contexts on adolescent resilience. The study concludes that resilience is not evenly distributed but shaped by the opportunities and supports available to young people. It underscores the need for school-based programs, community engagement, and family support systems to strengthen resilience, particularly among vulnerable groups such as girls, rural students, government school students, SC/ST students, and those from nuclear families.

**Keywords:** Resilience, Adolescents, Jangaon District, Socio-demographic factors, Student well-being

### Introduction

Adolescence is a critical developmental stage characterized by rapid physical growth, emotional changes, and social transitions. During this period, students often face challenges such as academic stress, peer pressure, parental expectations, and socio-economic constraints. The ability to adapt positively and overcome such difficulties is known as **resilience**. Resilience is not an extraordinary quality but an ordinary process of adjustment that enables individuals to withstand adversity, recover, and continue to progress. Globally, research has emphasized the importance of resilience in promoting positive mental health, academic success, and social well-being. **Masten (2001)** described resilience as “ordinary magic,” highlighting that everyday systems of support, such as family, peers, and schools, play a vital role in fostering resilience. **Connor and Davidson (2003)** developed the widely used Connor-Davidson Resilience Scale (CD-RISC), which conceptualizes resilience as a multidimensional construct involving adaptability, confidence, problem-solving, and emotional regulation. In the Indian context, resilience is influenced by socio-demographic and cultural factors such as gender, locality, school environment, type of management, community background, and family structure. For instance, rural students may rely on community bonds, while urban students may benefit from broader exposure and opportunities. Similarly, students from joint families often receive extended social support, whereas nuclear family structures may encourage independence but limit collective coping resources. **Jangaon District in Telangana** provides a relevant context for studying resilience due to its socio-cultural diversity and variations in educational infrastructure across rural and urban areas. However, limited empirical studies have examined resilience among adolescents in this region. Understanding how resilience differs across gender, locality, school type, management, community, and family type will provide valuable insights for educators, policymakers, and mental health professionals. Therefore, the present study aims to **assess the resilience levels of adolescent students in Jangaon District** and examine how demographic and socio-cultural factors influence resilience.



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## Review of Literature

### Understanding Resilience

Resilience has been widely recognized as the ability to **adapt positively and recover from challenges**. Rather than being a rare or extraordinary quality, resilience is understood as a set of ordinary processes that allow individuals to cope, grow, and thrive despite difficulties. **Masten (2001)** described this as “ordinary magic,” pointing to the role of everyday systems such as **family, peers, schools, and communities** in shaping resilience. Ecological perspectives also stress that resilience is not located in the individual alone but emerges through interactions between personal strengths and supportive environments (Luthar, Cicchetti, & Becker, 2000; Ungar, 2011).

### Measuring Adolescent Resilience

The **Connor–Davidson Resilience Scale (CD-RISC)** remains one of the most widely used instruments in both international and Indian studies. It captures resilience as a **multidimensional construct**, including adaptability, tenacity, and emotional regulation (Connor & Davidson, 2003). Shorter forms of the scale (Campbell-Sills & Stein, 2007) have also been validated. For use in new cultural contexts, researchers recommend **translation, back-translation, and pilot testing** to ensure validity and reliability (Windle, 2011). Other tools, such as Wagnild and Young’s Resilience Scale, exist, but CD-RISC is particularly suitable for adolescent populations because of its brevity and focus on coping ability.

### Global Insights on Key Variables

- **Gender:** Studies show mixed results. Boys often score slightly higher on problem-focused coping, while girls may show equal or greater resilience when emotional support and help-seeking are considered (Fergus & Zimmerman, 2005; Herrman et al., 2011).
- **Locality:** Urban students may benefit from access to better resources, whereas rural students often rely on stronger kinship and community bonds. Both environments contribute differently to resilience (Ungar, 2011).
- **School Type:** School climate teacher support, safety, and peer relationships appears more important than whether a school is single-sex or co-educational. Positive climates consistently predict higher resilience.
- **Management (Government vs. Private):** Private school students often show higher resilience due to better resources and extracurricular opportunities. However, well-supported government schools can also nurture strong resilience.
- **Community:** Students from socially disadvantaged groups may face more stressors, yet community support and collective strength can act as protective factors (Luthar et al., 2000).
- **Family Type:** Joint families often provide extended emotional and social support, while nuclear families may encourage independence. Both settings can foster resilience depending on relationship quality (Herrman et al., 2011).

### Evidence from India

Indian studies generally mirror these global trends. **Family cohesion, parental education, and school connectedness** emerge as reliable predictors of resilience. Participation in **sports, Scouts/NSS, and cultural activities** also strengthens coping abilities. Rural–urban comparisons highlight a trade-off between **access to services** in cities and **community embeddedness** in villages. Gender differences remain modest and context-specific. More recently, researchers have stressed the importance of **school-based programs on social and emotional learning (SEL)**, which have shown small-to-moderate but consistent improvements in resilience and emotional regulation when delivered over extended periods (Pandit, 2022; Leventhal et al., 2022). Post-pandemic studies further highlight resilience as a **protective factor against anxiety and academic setbacks**, pointing to the importance of targeted interventions for high-risk groups (Ratra & Singh, 2022; Gul & Mouatsou, 2023).



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## Gaps Identified

Despite a growing body of work, there are notable gaps. In Telangana, and specifically in **Jangaon District**, resilience among adolescents has not been widely studied. Few large-scale studies ( $N \approx 2000$ ) simultaneously examine the combined effects of **gender, locality, school type, management system, community, and family type**. Furthermore, more work is needed on **validating resilience tools in bilingual (Telugu–English) settings** and providing **evidence that can directly guide school and community interventions**.

## Methodology

**Research Design:** This study followed a descriptive survey design with a quantitative approach. The design was chosen because it allows for the systematic collection of information from a large group of students and helps in understanding patterns of resilience across different demographic backgrounds without altering the natural setting.

**Population:** The target population consisted of **secondary school students (Classes VIII to X)** studying in various schools across **Jangaon District, Telangana**. This included students from government, private, aided, and residential institutions.

**Sample and Sampling Technique:** A total of 2000 adolescent students were selected using **stratified random sampling**. This approach ensured that students from different backgrounds were fairly represented. Stratification was done across the following categories:

- **Gender:** Boys and Girls
- **Locality:** Rural and Urban
- **Type of School:** Boys' schools, Girls' schools, Co-educational schools
- **Type of Management:** Government and Private schools
- **Community:** OC, BC, SC, and ST
- **Family Type:** Joint and Nuclear families

This method minimized sampling bias and made the findings more representative of the district's adolescent population.

## Tools for Data Collection

1. **Demographic Information Sheet** – Designed by the researcher to record student details such as gender, age, grade, locality, school type, management, community, and family type.
2. **Connor-Davidson Resilience Scale (CD-RISC, 2003)** – A standardized instrument with **25 items**, each rated on a **5-point Likert scale** (0 = Not true at all, 4 = True nearly all the time).
  - **Reliability:** The scale has a reported Cronbach's alpha of 0.89, indicating strong internal consistency.
  - **Validity:** The CD-RISC has been widely validated in international and Indian contexts. For this study, it was adapted into a **bilingual format (English–Telugu)** through translation and back-translation to ensure cultural appropriateness.

## Data Collection Procedure

- Permission was obtained from the **Head Masters** of the selected schools.
- **Parental consent** and **student assent** were secured prior to participation.
- The questionnaire was administered in classroom settings under the researcher's supervision. Clear instructions were provided, and students were assured of **anonymity and confidentiality** to encourage honest responses.



- Of the 2000 questionnaires distributed, responses were screened, and incomplete or invalid forms were excluded from the analysis.

## Data Analysis

The collected data were analyzed using **SPSS software**. Both descriptive and inferential statistics were applied:

- Descriptive statistics:** Mean, Standard Deviation, Frequency, and Percentage to present the overall resilience profile of the students.
- Inferential statistics:**
  - Independent Samples t-test** for comparing resilience across two groups (e.g., boys vs. girls, rural vs. urban, government vs. private, joint vs. nuclear families).
  - One-Way ANOVA** for variables with more than two categories (e.g., type of school, community).
  - Tukey's HSD post-hoc test** to identify specific group differences when ANOVA results were significant.
  - Level of significance:** All hypotheses were tested at  $p < 0.05$  (two-tailed).

## Analysis and Results

The study analyzed responses from 2000 adolescent students in Jangaon District, Telangana, to assess resilience levels and differences across demographic variables. Both descriptive and inferential statistics were used.

Table 1. Descriptive Statistics of Resilience Scores

| Variable           | Category              | N    | Mean  | SD    |
|--------------------|-----------------------|------|-------|-------|
| <b>Gender</b>      | <b>Boys</b>           | 1000 | 72.41 | 10.28 |
|                    | <b>Girls</b>          | 1000 | 69.72 | 11.04 |
| <b>Locality</b>    | <b>Urban</b>          | 960  | 73.05 | 10.15 |
|                    | <b>Rural</b>          | 1040 | 69.13 | 11.23 |
| <b>School Type</b> | <b>Boys' Schools</b>  | 520  | 71.82 | 10.74 |
|                    | <b>Girls' Schools</b> | 540  | 69.11 | 10.92 |
|                    | <b>Co-Ed Schools</b>  | 940  | 72.67 | 10.33 |
| <b>Management</b>  | <b>Government</b>     | 980  | 68.94 | 11.28 |
|                    | <b>Private</b>        | 1020 | 73.81 | 10.02 |
| <b>Community</b>   | <b>OC</b>             | 420  | 74.03 | 9.98  |
|                    | <b>BC</b>             | 780  | 71.12 | 10.54 |
|                    | <b>SC</b>             | 520  | 69.44 | 11.12 |
|                    | <b>ST</b>             | 280  | 68.87 | 11.51 |
| <b>Family Type</b> | <b>Joint</b>          | 860  | 72.95 | 10.21 |
|                    | <b>Nuclear</b>        | 1140 | 69.87 | 11.08 |



Table 2. Inferential Statistics (t-tests and ANOVA Results)

| Variable                           | Test   | df     | Test Value | Sig. (p) | Effect Size      | Result      |
|------------------------------------|--------|--------|------------|----------|------------------|-------------|
| Gender (Boys vs Girls)             | t-test | 1998   | t = 6.24   | < .001   | d = 0.25         | Significant |
| Locality (Urban vs Rural)          | t-test | 1998   | t = 7.51   | < .001   | d = 0.35         | Significant |
| School Type (Boys', Girls', Co-Ed) | ANOVA  | 2,1997 | F = 8.42   | < .001   | $\eta^2 = 0.017$ | Significant |
| Management (Govt vs Private)       | t-test | 1998   | t = 10.43  | < .001   | d = 0.46         | Significant |
| Community (OC, BC, SC, ST)         | ANOVA  | 3,1996 | F = 12.67  | < .001   | $\eta^2 = 0.019$ | Significant |
| Family Type (Joint vs Nuclear)     | t-test | 1998   | t = 6.01   | < .001   | d = 0.27         | Significant |

## Summary

This study set out to examine the resilience of adolescent students in Jangaon District, Telangana, using a large and diverse sample of 2000 students. By applying a stratified random sampling method, the research ensured representation across gender, locality, school type, management system, community, and family type. Resilience was measured with the Connor-Davidson Resilience Scale (CD-RISC), and data were analyzed using both descriptive and inferential statistics. The findings revealed that resilience is not evenly distributed but varies significantly across demographic groups. Boys, urban students, private school students, co-educational school students, OC community students, and those from joint families demonstrated higher resilience. In contrast, girls, rural students, government school students, SC/ST students, and those from nuclear families reported lower resilience. These results highlight that resilience is shaped by a combination of individual factors (such as gender and family type) and contextual influences (such as school climate, management resources, and community background). The study emphasizes that resilience is not just a personal trait but also a reflection of the opportunities, supports, and challenges that adolescents encounter in their everyday lives. In conclusion, the research underscores the importance of school-based programs, family engagement, and community support systems in fostering resilience. By focusing on vulnerable groups, educators, policymakers, and mental health professionals can work together to strengthen resilience and promote the overall well-being of adolescents in diverse educational and cultural contexts.

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**INTERNATIONAL JOURNAL OF MULTIDISCIPLINARY EDUCATIONAL RESEARCH**  
**ISSN:2277-7881(Print); IMPACT FACTOR :9.014(2025); IC VALUE:5.16; ISI VALUE:2.286**  
**PEER REVIEWED AND REFEREED INTERNATIONAL JOURNAL**  
(Fulfilled Suggests Parametres of UGC by IJMER)  
**Volume:14, Issue:8(4), August, 2025**  
Scopus Review ID: A2B96D3ACF3FEA2A  
Article Received: Reviewed : Accepted  
Publisher: Sucharitha Publication, India  
Online Copy of Article Publication Available : [www.ijmer.in](http://www.ijmer.in)

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