LIVED EXPERIENCES OF ADOLESCENTS IN COPING WITH MIDDLE ADOLESCENCE CHALLENGES: A PHENOMENOLOGICAL STUDY

Armijane Guevarra Elago

Laguna State Polytechnic University Sta. Cruz Laguna 4009 Philippines

ABSTRACT

The study aimed to examine the experiences of adolescents during middle adolescence stage, with a focus on coping strategies and other general challenges in various institutions such as family, school, economics and community.

Using qualitative design and transcendental approach, the researcher interviewed seven adolescents from Cabuyao Integrated National High School Senior High School through snowball sampling. Similarities among adolescents emerged most especially relating to family dynamics where they often felt misunderstood or marginalized specifically about their identity which was made worse by academic pressure due to the pandemic.

Moreover, changes in friendship patterns and other relationships contributed to their problems including financial difficulties that led them into feelings of shame and a lack of desire for help. Nevertheless, despite these hardships, adolescents used diverse ways of adaptation such as focusing on education while dealing with inner turmoil indicating that supportive relationships are crucial for resilience.

In conclusion, adolescents struggle with feeling of being misunderstood by their families, which are also made worse by academic stress as well as changing friendships. Financial issues are another hindrance to this particular group from seeking help. Still, adolescents show that they can cope even through the hardest periods using different strategies and this confirms that they need support from others in order to deal with problems.

These recommendations embrace encouraging open dialogue among family members, availing counseling services and stress management programs at schools, creating curricula on healthy relationships, offering financial aid and increased exposure to mental health resources including positive role models during difficult times for teenagers. These measures will help young people face middle adolescent turbulences and develop emotionally sustainable lifestyles.

KEYWORDS: *experiences; middle adolescence stage; coping strategies*

1. INTRODUCTION

Adolescence, as defined by the World Health Organization (2014), is a developmental stage of transition that generally occurs during puberty period (12-18) to young adulthood. This transition brings changes to physical to psychological aspects of human development. This stage also serves as time of exploration, identity formation, and autonomy foundation.

In this adolescence stage, there are three phases that are vital in adolescence development namely: Early adolescence (ages 10-13), Middle adolescence (ages 14-17), and Late adolescence (ages 18-21). In early adolescence (ages 10 to 13), children undergo rapid physical growth, experiencing changes such as hair growth, breast development, and testicle enlargement. These developments may begin earlier in girls than boys, leading to a range of emotions, curiosity, and potential anxiety. Gender identity questions may also emerge, particularly challenging for transgender children.

Early adolescents often exhibit concrete thinking and egocentrism, with heightened self-consciousness and a desire for independence, sometimes testing boundaries. In middle adolescence (ages 14 to 17), puberty-related changes continue, and teens become interested in romantic and sexual relationships. Brain development is ongoing, leading to abstract thinking, but impulse control remains a challenge. Late

adolescence (18-21 and beyond) sees completed physical development, improved impulse control, and a stronger sense of individuality. Late adolescents focus on the future, stabilize relationships, and establish a more mature connection with their parents. (Stages of Adolescence, n.d.)

As a vital developmental stage, adolescence stage has also anchored with challenges. These challenges vary from one person to another, however, there are challenges that may stand out due to numerous and similar factors that are present in adolescent life. Over the years, numerous research has been done to describe each developmental stage; its tasks and the importance of acknowledging it as part of development. This research paved a way to understand adolescence stage generally.

Given the above-mentioned, this study deals with the exploration of lived experiences of adolescents in coping with challenges specifically, the Middle adolescence challenges.

1.1 Statement of the Problem

Specifically, this seeks answers to the following questions:

1. What are the lived experiences of an adolescent in coping with middle adolescence challenges?

1.1. Challenges in middle adolescence in various institutions namely:

    1.1.1. Family,

    1.1.2. School,

    1.1.3. Economic; and

    1.1.4. Community?

1.2. What are their coping mechanisms for these challenges?

2. How do adolescents describe their experiences in coping with middle adolescence challenges?

3. Based on the findings of the study, what policy reformation and intervention can be proposed?

2. METHODOLOGY

The design of this study began with the decision to use qualitative methodology. Qualitative methodology, rather than quantitative methodology, was chosen for this study in reason of qualitative methodology is considered most effective for answering questions that ask how and for providing thick descriptive data of a phenomenon (Stake, 1995 as cited by Stanton, 2021).

3. RESULTS AND DISCUSSION

The results of the analysis of the interview data are presented in this chapter. The themes identified within the data included: (a) Familial Crossroads: Navigating Identity Struggles, (b) Beyond the Books: Navigating Academic Expectations and Seeking Validation, (c) Navigating Challenges in Collaboration and Peer Relationships, (d) Emotional Consequences of Financial Hardship, (e) Emotion's Puzzle: Navigating Coping Strategies, (f) Empowerment through Relationships: Pursuing Support and Personal Growth, (g) Family Bonds and Financial Stewardship, (h) Evolution of Emotional Navigation: From Struggle to Harmony, and (i) Emotional Strength and Individual Achievement.

The research objectives for this study are (1) What are the lived experiences of an adolescent in coping with middle adolescence challenges? (2) How do adolescents describe their experiences in coping with middle adolescence challenges? and (3) based on the findings of the study, what policy reformation and intervention can be proposed? That led the researcher to develop interview questions about participants' experiences in coping with middle adolescence challenges and how they describe their experiences about it. To be able to grasp the phenomenon, an understanding of participants' description of experiences in coping with middle adolescence challenges is needed.

THEME CLUSTERING

As every significant statement is initially treated as possessing equal value, this next step deletes those statements irrelevant to the topic and others that are repeated or overlapping. The remaining statements are the horizons or textural meanings.

THEMES	
Theme 1	Familial Crossroads: Navigating Identity Struggle
Theme 2	Beyond the Books: Navigating Academic Expectations and Seeking Validation
Theme 3	Navigating Challenges in Collaboration and Peer Relationships
Theme 4	Emotional Consequences of Financial Hardship
Theme 5	Emotion's Puzzle: Navigating Coping Strategies
Theme 6	Empowerment through Relationships: Pursuing Support and Personal Growth
THEME CLUSTERING (STRUCTURAL THEMES)	
Theme 7	Family Bonds and Financial Stewardship
Theme 8	Evolution of Emotional Navigation: From Struggle to Harmony
Theme 9	Emotional Strength and Individual Achievement

Table 1. Textural and Structural Clustering

Themes or Meaning Units and Evidence

In the process of analyzing the lived experiences of adolescents coping with challenges during middle adolescence, the researcher begins by treating each statement with equal importance. This ensures that all potentially relevant information is considered. The next step involves deleting statements that are irrelevant to the topic or repetitive, as well as those that overlap with others. The remaining statements, known as horizons or textural meanings, form the basis for further analysis. The researcher meticulously scrutinizes these notable statements and organizes them into themes or meaningful units. This method of thematic analysis facilitates a more profound comprehension of the intricate experiences of adolescents as they navigate the challenges of middle adolescence. By employing this approach, recurring patterns and valuable insights come to the forefront, offering insights into the coping strategies, obstacles, and resilience demonstrated by adolescents throughout this pivotal stage of growth.

Lived experiences of an adolescent in coping with middle adolescence challenge.
Theme 1: Familial Crossroads: Navigating Identity Struggles
This theme explores the complex issues that adolescents are experiencing with their family dynamics and the complex nature of seeking their own identities. It involves the tension built on by various generational viewpoints and perspectives which can result in miscommunication when behaviors are interpreted in light of prior encounters.
In line with this, the following statements were extracted from the participants' transcript that may help to shed light on the

theme itself.
Participant 1 stated:
> *"Maybe, um, we don't understand each other too well. Like, because they have their own ways from before, of course, when they were younger, and they compare them to what I'm doing now. And I don't understand why because the surroundings are different, the environment we grew up in is different. And I don't understand why they need to compare that to what they experienced before."*

On the other hand, Participant number 2 recalled instance wherein she felt challenged by the viewpoints of her family:
> *"My family is Catholic, and they don't agree with the concept of the third gender. They also don't agree with homosexuality. So, I haven't come out to them because I'm scared of being disowned and kicked out of the house. I have nowhere else to go."*
> *". Because it's about time for them to realize that there are things like that. For them to be close-minded about those things. It's annoying. It's annoying that they're so unwelcoming— not to new ideas, it's something that existed a long time ago and they still don't accept it."*

Participant 5 also shared an experience:
> *"Maybe because adults always exclude us, it's like only for adults, that's my mom's mindset. And because of that, even though we ignore their fights, they still involve us, their frustration towards each other affects us, it's like their anger is passed on to each other, and in turn, I exert that on others."*

The following statements describe the anxiety that comes with being non-binary and the fear of rejection from family, emphasizing the difficulties of negotiating identity in a conservative culture. Moreover, the feeling of exclusion in familial topics left the adolescents feel confused and invalidated as they were viewed not as an individual who ca be part of the solution but rather a child who cannot handle familial discussions.

In connection with this, pre-adolescents and adolescents must develop a sense of responsibility, competence, and autonomy as they progress towards independence and young adulthood. Assisting a child in acquiring responsibility, fostering a sense of capability, and decision-making skills is a crucial parental task. The parents and guardians must consider the timing and domains in which your child can begin making decisions. The pace at which they delegate responsibilities to their child is a decision that should be made collaboratively, considering factors such as their comfort level, family and cultural norms, and the child's level of maturity. (Shifting Responsibility to Pre-teens and Teenagers, 2024)

The theme also addresses the dynamics of guilt for unfulfilled responsibilities, and the discouragement that results from receiving little credit, both of which have an adverse effect on motivation. Participant 1 recalled:
> *"…So, she [sister] talked to my mother, and my mother only arrived here during the awarding ceremony [recognition] . So, it hurt because I thought if my sister was here, she'd be with me from start to finish, and I wouldn't hear anything from her except congratulations. Even once, I never heard anything like that from my family except from my sister."*

Participant 2 also stated that:
> *"It's like, sometimes I feel discouraged to do well because I'm not receiving any recognition, so why should I bother? It's kind of discouraging."*

Participant 5 stated:
> *"Sometimes, it feels like I can't handle it anymore. There are times when she thinks I can handle it, but I really can't. But because my mom said I can, I should be able to. It's just that, not all the time, but when things get really heavy,"*

Meanwhile, Participant number 6 shared:
> *"...like how Mama treats me, how she takes care of me. She tells me, "I take care of you," "you're just feeding me, you're not taking care of me." She blames me for what should be her responsibility."*
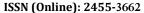
And Participant 7 also said:
> *"I can still confide in my mom, but she's more focused on my siblings. So she's losing time for me, which is understandable because she needs to take care of my siblings. But what about me? What about what's happening to me, in my day."*

Furthermore, it also explores the long-term impacts of childhood trauma, such as residual trauma from parental behavior and cycle repeating. Even when parents are physically close, the emotional distance between them adds another level of complication to family dynamics.

Theme 2: Beyond the Books: Navigating Academic Expectations and Seeking Validation

As adolescents start to spend time in school, this theme shed light in adolescents' experiences in academic context. It includes the unending pursuit of exceeding the high standards set by friends and family, and even their owns selves which frequently results in crippling emotions of inadequacy and dissatisfaction, especially when academic progress stalls. Even with the greatest effort, people can experience feelings of inadequacy and turn to friends and parents, among other people, for reinforcement. The persistent demand for validation— especially from a mother figure—increases the pressure to perform well in school. Furthermore, people might find themselves attempting to accomplish their academic goals and help struggling family members, which would add still another level of stress. In line with this, the following verbatim will shed light on the experiences of adolescents in facing academic related challenges. Participant 1 stated:
> *"I skipped kindergarten and went straight to Grade 1. And then, I immediately topped... I topped our whole class at 5 years old. And it continued like that. That's when their expectations started to become too much... at first, I enjoyed it because of course, as a child, I craved attention. And then, over time, it became toxic*

especially... because I was still young back then, at first, I was okay, I enjoyed it, so I excelled. And then, next thing is I started to feel suffocated. Their expectations were already there that when they get my report card, all grades should be 9, there should be no grade of 8.”

Moreover, Participant 2 shared the same sentiment by noting:
“In school, my academic performance is okay, but I always set high expectations for myself because my older sister also gets high grades. So, I often compare myself to her, and at the same time, I feel like many people expect a lot from me, not just my family but also my friends. It's challenging for me to keep up with those expectations.”

Participant 4 concurred by saying:
“maybe I can achieve the expectations my parents have for me about academics.”

Furthermore, Participant 5 shared that,
“In exchange for my mother's full care for us, her expectations were high. Like what she wanted, it wasn't material things, not money either, not any belongings. Just do well in school, that's all she asked for, nothing else. So, when you fail, it's heavy because you're only failing in one thing she asks for, and it feels like a burden.”

In the same light as the study of Lazarides, Viljaranta, Aunola, Pesu, & Nurmi, 2016, parental expectations correlate with children's involvement and drive to attain academic success, subsequently bolstering their academic performance.

When parental expectations exceed what can be achieved, parents may react critically to their children's shortcomings, leading to heightened stress and depression among adolescents. Parental expectations can thus be both beneficial and detrimental to adolescents' development, presenting a dual-sided impact.

The academic environment is made more difficult by peers' approval, which becomes a coping strategy in the face of parental expectations to perform well academically. Meeting academic standards is made considerably more difficult by pandemic-related issues that compound the problems. By examining this issue, the qualitative research hopes to illuminate the varied experiences of people navigating the academic world and dissect the intricacies of academic pressures and the need for validation.

In connection with this, familial validation was also observed based form the description of the participants' responses.
Participant 1 noted that:
“…She'll say because it's a different time for you then and when she compares me to my other sibling, my older sister will say why are you comparing her to that, she's not that, she's different and why do they always just see the mistakes, there are good things I

do too.” Participant 2 stated that *“Then what happened was my mom missed the card showing. So it's like am I that unimportant that they missed such an event. Even for my sibling, they never missed it. Or like that, I felt like that.”*

Participant 3 recalled an instance wherein she felt invalidated by her parents:
“And then, there was one time when I had a conversation with my dad, he was a bit drunk, and I said to him, "Daddy, why does Ate have that, and I don't?" and then I even cried, ma'am. I know it sounds silly, like about chickens, because they both had one, and I didn't, and I cried, "why do they have one?" like that, but I really cried then, ma'am, over chickens. Now, when I look back, I laugh because I cried over chickens, but now, I really don't anymore.”

Moreover, Participant 5 also shared that:
“…One problem I face is the constant need for validation, especially from my mom. Since elementary, I've felt the pressure to excel in contests and achieve top grades. Even when I perform well now, my mom's reaction is less enthusiastic because she's become accustomed to it. This challenge feels like I'm pressured to maintain a high standard, and if I fall below expectations, it feels like everything will fall apart. That's how deep it is.”

Participant 6 also stated that:
“I'm an attention seeker. My issues are intense. So, whenever she praises my sister for her good deeds and we've done the same thing, why is it that only she gets noticed? That's what bothers me the most.

In response to the inquiry about challenges faced within their families during middle adolescence, several participants shared experiences related to heightened parental expectations. Moreover, this theme emerged from participants' narratives, showcasing instances where they felt their experiences and accomplishments were overlooked or compared unfavorably to those of their siblings. These accounts highlight the complicated relationship between parental expectations, adolescent development, academic challenges, and familial dynamics during middle adolescence, giving emphasis to the importance of understanding and addressing these challenges within academic and family context.

Theme 3: Journeying Through Social Dynamics and Shifting Relationships
Adolescents face a wide range of difficulties throughout their difficult transition into middle adolescence, which were discussed in this theme. Some people have a deep sense of estrangement and find it difficult to relate to others as they work through maturation because they disagree with peers who have not yet reached the same point in development. In this context. friendships noticeably change, marked by an increasing awkwardness as people choose different routes and pursue new interests. External variables like parental constraints or societal

conventions, however, further complicate this natural progression by making it more difficult to sustain meaningful interactions with peers and build social skills.

The significant statements from the response of the participants are the following which answer the question "In terms of school, what challenges have you encountered, and how did you navigate them?".
Participant 1 stated that:
> "… I just find it difficult to... um... to adjust. I've noticed differing levels of maturity among us, with my own perspective on life having matured, making it challenging to connect with those who remain immature." On the other hand, Participant 2 explained, "In school, I struggle with talking to strangers because I don't know how to approach them. When I feel intimidated, I don't seek help and let myself struggle alone.

Participant 3 shared that,
> "...With my classmates, there are really people who don't like you, there are people who like you, and of course, we should focus more on those who like you because with those who don't like you, you won't gain anything from them, so the people who like you, they're the ones who have concerns for you, they'll lift you up and support you all the time. But, ma'am, for me, it's also important to have support from above, from God, and support yourself because there are times when... and don't be complacent that they'll always be with you because it's not always like that, so you need to support yourself more than the support you get from others."

Participant 5 explained that,
> "…When you're no longer with them, it feels like the friendship isn't meaningful anymore. It's like that. It's like, when you're with your friends, it's fun, but when they're not right in front of you or you're not with them, it's like their presence is gone, the connection is gone. It's like that, and then, if they're not there, the friendship is gone." "…Yes, when I need help from my friends, most of the time, I feel shy to ask them and tell them something because sometimes it passes, they might forget about me right away after some time."

Participant 7 recalled that:
> "In school, I feel pressured by my classmates because they're all in STEM. Especially when I became irregular, there's a lot of respect for STEM, which I feel I don't deserve."

The responses from the participants above highlighted the effects of peer influence. In contrast, the following insights aim to address and mitigate such influences during adolescence. For example, Participant 4 pointed out:
> "When my challenges are understanding the lesson, I always ask TJ if he gets it and he'll say "yes" and then I'll say "can you, can you please explain" and what I like about it is he doesn't mind explaining, like without any judgment he explains it well until I get it and then he'll ask me "do you get it now?" and then I'll say "yes" because I really get it already because he's good at explaining."

Meanwhile, Participant 2 also shared that:
> "I'm helped by talking to my close friends. They help me rationalize my thoughts. Just talking to them because my classmates won't shout at me. Maybe in talking to close friends and peers."

The theme provided insights into the specific challenges adolescents encounter within the school environment, particularly in their interactions with peers. As adolescents spend a significant portion of their time in school during this developmental stage, their peers and teachers become primary influences.

This hierarchy can have detrimental effects on the self-esteem of struggling students and may diminish the influence teachers have on the students who need their support the most. It underscores the importance of educators fostering inclusive environments and valuing diverse perspectives to mitigate such negative impacts on adolescent development.

Due to a variety of reasons, being physically apart from someone simply makes one feel more alone and inadequate since friendships are seen to deteriorate under the pressure of other people's thoughts and judgments. A cycle of self-reliance and internalization of troubles is perpetuated when teenagers face these obstacles and fight with the internal tension of burdening others with their problems instead of choosing to carry their emotional loads in solitude. Adolescents encounter the intricacies of social dynamics and evolving relationships through these lived experiences, paving their own route to self-realization and fortitude in the face of adolescence's constantly altering terrain.

Group projects in the academic setting serve as a testing ground for a variety of study techniques, which frequently results in disagreements and hostilities between classmates trying to synchronize differing perspectives.

Adolescents struggle to keep their own ambition for achievement alive and avoid becoming complacent, which is made more difficult by the need to distance themselves from uninspired peers.Adolescents also struggle with social interaction and asking for help in the complicated social context of school, juggling the need to maintain a delicate balance between independence and vulnerability.

Theme 4: Emotional Consequences of Financial Hardship
Theme 4: Emotional Consequences of Financial Hardship resonates powerfully with the lived experiences of adolescents facing financial struggles in the crucible of middle adolescence.

The significant statements from the response of the participants are the following in response to the question "Can you share an experience related to financial challenges that you find particularly significant during this stage of your life?"

Participant 1 stated that she's not experiencing challenges in line with financial challenges as she is very well-supported by her family, however, there are instances that she shared that made her feel challenge for instance:

> "Ah, well... it's not like, um... it's not like it's different for us, Shopee, Lazada, those kinds of things. So, I tend to buy online, Amazon, like that. And then, of course, we still have expenses for school, especially for major subjects because it's more on tools, more on equipment, more on practical stuff, so the components are expensive. And sometimes I just think, um... I should have used the money I spent on Shopee for my school projects instead."

In addition, she also stated:

> "My moods and behaviors were influenced by my financial burden; when preoccupied with it, I tend to feel angry, whereas having more money tends to make me happier.", again, despite of this challenge, she clarified that she is still well-supported by her parents.

On the other hand, Participant 2 shared the following experience:

> "Sometimes, in a day, there are times when I'm hungry but I can't tell them because I'm ashamed because I know our financial situation, that I can't tell them that I'm hungry to buy food because I feel guilty about fulfilling my needs because of our current situation" she added "I think, the cost of living is higher now. Then, it's not something that my dad's salary can reach. And my mom can't work either. She doesn't work.

Meanwhile, Participant number 3 stated:

> "Ah, okay. Of course, in school, there are things to take care of, you need to buy things, you need to pay attention to things, and it's not about your personal needs first, what's needed should come first before what you want, so in terms of money, my challenge there is that I really want to buy something but I need something else, so I always stick to that, I want to buy something but I set it aside first because what I need now is more important, what I want now I can still buy later, there are times when I can save up for it, but this is the time I need, it can't be brought back, so we need to prioritize, so that's it, ma'am, in terms of financial and needs."

In line with this, Participant 4 recalled:

> "My father is a bit... he gets carried away easily because he's the youngest. So, I don't see what they're saying that my dad needs to be responsible because he's the youngest, he still has an older sister. Then we're financially short... because of that but I don't take it against them because it's my grandfather. My only issue is that the money doesn't go to my grandfather. They take it. That's the only reason why we're short."

In accordance with this, Participant 5 also shared her experience:

> "The biggest challenge in our family was financial, which was heavily connected to my dad. He's no longer with us now, he's in the province where he grew up. It's just me, my mom, and my two older brothers here in Laguna. My dad used to be an OFW, and he stayed there for most of my childhood, so I didn't get to spend much time with him. But at some point, around when I was 12, he stopped sending money, and then he had problems with his job, the company cut employees, so he lost his job. He stayed there for a long time because there was no money for him to come back to the Philippines. That's when our family started to decline, and we moved to a relative's house because they said it would be cheaper that way. But during that time, that was the biggest experience I had when I was younger."

Participant 6 explained:

> "Sometimes, it goes overboard, you know, you overspend on wants more than needs. Like sometimes, our meal is just one piece of fish because he bought nice pants. My mom is like that. When she really wants something, and my dad's salary is there, she'll get it. That's for our food."

Participant 7 also noted:

> "I'm thinking about my college education because if I stay with my mom, I know she can't afford it because we are four siblings. If I stay with my dad, he can support me on his own. But with my mom, we are tight on money, but I just say it's okay as long as I am protected"

The presented scenarios demonstrate the different challenges in adolescent life. Financial struggles extend beyond the immediate family to involve other relatives. However, among the seven participants, two participants noted receiving support from their extended family members as well. Participant 4 stated that:

> "On my father's side, they always spoil me because I'm my grandma's favorite grandchild, so they always keep an eye on me being spoiled by my grandma because I'm her favorite grandchild, then they say they're the ones who are close by, but I'm the favorite? On my aunt's side, there's Ma'am Ann, they're my godmothers. I am always very spoiled."

On the other hand, Participant 7 also shared the same sentiment:

> "For that, my uncles help. For example, they treat me, they leave me with my allowance, my money. "Neng, here's your allowance. Don't ask your mom." But when I have nothing left, I really have to ask."

These narratives show how financial problems affect adolescents and their families in many ways. It's not just about not having enough money – it impacts their daily life and how they feel emotionally. The provided narratives reveal that

adolescents and their families have to make tough choices with the financial capacity that they have, focusing on what they really need over what they want.

This theme also highlighted the importance of help from outside the family when money is tight. Some participants talked about how their extended family, like grandparents or aunts, helped out when things were tough. This support can make a big difference during difficult times.

Individuals from lower socioeconomic status (SES) backgrounds displayed heightened mental health challenges not only during adolescence but also as they transitioned into emerging adulthood. Conversely, adolescents with greater self-efficacy, a positive family environment, and stronger social support exhibited fewer mental health issues during emerging adulthood.

Notably, higher self-efficacy during adolescence was found to mitigate the impact of lower SES on mental health problems during emerging adulthood. While the individual effects of these factors were modest, collectively, they exerted a moderate longitudinal influence on mental health outcomes in emerging adulthood, five years later. Interestingly, the protective effect of social support appeared to be more pronounced among adolescents from higher SES families rather than those from lower SES backgrounds. This finding is noteworthy given that both lower SES and limited social support independently correlate with increased mental health concerns during emerging adulthood.

Their feelings and actions are strongly impacted by the weight of their financial obligations as they negotiate the challenges of puberty. Their ongoing battle to make ends meet has a negative impact on their moods and social relationships, casting a shadow over their everyday lives. Adolescents often experience feelings of guilt and humiliation when they need to ask for help since they are stigmatized as having financial difficulties.

Theme 5: Emotion's Puzzle: Navigating Coping Strategies
The theme of "Emotion's Puzzle: Navigating Coping Strategies" dives into the complicated landscape of middle adolescence and emphasizes the individual journeys of adolescents as they manage the challenges of emotional regulation and resilience.

Adolescents frequently use a variety of coping strategies to get through the difficulties they encounter during the chaos of this life-changing stage. Rather than facing their inner anguish head-on, some people try to hide their sensitivity behind work and solitude. Others immerse themselves in academics, hoping to use the pursuit of achievement as a buffer against conflict within the family in an effort to satisfy their parents. However, the stress brought on by the epidemic may push some people to self-harm as a coping strategy, a last-ditch effort to ease their emotional suffering in the face of overwhelming challenges.
Participant 1 stated:
> "*Well, I act strong. Then, I always smile and sometimes, I just stay inside, ignoring them or not talking to*

> *them. And, I distance myself from them because I know the closer I get, the more hurt I'll be, so I just distance myself. And, maybe, I always... I always... I keep myself busy. Even if the electric fan isn't broken yet, I'll fix it right away, like that. Just so, I don't... I'll find ways so I won't get close to them, won't talk to them, like that.*"

Meanwhile, Participant 2 also shared:
> "*Because my main coping mechanism is self-harm. So, that's what becomes my main one, especially during the pandemic. That's where it really started and then, it got worse. To the point that when my family found out, they scolded me more than comforted me but they did help me gradually but my coping mechanism is mainly there and now, with the family, I just ignore things like not being given attention, I just don't care. It's nothing to me.*"

In addition to this, Participant 5 recalled:
> "*...then I cry quietly because if you cry loudly, you'll be heard and you'll attract attention, so I hide first and then I cry quietly, but deep sobs because when you cry, you release all of it but quietly, then I do breathing techniques, and then, I'm okay again. You just tell yourself, "you still have things to finish, things to do. So, stop crying, it's okay now," then I proceed to do what needs to be done.*"

In facing the increasing academic stress and emotional distress, these coping mechanisms are ineffectual for a lot of people, which feeds into a vicious cycle of inner conflict and distress. Adolescents struggle with the weight of taking in parental dissatisfaction and transferring it onto others, which further complicates their emotional landscape, despite the strong exterior they present to their classmates and family.

However, a hint of resilience appears as adolescents learn to live alone and rely on themselves, finding self-reliance as a good weapon to combat challenges puberty. Some find that their sense of duty to their siblings offsets the weight of suicidal thoughts, providing a glimmer of hope during despair. Adolescents navigate the maze of emotions by going on a very personal journey of resilience and self-discovery, putting the pieces of their emotional puzzle as they journey through the maze of middle adolescence.

Various coping mechanisms were presented from the above statements. However, the distinction between positive and harmful coping mechanisms lies in their effectiveness and long-term consequences.

Theme 6: Empowerment through Relationships: Pursuing Support and Personal Growth
In discussing the complex and interrelated challenges in adolescence, this theme captures the remarkable journey of teenagers as they negotiate the difficulties of interpersonal connections and self-discovery. Adolescents witness a shift in their sibling relationships during the turbulent adolescent years, moving from previous fights to a newly discovered sense of understanding and unity with growing older. Adolescents

actively seek assistance and self-improvement in their pursuit of resilience and personal progress, realizing the importance of outside support in overcoming obstacles in life. With the help of their peers, they set out on a journey to develop their confidence, drawing strength from the relationships they have with close friends along the way.

The following statements shows how adolescents navigates challenges and cope through time in different aspects of their lives.

Participant 3 noted:

"...But I realized at my age that I don't need to feel that way anymore, I just need to understand because they're my siblings, they're not strangers. So when they're happy, whatever they receive,"

As Participant 5 recalled:

"We're close now with my siblings, but when we were younger, especially with the second one, we used to fight a lot."

As they progress into late adolescence, these sibling bonds tend to deepen further, particularly if there was a foundation of affection in their earlier years. During this stage, siblings with minimal age differences often find themselves drawn closer together due to shared experiences, joys, and stresses. With advancing cognitive maturity, even teenagers with significant age gaps between them and their siblings are less prone to irritation, as they now grasp their younger siblings' needs and desires better. Consequently, they can engage with their younger siblings with increased patience and empathy.

Moreover, adolescents are drawn to classmates who are positive and supportive in order to create meaningful connections that promote their sense of wellbeing and belonging. Adolescents who recognize the value of academic achievement rely on peers to help them bridge the emotional and educational divide by providing empathy and support. They find it simpler to open up to friends when they have a sense of trust and confidentiality, sharing their vulnerabilities and finding comfort in the assurance of unwavering support.

Participant 1 stated that:

"*But now, when I told my friends about it, I stopped. Now, I've been six months clean from self-harm, and now my main coping mechanism is talking to them and crying. That's it. It's become healthier now.*"

Participant 2:

"*I seek help from my friends so that... uh... maybe I can achieve the expectations my parents have for me about academics.*"

Adolescents seek solace from reliable confidants during difficult periods in their families, finding resilience and strength in friendships that endure even in the face of loss. Adolescents traverse the complex web of connections through these lived experiences, discovering personal development and empowerment within the encouraging embrace of their peers.

Gaining acceptance from peers plays a vital role in affirming one's self-esteem, while experiencing rejection from peers can potentially predict future behavioral issues, particularly if it stems from aggressive behavior. As children mature, they face various challenges such as bullying, peer victimization, and the pressure to conform.

Theme 7: Family Bonds and Financial Stewardship

Theme 7: Family Bonds and Financial Stewardship sheds light on the complex interactions that exist between the demands of financial responsibilities and familial dynamics in the context of middle adolescence. Teenagers struggle with the intricacies of family life and understand the need of teamwork while facing common obstacles. Adolescents find comfort in talking to their parents as they navigate the turbulent waters of adolescence, especially when outside support networks are involved. In addition, adolescents who are experiencing financial distress set out on a path of self-improvement, becoming more financially responsible and empathetic to their parents who are having difficulties. As stated by Participant 1:

"*Um... I find it hard to manage, and to the point that I breakdown because I don't know what to do, whether to ask my parents for extra or to just be thriftier, and I choose to be thrifty because of course, my parents also have expenses.*"

Meanwhile, Participant 2 also shared her experiences:

"*when I'm hungry but I can't tell them because I'm ashamed because I know our financial situation, that I can't tell them that I'm hungry to buy food because I feel guilty about fulfilling my needs because of our current situation*"

Participant 3 also stated that:

"*there are things to take care of, you need to buy things, you need to pay attention to things, and it's not about your personal needs first, what's needed should come first before what you want, so in terms of money, my challenge there is that I really want to buy something but I need something else, so I always stick to that, I want to buy something but I set it aside first because what I need now is more important, what I want now I can still buy later, there are times when I can save up for it, but this is the time I need, it can't be brought back, so we need to prioritize,*"

Participant 4 noted that:

"*I don't want... my parents to struggle too much because they're also saving so I don't want to waste money and then they'll struggle just to earn that money again. So, I just save it*"

Participant 5 shared that:

"*…I walk [from school to house] to save money. But if it's getting late, I have to take the bike because my mom will get mad. And during the time we had financial problems, I had no choice but to walk from school to home*"

They discover how to put needs ahead of wants and manage the family's financial difficulties by striking a careful balance between personal preferences and sound financial management. Adolescents develop resilience and fortitude via these life events, strengthening their ties to their families and taking on the responsibility of financial management as they mature.

To effectively handle their finances, individuals must navigate a continual stream of financial choices concerning both spending and saving. These decisions encompass a diverse array of products, services, and financial providers. This entails discerning among various options to optimize their financial well-being.

Theme 8: Evolution of Emotional Navigation: From Struggle to Harmony

From Struggle to Harmony represents the remarkable transition adolescents go through in navigating their emotional landscapes within the changing landscape of middle adolescence. Adolescents progress from battling unhealthy coping methods to adopting more beneficial coping mechanisms that are fostered by encouragement and honest dialogue through the process of self-discovery and personal development. In the middle of the complexity of teenage emotions, they transition from jealousy to acceptance and satisfaction, finding comfort in accepting their individual paths without evaluating themselves against others.

On this note, Participant 2 shared that during her unhealthy coping mechanism, they found healthier way to deal with challenges as they choose to confide with their friends.

> *"But now, when I told my friends about it, I stopped. Now, I've been six months clean from self-harm, and now my main coping mechanism is talking to them and crying. That's it. It's become healthier now"*

On a similar manner in different context, Participant 3 stated that:

> "*But now, I want to let them know when I want to say something, so they're aware of how I feel, ma'am, so we can talk but of course, in a nice way with respect*"

Participant 4 shared that:

> "*Uh... I would describe it as... uh... comfortable because before I couldn't really open up to my parents about... uh... about myself because I'm not really someone who talks to them before... but when I was in Grade 10... uh... I became... uh... more vocal to them because of someone... I mean, I was helped to become vocal, to my parents.*"

Adolescents also value politely sharing their emotions with family members, realizing how crucial it is to promote harmony and understanding in family dynamics. Adolescents travel on a path of emotional maturation as they negotiate the complex terrain of adolescence, developing closer relationships with both themselves and others while striving for inner peace and harmony amidst life's challenges.

In line with this, the parental role and bond with a teenager remain significant, albeit requiring adaptability to meet the evolving needs of the adolescent. During this phase, there's a gradual transition from a more directive stance to a collaborative approach.

Parents struggle with the reality that their child is entering independence and may no longer heed their guidance. This shift can be distressing as they witness their teenager's choices diverging from their own values and teachings, especially regarding health and future aspirations.

Learning to relinquish control over their child's path while maintaining the relationship poses a challenge for parents. They must release their own aspirations for their teenager and their authoritative grip, allowing space for the young person to foster their own dreams and assume greater self-responsibility.

Theme 9: Emotional Strength and Individual Achievement

Theme 9: Emotional Strength and Individual Achievement, which depicts the complex interplay between emotional resilience and personal success in middle adolescence, reflects the profound journey of teenagers in this context.

Adolescents get over their turbulent feelings of jealousy toward their siblings during the ups and downs of puberty, which helps others embrace and comprehend their individual journeys. Participant 1 noted:

> *"I need to be independent because if I don't do that, I'll be the only one who suffers in the end."*

Participant 2 also shared that:

> *"...[I am] happy that I overcame it and really, there are people who are willing to help me too"*

Participant 3 stated that:

> "*…perseverance, you shouldn't give up. Whatever challenges you encounter because that's how it is, there are many trials but once you don't give up, you keep striving, keep fighting even without a finish line, you'll achieve what you want. So that's it, ma'am, perseverance, don't give up, we're not allowed to give up*"

Meanwhile, Participant number 5 noted that:

> "*Your challenge can be your motivation, so you gain positive feelings, you're stimulated, and you're excited to see the outcome. But at the same time, you feel nervous because it might not turn out as you expected. And then, with the coping mechanism I use, you'll feel sad, angry, and anxious,*"

Adolescents develop a sense of gratefulness for the chances and resources available to them, while facing challenges and feeling unsupported, which strengthens their resolve to succeed despite all odds. Driven by an innate desire to succeed and establish their value in spite of perceived shortcomings, they tenaciously endure despite fatigue and obstacles.

Individuals in this state feel valued and embraced by their social environment, which fosters a drive to explore new opportunities and embrace novel experiences. They exude optimism regarding their future prospects and demonstrate adaptability in problem-solving. Setting both short and long-term goals comes naturally to them, as does assuming accountability for their actions and choices. They possess a keen awareness of their strengths and weaknesses, demonstrating resilience in the face of criticism and an ability to confront challenges with self-reflection.

How do adolescents describe their experiences in coping with middle adolescence challenges?

The description of the above-mentioned experiences may fall under the description of resilience. As Del Carmen Pérez Fuentes et al. (2020b) stated, resilience can be seen as an innate quality within individuals that empowers them to effectively confront and surmount challenges and setbacks. It acts as a fundamental aspect of psychological and social adaptation to the various stressors and hardships encountered throughout life. Particularly in the realm of adolescent development, resilience holds a central position in shaping their overall well-being and life trajectory.

Adolescents who possess high levels of resilience often exhibit an impressive capacity to cope with adversity in constructive and adaptive manners. They demonstrate resilience as a personal skillset, allowing them to bounce back from setbacks, manage stress, and maintain a sense of emotional balance even in challenging situations.

The importance of resilience in adolescent development becomes apparent through its association with numerous outcomes. Firstly, resilient youths are less susceptible to developing behavioral issues. Instead of yielding to negative influences or engaging in risky behaviors, resilient adolescents tend to display behaviors that support their well-being and positive growth.

Moreover, resilience contributes to academic achievement. Adolescents with resilience typically maintain higher levels of academic performance despite facing academic hurdles. They showcase perseverance, problem-solving abilities, and a positive approach to learning, enabling them to overcome academic challenges and strive for success.

Additionally, resilience plays a crucial role in fostering positive interpersonal relationships. Resilient adolescents are better equipped to navigate social obstacles and conflicts in a constructive manner. They exhibit effective communication skills, empathy, and the capacity to seek support when necessary, thereby cultivating healthier relationships with peers, family members, and other significant individuals in their lives.

The experiences of adolescents in coping with the challenges of middle adolescence can be understood through the lens of resilience. Resilience, described as an inherent quality within individuals, empowers adolescents to effectively confront and overcome obstacles and setbacks they encounter during this developmental stage. Adolescents who exhibit high levels of resilience demonstrate constructive and adaptive coping strategies, enabling them to bounce back from setbacks, manage stress, and maintain emotional balance even amidst challenging circumstances.

Furthermore, resilience is associated with positive outcomes in various areas of adolescent development. Resilient youths are less likely to develop behavioral issues and are more inclined to engage in behaviors that promote their well-being and positive growth. Additionally, resilience contributes to academic achievement, as adolescents with resilience demonstrate perseverance, problem-solving skills, and a positive attitude toward learning, allowing them to overcome academic challenges and strive for success.

Overall, resilience serves as a protective factor for adolescents during middle adolescence, equipping them with the skills and mindset needed to navigate this period of transition and emerge stronger and more capable of overcoming obstacles in various aspects of their lives.

Based on the findings of the study, what policy reformation and intervention can be proposed?

This program intends to delve into a deeper exploration of coping strategies designed to address the challenges commonly encountered by individuals in middle adolescence. Additionally, it seeks to refine and amplify the effectiveness of the already identified coping mechanisms. By conducting a comprehensive examination, this program aims to uncover insights into coping strategies that can be particularly beneficial for navigating the complexities of middle adolescence. This will be achieved through a process of revisiting and reassessing existing programs and activities that are linked to the DepEd MATATAG initiative. By thoroughly examining these programs and activities, the study aims to identify areas where enhancements can be made, ensuring that they are better equipped to support adolescents in navigating the complexities of middle adolescence. Through this endeavor, the study seeks to contribute to the ongoing efforts to promote the holistic development and resilience of adolescents within the educational framework established by the Department of Education.

In line with this, intensifying existing projects such as the T.E.E.N.DIG Project is an option. The researcher seek to further intensify the above-mentioned project to provide opportunities to adolescents to be heard and taken-cared off by the society. The T.E.E.N-Dig (Trustworthy, Engaging, Encouraging, Nurturing a place for adolescents and Dignity) Project is a response by the mentioned department to address the rising cases of teenage pregnancy, HIV, and mental health issues in CALABARZON, which has the highest incidence of these problems according to Medical Officer III and Adolescent and Health Development Program Outcome Manager, Dr. Jaira Evangelista. Through this project, adolescents will be provided with accurate information about reproductive health and the negative effects of early pregnancy. They will be taught healthy values to protect and nurture their well-being. Additionally, they will be guided in making informed decisions to avoid sexually transmitted diseases, mental health issues, substance abuse, and more. The TEEN-Dig also aims to help youth become more resilient in handling their emotions and facing life's challenges. It recognizes the rights, values, and opinions of young people and believes in their ability to implement and expand the said project. This existing project should be intensified and integrated in school activities wherein adolescents spend most of their time.

Table 2. Action Plan: Revisiting T.E.E.N.DIG Program

Areas and Project Title	Objectives	Persons Responsible	Time Frame	Resources Needed/ Source of Fund	
				Equipment/ Material Needed	Source of Fund
1. Revisiting Existing Projects: T.E.E.N. DIG PROGRAM	To increase adolescents' understanding of this ongoing project, which could potentially empower them.	Guidance Counselor and the Principal	July - September, 2024	Projectors LCD Projector - Marker - Manila Paper	MOOE
2. Integrating the topics about different challenges and coping mechanisms in Middle Adolescence in their CATCH-UP Friday.	To further elaborate the different challenges in middle adolescents and how the adolescents may cope with it.	Teachers Guidance Counselors	October, 2024	CATCH-UP FRIDAY MATERIALS	MOOE
3. Sanguniang Kabataan Project Usap	To involve the community in addressing middle adolescence challenges.	Project USAP Proponents Local Government Units	November, 2024	Seminar Facilities Social Worker Speaker	MOOE
4. Adolescence For the Better Campaign	To help adolescents to view themselves as capable beings that can be resilient in times of challenges.	Project AK Members, Supreme Student Council, Guidance Counselor and Teachers	December-January, 2024	Print Ads	MOOE

This program may enrich the existing body of knowledge by refining existing strategies and introducing innovative approaches that could better equip adolescents to cope with the diverse array of challenges they face during this developmental stage. Through this exploration and enhancement, the study may contribute to the development of appropriate interventions aimed at supporting the well-being and resilience of adolescents during the critical phase of middle adolescence.

The researcher has proposed a plan to deepen the utilization of the current strategies designed to manage the challenges commonly faced by individuals in middle adolescence. Aligned with the Department of Education's initiative, the DepEd MATATAG program, which is dedicated to fostering the well-being of learners, this study endeavors to reinforce the efficacy of the identified coping strategies.

Contrarily, according to the findings discussed in the study, the family, particularly parents, plays a crucial role in the life of an adolescent. Challenges such as communication gaps, insufficient provision, and related issues have emerged from the study. It is recommended that school administrators prioritize the importance of family, particularly parental involvement, within their respective domains, as it helps students grasp social engagement with the guidance of their parents or guardians. The researcher underscores the significance of parents not only in students' academic journeys but also in their social interactions, urging administrators and facilitators to acknowledge their value.

Moreover, in response to this challenge, the researcher suggests enhancing familial bonds. Strengthening these bonds can foster an environment where adolescents feel listened to and acknowledged, thus promoting a sense of validation for them.

Table 3. Action Plan: Strengthening Familial Bonds

Areas and Project Title	Objectives	Persons Responsible	Time Frame	Resources Needed/ Source of Fund	
				Equipment/ Material Needed	Source of Fund
1. Revisiting policies in intensifying familial bonds.	To increase adolescents' understanding of family as the basic unit of society.	Guidance Counselor and the Principal	July - September, 2024	Projectors LCD Projector - Marker - Manila Paper	MOOE
2. Integrating the topics about the importance of parental and guardianship involvement in coping with middle adolescence challenges.	To incorporate discussions on the significance of parental and guardianship involvement in assisting middle	Teachers Guidance Counselors	October, 2024	CATCH-UP FRIDAY MATERIALS	MOOE
3. FAMILY WEEK: WEBINAR	To emphasize the significance of enhancing and fostering unity, solidarity, and stability within the Filipino Family.	Teachers Guidance Counselors	November, 2024	Seminar Facilities Social Worker Speaker	MOOE
4. Adolescence For the Better Campaign	To help adolescents to view themselves as capable beings that can be resilient in times of challenges.	Project AK Members, Supreme Student Council, Guidance Counselor and Teachers	December-January, 2024	Print Ads	MOOE

Textural and Structural Description

Textual and Structural Descriptions From the thematic analysis, the researcher then provides a description of "what" was experienced in textural descriptions, and "how" it was experienced in structural descriptions. Textural descriptions are considered, and additional meanings are sought from different perspectives, roles, and functions (Moustakas, 1994). This process of imaginative variation leads to the structural textures resulting in essential structures of the phenomenon.

Textural Description

Adolescents in adolescence face multiple challenges during this stage of development. In life's journey, our family shapes much of who we become. Theme 1 delves into the complexities of family dynamics, where individuals may feel misunderstood compared to their siblings or face ridicule from them. This

struggle is compounded by the fear of not being accepted for one's true identity, particularly in environments that are conservative or non-accepting. Additionally, childhood traumas and emotional distance from parents add further challenges to this journey of self-discovery.

Moving on to Theme 2, there's a significant emphasis on the pressures of academic success, with individuals striving for approval from both family and friends. The added burden of navigating through the challenges brought about by the pandemic intensifies this pressure.

As for Theme 3, it explores the evolution of friendships as we grow older. It becomes increasingly difficult to maintain connections with friends whose perspectives and priorities diverge from our own.

Theme 4 exposes the emotional toll of financial struggles, where individuals may feel ashamed or reluctant to seek assistance for basic needs.

In Theme 5, various coping mechanisms employed to navigate through tough times, from immersing oneself in work to battling with self-harm Lastly,

Theme 6 underscores the importance of supportive relationships in fostering personal growth and resilience. Whether it's through familial bonds or friendships, these connections provide solace and empowerment, serving as pillars of strength during life's challenges.

Structural Description
Middle adolescence is a time when young people face many challenges as they grow up. Theme 7 is about how families work together to deal with tough times and manage money wisely. As teenagers get older, they learn to talk to their parents better and understand the importance of being responsible with money. Theme 8 shows how they're learning to handle their emotions, like jealousy, and talk openly with their family. In Theme 9, teenagers start to focus on their own achievements, like doing well in school, and learn to stay positive even when things are hard. Adolescents learn to cope with feelings like sadness and fear, getting stronger as they face life's ups and downs. These themes show how teenagers grow and become more resilient during this important time in their lives.

Overall Essence
The textual and structural descriptions of the experiences are then synthesized into a composite description of the phenomenon through the research process referred to by Moustakas (1994, p. 100) as " intuitive integration." This description becomes the essential, invariant structure of ultimate "essence" which captures the meaning ascribed to the experience.

Through extensive research into the experiences of adolescents traversing middle adolescence, a multifaceted understanding comes to light. Adolescents are often perceived as individuals straddling the line between childhood and adulthood. They simultaneously crave parental and guardianship involvement while yearning for independence to explore various aspects of their lives during this transitional phase. As they undergo myriad stages of transition, challenges inevitably surface, demanding attention for a smoother progression to the next developmental phase.

Bronfenbrenner's Ecological Theory offers a framework for delving deep into the interactions among ecological systems and elements that influence an individual's ability to navigate challenges. Specifically, it facilitates an examination of how family dynamics within the microsystem or broader cultural norms in the macrosystem can shape an adolescent's coping strategies and decisions regarding social interactions and the challenges unique to middle adolescence.
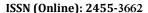
Adolescents encounter a complex web of challenges intricately intertwined with familial dynamics and personal identity development. Themes such as familial discord, academic pressures, and financial constraints underscore the turbulent nature of this stage. This journey is characterized by a delicate equilibrium between seeking acceptance and carving out individual paths amidst societal expectations. Coping mechanisms, ranging from immersion in academic pursuits to grappling with emotional upheavals, showcase adolescents' resilience in the face of adversity.

However, amid these challenges, supportive relationships emerge as pillars of strength, fostering growth and resilience. Middle adolescence thus represents a pivotal juncture wherein adolescents navigate the complexities of identity, relationships, and adversity, ultimately shaping their trajectory toward adulthood with courage and resilience.

4. CONCLUSION AND RECOMMENDATIONS
In relation with the above-mentioned findings, the following conclusions were drawn:
1. Adolescents often feel misunderstood or marginalized within their families, compounded by fears of not being accepted for their true identity, particularly within conservative societal norms.
2. Academic pressures weigh heavily on adolescents, as they strive for validation from both family and peers, intensified by pandemic-related stressors.
3. Shifting dynamics within friendships pose challenges, testing the resilience of these relationships as adolescents navigate divergent perspectives and changing priorities.
4. Financial hardships elicit feelings of shame and reluctance to seek assistance, hindering adolescents from seeking the support they need.
5. Adolescents employ various coping mechanisms to deal with adversity, ranging from academic immersion to battling internal struggles such as self-harm.
6. Supportive relationships, whether familial or friendships, emerge as crucial sources of strength, fostering personal growth and resilience amidst life's trials.

The following were recommended based on the findings of the study:

1. Empower family members to be open in their communication and establish a safe haven for teens where they can air their minds. Parents and guardians should strive to comprehend and acknowledge the authentic identity of their teen children. The weekly Adolescent Parent Activity session is an example of such programs.

2. Schools can put in place full support mechanisms that are aimed at reducing academic loads on teenagers. One strategy can be provision of counseling services, creating peer support groups and organizing stress management workshops as ways to help students deal with the pressures of academia.

3. Programs may be developed by schools and other community organizations targeting adolescents on friendship values and communication skills that work well within healthy relationships. Through such programs, adolescents will learn how to cope with changing dynamics among friends while cultivating resilience towards maintaining good relations.

REFERENCE

1. *World Health Organization (WHO). (2014). Health for the World's Adolescents: A Second Chance in the Second Decade. Retrieved from https://www.who.int/maternal_child_adolescent/documents/seconddecade/en*

2. *Stanton, W. C. (2021). Using Transcendental Phenomenology to Explore Elementary Teachers' Experiences with Struggling Readers During the Social Restrictions Precipitated by the Covid-19 Pandemic. Graduate Theses and Dissertations Retrieved from https://scholarworks.uark.edu/etd/4203*