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Notice for the PhD Viva Voce Examination

Ms Stenny Anto K, Registration Number: 2071024, PhD Scholar at the School of Psychological Sciences, CHRIST (Deemed to be University) will defend her PhD thesis at the public viva-voce examination on Monday, 11 May 2026 at 10.00 am in Room No. 044, Ground Floor, R&D Block, CHRIST (Deemed to be University), Bengaluru - 560029, Karnataka, India.

Title of the Thesis	:	The Roles of School Connectedness, Family Relationships, Personal Strengths, and Psychological Vulnerability in Student Subjective Well-Being
Discipline	:	Psychology
External Examiner - I	:	Dr Barani Kanth Professor Department of Applied Psychology Pondicherry University R Venkat Raman Nagar, Kalapet Puducherry - 605014
External Examiner - II	:	Dr Meera Padhy Associate Professor Centre for Psychology School of Medical Sciences University of Hyderabad Central University Campus P.O. Professor C. R. Rao Road, Gachibowli Hyderabad - 500046, Telangana
Supervisor	:	Dr Shinto Thomas Assistant Professor School of Psychological Sciences Bangalore Yeshwanthpur Campus CHRIST (Deemed to be University) Bengaluru - 560073 Karnataka

The members of the Research Advisory Committee of the Scholar, the faculty members of the Department and the School, interested experts and research scholars of all the branches of research are cordially invited to attend this open viva-voce examination.

Place: Bengaluru
Date: 02 May 2026

Registrar (Academics)

ABSTRACT

Adolescence is a critical developmental stage characterized by rapid physical, cognitive, and socio-emotional shifts, during which a sense of belonging, family relationships, and personal strengths all have a significant impact on well-being. The current study examined the complex interplay of school connectedness, family ties, resilience, grit, and psychological vulnerability in predicting Student Subjective Well-Being among higher secondary students in Thrissur district, Kerala, India. The primary objective of this study was to investigate the mediating effects of resilience, grit, and psychological vulnerability on the relationship between school connectedness and student subjective well-being, as well as the relationship between family relationships and student subjective well-being. The influence of socio-demographic factors on all the study variables was also examined. The study conceptualized student well-being as a multidimensional construct that includes joy of learning, school connectedness, educational purpose, and academic efficacy. A cross-sectional correlational design was used, with 715 adolescent students (66% girls, 34% boys) selected using multistage sampling from State, CBSE, and ICSE schools. Standardised instruments were used to measure the variables. School Connectedness is measured by the Missouri School Improvement Process Student Advanced Questionnaire, the Brief Family Relationship Scale for family relationship, the Brief Resilience Scale for resilience, the Grit-O Scale for grit, the Psychological Vulnerability Scale for psychological vulnerability, and the Student Subjective Well-Being Questionnaire for measuring student subjective well-being. Pearson correlations, independent *t* test, one way ANOVA, and SEM analysis were performed with SPSS and AMOS 23.0. The findings demonstrated strong positive associations between school connectedness, family relationships, resilience, grit, and student subjective well-being, while psychological vulnerability was negatively associated to the study variables. School connectedness and family relationships are revealed as strong indicators of student well-being, emphasizing the importance of supportive microsystems in adolescent development. Resilience and psychological vulnerability did not significantly mediate the relationship between school connectedness and family relationships with student subjective well-being. In contrast, grit has a mediation role in the relationship between school connectedness and family relationships with student subjective well-being. Furthermore, studies on gender and school type revealed that female students reported greater school connectedness and subjective well-being than male students. Findings disclosed that students from state boards had stronger family relationships, more grit, and higher overall well-being than those from the CBSE and ICSE systems. The findings highlight the critical role that school and family environments play in shaping students' overall well-being, revealing that grit, act as important mediator, explaining how these contextual factors influence academic and holistic well-being outcomes. This study contributes significantly to the growing body of Indian studies investigating the impact of supportive school and family climates on student subjective well-being.

Keywords: school connectedness, family relationships, resilience, grit, psychological vulnerability, student subjective well-being, adolescents, positive education, ecological systems theory

Publications:

1. **Stenny Anto kollannoor & Shinto Thomas;** The Relationship between School Connectedness and Student Subjective Well-being- Moderating Role of Psychological Vulnerability. Application No. 202441087068, The Patent Office Journal No. 47/2024 dated 22-11-2024
2. **Stenny Anto Kollannoor & Shinto Thomas (2025).** Exploring the influence of family relationship on students' school well-being. *Children and Youth Services Review*, <https://doi.org/10.1016/j.childyouth.2025.108540>