External resources of resilience in association with the alcohol use among early adolescents

Lenka Abrinkova[1], Oľga Orosová[2], Maria Bacikova-Sleskova[2], Marcela Štefaňáková[1], Beata Gajdošová[2]
[1]Department of Psychology, PJ Safarik University in Kosice, Slovak Republic
[2]Department of Educational Psychology and Psychology of Health, PJ Safarik University in Kosice, Slovak

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1. BACKGROUND

External resources of resilience are important protective factors against alcohol use among early adolescents. Home and school environments are considered to be the closest resource for youths and it is important to monitor their protective role during the young adolescent developmental period. This study aimed to explore the role of external resources of resilience (school support, school meaningful participation, home support, home meaningful participation) in explaining the alcohol use in past 30 days among early adolescents.

2. MATERIALS AND METHODS

Design

Data were collected within a five-wave repeated design with a baseline (T1), 3-month follow-up (T2), 6-month follow-up (T3), 12-month follow-up (T4) and 18-month follow-up (T5). Seventh grade students from twenty-four primary school participated in the study.

Sample

653 (52.9% girls) early adolescents (mean age =11.72 at T1; mean age = 13.09 at T5) participated in five waves repeated measure design with a baseline (T1), 3-month follow up (T2), 6-month (T3), 12-month (T4) and 18-month follow-up (T5).

Measures

Alcohol use (AU) in the past 30 days: "On how many occasions (if any) have you had any alcoholic beverage to drink during the last 30 days?" The possible answers: 0, 1-2, 3-5, 6-9, 10-19, 20-39, 40 or more (dichotomized into: 0=not used, 1=used)

Resilience Youth Development Module (Hanson &. Kim, 2007), school support (Cronbach´s α= 0.87), school meaningful participation (Cronbach´s α= 0.67), home support (Cronbach´s α= 0.85) home meaningful participation (Cronbach´s α= 0.81) was used in this study, rating scale 1= not at all true, 4 = very much true. A higher score indicated a higher level in each factor.

Statistical Analyses

Binary logistic regression

Table 1: Regression models for alcohol use in T1, T2, T3, T4, T5

Predictors	B	Exp(B)	95% C. I for Exp(B)		Sig
Model T1					
T1 School Support	-0.14	0.86	0.77	0.95	**<.001**
T1 School Meaningful Participation	0.15	1.16	1.00	1.35	**<.05**
T1 Home Support	-0.00	0.99	0.88	1.25	0.97
T1 Home Meaningful Participation	0.44	1.04	0.86	1.12	0.64
Model T2					
T2 School Support	-0.18	0.83	0.83	0.73	**<.001**
T2 School Meaningful Participation	0.10	0.93	1.31	3.18	0.24
T2 Home Support	-0.19	0.69	0.97	2.17	**<.05**
T2 Home Meaningful Participation	0.19	1.21	0.95	1.54	0.11
Model T3					
T3 School Support	-0.06	0.93	0.86	1.02	0.15
T3 School Meaningful Participation	-0.03	0.97	0.84	1.11	0.66
T3 Home Support	-0.06	0.93	0.84	1.04	0.24
T3 Home Meaningful Participation	0.02	1.02	0.87	1.19	0.79
Model T4					
T4 School Support	0.69	1.07	0.97	1.17	0.14
T4 School Meaningful Participation	0.02	1.02	0.89	1.18	0.71
T4 Home Support	-0.10	0.90	0.89	0.99	**<.05**
T4 Home Meaningful Participation	-0.03	0.96	0.82	1.12	0.63
Model T5					
T5 School Support	0.03	1.03	0.93	1.13	0.56
T5 School Meaningful Participation	-0.04	0.95	0.82	1.11	0.54
T5 Home Support	-0.14	0.86	0.77	0.96	**<.05**
T5 Home Meaningful Participation	0.09	1.10	0.93	1.10	0.24

*Alcohol use at T1 and gender was used as a control variables.

3. RESULTS

In Table 1:
School support was associated with lower AU in T1 and T2
School meaningful participation was associated with higher AU in T1
Home support was associated with lower AU in T2, T4 and T5.

4. CONLUSION

The 5 measurements revealed a trend of the external resources of resilience in AU shifting from the school environment to the home environment. Moreover, it seems that school meaningful participation is associated with a higher probability of AU through more opportunities for group activities which are often associated with AU.

Main message 1:
School environment plays an important role in explaining AU in younger early adolescents. Home environment plays an important role in explaining AU in older early adolescents.

Main message 2:
The results point to an increasing trend in alcohol use among early adolescents.

Address for corespondence
Lenka Abrinková
Department of Psychology, Faculty of Arts
P.J. Šafárik Univeristy
Moyzesova 9, 040 59 Košice, Slovensko
lenka.abrinkova@gmail.com

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