

# A Development of the Self-Compassion Program for Enhancing Resilience Among Junior High School Students

<sup>1</sup>Wu Na, <sup>2</sup>Pasana Chularut, and <sup>3</sup>Paradee Kambhunaayudhaya

Srinakharinwirot University, Thailand

E-mail: <sup>1</sup>463705440@qq.com, <sup>2</sup>pasana@g.swu.ac.th, <sup>3</sup>pookwise@gmail.com

**Received** March 7, 2025; **Revised** April 30, 2025; **Accepted** May 19, 2025

## Abstract

This article aimed to study (1) the definition and components of resilience among junior high school students; (2) the development of the self-compassion program for enhancing resilience among junior high school students; and (3) the effectiveness of the self-compassion program for enhancing resilience among junior high school students. The sample was 40 students from Kunming 19th Middle School, aged 13 to 16 years old. They were selected by a resilience questionnaire; the instrument for collecting data was the self-compassion program. Based on voluntary participation, 40 students became the samples of this research and were randomized into an experimental group (n=20) and a control group (n=20). Analyze data by descriptive statistics and content analysis. The research results were as follows: 1. Resilience among junior high school students is composed of 5 components: connection, coping, meaning, positive thinking, and self-understanding. 2. A self-compassion program was developed to enhance resilience in 3 steps: lead-in, learning activity, and conclusion. 3. The self-compassion program was effective in enhancing resilience among junior high school students. (3.1) The resilience among junior high school students after receiving the self-compassion program (post-test) and after the follow-up period was significantly increased compared to the pre-test; and (3.2) the resilience among junior high school students after receiving the self-compassion program (post-test) and after the follow-up period was significantly higher than those in the control group.

**Keywords:** Resilience; Self-Compassion Program; Junior High School Students

## Introduction

### The Emergence and Importance of Resilience Science

Early studies on child psychopathology (circa 1970) revealed striking variations in how children responded to adversity, catalyzing the field of resilience science (Masten, 2015). Enhancing resilience in adolescents has since proven critical for mitigating mental health problems and depression. Crucially, resilience is defined not by adversity itself but by the capacity to overcome challenges through compassion, empathy, and adaptive growth—qualities that transform setbacks into opportunities for development (Werner, 1995; Neelam & Arynah, 2019).

### Global and Contextual Challenges for Adolescents

Globally, 10–20% of adolescents experience mental health disorders (Patel et al., 2007), a prevalence exacerbated by the interplay of physiological changes (e.g., brain maturation; Giedd, 2008) and socio-environmental stressors. In China, these challenges are amplified by intense academic pressures linked to societal expectations of success (Liu & Lu, 2011; Hesketh & Ding, 2005). While such pressures increase risks of psychological harm, adolescence also represents a critical window for fostering resilience through targeted interventions (Lerner et al., 2009; Bluth & Eisenlohr-Moul, 2017).

### Research Gaps and Theoretical Foundations

Despite evidence that self-compassion enhances resilience, coping, and well-being (Brown & Leary, 2017; Ivtzan & Lomas, 2016), two key gaps remain:

**Cultural Specificity:** Existing programs predominantly reflect Western individualistic frameworks, neglecting collectivist contexts like China's education system.

**Developmental Focus:** Few studies target early adolescence (ages 12–15), a period of heightened neuroplasticity and receptivity to intervention (Giedd, 2008).

### This Study's Contribution

This research addresses these gaps by developing and testing a culturally adapted self-compassion program for Chinese junior high school students. By integrating external supports (teachers, peer networks) with evidence-based practices (Neff et al., 2005), the program aims to:

Elevate baseline resilience and self-compassion levels.

Provide a replicable model for collectivist educational settings.

Establish empirical links between self-compassion and resilience in early adolescence.

## Research Objectives

1. To study the definition and components of resilience among junior high school students;
2. To develop the self-compassion program for enhancing resilience among junior high school students;
3. To evaluate the effectiveness of the self-compassion program for enhancing resilience among junior high school students.

## Literature Review

### Definition of Resilience

Resilience, originating from a Latin verb meaning "to leap back," is the ability to endure or bounce back swiftly from adverse situation, as described in the Oxford Dictionary of English (Soanes & Stevenson, 2005). According to Sandal et al. (2018), resilience in psychological research often refers to individuals who can effectively cope with and even grow from extreme adversity. Resilience, as defined by Aisenberg and Herrenkohl (2008), is the dynamic process of transactions that occur over time within and among various layers of a child's environment. For Ungar, the concept of resilience can be defined as the result of discussions on the resources between people and their surroundings to maintain a sense of health despite adverse conditions (Ungar et al., 2008). According to literature review, resilience means ability, process and outcome, which means the whole process of using one's recovering capacity to adapt the context of adversity and then get a positive and healthy outcome.

### Components of Resilience

It consists of 5 components in this research: connection (positive relationships and resources around, including family support, interpersonal relationship and social support), coping (the skills and techniques used to dealing with the difficult situation and pressure), meaning (setting goals and giving meaning on what is doing now, such as identifying the situation and making plans for next), positive thinking (the attitudes and thinking pattern we can adopt to help us get through the crisis), and self-understanding (self-understanding, the strength and weakness, and self-compassion).

### Definition of Self-Compassion

The definition of "compassion" is being able to recognize the grief of another, feel their grief, and take action to ease or mitigate it (Kanov et al., 2004). The concept of self-compassion is to put those care and actions on self. Self-compassion is a skill that can be developed through

focused interventions (Bluth et al., 2015) and can be used to deal with the challenges of leading an imperfect human existence. This is one of the most fascinating aspects of self-compassion. Initially, self-compassion was regarded as a self-attitude (Neff, 2003). When researchers start using self-compassion scale or measurement, the definition of self-compassion developed from self-attitude as a personal characteristic or a trait (Neff et al., 2005). After more and more researchers begin to embrace self-compassion research or strategies to reduce clinical symptoms. Then they found that people view self-compassion as a quality, a situationally produced mood, and a teachable ability (Rabon et al., 2019).

### **Self-Compassion and Resilience in Adolescents**

According to earlier research, both self-compassion and psychological resilience are probably defending attributes for adolescents. Olson et al. (2015) found that self-compassion strengthened the resilience and prevented burnout in pediatric and medical residents. According to McArthur et al. (2017), similar results were found for veterinary students. More resilience is linked to higher levels of self-compassion, as Bluth and Eisenlohr-Moul (2017) demonstrated. High level of self-compassion in adolescents indicates rich internal and external coping resources to bounce back or resilient when facing change, challenge and adversity in later lifetime.

While Western literature has extensively documented the protective effects of self-compassion on adolescent resilience (Neff, 2021; Bluth & Eisenlohr-Moul, 2017), empirical studies within Chinese contexts remain limited. Modified self-compassion programs reduced depressive symptoms by 32% in Shanghai adolescents (Li et al., 2022). Resilience mediated the stress-self-harm link in rural boarding schools (Chen & Wang, 2020). This synthesis reveals urgent needs for context-sensitive self-compassion research in China's education system. Future studies should prioritize ecological validity while maintaining theoretical rigor.

### **Conceptual Framework**

This research is a research study resilience enhanced by the self-compassion program. The researcher sets the research concept based on the Ungar's theory of resilience together with Gilbert's theory of self-compassion. Ungar's theory views resilience as culturally embedded (Ungar, 2018) and aligns with the components like connection are key resilience components. Gilbert's theory provides a biopsychosocial framework that complements Neff's more cognitive approach, and explains adolescents who under academic stress benefit from soothing system such as self-compassion program. The details are as follows:

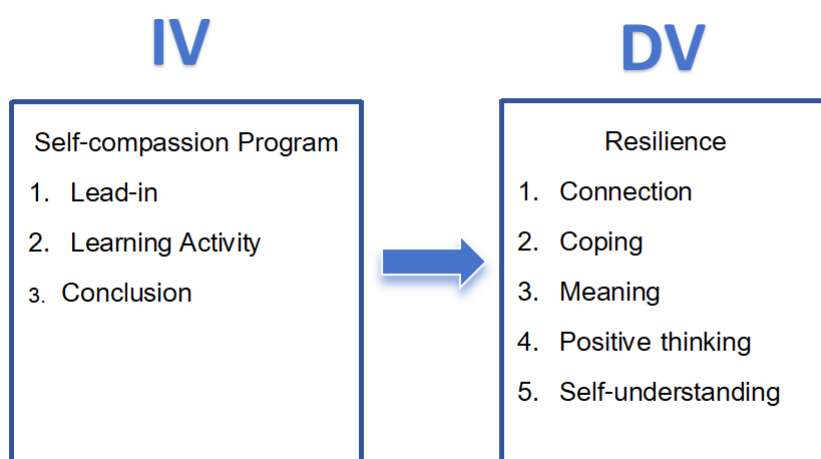
Independent variable: the self-compassion program

Dependent variable: resilience

Process: develop a self-compassion program to enhancing resilience among junior high school students

Tools: resilience questionnaire for junior high school students and the self-compassion program

Target Group: junior high school students



**Figure 1** Conceptual Framework

## Research Methodology

The topic of this research is A Development of the Self-Compassion Program for Enhancing Resilience Among Junior High School Students. The target population is junior high school students. The research process is divided into 3 steps as follows.

**Step 1:** Studying the definition, and component of resilience among junior high school students.

In order to organize the interview and study the definition and components of resilience among junior high school students, the researcher developed a Semi-structured Interview Questionnaire and interviewed 5 experts to get the necessary information on definition and components of resilience, and get the guidelines to build a self-compassion program then develop a measurement instrument to evaluate resilience.

The researcher created a resilience questionnaire which is aimed at measuring and collecting data on junior high school students' level of resilience. The Resilience Questionnaire is designed to evaluate students' resilience on 5 components of connection, coping, meaning, positive thinking

and self-understanding with 36 questions. The researcher gave the Resilience Questionnaire to 3 Subject Matter Experts (SMEs) for evaluation and all the items in the Resilience Questionnaire have a reliability coefficient ( $r$ ) of over 0.8, demonstrating a high level of internal consistency among the questions. The researcher found 100 junior high school students aged 13 to 16 as samples to do the Resilience Questionnaire and get Cronbach's Alpha result (0.983) and reliability result of every item.

**Step 2:** Developing a self-compassion program for enhancing resilience among junior high school students.

Based on the literature review, the researcher designed and developed a self-compassion program for enhancing resilience among junior high school students. Combined with the definition and 5 components of resilience formulated in step 1, the researcher designed the self-compassion with 12 lessons. All lessons was structured in 3 main process: lead-in, learning activity, and conclusion in 90 minutes, centered 5 components of resilience (connection, coping, meaning, positive thinking, self-understanding) around self-kindness, common humanity and mindfulness strategies. The researcher adopted individual work, pair work, group discussion, story telling, role-play with the self-compassion programs or notions such as Compassionate Mind Training (CMT), the Mindful Self-Compassion (MSC) training program, the Gestalt two-chair technique, Mindfulness-Based Stress Reduction (MBSR), Mindfulness-based cognitive therapy (MBCT), Dialectical Behavior Therapy (DBT), Acceptance and Commitment Therapy (ACT) into learning process and learning activities.

The researcher invited 3 IOC experts for assessment. A significant agreement with the desired learning objectives was indicated by the assessments, which regularly scored higher than 0.66. 10 students were randomly selected from Kunming 19th Middle School to participate in a two-day trial phase consisting of twelve 90-minute lessons. During this phase, they practiced exercises from the self-compassion program to observe their response and engagement.

**Step 3 :** Evaluating the effectiveness of the self-compassion program for enhancing resilience among junior high school students.

In order to strengthen the resilience of the sample group, the researcher used the self-compassion program and performed experiments on the experimental group and the control group, respectively.

**Table 1** The self-compassion program Pretest–Posttest Design

| Groups | <u>Pre-Test</u> | Experiment | Post-Test | Follow up |
|--------|-----------------|------------|-----------|-----------|
| E R    | T1              | X          | T2        | T3        |
| C R    | T1              | –          | T2        | T3        |

The meanings of the symbols are as follows:

E Experimental Group

C Control Group

R Random Allocation

T1 Pre-Test

T2 Post-Test

T3 Follow-up test (1 month later)

X Experiment

– No Experiment

The population of this research is all the students from Kunming 19 th Middle School in Xishan District of Kunming city. There are 823 junior high school students in this middle school.

The sample of this research was taken from the population of the research. All population (823 in total) participated the pre–test of the research. After ranking all results of the pre–test from highest to lowest, the researcher selected 40 participants as the sample of the research, who owned the lowest scores during the pre–test. The researcher divided 40 samples into experimental group and control group with 20 participants each. The principle of grouping is set to ensure there is no significant difference on participants' resilience between experimental group and control group. All participants in this research are under parental consent on a voluntary basis. The data collected are confidential and only used in this research.

The researcher divided the procedure into four period: pre–test, experiment, post–test and follow–up period. Then the researcher collected all the data and adopted different method such as paired t–test, independent test, and GLM Repeated ANOVA to analyze the research data.

## Research Results

**Objective 1.** The research results found the definition and components of resilience among junior high school students.

The resilience among junior high school students in this research refers to students' personal competence of recovering when facing the difficult situation or problems, then getting through and have a satisfying result. It can be developed and evolved from lower level to higher level.

Based on the first objective of the research, the findings reveal that the resilience among junior high school students encompasses five components: connection, coping, meaning, positive thinking, and self-understanding.

Connection refers to students' positive relationships and powering resources around, including family support, interpersonal relationship and social support.

Coping refers to the skills and techniques students would use to deal with the difficult situation and pressure.

Meaning refer to students' setting goals and giving meaning on what is doing now, such as identifying the situation and making plans for next.

Positive thinking refers to students' attitudes and thinking pattern adopted to help students get through the crisis, always looking at bright side, and taking crisis as a challenge and opportunities.

Self-understanding refers to students' self-understanding, how deep they know about themselves, and knowing their strength and weakness.

**Objective 2.** The research develop the self-compassion program for enhancing resilience among junior high school students.

Using a study of the literature and semi-structured expert interviews, the researcher created a self-compassion program for enhancing resilience among junior high school students, which includes 12 lesson plans with 90 minutes for each lesson, consisting of three stages :(1) Lead-in (2) Learning Activity process; (3) Conclusion. The curriculum offered a 4-week learning arrangement for 3 times a week. This self-compassion program allows students to develop an in-depth understanding of the learning material, ensures full participation in each lesson, and promotes the improvement of their resilience.

**Objective 3.** The research results evaluate the effectiveness of the self-compassion program for enhancing resilience among junior high school students.

Resilience Questionnaire among junior high school students was used to conduct pre-test, post-test and follow-up test as research measurement, it can objectively, comprehensively and accurately evaluate the changes of students during the whole research.

All 823 junior high school students from Kunming 19th Middle School participated pre-test. 40 students who got the lowest scores in pre-test were selected as research sample and matched into experimental group and control group. 40 participants ( $M=1.55$ ) were performed lowest in pre-test.

After taking 4 weeks' self-compassion program to enhance resilience among junior high school students, the researcher collected the data of post-test. 40 participants in both experimental and control group took the post-test. 30 days later, the researcher conducted the follow-up test and collected the data.

**Table 2** Overall Resilience of Experimental and Control Group

| Overall Resilience | Experiment (n=20) |      |                | Control (n=20) |      |                |
|--------------------|-------------------|------|----------------|----------------|------|----------------|
|                    | M                 | SD   | Interpretation | M              | SD   | Interpretation |
| Pre-test           | 1.55              | 0.04 | Low            | 1.55           | 0.04 | Low            |
| Post-test          | 3.05              | 0.12 | Moderate High  | 1.57           | 0.05 | Low            |
| Follow-up          | 3.03              | 0.12 | Moderate High  | 1.57           | 0.07 | Low            |

From the pre-test ( $M = 1.55$ ,  $SD = 0.04$ ) to the post-test ( $M = 3.05$ ,  $SD = 0.12$ ), the experimental group showed a substantial improvement in resilience, which was sustained at the follow-up ( $M = 3.03$ ,  $SD = 0.12$ ). In contrast, the control group's resilience remained consistently low across all time points (Pre-test:  $M = 1.55$ ,  $SD = 0.04$ ; Post-test:  $M = 1.57$ ,  $SD = 0.05$ ; Follow-up:  $M = 1.57$ ,  $SD = 0.07$ ).

Through paired t-test, independent t-test, and GLM Repeated ANOVA analysis, the research hypotheses have been testified. The junior high school students in experimental group, who participated the self-compassion program, achieved significantly improvement on resilience after learning and maintained a long-term learning effects within a month. The junior high school students in control group, who did not received any learning on resilience during experiment, have no significantly change from pre-test, post-test, and follow-up test.

## Discussions

The findings contribute to the broader resilience literature while also highlighting unique contextual considerations for adolescent populations in educational settings. Below, we discuss findings in relation to prior research, noting points of convergence and divergence, along with theoretical and practical explanations.

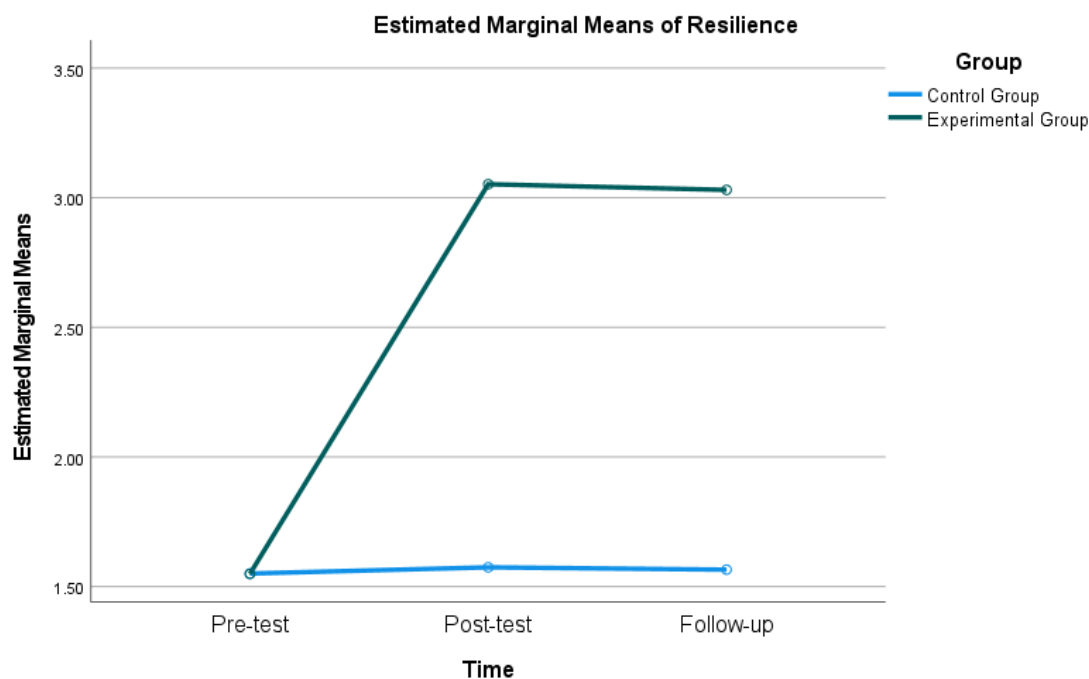
This study established an operational definition of resilience tailored to Chinese junior high school students, identifying five core components (connection, coping, meaning, positive thinking, and self-understanding). The importance of this part of research is to definite resilience under the context of junior high school education in China. Unlike most resilience research focusing on either early childhood (Masten, 2001) or adulthood (Bonanno, 2004), this study captures the unique transitional period of early adolescence, revealing how resilience manifests during rapid physical, cognitive, and social changes (Blakemore, 2019). The findings complicate Western individualistic notions of resilience by demonstrating how collectivist values shape resilience processes (Ungar, 2018). By establishing a clear definition, identifying key components, and developing a reliable and valid measurement instrument, this research have laid the groundwork for future research and practice on resilience and psychological resilience.

Results from research objective 2 developed the self-compassion program for enhancing resilience among junior high school students. The aim of this educational approach is to enhance student involvement and facilitate comprehensive learning upon resilience. The course runs for three times a week over a four-week period, allowing ample time for participants to actively participate in the learning process and enhance their resilience after lesson. The high frequency aligns with evidence that brief, repeated interventions are more effective for adolescents than longer, sparse sessions (Leppin et al., 2014). According to Lemire, self-compassion could help person to acknowledge and accept failure as a shared human encounter, and recover from difficult situation because they are kind to themselves (Lemire, 2018). It also supports Neff's (2021) argument that self-compassion fosters emotional resilience.

Results from research objective 3 found that the experimental group showed statistically significant improvements in resilience compared to controls, supporting the hypothesis that self-compassion program enhances resilience in adolescents. This results strongly support Wu et al.'s (2013) assertion that structured training programs can effectively build resilience in youth populations. However, this study extends their work by focusing specifically on self-compassion as the active mechanism (rather than general resilience training), targeting early adolescence (ages

12–15), a developmental window where neuroplasticity is particularly high (Blakemore, 2019), and implementing a culturally–adapted program for Chinese educational contexts.

## Knowledge from Research



**Figure 2** The interaction of time and group with resilience

The figure 1 illustrates the interaction between time and group for resilience. The graph depicts how resilience scores change over the three time points: Pre–test, Post–test, and Follow–up for both the experimental and control groups. The experimental group shows a clear upward trend in resilience from Pre–test to Post–test and maintaining high levels through Follow–up, indicating the effectiveness of the self–compassion program.

This study generates new knowledge by demonstrating how self–compassion program can effectively enhance resilience among Chinese junior high school students through culturally–adapted mechanisms that differ from Western models. The research reveals that resilience in this population emerges through five distinct components (connection, coping, meaning, positive thinking, and self–understanding) that reflect collectivist educational values, with self–compassion serving as a particularly potent mediator when delivered through high–frequency (3 times a week), brief (4–week) programs tailored to adolescents' neurodevelopmental stage. These findings advance resilience theory by 1) identifying culture–specific manifestations of resilience in non–crisis

educational settings, 2) establishing optimal intervention parameters for adolescent populations, and 3) demonstrating how self-compassion program can bridge individual psychological processes with collective cultural values to improve resilience outcomes in Confucian-heritage learning environments.

## Conclusion

Overall Level of Resilience among Junior High School Students. Significant Effectiveness of the Self-compassion Program. Improvement in 5 Components of Resilience. Long-term Effects of the Self-compassion Program for Enhancing Resilience. This study advances resilience science by contextualizing it within the lived experiences of Chinese adolescents, offering evidence that self-compassion cultivated through culturally attuned interventions—can transform educational stress into opportunities for growth. By prioritizing both individual and systemic supports, we move closer to nurturing resilient learners capable of thriving amid adversity.

## Suggestions

### Practical Implication

This study makes significant theoretical and practical contributions to the understanding of resilience development among Chinese junior high school students. The findings demonstrate that resilience in early adolescence is not merely an individual trait but a dynamic process shaped by interpersonal relationships, institutional support, and culturally specific coping mechanisms.

Through this research, the school or educational institution can develop culturally adapted programs into existing mental health curricula and equip educators with strategies to foster resilience in classrooms. The social community would organize workshop for parents to educate parents about the role of resilience in academic and emotional well-being, encouraging them to balance high expectations with emotional support. For policy maker, they can advocate for integrating resilience-building into China's "Double Reduction" policy, ensuring programs are mandatory and standardized across schools.

### Recommendations for Future Research

This research has found resilience can be enhanced by the self-compassion program among junior high school students. The important thing is that both resilience and self-compassion are useful strategy to cope with stress and obstacles for junior high school students. The self-compassion program developed in this research can be applied to schools, educational agencies

and teachers to enhancing resilience among junior high school students. The larger population with adolescents from different regions could be done in the future to expand the validity of this research. The sample and population need to be expanded to more school and cover more junior high school students. Since junior high school students are diverse, pupils from different places and localities may have notable differences. Therefore, in order to ensure the validity and adaptability of the model in different situations, it is recommended that comprehensive adaptation studies be conducted during the self-compassion program creation process.

## References

- Aisenberg, E., & Herrenkohl, T. (2008). Community violence in context: Risk and resilience in children and families. *Journal of Interpersonal Violence*, 23(3), 296–315.  
<https://doi.org/10.1177/0886260507312287>
- Blakemore, S.-J. (2019). Adolescence and mental health. *The Lancet*, 393(10185), 2030–2031.  
[https://doi.org/10.1016/S0140-6736\(19\)31013-X](https://doi.org/10.1016/S0140-6736(19)31013-X)
- Bluth, K., & Eisenlohr-Moul, T. A. (2017). Response to a mindful self-compassion intervention in teens: A within-person association of mindfulness, self-compassion, and emotional well-being outcomes. *Journal of Adolescence*, 57(1), 108–118. <https://doi.org/10.1016/j.adolescence.2017.04.001>
- Bluth, K., Gaylord, S. A., Campo, R. A., Mullarkey, M. C., & Hobbs, L. (2015). Making friends with yourself: A mixed methods pilot study of a mindful self-compassion program for adolescents. *Mindfulness*, 7(2), 479–492. <https://doi.org/10.1007/s12671-015-0476-6>
- Bonanno, G. A. (2004). Loss, trauma, and human resilience: Have we underestimated the human capacity to thrive after extremely aversive events? *American Psychologist*, 59(1), 20–28.  
<https://doi.org/10.1037/0003-066X.59.1.20>
- Brown, K. W., & Leary, M. R. (2017). *Compassion, well-being, and the hypo-egoic self*. In K. W. Brown & M. R. Leary (Eds.). *The Oxford handbook of hypo-egoic phenomena* (pp. 1–20). Oxford University Press.
- Chen, X., & Wang, L. (2020). Left-behind adolescents in rural China: Resilience mediates the stress-self-harm link. *Journal of Adolescence*, 78(1), 45–57. <https://doi.org/10.1016/j.adolescence.2019.12.003>
- Giedd, J. N. (2008). The teen brain: Insights from neuroimaging. *Journal of Adolescent Health*, 42(4), 335–343. <https://doi.org/10.1016/j.jadohealth.2008.01.007>
- Hesketh, T., & Ding, Q. J. (2005). Anxiety and depression in adolescents in urban and rural China. *Psychological Medicine*, 35(5), 735–747. <https://doi.org/10.1017/S0033291704003695>

- Ivtzan, I., & Lomas, T. (2016). *Mindfulness in positive psychology: The science of meditation and wellbeing*. London: Routledge.
- Kanov, J. M., Maitlis, S., Worline, M. C., Dutton, J. E., Frost, P. J., & Lilius, J. M. (2004). Compassion in organizational life. *American Behavioral Scientist*, 47(6), 808–827.  
<https://doi.org/10.1177/0002764203260211>
- Lemire, F. (2018). Self-compassion. *Canadian Family Physician*, 64(12), 938.
- Leppin, A. L., Bora, P. R., Tilburt, J. C., Gionfriddo, M. R., Zeballos-Palacios, C., Dulohery, M. M., ... & Montori, V. M. (2014). The efficacy of resiliency training programs: A systematic review and meta-analysis of randomized trials. *PLoS ONE*, 9(10), e111420.  
<https://doi.org/10.1371/journal.pone.0111420>
- Lerner, R. M., Susman, E., & Dorn, L. (2009). *Puberty: Its role in development*. In R. M. Lerner & L. Steinberg (Eds.), *Handbook of adolescent psychology* (3rd ed.), (pp. 1–30). New York: John Wiley & Sons.
- Li, Y., Zhang, J., Wang, S., & Chen, H. (2022). The effectiveness of a culturally adapted self-compassion program for Chinese adolescents: A randomized controlled trial. *Journal of Youth and Adolescence*, 51(4), 712–728. <https://doi.org/10.1007/s10964-022-01605-5>
- Liu, Y., & Lu, Z. (2011). The Chinese high school student's stress in the school and academic achievement. *Educational Psychology*, 31(1), 27–35. <https://doi.org/10.1080/01443410.2010.513959>
- Masten, A. S. (2001). Ordinary magic: Resilience processes in development. *American Psychologist*, 56(3), 227–238. <https://doi.org/10.1037/0003-066X.56.3.227>
- Masten, A. S. (2015). *Ordinary magic: Resilience in development*. New York: Guilford Press.
- McArthur, M., Mansfield, C., Matthew, S., Zaki, S., Brand, C., Andrews, J., & Hazel, S. (2017). Resilience in veterinary students and the predictive role of mindfulness and self-compassion. *Journal of Veterinary Medical Education*, 44(1), 106–115. <https://doi.org/10.3138/jvme.0216-041R1>
- Neelam, S. P., & Amynah, S. M. (2019). Resilience among adolescents: A concept, construct, process, outcomes and nurses' role. *i-manager's Journal on Nursing* 9(1), 32–38.  
<https://doi.org/10.26634/jnur.9.1.16078>
- Neff, K. D. (2003). Self-compassion: An alternative conceptualization of a healthy attitude toward oneself. *Self and Identity*, 2(2), 85–101. <https://doi.org/10.1080/15298860309032>
- Neff, K. D. (2021). *Fierce self-compassion: How women can harness kindness to speak up, claim their power, and thrive*. California: Harper One.

- Neff, K. D., Hsieh, Y.-P., & Dejitterat, K. (2005). Self-compassion, achievement goals, and coping with academic failure. *Self and Identity*, 4(3), 263–287. <https://doi.org/10.1080/13576500444000317>
- Olson, K., Kemper, K. J., & Mahan, J. D. (2015). What factors promote resilience and protect against burnout in first-year pediatric and medicine-pediatric residents?. *Journal of Evidence-Based Complementary & Alternative Medicine*, 20(3), 192–198. <https://doi.org/10.1177/21565872145168894>
- Patel, V., Flisher, A. J., Hetrick, S., & McGorry, P. (2007). Mental health of young people: A global public-health challenge. *The Lancet*, 369(9569), 1302–1313. [https://doi.org/10.1016/S0140-6736\(07\)60368-7](https://doi.org/10.1016/S0140-6736(07)60368-7)
- Rabon, J. K., Hirsch, J. K., Kaniuka, A. R., Sirois, F., Brooks, B. D., & Neff, K. (2019). Self-compassion and suicide risk in veterans: When the going gets tough, do the tough benefit more from self-compassion?. *Mindfulness*, 10(12), 2544–2554. <https://doi.org/10.1007/s12671-019-01221-8>
- Sandal, G., Sgobba, T., Clervoy, J., & Kanki, B. (2018). *Psychological resilience*. In Space safety and human performance (pp. 1–20). Oxford: Butterworth-Heinemann.
- Soanes, C., & Stevenson, A. (2005). *Oxford dictionary of English*. Oxford: Oxford University Press.
- Ungar, M., Ungar, M., & Liebenberg, L. (2008). *The International resilience project: A mixed methods approach to the study of resilience across cultures*. In M. Ungar (Ed.), *Handbook for working with children and youth: Pathways to resilience across cultures and contexts* (pp. 211–226). Gloucestershire: Hawker Brownlow Education.
- Ungar, M. (2018). Systemic resilience: Principles and processes for a science of change in contexts of adversity. *Ecology and Society*, 23(4), 34. <https://doi.org/10.5751/ES-10385-230434>
- Werner, E. E. (1995). Resilience in development. *Current Directions in Psychological Science*, 4(3), 81–84. <https://doi.org/10.1111/1467-8721.ep10772327>
- Wu, G., Feder, A., Cohen, H., Kim, J. J., Calderon, S., Charney, D. S., & Mathe, A. A. (2013). Understanding resilience. *Frontiers in Behavioral Neuroscience*, 7(10). <https://doi.org/10.3389/fnbeh.2013.00010>