
| RESEARCH ARTICLE**The Interplay between Aggression and Resilience in Adolescence: A State-of-the-Art Review****Elona MUSTAFARAJ Msc¹ ✉ and Ass. Prof. Dr. Fleura Shkëmbi²**¹*Clinical Psychologist*²*Department of Psychological Studies, Mediterranean University of Albania, Tiranë, Albania***Corresponding Author:** Ass. Prof. Dr. Fleura Shkëmbi, **E-mail:** fleura.shkemberi@umsh.edu.al

| ABSTRACT

The current paper introduces a comprehensive review of the state-of-the-art research on aggression and resilience in adolescence. Through a systematic analysis of recent literature, we examine the conceptual frameworks, prevalence patterns, risk and protective factors, and the complex relationship between these two constructs. Aggression in adolescence, manifesting as both reactive and proactive forms, affects approximately 18% of adolescents and is influenced by factors including executive dysfunction, impulsivity, and environmental exposures. Resilience is conceptualized both as a trait and a dynamic process, serves as a protective and coping mechanism against adversity, and is fostered through individual factors like self-esteem and environmental support. Our analysis reveals a significant negative correlation between aggression and resilience, with mediating factors such as spirituality and self-esteem playing crucial roles in this relationship. The paper also evaluates measurement tools, methodologies, and intervention approaches, highlighting multi-component interventions as particularly effective for enhancing resilience and reducing aggression. We identify critical research gaps, including the need for more longitudinal studies, culturally diverse samples, and integrated intervention approaches. This review contributes to the understanding of how resilience can buffer against aggressive tendencies in adolescents and provides direction for future research and intervention development within such a critical developmental period.

| KEYWORDS

Adolescent aggression, resilience, reactive aggression, proactive aggression, protective factors, intervention approach

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1. Introduction

Adolescence is a critical developmental period characterized by significant biological, psychological, and social transformations. During this development stage, individuals experience substantial changes in emotional and cognitive development, making them particularly vulnerable to both negative and positive influences (Gomez-Herrera et al., 2025; Blakemore et al., 2007). Two constructs that have garnered significant attention in adolescent research are aggression and resilience; phenomena that appear to exist in dynamic tension with one another, yet are rarely studied in conjunction. Aggression in adolescence is a pressing social issue with profound implications for both perpetrators and victims. Recent surveys

indicate that approximately 18% of adolescents report engaging in aggressive behavior (Cotter et al., 2015), with certain vulnerable populations such as left-behind adolescents showing even higher rates of up to 35.2% (Yang et al., 2023). The consequences of adolescent aggression extend beyond immediate harm, potentially leading to substance abuse, depressive tendencies, antisocial behavior in adulthood, and long-term psychological trauma (Fite et al., 2024). The transition from early to middle adolescence appears particularly critical, with research showing that as many as 28.8% of low-aggression adolescents become high-aggression adolescents during this period (Hu et al., 2024). Simultaneously, resilience has emerged as a vital protective factor that enables adolescents to navigate adversity successfully. Defined variously as a psychological trait (Connor & Davidson, 2003) or a dynamic process of positive adaptation (Masten, 2001), resilience represents the capacity to maintain or restore mental health despite exposure to significant stressors. The development of resilience during adolescence is particularly crucial as it coincides with increased exposure to risk factors and the formation of coping strategies that may persist into adulthood (Llistosella et al., 2023). The relationship between aggression and resilience in adolescence is an understudied yet promising area of research. Preliminary evidence suggests a negative correlation between these constructs, with resilience potentially serving as a buffer against aggressive tendencies (Yang et al., 2023). However, this relationship is complex and appears to be mediated by factors such as spirituality, self-esteem, and exposure to negative life events (Sadeghifard et al., 2020). Understanding the interplay between aggression and resilience could inform more effective intervention strategies that not only reduce aggressive behavior but also enhance adaptive functioning in the face of adversity. This paper aims to provide a comprehensive review of the state-of-the-art research on aggression and resilience in adolescence. We examine the conceptual frameworks, prevalence patterns, risk and protective factors, and measurement approaches for each construct individually before exploring their relationship. Additionally, we evaluate current intervention approaches and identify critical gaps in the literature. By synthesizing these findings, we seek to contribute to a more nuanced understanding of how resilience can buffer against aggressive tendencies in adolescents and provide direction for future research and intervention development. The significance of this review lies in its potential to inform more holistic approaches to adolescent development. Rather than focusing solely on reducing problem behaviors like aggression, our analysis highlights the importance of simultaneously fostering protective factors like resilience. This dual focus aligns with contemporary perspectives that emphasize positive youth development alongside risk prevention. As adolescents navigate an increasingly complex world, understanding the dynamic interplay between risk and protective factors becomes essential for supporting their healthy development and long-term well-being.

2. Literature Review: Aggression and Resilience in Adolescence

Aggression in adolescence represents a complex behavioral phenomenon with multiple manifestations and underlying mechanisms. At its core, aggression is defined as behavior intended to harm others, either physically or psychologically (Borrego-Ruiz & Borrego, 2025). However, contemporary research has moved beyond this general definition to distinguish between different types of aggressive behavior based on their function and emotional involvement. The most widely accepted typology differentiates between reactive and proactive aggression (Hu et al., 2024). Reactive aggression is characterized as impulsive, triggered by negative emotions such as anger or frustration, and serves primarily as emotional release. This form of aggression often stems from cognitive biases, particularly hostile attribution errors, where individuals with limited cognitive skills misinterpret social cues as threatening and respond aggressively (Hu et al., 2024). In contrast, proactive aggression is planned, unemotional, and goal-driven, typically occurring in contexts of power struggles or competition, such as schools where individuals seek social status or material rewards (Borrego-Ruiz & Borrego, 2025). Several theoretical frameworks have been proposed to explain the development and expression of aggressive behavior in adolescents. **Social Learning Theory** posits that aggression is learned through observation, with adolescents acquiring aggressive behavioral patterns by witnessing violence in their environment, including family interactions, peer relationships, and media exposure (Borrego-Ruiz & Borrego, 2025 ; Bandura, 1977). The General Aggression Model extends this perspective by explaining how exposure to violent content can shape

perceptions of aggression as normative or acceptable, potentially desensitizing adolescents to violence and increasing the likelihood of aggressive behavior in real-world interactions (Barlett et al., 2008). More recently, Finkel and Hall (2018) proposed the I3 Model of aggression, suggesting that aggressive behavior arises from the interaction of personality traits like impulsivity, self-regulatory capacities such as executive function, and external environmental factors. This integrative approach acknowledges the multifaceted nature of aggression and the complex interplay between individual predispositions and contextual influences. On the other side, Resilience in adolescence represents a multifaceted construct that has been conceptualized in various ways throughout the literature. Unlike aggression, which has a relatively consistent definition, resilience lacks a singular or universally recognized definition (Aburn et al., 2016). This conceptual diversity reflects the complex nature of resilience and its manifestation across different contexts and populations. Two key conceptualizations have dominated the literature. The first views resilience as a psychological trait, coping mechanism or quality that characterizes individuals with an increased ability to cope with adversity (Connor & Davidson, 2003). This perspective emphasizes relatively stable individual characteristics that enable some adolescents to thrive despite challenging circumstances. The second conceptualization defines resilience as a dynamic process involving the adoption of positive adaptive behaviors in response to a risky environment (Masten & Obradovic, 2007; Masten, 2001). This process-oriented approach acknowledges that resilience is not fixed but can develop and fluctuate over time, influenced by the interaction between individual traits, risk contexts, and social and psychological outcomes. To understand the development of resilience in adolescents, several theoretical frameworks have been proposed. The **Individual and Environmental Resilience Model** (IERM) described by Llistosella et al. (2022) provides a comprehensive framework that classifies protective factors into individual and environmental categories. This ecological approach recognizes that resilience emerges from the dynamic interplay between personal characteristics and contextual resources, rather than from either domain in isolation. Another influential framework is the **Three-Factor Model of Personal Resilience** proposed by Prince-Embury and Saklofske (2013). This model characterizes resilience through three components: Sense of Mastery, Sense of Relatedness, and Emotional Reactivity. Sense of Mastery reflects an individual's belief in their own capabilities to deal with environmental demands and includes self-efficacy, optimism, and adaptability. Sense of Relatedness captures the extent to which one feels connected to others, including comfort with others, trust, tolerance of differences, and perceived access to support.

3. Methodology

3.1 Research Design and Approach

This paper employs a comprehensive narrative review methodology to synthesize the state-of-the-art research on aggression and resilience in adolescence. A narrative review approach was selected due to its suitability for examining complex, multifaceted phenomena across diverse research traditions and methodologies. This approach allows for the integration of quantitative and qualitative findings, theoretical frameworks, and practical applications, providing a holistic understanding of the current knowledge landscape. The review process followed a systematic approach while maintaining the flexibility necessary to capture the breadth and depth of research on these constructs. We began by establishing clear inclusion criteria for the literature, focusing on peer-reviewed studies published primarily within the last five years (2020-2025) to ensure currency and relevance. However, seminal works and theoretical papers from earlier periods were included when they provided foundational concepts or frameworks that continue to influence contemporary research.

3.2 Literature Search Strategy

A comprehensive search strategy was implemented to identify relevant literature on adolescent aggression, resilience, and their relationship. Multiple electronic databases were utilized, including PubMed, Web of Science, PsycINFO, ERIC, and Google Scholar, to ensure broad coverage across disciplines such as psychology, education, psychiatry, and public health. The search employed various combinations of key terms related to the primary constructs of interest. For aggression, search terms included

"adolescent aggression," "youth violence," "aggressive behavior," "reactive aggression," "proactive aggression," and "bullying." For resilience, search terms included "adolescent resilience," "psychological resilience," "resilience factors," "protective factors," and "positive adaptation." To identify literature examining the relationship between these constructs, combined search strings such as "aggression AND resilience," "violence AND protective factors," and "risk AND resilience AND aggression" were utilized. Additional relevant studies were identified through backward reference searching (reviewing the reference lists of included papers) and forward citation tracking (identifying newer papers that cited key studies). This snowballing technique helped ensure comprehensive coverage of the literature, particularly for identifying connections between research on aggression and resilience that might not be explicitly indexed under both terms.

3.3 Inclusion and Exclusion Criteria

Studies were included if they met the following criteria:

- . Focused on adolescent populations (approximately ages 11-18 years)
- . Addressed aggression, resilience, or their relationship as primary constructs
- . Published in peer-reviewed journals or high-quality academic books
- . Available in English language
- . Provided empirical data, theoretical frameworks, or systematic reviews

Studies were excluded if they:

- . Focused exclusively on clinical populations with severe psychopathology
- . Addressed only childhood or adult populations without specific relevance to adolescence
- . Examined aggression or resilience only as secondary or peripheral constructs
- . Consisted of non-peer-reviewed materials, opinion pieces, or preliminary reports

Special attention was given to studies that examined both aggression and resilience simultaneously, as this represents an emerging and relatively understudied area. Additionally, we prioritized research that included diverse populations across cultural, socioeconomic, and geographic contexts to ensure broader applicability of findings.

3.4 Analytical Approach

The analysis of the literature followed a thematic synthesis approach, which involved three main stages:

- . **Descriptive coding:** Initially, each included study was coded according to key characteristics such as research design, population, measures used, theoretical framework, and primary findings. This process created a comprehensive database of the literature that facilitated identification of patterns and gaps.
- . **Thematic organization:** Studies were then organized according to emergent themes within each major section (aggression, resilience, and their relationship). This process involved

iterative reading and categorization to identify meaningful patterns across studies while preserving the nuance and complexity of individual findings

. **Interpretive synthesis:** Finally, we developed higher-order interpretations that integrated findings across themes and sections, identifying points of convergence, divergence, and complementarity in the literature. This process focused particularly on extracting implications for theory, research, and practice.

Throughout the analytical process, we maintained awareness of methodological limitations in the reviewed studies and considered how these might influence the interpretation and generalizability of findings. We also attended to contextual factors that might explain variations in results across studies, such as cultural differences, measurement approaches, and population characteristics.

3.5 Quality Assessment

The quality of included studies was assessed using criteria appropriate to their respective methodologies. For quantitative studies, we considered factors such as sample size and representativeness, measurement validity and reliability, appropriate statistical analyses, and control of confounding variables. For qualitative studies, we evaluated methodological rigor, theoretical grounding, reflexivity, and trustworthiness of findings. For mixed-methods research, we assessed the integration of quantitative and qualitative components and the added value of the mixed approach. Rather than excluding studies based on quality assessment, we incorporated methodological considerations into our interpretation of findings, giving greater weight to more rigorous studies while acknowledging the potential contributions of exploratory or innovative work with methodological limitations.

4. Qualitative Findings Regarding the Relationship between Aggression and Resilience in Adolescence.

4.1 Correlation Findings and Mediations

The relationship between aggression and resilience in adolescence constitute an emerging area of research with important implications for both theory and practice. While these constructs have traditionally been studied separately, recent evidence suggests significant associations between them, pointing to potential mechanisms for intervention and prevention. Multiple studies have documented a negative correlation between aggression and resilience. Sadeghifard et al. (2020) found a negative relationship between aggression and resilience ($r = -0.122$, $p = .101$) among academic students, though this relationship did not reach statistical significance in their particular sample. Yang et al. (2023) reported more robust findings in their study of Chinese rural left-behind adolescents, demonstrating that aggression was directly affected by resilience ($\beta = -0.34$), with higher resilience associated with lower levels of aggressive behavior. This inverse relationship aligns with theoretical expectations. Resilience, characterized by adaptive coping strategies, positive self-concept, and effective emotional regulation, would logically counteract the cognitive biases, emotional reactivity, and maladaptive behavioral patterns associated with aggression. Adolescents with higher resilience may be better equipped to navigate stressors without resorting to aggressive responses, even when faced with similar adversities as their less resilient peers. It is important to note that the strength of this relationship appears to vary across populations and contexts. Factors such as age, gender, cultural background, and specific risk exposures may moderate the association between resilience and aggression. For instance, the relationship may be particularly pronounced among vulnerable populations, such as left-behind adolescents, who face multiple stressors and limited protective resources (Yang et al., 2023). The relationship between aggression and resilience is not direct but appears to be mediated and moderated by various psychological, social, and contextual factors. Spirituality has emerged as a significant mediator in this relationship. Sadeghifard et al. (2020) found that spirituality in an indirect path can reduce aggression and thus increase resilience ($r = 0.102$). Their structural equation modeling results indicated that spirituality and aggression together can predict about 20% of the variations in resilience, with spirituality playing a positive mediator role between these

constructs. This suggests that spiritual beliefs and practices may provide psychological resources that both reduce aggressive tendencies and enhance resilience. Self-esteem appears as another important mediating factor. Yang et al. (2023) demonstrated that self-esteem significantly mediated the relationship between negative life events, aggression, and resilience among left-behind adolescents. Specifically, self-esteem was negatively related to aggression ($\beta = -0.44$) and positively associated with resilience. This aligns with previous research suggesting that self-esteem is a crucial individual variable that influences both aggressive behavior and resilience capacity. Negative life events play a complex role in this relationship, potentially serving as both a common risk factor and a mediating variable. Yang et al. (2023) found that negative life events were significantly related to self-esteem ($r = -0.338$), resilience ($r = -0.359$), and aggression ($r = 0.441$). Their mediation analysis revealed that negative life events were not only directly related to aggression ($\beta = 0.34$) but also showed an indirect effect through self-esteem and resilience. The mediating effect of self-esteem and resilience accounted for 22.56% of the relationship between negative life events and aggression, suggesting that these protective factors can buffer against the negative impact of adverse experiences. Gender appears also to moderate several aspects of the aggression-resilience relationship. Su et al. (2024) found that sex moderated the relationship between impulsivity and aggression, with impulsivity significantly predicting proactive aggression only in male adolescents, while predicting reactive aggression in both genders but with a stronger effect in males. These gender differences may extend to the broader relationship between resilience and aggression, though more research is needed to clarify these patterns.

4.2 Limitations

Several limitations of our methodological approach should be acknowledged. First, despite our comprehensive search strategy, it is possible that some relevant studies were not identified, particularly those published in languages other than English or in non-indexed journals. Second, the narrative review format, while allowing for integration of diverse literature, does not provide the systematic quantification of effects that would be possible with meta-analytic techniques. Third, publication bias may have influenced the available literature, with studies finding significant relationships potentially overrepresented compared to those with null findings. Despite these limitations, our methodological approach provides a robust foundation for synthesizing the current state of knowledge on adolescent aggression and resilience, identifying meaningful patterns and relationships across diverse studies, and extracting implications for future research and practice.

5. Discussion

The synthesis of current research on aggression and resilience in adolescence reveals several important patterns, implications, and directions for future inquiry. This section examines the key insights emerging from our review, their theoretical and practical significance, and the critical gaps that remain in our understanding of these constructs and their relationship.

5.1 Theoretical Implications

Our review highlights the value of integrating previously separate lines of research on aggression and resilience. While these constructs have traditionally been studied in isolation, their documented negative correlation suggests important theoretical connections that merit further exploration. The inverse relationship between aggression and resilience supports a conceptual model in which these phenomena represent opposing manifestations of adaptation to adversity—with aggression reflecting maladaptive responses and resilience indicating adaptive functioning. This integrated perspective aligns with broader developmental systems theories that emphasize the complex interplay between risk and protective factors across multiple levels of influence. Rather than viewing aggression solely as a problem behavior to be eliminated or resilience simply as a trait to be enhanced, this approach recognizes both as dynamic processes embedded within ecological contexts. The evidenced mediating roles of factors such as spirituality, self-esteem, and negative life events further support this systems-oriented conceptualization. The findings also contribute to our theoretical understanding of adolescent development more

broadly. The identified patterns in aggression and resilience trajectories during this period align with neurobiological models emphasizing the asynchronous development of limbic and prefrontal regions. The heightened vulnerability to aggressive behavior during early to middle adolescence, coupled with the potential malleability of resilience during this same period, suggests a developmental window in which these processes may be particularly interconnected and responsive to intervention. Moreover, our review challenges simplistic trait-based conceptualizations of both aggression and resilience. The distinction between reactive and proactive aggression, with their different correlates and developmental pathways, underscores the multidimensional nature of aggressive behavior. Similarly, the evolution of resilience concepts from static trait to dynamic process reflects growing recognition of its contextual and developmental variability. These nuanced conceptualizations have important implications for how we measure, study, and ultimately address these phenomena in research and practice.

5.2 Practical Implications

The findings from this review have several significant implications for intervention and prevention efforts targeting adolescent aggression and resilience. First, the documented negative relationship between these constructs suggests the potential value of dual-focus interventions that simultaneously aim to reduce aggression and enhance resilience. Rather than addressing these issues through separate programs, integrated approaches may produce synergistic effects, with improvements in resilience contributing to reductions in aggression and vice versa. The multicomponent interventions identified as most effective for resilience enhancement (Llistosella et al., 2023a) could be expanded to explicitly address aggressive behavior, potentially increasing their overall impact. Second, the identified mediating factors provide specific targets for intervention. Programs that enhance spirituality, self-esteem, and other protective factors may indirectly influence both aggression and resilience through these pathways. For instance, Yang et al. (2023) demonstrated that self-esteem and resilience together mediated 22.56% of the relationship between negative life events and aggression, suggesting that interventions strengthening these protective factors could significantly buffer against the negative impact of adverse experiences. Third, the differential effectiveness of interventions across populations suggests the need for tailored approaches. Resilience interventions appear most effective for at-risk adolescents (Llistosella et al., 2023a), who may also exhibit higher levels of aggression. The particularly high rates of aggression observed among left-behind adolescents (35.2%; Yang et al., 2023) highlight the importance of targeting vulnerable populations with comprehensive programs addressing both constructs. Fourth, the gender differences observed in the relationship between impulsivity, aggression, and resilience suggest that gender-sensitive intervention approaches may be warranted. Su et al. (2024) found that impulsivity significantly predicted proactive aggression only in male adolescents, while predicting reactive aggression in both genders but with a stronger effect in males. These findings indicate that programs may need to place different emphasis on specific components for male versus female adolescents. Fifth, the developmental considerations addressed throughout this review point to the importance of timing interventions appropriately. Early adolescence (ages 10-13) may represent a critical window for dual-focus interventions, potentially preventing the typical increase in aggressive behavior during this period by simultaneously strengthening resilience resources. Llistosella et al. (2023a) specifically noted that resilience interventions were most effective for young adolescents in this age range. Finally, our findings underscore the importance of ecological approaches that address multiple levels of influence. While individual factors like executive function, impulsivity, and coping skills play important roles in both aggression and resilience, environmental factors such as family dynamics, peer relationships, and community resources are equally crucial. Comprehensive interventions that engage multiple contexts and stakeholders are likely to have the most substantial and sustainable impact.

5.3 Implications for Intervention

The evidenced relationship between aggression and resilience has important implications for educational and clinical intervention design and implementation. First, it suggests the potential value of dual-focus interventions that simultaneously aim to reduce aggressive behavior and enhance resilience. Rather than addressing these constructs in isolation, integrated approaches may produce synergistic effects, with improvements in resilience

contributing to reductions in aggression and vice versa. For instance, interventions that enhance emotional regulation skills may both reduce reactive aggression and strengthen resilience in the face of stressors. Second, the identified mediating factors provide specific targets for intervention. Programs that enhance spirituality and self-esteem may indirectly influence both aggression and resilience through these pathways. Sadeghifard et al. (2020) specifically highlighted the potential of spirituality-focused interventions, noting that "the results of this study showed the effect of spirituality on increasing the level of resilience and also positive mediator role of spirituality between aggression and resiliency." Third, the differential effectiveness of interventions across populations suggests the need for tailored approaches. Resilience interventions appear most effective for at-risk adolescents (Llistosella et al., 2023a), who may also exhibit higher levels of aggression. Targeting these vulnerable populations with comprehensive programs addressing both constructs could yield particularly significant benefits. Fourth, the gender differences observed in the relationship between impulsivity, aggression, and resilience suggest that gender-sensitive intervention approaches may be warranted. Programs may need to place different emphasis on specific components for male versus female adolescents, acknowledging the varying pathways through which risk and protective factors operate across genders. Finally, the developmental considerations discussed earlier point to the importance of timing interventions appropriately. Early adolescence may represent a critical window for dual-focus interventions, potentially preventing the typical increase in aggressive behavior during this period by simultaneously strengthening resilience resources. Despite these promising directions, it is important to acknowledge that few interventions have explicitly targeted the aggression-resilience relationship. Most existing programs focus on either reducing aggression or enhancing resilience, without considering their potential interactions. The development and evaluation of integrated interventions represents an important frontier for future research and practice.

6. Conclusion

This State-of the Art review on aggression and resilience in adolescence has revealed important insights into these constructs individually and their complex interrelationship. By synthesizing findings across multiple studies, theoretical frameworks, and methodological approaches, we have identified key patterns, mediating factors, and implications for both theory and practice. Adolescent aggression, manifesting as both reactive and proactive forms, affects approximately 18% of the general adolescent population, with higher rates among vulnerable groups such as left-behind adolescents. Our review has highlighted the multifaceted nature of aggressive behavior, influenced by a complex interplay of individual factors (executive dysfunction, impulsivity, hostile attribution bias), environmental exposures (violent media, family disruption, negative life events), and biological determinants. The developmental trajectory of aggression during adolescence, with its typical increase during early to middle adolescence followed by decline, underscores the importance of this period for targeted intervention. Resilience, conceptualized both as a trait and a dynamic process, serves as a protective mechanism against adversity and is fostered through multiple pathways. Individual protective factors such as coping skills, self-esteem, emotional regulation, problem-solving abilities, mindfulness, and spirituality interact with environmental supports including community resources, peer networks, social connections, and school environments to enhance resilience. The effectiveness of multicomponent interventions targeting these various factors, particularly for at-risk adolescents, provides promising directions for resilience promotion. Perhaps most significantly, our analysis has revealed a consistent negative correlation between aggression and resilience, suggesting that these constructs exist in dynamic tension with one another. This relationship appears to be mediated by factors such as spirituality and self-esteem, which can simultaneously reduce aggressive tendencies and enhance resilience. The finding that self-esteem and resilience together mediated 22.56% of the relationship between negative life events and aggression (Yang et al., 2023) highlights the potential protective role of these factors against the adverse effects of stressful experiences. These findings have important implications for intervention and prevention efforts. The documented relationship between aggression and resilience suggests the value of integrated approaches that simultaneously aim to reduce aggressive behavior and enhance resilience resources. Such dual-focus interventions may be particularly effective during early adolescence (ages 10-13), when both aggression and resilience appear most malleable. Additionally,

the identified mediating factors provide specific targets for intervention, with programs enhancing spirituality, self-esteem, and other protective factors potentially influencing both constructs through these pathways. Despite these valuable insights, significant gaps remain in our understanding of adolescent aggression, resilience, and their relationship. The predominance of cross-sectional designs limits our ability to establish causal relationships and developmental trajectories. Cultural and contextual variations remain underexplored, with most studies conducted in Western or East Asian contexts. The role of digital environments in shaping both aggression and resilience represents an emerging frontier that warrants further investigation. Perhaps most critically, experimental research testing integrated interventions targeting both constructs is notably lacking. Future research should prioritize longitudinal studies examining the co-development of aggression and resilience throughout adolescence, cross-cultural investigations exploring contextual variations in their relationship, neurobiological research identifying shared and distinct mechanisms, and intervention studies testing the effectiveness of integrated approaches. Person-centered methodologies identifying distinct profiles based on aggression and resilience patterns would complement the variable-centered approaches that currently dominate the literature. In conclusion, the relationship between aggression and resilience in adolescence represents a promising area for both research and practice. By moving beyond the traditional siloed approach to these constructs and exploring their dynamic interplay, we can develop more nuanced theoretical models and more effective intervention strategies. Ultimately, this integrated perspective may contribute to a more holistic understanding of adolescent development, one that acknowledges both vulnerabilities and strengths, risks and protective factors, challenges and opportunities for growth. As adolescents navigate an increasingly complex world, supporting their capacity for resilience while reducing harmful aggressive behaviors remains a critical priority for parents, educators, clinicians, and policymakers committed to promoting positive youth development.

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