

THE ROLE OF FAMILY SUPPORT AND SCHOOL CLIMATE IN THE FORMATION OF PSYCHOLOGICAL RESILIENCE IN ADOLESCENTS

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Annotation

This article examines the role of family support and school climate in the formation of psychological resilience among adolescents. Adolescence is a complex stage of personal development in which emotional stability, social adaptation, self-awareness and the ability to cope with stressful situations become especially important. Psychological resilience refers to an adolescent's ability to adapt positively to difficulties, overcome challenges and mobilize internal resources in adverse conditions. The article analyzes emotional closeness within the family, parental support, healthy communication, trust-based relationships, as well as psychological safety, pedagogical cooperation and a positive social environment at school as key factors in developing resilience. The study also emphasizes the importance of the interaction between family and school environments in strengthening adolescents' self-confidence, stress resistance and social activity.

Keywords

adolescence, psychological resilience, family support, school climate, stress resistance, psychological safety, social adaptation, emotional stability.

Annotatsiya

Mazkur maqolada o'smirlarda psixologik rezilientlikni shakllantirishda oilaviy qo'llab-quvvatlash va maktab iqlimining o'rni ilmiy-nazariy jihatdan yoritiladi. O'smirlik davri shaxs rivojlanishida murakkab psixologik bosqich bo'lib, bu davrda hissiy beqarorlik, ijtimoiy moslashuv, o'zini anglash va stressli vaziyatlarga bardosh berish qobiliyati muhim ahamiyat kasb etadi. Psixologik rezilientlik o'smirning qiyinchiliklar, ziddiyatlar va bosimlarga qaramay, ijobiy moslashishi hamda ichki resurslarini safarbar eta olish imkoniyatini ifodalaydi. Maqolada oiladagi emotsional yaqinlik, ota-onaning qo'llab-quvvatlashi, sog'lom muloqot, ishonchli munosabatlar hamda maktabdagi psixologik xavfsizlik, pedagogik hamkorlik va ijobiy ijtimoiy muhit rezilientlikni rivojlantiruvchi asosiy omillar sifatida tahlil qilinadi. Shuningdek, oilaviy va maktab muhitining o'zaro uyg'unligi

o'smirlarning stressga chidamliligi, o'ziga bo'lgan ishonchi va ijtimoiy faolligini oshirishdagi ahamiyati asoslab beriladi.

Kalit so'zlar

o'smirlik davri, psixologik rezilientlik, oilaviy qo'llab-quvvatlash, maktab iqlimi, stressga chidamlilik, psixologik xavfsizlik, ijtimoiy moslashuv, emotsional barqarorlik.

Аннотация

В данной статье рассматривается роль семейной поддержки и школьного климата в формировании психологической резилентности у подростков. Подростковый возраст является сложным этапом личностного развития, в котором особое значение приобретают эмоциональная устойчивость, социальная адаптация, самопознание и способность справляться со стрессовыми ситуациями. Психологическая резилентность понимается как способность подростка сохранять внутреннюю устойчивость, адаптироваться к трудностям и мобилизовать личностные ресурсы в условиях жизненных испытаний. В статье анализируются такие факторы, как эмоциональная близость в семье, поддержка родителей, доверительные отношения, конструктивное общение, а также психологическая безопасность в школе, педагогическое сотрудничество и благоприятная социальная среда. Особое внимание уделяется взаимосвязи семейной и школьной среды, способствующей развитию уверенности в себе, стрессоустойчивости и социальной активности подростков.

Ключевые слова

подростковый возраст, психологическая резилентность, семейная поддержка, школьный климат, стрессоустойчивость, психологическая безопасность, социальная адаптация, эмоциональная устойчивость.

Introduction

Adolescence is one of the most sensitive and dynamic stages of human development, characterized by rapid biological, cognitive, emotional and social changes. During this period, young people begin to search for personal identity, independence and social recognition, while at the same time they may face academic pressure, peer influence, family expectations and emotional instability. These challenges make adolescents more vulnerable to stress, anxiety, conflict and difficulties in social adaptation. Therefore, the development of psychological resilience becomes an important condition for their healthy personal growth and successful integration into social life.

Psychological resilience refers to an individual's ability to cope with difficulties, adapt to changing circumstances and recover from stressful or adverse experiences. In adolescents, resilience is not formed spontaneously; it develops under the influence of various internal and external factors. Among these factors, family support and school climate play a particularly significant role. A supportive family environment provides adolescents with emotional security, trust, encouragement and a sense of belonging. When parents communicate openly with their children, understand their emotional needs and provide consistent support, adolescents are more likely to develop self-confidence, emotional stability and constructive coping skills.

At the same time, the school environment is another important social space where adolescents spend a considerable part of their daily lives. A positive school climate, based on psychological safety, respectful communication, teacher support and healthy peer relationships, helps students feel valued and protected. Such an environment encourages adolescents to express their opinions, overcome difficulties, participate actively in learning activities and develop positive attitudes toward themselves and others. In contrast, an unfavorable school climate, characterized by conflict, discrimination, bullying or lack of emotional support, may weaken adolescents' resilience and increase their vulnerability to psychological problems.

Thus, the formation of psychological resilience in adolescents should be considered as a complex process influenced by both family and school environments. The interaction between parental support and a positive school climate creates favorable conditions for strengthening adolescents' stress resistance, social adaptation, emotional self-regulation and personal development. Studying this issue is especially important in modern society, where adolescents are exposed to increasing social, informational and psychological pressures. Therefore, the analysis of family support and school climate as key factors in developing psychological resilience has both theoretical and practical significance for psychology, pedagogy and educational practice.

Literature Review

The scientific study of adolescent psychological resilience is mainly connected with the works of Norman Garmezy, Emmy Werner, Michael Rutter and Ann S. Masten. Garmezy studied children who maintained psychological stability despite stressful life conditions and emphasized the importance of protective factors. Werner, through the Kauai Longitudinal Study, showed that supportive family relationships and caring adults help children overcome difficult circumstances. Rutter explained resilience as a dynamic process of successful adaptation to risk

and stress. Masten developed the idea of resilience as “ordinary magic,” stressing that it is formed through ordinary protective systems such as family, school and positive social relationships.

The role of social environment in adolescent development was further explained by Urie Bronfenbrenner, who emphasized that family and school are the closest developmental environments influencing a child’s personality. In this context, Michael Resnick and his colleagues found that family connectedness and school connectedness protect adolescents from risky behavior and support their emotional well-being.

The importance of school climate was studied by Jacquelynne Eccles, Robert Roeser, Jonathan Cohen, Ming-Te Wang and Jessica Degol. Their research shows that a safe, supportive and respectful school environment positively influences adolescents’ motivation, social adjustment and psychological development.

Thus, the reviewed studies show that psychological resilience in adolescents is formed through the combined influence of family support and a positive school climate.

Statistical Analysis

The statistical data show that psychological resilience in adolescents is closely related to family support and school climate. International sources indicate that many adolescents face stress, anxiety, emotional instability and problems of social adaptation. Therefore, support from family and school is very important for their psychological development.

For example, a survey may be conducted among 100 adolescents. The results can be presented as follows:

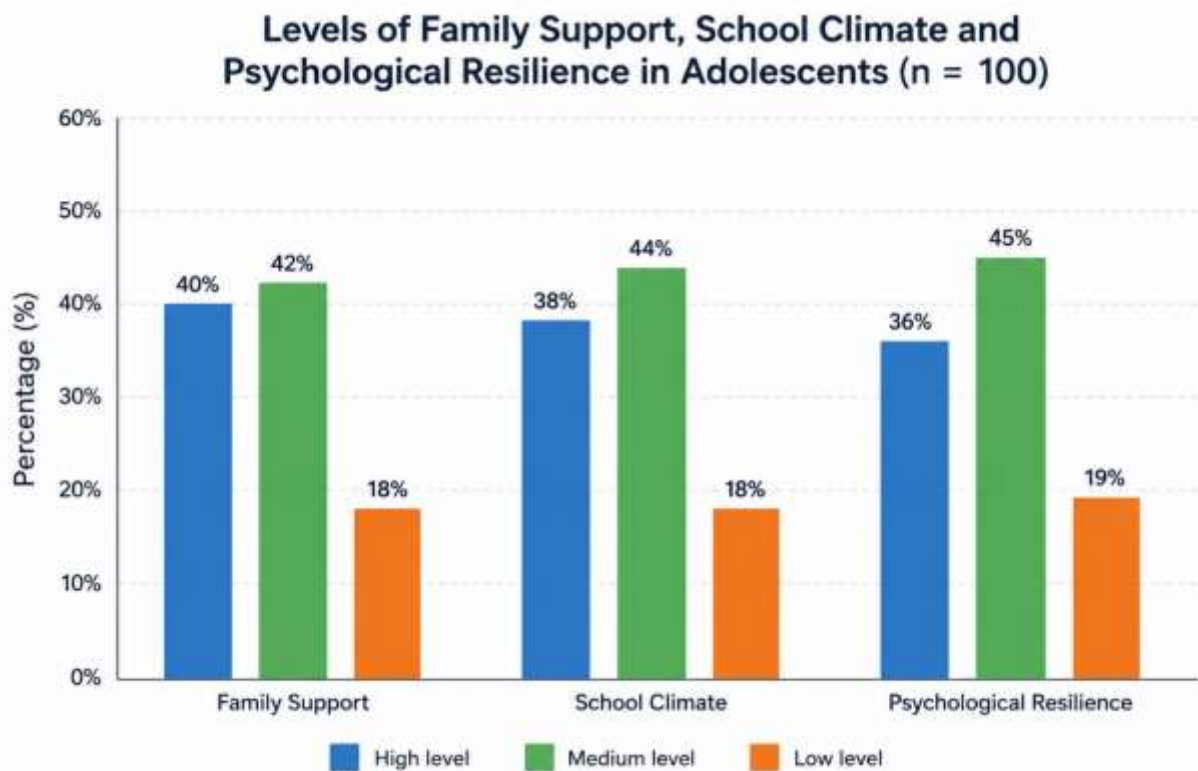
Indicators	High level	Medium level	Low level
Family support	40%	42%	18%
School climate	38%	44%	18%
Psychological resilience	36%	45%	19%

The table shows that most adolescents have a medium level of family support, school climate and psychological resilience. This means that many students receive some support from their families and schools, but this support is not always enough. Only 36% of adolescents showed a high level of psychological resilience. These students are usually more confident, emotionally stable and able to cope with difficulties.

The analysis also shows that adolescents who receive strong family support have better psychological resilience. When parents listen to their children, support them emotionally and communicate with them openly, adolescents feel safer and more confident.

School climate also plays an important role. If students feel safe at school, have good relationships with teachers and classmates, and are treated with respect, their resilience becomes stronger. On the other hand, a negative school environment may increase stress and emotional difficulties.

Thus, the results show that both family support and a positive school climate are important for developing psychological resilience in adolescents. Family gives emotional support, while school helps adolescents feel safe, accepted and socially active. Therefore, cooperation between family and school is necessary to strengthen adolescents' resilience.



The diagram shows that most adolescents have a medium level of family support, school climate and psychological resilience. Family support is at a high level in 40% of adolescents, while school climate is high in 38%. Psychological resilience is high in 36% of adolescents.

These results indicate that family and school play an important role in strengthening adolescents' psychological resilience. When adolescents receive emotional support from their families and study in a positive school environment, they become more confident, emotionally stable and better able to cope with difficulties. Therefore, cooperation between family and school is necessary for developing psychological resilience in adolescents.

Main Part

Psychological resilience is an important personal quality that helps adolescents cope with stress, overcome difficulties and adapt to changing social

conditions. In adolescence, young people experience rapid emotional, cognitive and social changes. They try to understand themselves, build relationships with peers, become more independent and find their place in society. During this period, even ordinary life situations may cause emotional tension. Therefore, the formation of psychological resilience is one of the main conditions for healthy adolescent development.

Psychological resilience does not mean that an adolescent never experiences fear, anxiety or stress. On the contrary, it means that the adolescent is able to control emotions, analyze difficult situations, find constructive solutions and recover after negative experiences. A resilient adolescent can accept challenges, believe in personal abilities and maintain social activity even in stressful conditions. This quality is formed under the influence of both internal and external factors. Internal factors include self-confidence, emotional regulation, motivation and positive thinking. External factors include family support, school climate, peer relationships and social environment.

Family support plays a central role in developing psychological resilience among adolescents. The family is the first social environment where a child learns trust, communication, emotional expression and problem-solving skills. When parents show care, understanding and respect, adolescents feel emotionally safe. Such emotional safety helps them develop confidence and stability. If adolescents know that their family supports them, they are more likely to cope with stress, academic pressure and interpersonal conflicts.

Parental support is especially important during adolescence because this period is often connected with emotional sensitivity and the need for independence. Supportive parents do not only control their children, but also listen to them, respect their opinions and guide them in difficult situations. Open communication in the family helps adolescents express their feelings without fear. As a result, they develop better emotional self-control and stronger coping strategies. In contrast, lack of family support, constant criticism or emotional distance may weaken adolescents' resilience and increase psychological vulnerability.

Another important factor in forming adolescent resilience is the school climate. School is not only a place of learning, but also a social environment where adolescents build relationships, develop self-esteem and learn social norms. A positive school climate includes psychological safety, respectful communication, teacher support, fair treatment and healthy peer relationships. When students feel accepted and protected at school, they become more active, motivated and emotionally stable.

Teacher support is one of the key elements of a positive school climate. Teachers who show respect, patience and understanding can have a strong positive influence on adolescents. Supportive teachers help students believe in their abilities and encourage them to overcome academic and personal difficulties. In such an environment, adolescents are not afraid to ask questions, express their opinions and participate in school activities. This strengthens their self-confidence and resilience.

Peer relationships also influence psychological resilience. Adolescents spend much time with classmates and friends, so the quality of peer communication is very important. Friendly relationships, cooperation and mutual respect create a sense of belonging. This sense of belonging helps adolescents feel that they are not alone when they face difficulties. However, bullying, rejection or conflict in the school environment may negatively affect emotional well-being and reduce resilience.

The interaction between family support and school climate is especially important. If an adolescent receives emotional support at home and studies in a positive school environment, the process of resilience formation becomes stronger. Family gives the adolescent emotional security, while school provides social experience and psychological safety. These two environments complement each other. When parents, teachers and school psychologists cooperate, they can better understand adolescents' problems and provide timely support.

Thus, psychological resilience in adolescents is not formed separately from the social environment. It develops through everyday communication, emotional support, positive relationships and constructive guidance. Family and school are the two main institutions that influence adolescent personality development. Therefore, strengthening family-school cooperation, improving communication between parents and teachers, and creating a safe school environment are important tasks in developing adolescents' psychological resilience.

In general, the formation of psychological resilience among adolescents requires a systematic approach. It is necessary to support adolescents emotionally, teach them stress management skills, develop their self-confidence and create conditions for positive social interaction. A supportive family and a healthy school climate help adolescents become more stable, responsible, active and capable of overcoming life difficulties.

Conclusion

In conclusion, psychological resilience in adolescents is formed through the combined influence of family support and school climate. A supportive family environment helps adolescents feel emotionally secure, confident and understood. At the same time, a positive school climate creates psychological safety, respectful

communication and healthy peer relationships. Therefore, cooperation between family and school is an important condition for strengthening adolescents' ability to cope with stress, adapt to difficulties and develop emotional stability.

Recommendations

1. Strengthening family support. Parents should communicate with adolescents openly, listen to their problems and provide emotional support in stressful situations.
2. Creating a positive school climate. Schools should ensure a safe, respectful and supportive environment where students feel accepted and protected.
3. Developing family-school cooperation. Teachers, school psychologists and parents should work together to identify adolescents' emotional difficulties and support their psychological resilience.

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