A Literature Review: Relationship between Resilience And Well-Being Among Adolescents and Early Adults

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Abstract

Well-being in general includes aspects of social, physical and mental health where this coverage includes the concepts of positive emotions and life satisfaction. Adolescence and early adulthood are critical periods where various mental health problems emerge, including mood and substance disorders. Late adolescents and early adults reported higher levels of stress than middle-aged and older adults. So resilience, the ability to adapt and recover from life’s difficulties, is important for the well-being of adolescents and early adults. The aim of this literature study is to find out whether there is a relationship between resilience and well-being in adolescents and early adults. This research uses a literature review to collect data. Literature reviews were searched using electronic databases and published between 2011 and 2023 using specific keywords. The number of literature reviews obtained from the search results was 9 international journal articles from 5 countries. The literature review showed a moderate and positive relationship between resilience and well-being (subjective well-being and psychological well-being) with an average correlation coefficient value of r = 0.54 and a significant value of p < 0.01. It can be concluded that there is a moderate and positive relationship found between resilience and well-being in adolescents and early adults.

Key words: resilience, well-being, adolescent, early adults.

Introduction

Well-being generally includes social, physical, and mental health aspects, whereas this coverage consists of positive emotions and life satisfaction (Bann et al., 2012). Well-being refers to the emotional and cognitive dimensions of subjective experience derived from a person’s evaluation of several aspects of life (Moreira et al., 2014). Well-being has two main perspectives: Psychological Well-being (Eudemonic) and Subjective Well-being (Hedonic). Psychological Well-being or Eudaimonia is the alignment between individual goals, values, and life experiences (Carol D. Ryff et al., 2004), associated with individual personal development (Ryan & Deci, 2001). Subjective Well-being or hedonism refers to the emotional dimension of an individual’s positive life experiences (Diener, 1984), including the absence of negative emotions, the presence of positive emotions, life satisfaction, and social engagement (Ryan & Deci, 2001).
Health and well-being in adolescence and early adulthood are related to health outcomes in later adulthood (Patton et al., 2016). Adolescence is a transitional phase of life. When someone enters adolescence a person will reach physical, psychological maturity and gain social values (UNICEF, 2020). On the other hand, young people who transition from childhood to adulthood will face various physical, psychological, and sociological challenges (Sawyer et al., 2018).

Various challenges and stressful events may arise in academic performance, sexual maturity, interpersonal relationships (with peers, teachers, caregivers, and other family members), and economic problems (Biswas et al., 2022). These challenges and events increase instability in young people in adapting, giving rise to various high-risk behaviors (e.g., suicidal ideation, substance abuse, delinquency, etc.) and have a negative impact on their psychological well-being (Colten, 2017; Organisation for Economic Co-operation and Development (OECD), 2018; UNICEF, 2020; World Health Organization, 2021).

In 2019, approximately 37% of high school students experienced persistent sadness or hopelessness (Centers for Disease Control and Prevention, 2019). Centers for Disease Control and Prevention (2019) added that about 19% of high school students seriously considered attempting suicide in 2019. In line with the CDC, World Health Organization (2023) explained that suicide occurs throughout life and is the fourth most significant cause of death in the 15–29 year age group globally in 2019.

Currently, the younger generation is entering adulthood with worse health conditions compared to previous generations, indicating a risk of chronic disease in the future (Bonnie et al., 2015). Adolescence and early adulthood are critical periods where various mental health problems emerge, including mood and substance disorders (Kessler et al., 2007). Late adolescents and early adults reported higher stress levels than middle-aged and older adults (American Psychological Association, 2018).

Individuals will face various stressful events with positive or negative outcomes throughout life. Some individuals can handle this effectively, but on the other hand, some individuals also experience failure (Malkoç & Yalçın, 2015). Resilience is a positive and adaptive way to deal with stressful conditions (Dyer & McGuinness, 1996).

According to American Psychological Association (in Hartson et al., 2023), resilience is the ability to adapt and recover from difficult experiences. Resilience is defined as the process of adapting well through adversity, trauma, tragedy, threats, or even significant sources of stress, such as family and relationship problems, serious health problems, or workplace and financial stressors American Psychological Association (Vinayak & Judge, 2018).

Resilience is best defined as successful adaptation to adverse circumstances (Zautra et al., 2010). Resilient individuals usually have the ability to maintain their physical and psychological health and have the ability to recover more quickly from stressful events (Ryff & Singer, 2003). Adolescents who have higher resilience scores are reported to have fewer mental health problems because this strengthens positive indicators of mental health while suppressing negative indicators (Konaszewski et al., 2021; Satyanarayana et al., 2016; Ziaian et al., 2012).

Based on the explanation above, this literature study aims to determine whether there is a relationship between resilience and well-being in adolescents and early adults based on various research. The theoretical benefit of this research is that it adds insight and knowledge to readers and becomes a reference for developing other related research. The practical benefit is that researchers hope that teenagers and early adults have high resilience so that they can achieve well-being in their lives.

**Method**

This research uses a literature review to collect data. Literature reviews were searched using electronic databases such as Google Scholar, Elsevier, PubMed, and hand-searching. The literature review uses articles published in the last 13 years, from 2011 to 2023. The inclusion criteria were studies using English, types of quantitative research, and populations including adolescents and early adults. The keywords used to search for literature in scientific journals are well-being, psychological well-being, subjective well-being, resilience, adolescents, early adults, and young adults. Several scientific journal articles were found from these keywords, consisting of 9 journal articles from 5 countries.

After 9 journal articles were collected, the researchers analyzed and summarized them manually. The summary presents the authors, country, subject age, variables, population conditions, number of subjects, instruments, correlation values, and significance values (Table 1). Then, the researchers manually calculated the average value of the correlation values by adding all the correlation values and then dividing by the number of journal articles used ($\frac{\Sigma \text{Correlation Scores}}{9}$). Meanwhile, the researchers used Microsoft Excel with the Average formula to calculate the average value of the significance value.
Results and Discussion

Results

After reviewing nine journal articles regarding well-being, resilience, adolescents, and early adults, the following is a summary of the research results (Table 1). The review results in Table 1 show a moderate and positive relationship between resilience and well-being (subjective well-being and psychological well-being) with an average correlation coefficient value of $r = 0.54$ and a significant value of $p < 0.01$.

In Table 1, four journal articles discuss the relationship between resilience and subjective well-being with an average correlation coefficient value of $r = 0.45$ and a significant value of $p < 0.01$. Four journal articles discuss the relationship between resilience and psychological well-being with an average correlation coefficient value of $r = 0.49$ and a significant value of $p < 0.01$, and 1 journal article discusses the relationship between resilience and general well-being with a correlation coefficient value of $r = 0.51$ and a significant value of $p < 0.001$. 

Figure 1. Selection process of literature review
<table>
<thead>
<tr>
<th>Author, Year, Country</th>
<th>Age</th>
<th>Variables</th>
<th>Condition of the Population</th>
<th>N</th>
<th>Resilience Scale</th>
<th>Well-being scale</th>
<th>Correlation</th>
<th>P-Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Kirmani et al., 2015), India</td>
<td>18-23 years</td>
<td>Resilience &amp; Subjective Well-being</td>
<td>Girls college students</td>
<td>98</td>
<td>Resilience scale</td>
<td>Subjective well-being scale</td>
<td>0.42</td>
<td>&lt; 0.01</td>
</tr>
<tr>
<td>(Yıldırım &amp; Tanrıverdi, 2021), Turkey</td>
<td>18-30 years</td>
<td>Resilience &amp; Subjective Well-being</td>
<td>College students</td>
<td>202</td>
<td>Brief Resilience Scale (BRS)</td>
<td>The Satisfaction with Life Scale (SWLS)</td>
<td>0.40</td>
<td>&lt; 0.01</td>
</tr>
<tr>
<td>(Zubair et al., 2018), Pakistan &amp; Russia</td>
<td>18-30 years</td>
<td>Resilience &amp; Subjective Well-being</td>
<td>University students</td>
<td>496</td>
<td>Ego-Resiliency Scale</td>
<td>Warwick – Edinburgh Mental Well–being Scale (WEMWBS)</td>
<td>0.52</td>
<td>&lt; 0.001</td>
</tr>
<tr>
<td>(Stumblingbear-Riddle &amp; Romans, 2012), United States</td>
<td>14-18 years</td>
<td>Resilience &amp; Subjective Well-being</td>
<td>American Indian (AI) adolescents</td>
<td>196</td>
<td>Resilience scale specific to school success among urban AI adolescents</td>
<td>The Satisfaction with Life Scale (SWLS)</td>
<td>0.47</td>
<td>&lt; 0.01</td>
</tr>
<tr>
<td>(Vinayak &amp; Judge, 2018), India</td>
<td>13-15 years</td>
<td>Resilience &amp; Psychological Well-being</td>
<td>Adolescents students</td>
<td>150</td>
<td>Psychological Well-Being Scale (CD-RISC)</td>
<td></td>
<td>0.51</td>
<td>&lt; 0.01</td>
</tr>
<tr>
<td>(Malkoç &amp; Yaşbin, 2015), Turkey</td>
<td>18-31 years</td>
<td>Resilience &amp; Psychological Well-being</td>
<td>College students</td>
<td>309</td>
<td>The Resilience Scale</td>
<td>The Flourishing Scale</td>
<td>0.57</td>
<td>&lt; 0.01</td>
</tr>
<tr>
<td>(Biswa et al., 2022), India</td>
<td>12-14 years</td>
<td>Resilience &amp; Psychological Well-being</td>
<td>Adolescents students</td>
<td>468</td>
<td>Child and Youth Resilience Measure (CYRM-R)</td>
<td>Patient Health Questionnaire-4 (PHQ-4)</td>
<td>0.363</td>
<td>&lt; 0.001</td>
</tr>
<tr>
<td>(Souri &amp; Hasanirad, 2011), Iran</td>
<td>18-26 years</td>
<td>Resilience &amp; Psychological Well-being</td>
<td>College students</td>
<td>414</td>
<td>Connor-Davidson Resilience Scale</td>
<td>Psychological Well-Being (RSPWB)</td>
<td>0.52</td>
<td>&lt; 0.01</td>
</tr>
<tr>
<td>(Hartson et al., 2023), United States</td>
<td>18-26 years</td>
<td>Resilience &amp; Well-being</td>
<td>College students</td>
<td>1010</td>
<td>The Brief Resilience Scale</td>
<td>Public Health Surveillance Well-Being Scale (PHS-WB)</td>
<td>0.51</td>
<td>&lt; 0.001</td>
</tr>
</tbody>
</table>
Discussion

The literature review aims to determine whether there is a relationship between resilience and well-being in adolescents and early adults. The results from the literature review analysis of several journal articles show a moderate and positive relationship between resilience and well-being (subjective well-being and psychological well-being). Of the nine journal articles, six studies used college students, and three used adolescent students as subjects. Overall, the age range of the subjects was 14 to 35 years.

Several studies evaluating the relationship between resilience and well-being provide similar results. (Yıldırım & Tanrıverdi, 2021) conducted research on 202 college students in Turkey and shows a relationship between resilience & subjective well-being and the correlation coefficient value 0.40. Vinayak & Judge (2018) also researched 150 adolescent students in India and shows that there is a relationship between resilience & psychological well-being and a correlation coefficient value of 0.51. In line with Hartson et al. (2023), which evaluated 1010 college students in the United States and shows a relationship between resilience & well-being and the correlation coefficient value 0.51.

Resilient individuals generally have the ability to maintain physical and psychological health and have the ability to recover more quickly from stressful events (Ryff & Singer, 2003). The resilience construct is defined as “personality characteristics that moderate the negative impact of stress and promote adaptation” (Wagnild & Young in Sagone & Caroli, 2014). Resilience encourages individual progress in dealing with stressful situations and produces positive outcomes (Hartley, 2012).

Resilience refers to positive adolescent development (Larson, 2006) and the development of empathy that occur base cures widely in adolescents (Shellenbarger in Vinayak & Judge, 2018). Empathy in adolescents and adults helps develop emotional and social competence (Allemand et al., 2015). Resilience helps gain a healthy sense of identity for teenagers (Dent in Vinayak & Judge, 2018).

The most resilient adolescents had better outcomes across quality of life dimensions, and the effects of resilience were stronger on mental health–related dimensions (Simón-Sáiz, et al. in Víllora et al., 2020). Research result Sagone & Caroli (2014) in Italy shows that resilience is significantly and positively related to subjective well-being in secondary school students. In line with this, the research results (Víllora et al., 2020) of Spain also show a positive relationship between psychological well-being (environmental mastery, personal growth, and self-acceptance) and resilience in college students.

Adolescents and early adults who have high resilience will also have high well-being in their lives. Well-being is the goal of life, the aspiration of individuals and the entire nation (Prescott et al., 2019). Adolescents with a high level of well-being will have lower delinquent behavior and aggression, lower symptoms of depression and anxiety, higher self-esteem, self-efficacy, and adaptation (Antaramian et al., 2010; Huebner, 2004; Mcknight et al., 2002; Suldo & Huebner, 2004).

Therefore, it is critical to prioritize the well-being of adolescents to prevent the development of risky health behaviors, long-term health consequences, and difficulties in achieving future educational and occupational success (Green et al., 2018; Laski, 2015). Coping strategies and mindfulness can be reviewed as possible strategies for reducing stress levels and helping teenagers and young adults be more resilient to better well-being.

Conclusion

It can be concluded that there is a moderate and positive relationship between resilience and well-being in adolescents and early adults. Although all well-being was significant, psychological well-being showed a larger correlation coefficient compared to subjective well-being.

Implication

The implication of this research is understanding that adolescents and early adults should continue to increase resilience by building social connections, finding a vision, developing positive thoughts, and seeking help if they need it, so they can achieve well-being in life. Adolescents and young adults who achieve well-being can prevent long-term health consequences and prevent difficulties in achieving future educational and occupational success.

References


