



# Understanding of Resilience among Adolescents

**Kanak\*, Dimple Rangila (Ph.D.) \*\***

\*Ms Kanak has completed Masters of Science in Human Development and Childhood Studies, Department of Human Development and Childhood Studies, Lady Irwin College, University of Delhi, New Delhi, India.

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\*\*Dimple Rangila, Ph.D. is Assistant Professor, Department of Human Development and Childhood Studies, Lady Irwin College, University of Delhi, New Delhi, India.

## Abstract

The present paper is part of a larger study titled "Exploring the Role of Resilience in the Lives of Adolescents" aimed to explore the significance of resilience among adolescents and their perceptions regarding factors influencing resilience. 30 adolescents, comprising 15 girls and 15 boys, participated in the study. Data collection involved semi-structured interviews with adolescents. Resilience in adolescents was measured using the adapted Connor Davidson Scale-25. The study took place in Delhi. The findings highlighted that adolescent associated resilience with qualities like patience, perseverance, and endurance. They emphasized resilience as pivotal for adolescents, enabling them to thrive amidst challenges. Furthermore, resilience was seen as crucial for personal growth, academic achievement, and emotional well-being. Adolescents acknowledged resilience as fundamental, allowing them to approach challenges with a growth mindset and perceive setbacks as opportunities for growth. They stressed the importance of support systems in providing emotional backing, guidance, and practical assistance during difficult times. Moreover, they recognized failure as a catalyst for growth, normalizing setbacks and imparting valuable lessons. Identified factors impeding resilience included stressors such as academic pressure and exam-related stress, leading to self-doubt. Conflicts with parents, particularly regarding study habits, academic expectations and screen time, were additional stressors challenging resilience. Understanding and addressing these factors can contribute to fostering resilience and promoting positive development during this critical stage of life.

**Keywords:** Resilience, adolescents, growth mindset, support systems, stressors, parental expectations

## Introduction

Resilience is the ability to persist in the face of change and to grow in ever-changing surroundings. The ability of individuals, groups, civilizations, and cultures to adjust or even move into new development pathways in the face of dynamic change is the focus of resilience thinking. It also examines how times of gradual change interact with times of rapid change. It deals with how to make your way via many pathways, thresholds, and tipping points that separate them (Folke, 2016).

The American Psychological Association (2014) defines resilience as "the process of adapting well in the face of adversity, trauma, tragedy, threats or even significant sources of stress."

Adolescence, which spans the ages of 10 to 19, is the transitional stage between childhood and adulthood. Adolescents grow quickly in all areas—physical, cognitive, and psychological. This has an impact on their emotions, thoughts, decision-making, and interactions with the outside environment ("Adolescent

health," 2019). There are 253 million teenagers in India who are in the 10 to 19 age range. ("Adolescent development and participation")

The Simon-Saiz et al. (2018) study provides evidence for a link between health-related quality of life and resilience in adolescents. Resilience is associated with higher levels of quality of life in adolescents, and because girls have lower scores, it could be one of the reasons for their lower health-related quality of life.

Banerjee et al., (2018) in his study found that every social class in our society is being impacted by the rat race of modern life, and teenagers are not an exception to this underlying tension. Adolescents who lack resilience are more likely to experience psychosocial maladaptation and psychopathology as adults. Lack of resilience in kids and teens has been linked to adult psychopathology and psychosocial maladaptation, according to research. A person's level of resilience is influenced by several things, including optimism, self-efficacy, impulse control, perseverance, flexibility, and emotional awareness.

### **Resilience and Adversity**

According to (Moreno et al., 2016), adversity is characterized by "past or present hazards judged to have the potential to derail normative development" and "typically encompasses negative life circumstances that are shown to be statistically linked to challenges with adjustments difficulties."

Adversity of any kind, at any time, with varying degrees of intensity and duration, can affect resilience's dynamic nature and cause variations in the resilience's emerging shape and timing. Exposure to childhood trauma and socioeconomic adversity are the two forms of adversity that have been studied the most. One method by which fortifying systems improves resilience is tempering. Tempering is defined in a variety of ways, but "to make stronger and more resilient through hardship" is the most accurate way to describe the processes that we consider to be involved in resilience. Individuals who exhibit only slight impairment in their stress-responsive systems might be able to persevere through hardship by using tempering techniques they have already learned. On the other hand, subthreshold symptoms or maladaptive behaviours could emerge from moderate impairment and such individuals might eventually need to learn and acquire additional strategies in order to enact tempered and strengthened resilience. The stress-responsive systems may experience varying degrees of impairment when exposed to extreme or prolonged levels of adversity and the corresponding allostatic load. At this point, more resources are needed to counteract the negative effects of adversity, fix any impairments, alter malfunctioning systems, and fortify already-existing stress-responsive systems (Malhi et al., 2019)

### **Resilience and Vulnerability**

Vulnerability is defined as the extent to which a system, or a component of it, may react negatively in the event of a hazardous event. The notion of vulnerability entails a certain level of risk related to the material, societal, and financial aspects of the event as well as the consequences that arise from the system's capacity to handle it. The idea of vulnerability entails a certain amount of danger together with a degree of social and financial responsibility and the capacity to handle the eventuality. The idea of vulnerability entails a certain amount

of risk related to the consequences economic, social, and physical that arise from the system's incapacity to handle the eventuality. (Proag, 2014)

### **Resilience and Mental Health**

Resilience is significantly linked to children's and adolescents' mental health, and it warrants a larger role in research, prevention programmed, and routine clinical care. Incorporating social, cultural, and familial context into the assessment of resilience is crucial since it helps pinpoint areas in need of early and preventative interventions. Despite the variability of study populations and tools, there is a relationship between lower mental health problems and stronger resilience (Mesman et al., 2021).

## **Cultural and Contextual Influences**

Cultural resilience takes into account how one's cultural background—that is, one's language, habits, norms, culture, and cultural values—helps oneself and one's community overcome hardship. According to the concept of cultural resilience, people and communities may face and overcome hardship not only because of their own unique qualities but also because of the assistance of more significant sociocultural elements (Ehlers, 2015). A variety of cultural and contextual factors influence resilience. Research, for instance, emphasizes how cultural identity and ties to the community can help adolescents from a variety of backgrounds become more resilient (Ungar, 2011).

## **Developmental Perspectives**

Adolescence is a transitional stage marked by profound changes in the nervous system and psychological makeup, coupled with increased environmental demands and social context sensitivity. All facets of life are impacted by these profound biopsychosocial shifts and their neural foundations, including physical development and personality consolidation in addition to social, emotional, and cognitive domains.

Even though the brain can rewire itself throughout life in response to experience learning, significant neuroplasticity happens in adolescence. Adversity rises dramatically during adolescence at the same time that individuation takes place and the importance of peer relationships—both positive and negative rises relative to family relationships. This implies that while the resources needed to deal with present or potential future adversity remain limited, the sources of adversity spread as social networks grow. Adolescence is the best time to implement interventions that promote resilience and promote healing. However, extreme adversity creates an excessive allostatic load that simply overwhelms all stress-responsive systems, making recovery—a sign of resilience elusive for some adolescents with significant impairment, making it difficult for them to exhibit resilience (Malhi et al., 2019).

## **Technology and Social Media Impact**

Hou et al. (2017) investigated the connection between problematic SNS (Social Networking Sites) use, resilience, and perceived stress. The findings showed that compared to those with low levels of perceived stress, those with high levels of perceived stress were more likely to use SNS problematically. The possibility that the use of SNS is a means of stress relief is one explanation for this finding. Additionally, problematic SNS use was negatively correlated with resilience. This result could have been explained by the fact that people with higher levels of resilience were better able to handle stressful circumstances and consequently exhibited constructive, non-problematic behavior (Hurley, 2018).

New research is showing how digital platforms and online resources can either present challenges or help foster resilience in adolescents, given the growing role that technology plays in their lives (Przybylski & Weinstein, 2017).

For the present study, resilience was understood as an individual's ability to adapt positively and effectively to adversity, stressors, or significant life challenges while maintaining or improving their mental, emotional, and physical well-being. The study explored the concept and significance of resilience among adolescents and to understand adolescents' perception regarding factors that facilitate or impede an individual's resilience.

## **Methodology**

### **Participants**

The study included 30 participants in total. 15 girls and 15 boys from Delhi.

### **Sampling Strategy**

Purposive sampling technique was used to reach out to adolescents. The participants were briefed about objectives of the study and their consent for participating in the study was taken. The consent for the study was taken from each of the participants by explaining the scope of the study, with an assurance that all the information they would share will be kept confidential and would only be used for academic and research purposes.

## Tools used for data collection

### *Connor Davidson-Resilience Scale-25 scale (Adapted)*

The scale was used with the 10 additional statements and Semi - structured interviews were primary data collection tools. Themes of the scale were: The ability to adapt to change, the ability to deal with what comes along, the ability to cope with stress, the ability to stay focused and think clearly, the ability to not get discouraged in the face of failure and the ability to handle unpleasant feelings such as anger, pain or sadness.

### *Semi-structured interview*

Semi-structured interview was conducted with adolescents to gain insights into the factors that contribute to resilience in adolescents. It also explored the role of the parents/caregivers and other support systems in fostering resilience.

## Results and Discussion

### Concept and significance of Resilience among Adolescents

Resilience is the ability to persist in the face of change and to grow in ever-changing surroundings. The ability of individuals, groups, civilizations, and cultures to adjust or even move into new development pathways in the face of dynamic change is the focus of resilience thinking. It also examines how times of gradual change interact with times of rapid change. It deals with how to make your way via many pathways, thresholds, and tipping points that separate them (Folke, 2016).

18 adolescents related the meaning of resilience to concepts like “धैर्य रखना” indicating an understanding of perseverance or endurance in the face of adversity. One respondent’s interpretation “जब हमारे साथ कुछ बुरा होता है, हमें कुछ सीख मिलती है उसे रिज़िलीअन्स कहते हैं।” captures the essence of resilience in a profound way. This understanding highlights resilience as not merely enduring hardships but actively transforming them into opportunities for personal growth and development. Another adolescent defined it as “मुश्किल के सामने घुटने ना टेकना, ट्राइ करते रहना।” encapsulates the essence of resilience in the adolescent context by encouraging perseverance, determination, and a positive mindset in the face of difficulties. The rest of the participants have no concrete opinion about it.

The responses reflect a recognition of the importance of resilience during adolescence, a period marked by significant changes and challenges. 10 adolescents acknowledged that resilience enables individuals to navigate these changes and challenges effectively, helping them move forward and learn from difficult situations. Reena said that “हां, अगर उनमें यह गुण है, तो वे आगे बढ़ने और चुनौतीपूर्ण परिस्थितियों से सीखने का प्रयास करेंगे।” Another participant Ronit felt that “येस, कोई मुश्किल सिचुएशन आती है तो उसे कैसे निकलना है, फेस करना है।”

Five adolescents mentioned the opportunity for personal growth and learning that comes from resilience, while others highlighted its role in improving focus and concentration. Kamal said that “हमें इसे सीखना को मिलता, और आगे बढ़ते हैं।” “हाँ मैम, यह ध्यान और एकाग्रता में मदद कर सकता है।”

Six adolescents believed that we should try again and also acknowledge that not everyone possesses these qualities naturally, but those who do can offer valuable support to others.

Pooja said that “येस, कुछ भी कर रहे अगर बुरा हो जाता है तो हुमा दोबारा ट्राइ करना चाहिए।”

Three adolescents believed that resilience can help them in controlling their emotions and help them achieving success. “येस, मैं छोटी बातों पे सोचना चालू कर देती हूँ, रिप्लैट करना चालू कर देती हूँ, रोना गुस्सा करना, तो मेरे को लगता है यह इम्पोर्टेंट है।” “होनी चाहिए, इसे ही आप सक्सेस की तरफ जाएंगे।”

The rest of the participants had no opinion on its significance. The responses demonstrate an overall understanding among adolescents of the critical role resilience plays during the tumultuous period of adolescence. They recognised resilience as an important factor in allowing people to successfully navigate the numerous changes and challenges that come with this stage of life. Some view resilience as a catalyst for personal growth and learning, while others see it as a way to improve focus and concentration. Banerjee et al., (2018) in their study said that every social class in our society is being impacted by the rat race of modern life,

and teenagers are not an exception to this underlying tension. Adolescents who lack resilience are more likely to experience psychosocial maladaptation and psychopathology as adults.

Furthermore, the adolescents agreed that resilience entails perseverance, recognising that not everyone innately possesses these qualities but that those who do can provide valuable support to others. Few adolescents see resilience as a tool for emotional regulation and a path to success.

### ***Characteristics of a Resilient Individual***

Nine adolescents recognized the importance of both physical strength and mental determination in resilience. They emphasized traits like patience, concentration, and the ability to withstand challenges with a positive attitude. Shalu said that “शारीरिक शक्ति, मानसिक और दृढ़ संकल्प, माहौल अच्छा होना चाहिए, सकारात्मक रहना चाहिए”

There's a recognition among 11 adolescents that having a good level of honesty, calmness along with being calm, “अच्छा होना, इम्मानदार होना” and controlling their emotions during times of stress or difficulties are characteristics of a resilient individual.

The responses reflect a multifaceted understanding of resilience, encompassing physical, mental, and emotional attributes, personal characteristics, learning processes, and environmental factors.

The remaining participants did not provide a concrete response.

### ***Perception of their Own Resilience***

Six adolescents perceived themselves as having average resilience, though their Connor-Davidson Resilience Scale-25 (adapted) scores indicate moderate to high resilience. One adolescent, who self-reported low resilience, shared a willingness to improve, suggesting nuanced self-awareness about their ability to handle challenges. Others were unsure about their resilience levels but mentioned efforts to improve it. Those perceiving average resilience likely score within the moderate range of 80-104 on the scale, aligning their self-assessment with moderate resilience. An adolescent with high self-rated resilience likely fell in the high resilience category, reflecting their confidence and self-belief. This overall suggests varying levels of self-awareness and confidence in resilience among the adolescents, highlighting both accurate self-perceptions and discrepancies between self-assessed and measured resilience levels.

### ***Views on Resilience as a Trait***

The 12 responses from adolescents highlight there's a recognition that only some individuals have the trait some not have resilience as a trait. “हाँ कुछ कुछ के पास होती हैं”

This recognition suggests an understanding that resilience is not inherent in everyone and may depend on various factors such as personality, experiences, and coping mechanisms.

Two adolescents emphasized the importance of learning from past mistakes, suggesting that those who possess this quality are better equipped to navigate challenges. “हां, जिसके पास यह योग्यता है, वह अपनी पिछली गलतियों से छुटकारा पाएगा और उन्हें नहीं दोहराएगा।” This perspective highlights the adaptive nature of resilience and its connection to self-awareness and growth.

One adolescent said that very few have this trait, “कम से कम लोगों के पास हैं।” This viewpoint suggests a perception of resilience as a relatively uncommon quality, further emphasizing the idea that not everyone may naturally possess this trait. (Blanke et al., 2022) in their study said that as a trait, resilience is an enduring personality characteristic that facilitates adaptation through stable individual differences.

### ***Role of Support Systems***

The 17 responses highlight the significant roles that both parents and friends play in supporting adolescents during various challenges. Adolescents rely heavily on their parents for academic assistance and emotional encouragement. Family support plays a crucial role in building resilience. Adolescents' capacity to manage stress is influenced by supportive environments, communication, and positive family dynamics (Fergus & Zimmerman, 2005).

Mothers are particularly involved in helping with studies and providing motivation was said by six adolescents. “मम्मी काफी हेल्प करती हैं, स्ट्रेस लेने मना करती हैं।”

While fathers also play a supportive role by offering encouragement and motivation as responded by three adolescents. Parents are seen as sources of comfort and reassurance, especially during times of stress such as exams. “कोई दोस्त नहीं, माँ पढ़ाई और एक्स्ट्रा करिकुलम में बहुत मदद करती है, पिता भी प्रेरित करते हैं, सहयोग करते हैं। अंग्रेजी की परीक्षा, तनाव के कारण पिछली दो परीक्षाएं अच्छी नहीं हुई, मां ने अच्छा प्रदर्शन करने के लिए प्रोत्साहित किया और कहा कि आपने बहुत कुछ किया।”

Friends also play a crucial role in providing support and encouragement to adolescents. They help with academic matters, such as sharing notes or assisting during exams, and offer emotional support during conflicts or demotivating moments.

Nine adolescents said that they helped them during a difficult period. “एक बार मैं अपना काम पूरा करना भूल गया तो मेरी सहेली ने मेरी नोटबुक उसके पास रख दी और मेरी टीचर से कहा कि मैं नोटबुक लाना भूल गया।”

An adolescent also responded, “ज्यादा नहीं, मेरे मामले में मैं ऐसी स्थितियों में अपने दोस्तों का समर्थन करता हूँ।”

Banerjee et al., (2018) in their study said that High resilience was linked to variables such as "time spent with mother and father," "family type," and "physical activities." Engaging in physical activity and providing children with quality parental time can enhance resilience and coping abilities.

### **Role of Adversity in Facilitating Resilience**

Six adolescents did say that they faced challenges and were uncertain about their career and studies during the pandemic. Vimla said that, “येस, पढ़ाई खराब हुई, ऑनलाइन क्लास में समझ नहीं आया।” Another participant komal said, “हां, करियर को लेकर हुई थी, मेने इम्प्रूव किया मेहनत करी।”

Eight adolescents shared their coping techniques during the time of pandemic. Vikas said that, “ध्यान लगाने से मदद हुई थी।” Another adolescent Priya said that, “घर पे ध्यान से सुनना मेरी एक बड़ी बहन है उनकी भी मदद लेकर, उनका दबाव था।” These coping mechanisms highlight the importance of resilience and resourcefulness during difficult times.

Eight adolescents said that they faced no such difficulties. Shreya said that, “उस समय ऐसा कुछ अलग हुआ नहीं मेरे लिए लेकिन गार्डनिंग से मुझे मदद मिली।”

The pandemic served as a testing ground for resilience among adolescents. It provided an opportunity for them to discover and develop coping strategies and hobbies, whether through personal determination, family support, or mindfulness practices. Sutton (2021) in her article said that the two key components of resilience are adversity and positive adaptation. Resilient individuals tend to have strong self-regulation skills, effective coping mechanisms, a growth mindset, and access to community resources. By facing and overcoming adversity, people can emerge stronger, more adaptable, and better equipped to handle future challenges.

### **Opinion on Role of Failure in Facilitating Resilience**

24 adolescents had a positive attitude towards learning from mistakes and failures. “हां, इससे सर्वश्रेष्ठ बनने की भूख और बढ़ेगी।”

They recognized the value of errors as learning opportunities, which allow for self-improvement and growth. Despite acknowledging a fear of failure, adolescents view it as a motivator to work harder and achieve better results. “हां, असफल होने से प्रेरणा मिलती है।” “हां, आगे और मेहनत करके अच्छा कर सकते हैं।”

One adolescent said that they have fear of failure and one said that they start crying. “मैं रोना शुरू कर देती हूँ, लेकिन मैं कड़ी मेहनत करती हूँ।”

The rest of the five participants did not provide a concrete response.

Despite the challenges, the adolescents emphasised their resilience and determination to overcome adversity, demonstrating a willingness to face obstacles head on and continue working towards their goals.

UK Virtual School (2023) in their article said that failure provides valuable insights, promotes self-reflection, problem-solving skills, and resilience-building, ultimately helping individuals bounce back from challenges with inner strength and perseverance.

Six adolescents reported to demonstrate a willingness to persist despite difficulties, emphasizing the importance of not giving up. This determination is evident in their approach to tasks, where they prioritize completing them effectively, even if it requires extra time and effort. “अच्छे से करता हूँ, अगर कोई मुझसे कुछ करने को कहेगा तो मैं करूँगा भले ही मुझे दो दिन लग जाएँ” “मैं पहले डर जाता हूँ, लेकिन फिर भी कोशिश करता हूँ” They emphasized the importance of not giving up and prioritize completing tasks effectively, even if it requires extra time and effort. They emphasized the importance of not giving up and prioritize completing tasks effectively, even if it requires extra time and effort.

Three adolescents said that they try to learn from others. “मेरे पास ऐसे मूल्य नहीं हैं, मैं इसे दूसरों से लेती हूँ” They expressed a recognition of the value of seeking guidance and inspiration from individuals whom they perceive as successful or resilient. The rest of the participants did not have a concrete opinion on it.

This demonstrates an awareness of the role of social learning and mentorship in fostering resilience among adolescents. Banerjee et al., (2018) in their study said that a person's level of resilience is influenced by several things, including optimism, self-efficacy, impulse control, perseverance, flexibility, and emotional awareness.

### **Long Term Benefits of Resilience**

Resilient adolescents are better able to plan for the future. Future goals are influenced by a variety of factors, including culture, developmental stage, interpersonal relationships, and intrapersonal traits. (Clearinghouse for Military Family Readiness, 2019)

Five adolescents recognized it as essential for fostering respect and maintaining healthy relationships, while adaptability enables individuals to thrive in different environments. “हां बिल्कुल, हम दूसरे व्यक्ति का सम्मान नहीं कर सकते, हम हमेशा जल्दी में रहते हैं, जल्दी का काम शैतान का” They acknowledged that being resilient enables individuals to handle challenges without losing their composure or respect for others. This perspective highlights the interpersonal aspect of resilience, suggesting that individuals who are resilient are better equipped to navigate conflicts and disagreements while maintaining positive relationships with others.

Seven adolescents said that resilience helps individuals learn from setbacks and improve their performance over time. “हां, अपने असफलताओं से सीख कर बेहतर प्रदर्शन करते हैं” This perspective emphasized the role of resilience in promoting personal growth and development, as individuals use their experiences to learn, adapt, and improve.

Six adolescents believe that this trait can help them in their career and jobs. “हां, आगे बढ़ने के लिए नौकरी के लिए अनुभव की आवश्यकता होती है क्योंकि शुरुआती दिनों में वेतन कम होता है, अगर हम धैर्य रखेंगे और काम करते रहेंगे तो हमारा वेतन बढ़ेगा” This perspective highlights the importance of resilience as a valuable trait in the context of academic and professional achievement.

Two adolescents said maybe it can help while one said that no. These responses suggest that not all adolescents may fully understand or appreciate the importance of resilience in their lives. It's possible that these individuals may need more education or exposure to the concept of resilience to recognize its significance in promoting personal well-being and success.

### **Factors that Impede an Individual's Resilience**

#### **Stressors**

The 18 responses from adolescents indicated that many of them experience stress related to career aspirations, academic competition, and study-related pressures. To cope with these challenges, adolescents often turn to various mechanisms for support and relaxation. One common approach is seeking solace in parental guidance and by sharing with friends as mentioned by three adolescents. “मुझसे रहा नहीं जाता, अकेले बैठकर रोती हूँ, दोस्तों से शेयर करती हूँ।

Five adolescents find solace in music. “संगीत मुझे भावनात्मक रूप से मदद करता है।”

Six adolescents said that they get silent and handle it by themselves. “कोई प्रतिक्रिया नहीं, चुप रहें, काफी धैर्य रखें।”

An adolescent finds respite by engaging in outdoor activities such as riding, which allows them to temporarily escape from the pressures of their academic and career pursuits. “कोई तनाव नहीं है, दोस्त और परिवार हैं, शाम को एक घंटे के लिए टहलने जाता हूँ तो सारा तनाव दूर हो जाएगा।”

These diverse coping strategies highlight the importance of finding outlets for stress relief and support in navigating the challenges of adolescence. (Palamarchuk & Vaillancourt, 2021) in their study found that stressors and coping mechanisms play crucial roles in resilience by influencing how individuals respond to adversity and challenges. Stressors, which are external or internal factors that induce stress, can trigger a cascade of neurocognitive processes that impact mental well-being and cognitive functioning. These stressors can lead to maladaptive coping strategies if not managed effectively, potentially resulting in cognitive dysfunctions and increased risk for mental disorders. Sampogna et al., (2021) in their study found that adaptive coping strategies, like acceptance, planning, and positive reframing, have been shown to predict higher levels of resilience, while maladaptive coping strategies, such as self-blame and emotional disengagement, are associated with lower resilience levels.

### ***Criticism and negative feedback***

16 adolescents took learnings from the criticism and try to improve themselves. “मैं यह पता लगाने की कोशिश करता हूँ कि मैं कहां गलत हो रहा हूँ और बदलाव करने की कोशिश करता हूँ।” “अगली बार और बेहतर करने के लिए जब तक मैं बेहतर नहीं करता तब तक इसे फिर से सीखें।” They demonstrated a proactive approach by trying to understand where they went wrong and making efforts to change their behaviour or actions accordingly. This indicates a healthy response to criticism, as they are open to feedback and view it as a chance to grow and develop.

Three adolescents said that they don't get any negative feedback. “कभी मिले ही नहीं।” While this could suggest that they may not have encountered situations where criticism was warranted, it could also indicate a lack of awareness or reflection on their part.

Two adolescents said that they get angry, “कभी-कभी जब मुझे गुस्सा आता है तो मैं रोना शुरू कर देती हूँ।” These responses suggest that some adolescents may struggle with managing their emotions in the face of criticism. While it's natural to feel upset or frustrated when receiving negative feedback, an excessive emotional reaction could interfere with the ability to effectively process and address the criticism constructively. Akers, (2019) in her article said that criticism and resilience are closely linked in the context of teenagers. Constructive criticism, when delivered effectively, can be a powerful tool for building resilience in teens. This type of criticism is targeted, specific, and focused on behaviours rather than personal traits, allowing teens to learn from their mistakes and develop strategies for improvement. However, criticism can also be detrimental if not delivered constructively. Maladaptive criticism, which is shaming, blaming, or judgmental, can lead to negative self-talk, low self-esteem, and decreased resilience.

### **Conclusion**

Adolescents perceive resilience as embodying patience, perseverance, and endurance. They recognize it as a crucial trait that enhances focus and concentration. Traits associated with resilience include honesty, calmness, emotional control, and adaptability.

Adolescents understand resilience as requiring perseverance and a readiness to try again, acknowledging it is not universal. They view resilient individuals as role models and sources of support, fostering a resilient culture within their communities.

Resilience is seen as a vital tool for success in various life aspects, aiding in emotion management and goal focus. Adolescents emphasize its multifaceted importance, influencing personal development, academic



success, emotional well-being, and relationships.

Failure is viewed as a learning opportunity, with perseverance in adversity considered crucial for resilience. Academic pressure and career aspirations are identified as significant stressors. Common coping mechanisms include seeking solace in music and withdrawing into silence.

Conflicts with parents or caregivers, often over studies and screen time, can undermine adolescents' sense of support and belonging, complicating stress navigation. Adolescents develop resilience by handling unexpected situations and recognizing their vulnerability.

This study contributes to understanding adolescent perspectives on resilience, identifying protective and risk factors. The study implies that understanding the concept of resilience and its significance is important for adolescents for several reasons:

### **Navigating Adolescence and Building Resilience**

Adolescence brings significant challenges, including academic pressures, social dynamics, and emotional growth. Understanding resilience is crucial for both adolescents and parents to navigate these challenges effectively. Resilience equips adolescents with skills to cope with stress and setbacks, while parents can support their children by fostering resilience-building strategies and providing a supportive environment.

#### **Promoting Mental Health**

Adolescence is critical for mental health development, with many issues emerging during this time. Understanding resilience helps in managing stress, anxiety, and depression, promoting mental well-being across the lifespan.

#### **Strengthening Relationships**

Resilience influences interpersonal relationships. When both adolescents and parents understand resilience, they can communicate effectively, offer support during challenges, and build stronger connections, fostering trust, empathy, and belonging.

#### **Preparing for Adulthood**

Resilience skills, such as problem-solving and adaptability, are essential for success in adulthood. Parents can instill these values, preparing adolescents to face adulthood with confidence and resilience.

#### **Building a Supportive Environment**

Resilience is shaped by environmental factors like family support and community resources. Understanding resilience helps create a supportive environment that promotes resilience-building behaviors and attitudes.

#### **Enhancing Overall Well-being**

Ultimately, understanding resilience enhances the overall well-being and quality of life for both adolescents and parents, equipping them to cope with challenges, maintain positive mental health, and cultivate fulfilling relationships.

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