

The Role of Resilience in Adolescents' Psychological Development**Nidhi Kumari¹**

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Resilience is one of the most significant factors in adolescents' ability to negotiate the challenges and adversities of developmental transition. This research looks into the role of resilience in adolescents' psychological development, how it influences their emotional well-being, coping strategies, and general mental health. The study analyses, through qualitative research, the psychological and social factors involved in how resilience develops in adolescents with secondary data from existing literature consisting of academic articles, psychological studies, and case reports. The research focuses on several protective factors that improve resilience, including strong family support, positive peer relationships, and community involvement. It also explains how individual characteristics, such as self-esteem, problem-solving skills, and emotional regulation, play a role in adolescent's ability to bounce back from adversity. The study further explores the role of educational environments and extracurricular activities in building resilience and how these contexts afford adolescents opportunities for personal growth, identity formation, as well as social skills development. In addition, the paper discusses the effect of negative life experiences, including family dysfunction, bullying, or academic pressure, and how resilience helps adolescents cope with these stressors. The research shows that resilience does not only buffer the effects of adversity but also promotes psychological growth and development in the aspect of challenges. This study is very critical in understanding how resilience acts as a protective factor in adolescent psychological development. By identifying the key factors that contribute to resilience, this research provides valuable insights for educators, psychologists, and policymakers in designing interventions and support systems that promote resilience in adolescents, leading to healthier emotional and social outcomes.

Keywords: adolescents' development, psychological aspects, resilience, social factors, coping strategies.**1. Introduction**

Adolescence is a transitional period that stretches from childhood into adulthood, involving tremendous physical, cognitive, emotional, and social changes. This is a period of exploration and self-discovery but also of challenges, including identity formation, peer pressures, academic stress, and exposure to social and familial stressors. This is the age where vulnerability to mental disorders such as anxiety, depression, and behavioral issues peaks (Burt et al., 2010). But not all teenagers are defeated by these challenges. There are resilient people who bounce back from stress or traumatic experience; resilience has been defined as the ability to adapt to adversity and bounce back. This ability to recover from hardship is critical for healthy psychological development in this complex stage of life.

Resilience is an often-cited factor that supports the mental well-being of adolescents as they cope with hardship and continue to progress toward psychological maturity. The existence of resilience can serve as a buffer against the adverse effects of stressors and promote general mental health, emotional regulation, and coping skills (Luthar, Cicchetti, & Becker, 2000). Knowledge of the function of resilience in psychological development is important for the application of interventions and support systems which would positively affect their psychological development. Hence, this paper is intended to research how resilience functions to improve issues of

adolescence, how psychological well-being might be impacted because of the formation of resilience, and causes influencing its development.

Adolescence is mostly seen as an extremely critical stage of psychological and emotional growth. Numerous challenges, among which identity formation, relations with peers, educational requirements, and seeking autonomy define this stage. Thus, at this period, a range of stressors that may undermine psychological growth among adolescents must be tempered. Yet, resilience, the ability of an individual to manage adversity and recover from stress or trauma, has been the determinant in helping adolescents navigate through the challenging stage of life. It enables adolescents to go on living as before even in the midst of difficulties.

This study is focusing on examining the role of resilience in adolescents' psychological development. It discusses the definitions and elements of resilience, contributing factors of resilience, and impact on adolescents' mental health and emotional well-being. Relevant literature review and the exploration of case studies from countries implementing best practices will be considered to show how resilience can be nurtured in adolescents for their complete psychological development. In addition, secondary research methodologies as well as related data from other studies will also be presented indicating how resilient characters help adolescents stay above the influence of adversity to succeed.

2. Literature Review

The target of resilience studies has been directed at diverse ages. Nevertheless, the significance of resilience in adolescence has received additional consideration in contrast to other ages, as adolescence is a stage of life commonly connotative of development-related challenges. Masten (2001) understands that resilience is a process, a capability, or an outcome of successful adaptation even in spite of encountering difficult situations. Adolescent resilience is a dynamic inter-correlation between one's own features and social or environmental variables interacting to enable youths to deal with adversity and stress (Luthar et al., 2000).

Research has shown that resilience is not an invariable characteristic but a dynamic process which can change over time. It is determined by family relationship, peer support, community resources, and individual coping. It will be contingent upon the presence of both internal and external resources to recover from adversity (Rutter, 2006). Resilience during adolescence can be evidenced through academic performance under stress, peer pressure, self-esteem, and adaptive coping behaviours.

Ideas of resilience most often center on how teenagers cope with, react to, and adjust to life stressors. Resilience is not only about surviving hardship but more about sustaining or restoring psychological well-being even in the worst of situations, as postulated by Luthar, Cicchetti, and Becker (2000) and others. Adolescence is among the most susceptible periods in an individual's life since it begins with sudden changes in one's life, for example, mid adolescence initiation of physical, emotional, and social development. This is a critical period in building resilience, which will serve to cushion adolescents against developing mental health problems like anxiety, depression, and low self-esteem. Evidence has indicated that resilient teens are more apt to adjust well to stressors such as school pressures and peer relational problems, which augments improved mental health outcomes overall (Zimmerman et al., 2013).

Family dynamics are important factors that determine an adolescent's ability to develop resilience. A supportive home background is an antecedent of emotional regulation, self-esteem, and coping style, which are all essential precursors for resilience development (Rutter, 2006). Positive parenting style such as being warm, exercising consistent discipline, and openness with communication is employed to establish resilience. Being supportive at family levels is functional, and one can feel safe as well as have a sense of belonging. Teenagers who have a stable relationship with their family are unlikely to get involved in dangerous behaviour like drug use or suicide. In contrast, adolescents exposed to dysfunctional families like marital discord or abandonment tend to be more psychologically challenged (Burt et al., 2010).

School-based intervention is a good approach to enhancing adolescent resilience. Social emotional learning (SEL) curricula are among the interventions that are used. SEL curricula promote the development of self-awareness, self-regulation, and interpersonal skills. These are crucial in stress and adversity management. Durlak et al. (2011) discovered that SEL programs improved emotional intelligence, which enhanced adolescents' resilience. Furthermore, SEL programs enhanced adolescents' resilience against bullying or academic stress. Schools' ought to strengthen positive and safe learning environments as a means of supporting adolescent development with resilience-building tools.

Peers are also important factors in adolescent resilience. Adolescents with sound peer networks and friendships tend to do well in stress and adversity. With good friendships, adolescents are more likely to have high self-esteem and will use positive coping strategies. Good peer relationships are vital in fostering resilience. Peers can negatively affect adolescents. Negative peer influence can give rise to maladaptive behaviours like delinquency and drug use (Wentzel, 2013). Cultural factors play a vital role in determining how resilience is experienced and developed during adolescence. Ungar (2011) discussed the cross-cultural perspective on the concept of resilience, indicating that resilience is not an absolute characteristic but rather a product of cultural values, community support systems, and specific challenges adolescents face in different societies. For instance, resilience in collectivistic cultures is only defined by maintaining harmony in the family or community, whereas in individualist cultures, resilience focuses more on personal achievement and independence. Hence, understanding the cultural context in which adolescents live is very important in developing effective resilience-building interventions (Ungar, 2011).

There has been research on studying neurobiological processes of adolescent resilience in the recent past. Telzer et al. (2013) assert that adolescent brains undergo changes that influence emotional control, decision-making, and response to stress. Resilient adolescents often show more neurobiological flexibility, and they can regulate emotions better and cope with stress more effectively. Executive functions are mediated by the prefrontal cortex. The ability to control emotions and use adaptive coping strategies is strongly related to resilience. Moreover, adolescent resilience has been associated with lower levels of cortisol, which is a hormone released in response to stress; this may mean that resilient people have better stress regulation mechanisms (Telzer et al., 2013).

3. Emerging concept and the background

The concept of resilience in psychological research emerged early in the 1970s when psychologists started to notice that despite facing very difficult adversities, such as being poor or getting abused, some children actually did wonderfully well (Rutter, 2006). Ever since then, resilience has been examined among different populations and at various stages of development. Adolescence is an especially critical time in terms of resilience, considering the number of challenges adolescents have to deal with: from forming identity and developing social relationships to facing academic pressure and even unstable family life (Zimmerman et al., 2013). Of course, adolescence is by nature a challenging time, but it is also an age of immense possibility for growth and transformation. Adolescents with resilience at a high level would most likely come out of such hardships with a better understanding of themselves and how they cope with life stresses positively.

There are various theoretical frameworks in understanding resilience. However, one of the widely accepted models has to do with the interaction of individual characteristics and environmental factors along with the processes by which adolescents cope with adversity. Luthar et al. (2000) postulated that resilience is not fixed but rather a dynamic entity shaped by both internal assets, such as personality traits, emotional regulation, and cognitive strategies, and external assets, including family support, peer relationships, and community resources. Resilience can be fostered through positive experiences, supportive relationships, and the ability to develop adaptive ways of coping with stress.

Studies have demonstrated that resilience is linked with positive mental health results, including reduced depression, anxiety, and drug use levels, and enhanced self-esteem, life satisfaction, and academic performance levels (Zimmerman et al., 2013). Research by Masten (2001) also demonstrated further that with the high level of resilience, the teen is still more able and likely to endure emotionally and psychically even when exposed to a high level of pressure or stress of negative circumstances around them. Lastly, resilience actually allows the teen to cultivate warm relationships, engage in school activities with zest, and carry out future workings with a sense of definite confidence.

Psychiatric disorders in adolescents have, however, gained their much-deserved attention over the past few years with reference to adolescent resilience. As per WHO (2021), one adolescent out of every seven globally lives with a mental disorder, and depression is among the major reasons for disability for this age group. Due to the overwhelming emergence of mental problems in adolescence, this is one area that needs priority research. Protecting factors enhancing resilience can help researchers and practitioners to design effective interventions and programs to support adolescent populations that seem to be at risk of mental health issues as they face numerous challenges in life.

Notably, resilience is not an invariable characteristic but a dynamic process that can shift as time passes. It can be affected by interventions, life experiences, and personal development. For instance, programs that enhance SEL, mentorship, or mental health support in schools have been known to promote resilience among adolescents (Durlak et al., 2011). In addition, family dynamics are very crucial factors that shape the ability of an adolescent to cope with stress. Adolescents whose backgrounds are supportive tend to be more resilient than adolescents in dysfunctional or high-stress family backgrounds (Burt et al., 2010). Such knowledge would be crucial for creating better mental health outcomes through enabling building skills for resilience in adolescents.

4. Factors Contributing to Resilience

There are numerous reasons for resilience among teenagers. These include factors that can be classified under three broad categories: individual factors, family, and support systems outside the family.

I. Individual Characteristics

Key individual traits of resilience include high self-esteem, problem-solving ability, emotional regulation, and optimism (Zimmerman et al., 2013). Adolescents with high self-esteem and positive thought patterns are more likely to adapt to failure and adversity. Additionally, adolescents with good emotional regulation are likely to handle stress well and be less likely to use unhealthy coping mechanisms, including aggression or drug abuse (Luthar & Cicchetti, 2000). The most important internal resilience factor is emotional regulation. Adolescents who are able to control their emotions when stressed have the potential to cope with unwanted circumstances without becoming totally paralyzed. In addition, self-efficacy-perceiving that one can make a difference-is a predictor of resilience. Those who feel they are capable of getting through difficult situations are more inclined to adopt effective coping behaviours. Problem-solving abilities, cognitive flexibility, and optimism are also important factors, allowing teenagers to see setbacks as transitory and overcome rather than insurmountable challenges.

II. Family Dynamic

The most crucial system in resilience development is the family. An environment of supportive families offers a safe attachment base for adolescents to develop effective coping strategies. Resilience among adolescents is fostered by positive parenting, such as warmth, consistency, and effective communication. Stressors in families, however, such as conflict or neglect, undermine an adolescent's stress-coping capacity (Burt et al., 2010). A secure supportive home environment serves as a foundation for teens to feel safe, directed, and reassured when things are tough. Resilience can be developed more strongly by a unified family system, transparent communication, and warmth in emotive expression.

III. External Support Systems

Peer support, teachers, mentors, and community programs can have a great impact on adolescent resilience. Positive peer relationships give a sense of belonging and emotional support, whereas school-based programs emphasizing social and emotional learning can improve coping skills and mental well-being. Community-based interventions, including youth counselling programs or extracurricular activities, provide adolescents with opportunities to acquire skills and receive emotional support (Wang & Dishion, 2012). The key outside influence is social support. Intimate friendships also increase resilience, with the emotional support and camaraderie provided by intimate friends and the sense of belonging to a group. Positive peer interaction can also help to cushion social stressors like bullying or exclusion from the social group. Also, access to supportive community resources, including extracurricular activities, mentorship programs, and mental health services, is an example of community support, which helps in bolstering the resilience of adolescents. All these provide the avenue for developing strategies to cope, increasing self-esteem, and other forms of additional emotional support in adolescents to deal with the challenges posed by stress and adversity.

5. Psychological Effect of Resilience on Adolescents Submission

Resilience not only helps adolescents in coping with external stressors but also plays a pivotal role in their psychological development. Teenagers who grow up to become resilient are better equipped to handle anxiety, depression, and other mental health problems. Research indicates that resilient teenagers are more probable to have less anxiety and depression and greater well-being and satisfaction with life (Tough, 2012). It has deep psychological impacts on teenagers, directly impacting their mental health, emotional wellness, and psychological development. It helps adolescents manage stressors and challenges that will prevent the emergence of mental illness, such as depression, anxiety, and substance abuse.

Among the key psychological effects of resilience is the development of emotional stability. Resilient teenagers are better able to cope with negative emotions, such as frustration, anger, and sadness, so they do not get overtaken by these feelings. It provides emotional regulation, which is an aspect helpful for better responses to stress and avoidance of emotional disorders. Furthermore, generally resilient teenagers have a more optimistic perception of life and minor mishaps as only temporary setbacks. This optimistic outlook contributes to higher psychological well-being because they are less likely to dwell on problems and more likely to be problem-focused in their behaviors.

Resilience also boosts competence and self-esteem, both of which are vital to healthy adolescent psychological development. Effective coping with stress boosts adolescents' confidence in their capabilities and reinforces their self-esteem. Such individuals thus have greater confidence to deal with new challenges, making efforts to continue. In addition, resilience also increases adaptability, something that is heavily required during adolescence since adolescence involves identity formation, penetration of society at various ends of society, and pressures to perform academically. Teens with high resilience are much better suited to undergoing these transitions with no loss in mental health. Furthermore, it allows adolescents to form more potent coping mechanisms which insulate adolescents from maladaptive behaviours. For instance, research has established that substance abuse, self-injury, and aggression are lowered by resilience training programs among adolescents (Luthar et al., 2000). Finally, resilience development enables adolescents to become well-adjusted, emotionally intelligent, and socially competent adults.

6. Methodology: On Secondary Research

This study is based on secondary research, which means reviewing existing literature, reports, and research findings on the role of resilience in adolescents' psychological development. Secondary research is very

helpful in synthesizing information from various sources, identifying patterns and trends, and examining how resilience is studied and applied in different contexts.

Data was sourced through a comprehensive review of articles, books, and research journals published in psychology, adolescent development, and social science. This was done through searching on relevant sources such as PubMed, Google Scholar, and academic databases, such as JSTOR and Elsevier.

Best Practices for Resilience in Adolescents: Global Case Studies

- **Finland: A Holistic Approach to Mental Health and Resilience**

Finland is known for its effective educational system and strong emphasis on student well-being. In recent years, Finland has introduced resilience-building programs in schools to address the psychological development of adolescents. These programs focus on fostering emotional intelligence, problem-solving skills, and positive self-concept among students. The Finnish education system focuses on mental health support besides academic success, and there are counsellors and mental health professionals in schools. Data from the Finnish Institute for Health and Welfare (2020) shows that Finland's youth mental health programs have reduced adolescent depression rates.

- **Canada: Empowering Youth through Resilience Programs**

The community-based organizations in Canada, for instance, have programs aimed at building resilience through leadership training, emotional regulation, and social skills among youth. Such programs help to build a sense of community and belonging among adolescents, which further helps to enhance positive mental health. Results by CMHA about their research state that youth and teens involved with the programs portray high resilience and higher coping with reduced psychological disturbances.

- **Australia: Resilience through Enhanced Mental Health Support Services and Training Mental health support programs for schools**

Australian government introduces mental health care within schools. In addition, mental health awareness has been promoted by a number of initiatives supported by the Australian government. One such program is called "Headspace," which offers early intervention to young people suffering mental health problems. The Australian Institute of Health and Welfare (2019) surveyed that youth contact with mental health services and resilience building programs reduced their risks to develop anxiety or depression or their chances to meet unforeseen situations in life.

7. Discussion

Resilience takes a central place in the service of adolescents' psychological development as it helps adolescents to weather this difficult stage. Adolescence is a vulnerable state, characterized by emotional, social, and intellectual change. Stressors such as academic stress, peer relations, family conflicts, and identity can test an adolescent's psychological status. Yet, resilience—the adaptive process of coping with adversity—enables adolescents to get through the adversity in a way that is ultimately beneficial for developmental outcomes. Adolescence is marked by stress exposure, such as school pressures, peer pressure, and family life. These stressors introduce emotional challenges such as depression and anxiety, which are things that teenagers tend to experience at these years. Teens who are resilient tend to be more capable when it comes to coping and not allowing these stressors to impact their feelings. Research has shown that, though less prone to serious mental illness, resilient teens will tend to show increased psychological well-being despite adversity. The resilience of adolescents to recover from adversity highlights resilient adolescents' ability to counteract long-term consequences of stressors and healthy emotional development.

Adaptively coping with stress is one of the notable characteristics of resilient teenagers. For instance, resilient teenagers are more likely to mobilize social support, reframe negative events, or problem-solve when experiencing academic failure or social rejection than resort to maladaptive coping behaviours such as drug use or aggression. Positive coping strategies avoid the amplification of negative emotions and foster the growth of emotional regulation. In this manner, resilience acts as a buffer against the psychological effects of stress while promoting emotional development and psychological well-being.

The nurture of resilience in adolescents depends largely on their environment. Support at home is also crucial in building up the resilience aspect because it provides the adolescents with a strong foundation from which to venture out and venture. A better family climate, encompassing warmth, discipline, and good communication between family members, will enhance the resilience of youngsters. Where the family environment is poor or otherwise stressful, youngsters may not cope so well and therefore may be more exposed to mental health problems. Family support is important in building self-esteem and a feeling of worth, which are very important in developing resilient behaviour.

Positive relations with peers significantly contribute to resilience during adolescence. Strong relations with peers promote positive emotional support, less isolation, and feelings of belongingness. Support from peers could potentially ease problems of being bullied, peer rejection, and stress due to studies. Teenagers with supportive peer networks are usually healthier in their minds because they would be sharing their feelings, obtaining advice, and receiving validation from friends. In contrast, deviant peer influence, for instance, participating in risky behaviour, will compromise resilience and promote maladaptive outcomes. Hence, an adolescent's resilience is both facilitated by family as well as peer support systems.

Academic and social pressures among adolescents have different psychological effects on children. Such challenges include high school stress from achievement pressures that weigh down upon children in stressful conditions. Children with the strength of character tend to withstand pressure well and have perseverance to bounce back after any kind of fall, hence a bright outlook at most times. These are strengths of focus and persistence, leading to improved performance at school, accompanied by the satisfaction of success and accomplishment. Apart from academic and relationship experiences, social challenges, such as problems in relationships with peers and identity exploration, form a highly significant part of adolescence. Being resilient therefore helps adolescents through these challenges by fostering adaptive coping mechanisms. For instance, when bullied or ostracised by peers, resilient adolescents would be more likely to look for supportive friends, strengthen their strengths, and do activities that give them a positive self-image. These individuals are more likely to manage the social adversity when they have a positive sense of self-worth and emotional balance.

Resilience is not a quality that develops universally but rather is shaped by the cultural and contextual factors influencing one's experiences; the adolescent's cultural values, social norms, and community resources help them develop it. In contrast, resilience in individualistic cultures may emphasize more personal achievement and independence. This underlines the importance of considering the particular context in which the adolescents live in designing interventions aimed at building up resilience. In addition, the availability of resources in a community, including mental health services, extracurricular activities, and supportive social networks, may also play a role in resilience development. Adolescents growing up in resource-rich environments are more likely to have access to the support and opportunities they need to build resilience. In contrast, those in underprivileged or marginalized communities may face greater barriers to resilience, as they may lack access to these critical resources.

Resilience is a crucial factor in the psychological development of adolescents, enabling them to manage stress, adapt to challenges, and maintain mental health during this pivotal life stage. Family support, peer relationships, and individual coping mechanisms all contribute to the development of resilience, which, in turn, fosters positive emotional growth and psychological stability. Additionally, by understanding the cultural and

contextual influences on resilience, it is possible to design more effective, tailored interventions that address the unique needs of adolescents from diverse backgrounds. Thereby, psychological growth in children must be focused with resilience; these are major criteria for attaining mental welfare of adolescents. Finnish, Canadian, and Australian good practices set off the approach which is considered significant in respect of a very extensive community-oriented perspective on developing resiliency in adolescents, considering the approach whereby mental support will be implemented across education platforms through social emotional learning, guidance counselling and peer supporters among others as indicated in good practice.

However, it is not a walk in the park. Various cultural, economic, and political factors can be a hindrance to the implementation of such programs, making their accessibility and effectiveness difficult. Some regions are restricted by limited resources or social stigma surrounding mental health, which denies adolescents the chance to access their support. On the other hand, the fact that the trend of emphasizing resilience as a prime factor in adolescent development is now on the upswing globally inspires policymakers and educators around the world.

8. Conclusion

Resilience is the aspect that will play a significant role in helping adolescents to go through the stress of psychological development. Fostering resilience enables adolescents to handle stress, work through complicated emotions, and preserve their mental health. Individual characteristics, family interaction, and support from external environments combine to bring about positive psychological results.

Finland, Canada, and Australia are among the countries with best practices in this regard, which have clearly shown the immense impact of such programs on building resilience in education systems and communities. Such programs provide valuable lessons on how resilience can be fostered in adolescents to support their mental well-being.

Resilience in adolescents plays a vital role in the effective handling of academic and social situations. Those who are resilient are more likely to persist through academic difficulties, overcome social challenges such as bullying or peer rejection, and emerge from these experiences with a stronger sense of self. This capacity for adaptive coping not only reduces the risk of mental health issues, such as depression and anxiety, but also contributes to better academic performance and improved life satisfaction. Factors that contribute to resilience in adolescents are diverse and multifaceted. Individual characteristics, such as emotional regulation, self-efficacy, and problem-solving skills, play a vital role in how adolescents respond to stress. Furthermore, external factors such as family support, positive peer relationships, and community resources are equally important in building resilience. A nourishing family environment provides adolescents with a safe base, whereas supportive friendships provide emotional justification and help in alleviating social stressors. Such aspects related to resilience in various relationships emphasize that a strong social support system is crucial for mental well-being.

It would thus sum it up as such that resilience remains a dynamic protective factor within adolescent psychological development and equips one to stand before adversity, bouncing back to gain emotionally and psychologically. Providing adolescents with the tools, support, and resources necessary to develop resilience should help guard against overall ill health and ensure a healthy transition into becoming well-adjusted adults.

Future research should continue to explore different factors influencing resilience and how best to promote it within different cultural and societal contexts. As the demands placed on teenagers evolve, policies and programs are called upon to help adolescents focus on resilience during mental health and wellness. A good support structure with adequate resource availability will prepare them to achieve mental health success against adversity.

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