

being able to achieve this. Self-confidence and developing a sense of purpose have been highlighted in the resilience literature as elements that foster resilience (20).

Flexibility and considered risk-taking were also themes that emerged from data. While risk-taking is not commonly seen as a resilience factor, it was identified as important by the participants. It is important to note that the adolescents talked about 'considered' risk-taking rather than reckless behavior. In this highly adverse setting, it may be that risk-taking is necessary to survive or to achieve changes in their life circumstances and thus contributes to resilience (21, 22). Mental flexibility was also identified as a theme and is likely to be related to adolescents considered risk-taking. It has been identified as a particularly important resilience factor among children exposed to violence (23).

Even though the adolescents were extremely limited in their control over their own lives, the findings highlighted their emotional insight in the way they discussed their decision making, problem-solving, and efforts at self-care to promote their health and well-being. There is a positive and strong relationship between problem-solving skills and resilience (24). For these working adolescents, problem-solving is an essential and challenging daily reality, and they acknowledged the complexities.

Patience and empathy with the oppressed were the two themes that emerged in the empathy/tolerance scale. The study participants believed to be patient helped them be calm and more resilient in their lives and look towards the future. In Umberger & Riskos study (2015), participants also talked about patience as being related to positive growth resilience (25). Empathy is an interpersonal factor of resilience (14), and the study participants showed their empathy for other children like them.

It is important to acknowledge that resilience does not mean 'bouncing back' unscathed from ongoing and sustained adversity. Significant early life trauma and sustained adversity and trauma will

necessarily impact any child's behavior, development, and mental health (26). This was highlighted in the adolescents' responses to the "negative cognition" questions. The participants identified themselves as being 'hostage to unpleasant feelings' and found it difficult to stop worrying about the future and the bad things that may happen. In this study, the adolescents identified negative cognition as a barrier to being resilient. It may be that the Assertiveness theme, which emerged under 'Social Skills' similarly, reflected the challenging reality of these working adolescents' lives. Assertive people express their rights, thoughts, and feelings in a non-aggressive way, and it has been associated with resilience in Caribbean adolescents (27).

Resilience factors were also identified in the School and Peer domains for the participants. They were able to identify the school as a safe place and where they received care from their teachers. Schools were the only social institution that provided facilities for working adolescents and their families. However, the teachers who work in these schools do so voluntarily. They are committed to improving the lives of working children. In the context of working adolescents, teacher support and opportunities created by schooling may be a particularly powerful resilience promoting resource (28).

Peers were also identified as extremely important for participants; they spent their leisure time with their friends, experienced happiness in their friendships, and believed their friends are more than 'just friends'. However, the study participants believed they were isolated from the non-working adolescent population due to their different experiences and lives. The importance of relationships with peers may be contrasted with the deficits identified in participant's families and caregivers.

None of the working adolescents reported resilience factors within their family. The study participants expressed their hurt, pain, and alienation within their families. They spoke of being voiceless,

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