

FROM EXPOSURE TO DIGITAL RESILIENCE: YOUNG PEOPLE'S CAPACITY TO IDENTIFY AND PROTECT THEMSELVES AGAINST HARMFUL CONTENT ON TIKTOK

NGUYEN THI NGOC HA

Department of Urban, Rural, and Community Development Sociology, Institute of Sociology and Psychology,
Vietnam Academy of Social Sciences, Vietnam

<https://doi.org/10.37602/IJSSMR.2026.9419>

ABSTRACT

The development of TikTok has increased the risk of young people being exposed to misinformation and harmful content in the digital environment. This study aims to analyze the current state of exposure and clarify the structure of young people's digital resilience through four components: the ability to identify harmful content, risk awareness, self-protection skills, and digital technological capital. Survey data from 300 high school students and university students in Hanoi were analyzed using SPSS, with Cronbach's alpha reliability testing and descriptive statistics. The findings show that exposure to harmful content is a common experience among young people, while their capacity for critical evaluation and information verification remains limited. The study conceptualizes digital resilience as a multidimensional construct, thereby contributing empirical evidence and suggesting directions for digital media education for young people.

Keywords: TikTok; harmful content; digital resilience; digital capital; young people.

1.0 INTRODUCTION

The rapid development of algorithm-driven social media platforms has profoundly transformed the ways in which people access information, communicate, and engage in entertainment. Among these platforms, TikTok has become one of the most popular among young people due to its highly personalized content and the rapid dissemination of short-form videos. However, alongside its benefits for social connection and creativity, TikTok has also increased users' exposure to various forms of harmful content, including misinformation, provocative content, dangerous behaviors, hate speech, and manipulative messages. In an environment where algorithms prioritize user engagement over information quality, such content can be amplified and repeatedly encountered, making online risks increasingly complex, particularly for adolescents and young people.

In recent years, UNESCO, the OECD, and other international organizations have increasingly emphasized the importance of strengthening individuals' capacity to respond to risks in digital environments as a key requirement of digital citizenship. Accordingly, the issue is not simply the extent to which young people are exposed to harmful content, but, more importantly, whether they possess sufficient capacity to identify, evaluate, critically assess, and protect themselves against risks within the digital media environment. This calls for a shift in research

from an approach that primarily emphasizes levels of exposure toward an approach that recognizes users as active agents capable of adapting to the digital environment.

Existing research on TikTok has primarily focused on patterns of platform use, the effects of content on mental health, or the dissemination of misinformation. Although these studies have generated important empirical evidence, many continue to examine factors such as digital skills, risk perception, and media literacy separately, while relatively few studies conceptualize them as interrelated components of digital resilience. This research gap is particularly evident in Vietnam, where existing studies have largely described patterns of TikTok use or examined the platform's impacts, but have yet to adequately explain the competencies that enable young people to adapt to risks in digital environments.

Drawing on the concept of Digital Resilience in combination with Digital Capital Theory, this study conceptualizes digital resilience as young people's capacity to identify harmful content, recognize associated risks, apply critical evaluation and self-protection skills, and mobilize their digital capital to use digital platforms safely and responsibly. Based on a survey of 300 high school students and university students in Hanoi, the study examines young people's exposure to harmful content on TikTok and elucidates the structure of digital resilience through four components: (i) the ability to identify harmful content; (ii) risk perception; (iii) critical evaluation and self-protection skills; and (iv) digital capital.

The contribution of this study lies not only in providing empirical evidence on young Vietnamese users' exposure to harmful content on TikTok, but also in proposing and empirically examining an analytical framework of digital resilience comprising four mutually complementary components. The findings reinforce the argument that digital resilience is not merely the ability to use digital platforms proficiently, but rather the capacity to identify, evaluate, critically assess, and protect oneself against risks within the digital media environment. In doing so, the study provides an empirical basis for policies on media education, digital citizenship, and the protection of adolescents and young people in online environments.

2.0 RESEARCH APPROACH

2.1 Digital resilience approach

The rapid development of algorithm-driven digital media platforms, particularly TikTok, has significantly transformed the ways in which young people access information, engage in entertainment, and interact socially. Alongside the opportunities afforded by the digital environment, users are increasingly confronted with emerging forms of risk, including misinformation, provocative content, algorithmic manipulation, online violence, and behaviors that may adversely affect their perceptions and actions. Against this backdrop, the digital resilience approach has increasingly been adopted to explain individuals' capacity to cope with and respond to risks in digital environments.

The concept of digital resilience is rooted in research on "resilience" in psychology and the social sciences, where resilience has increasingly been understood as a dynamic process of adaptation to adversity rather than as a fixed individual trait (Masten, 2001; Masten & Cicchetti, 2016). As exposure to online risks and negative digital experiences has increased, this perspective has been extended to the study of digital resilience, emphasizing individuals'

capacity to identify, manage, and respond to digital risks while maintaining their ability to participate and adapt within online environments.

This perspective is also consistent with the Digital Citizenship Education framework of the Council of Europe (Council of Europe, 2019) and UNESCO's Media and Information Literacy (MIL) framework (UNESCO, 2023), both of which conceptualize digital competence as extending beyond technical skills to encompass information evaluation, critical thinking, self-regulation, and responsible participation in the media environment. The OECD (2021) likewise emphasizes that young people's capacity to adapt in digital societies depends on the integration of technological knowledge, cognitive capacities, and information-processing skills, rather than merely on their proficiency in using digital devices.

Building on these approaches, this study conceptualizes digital resilience as young people's capacity to identify, evaluate, critically assess, and effectively respond to risks in digital environments, thereby maintaining their ability to use digital platforms safely, proactively, and responsibly. From this perspective, digital resilience is not a single skill but a multidimensional construct comprising four mutually complementary components: (i) the ability to identify harmful content; (ii) risk perception; (iii) critical evaluation and self-protection skills; and (iv) digital capital. These four components constitute a continuous process, ranging from recognizing potential risks and understanding their consequences to making appropriate decisions and mobilizing digital resources to adapt to the digital media environment.

Accordingly, this study does not conceptualize digital resilience merely as the outcome of limiting exposure to harmful content. Rather, it emphasizes young people's proactive capacity for adaptation in a context in which they continue to engage with and use TikTok as an integral part of their everyday lives. This approach makes it possible to examine the transition from exposure to risk toward the development of self-protection capacity, while providing an analytical basis for examining the constituent dimensions of digital resilience within an algorithm-driven media environment.

2.2 Digital capital theory approach

In addition to the digital resilience approach, this study draws on Digital Capital Theory to examine the role of digital resources in shaping young people's capacity to adapt to risks on TikTok. The concept of digital capital was developed by Ragnedda (2018), building on Pierre Bourdieu's theory of capital. From this perspective, alongside economic, cultural, and social capital, digital capital has emerged as a new form of capital in digital societies, reflecting individuals' capacity to access, use, and leverage digital technologies to generate personal benefits and expand opportunities for development. Ragnedda and Rui (2020) further argue that digital capital encompasses not only access to digital devices and Internet connectivity, but also the skills, knowledge, and experience that enable individuals to convert digital resources into economic, social, and cultural benefits.

From this perspective, the contemporary digital divide is no longer primarily determined by differences in access to technology but increasingly by inequalities in the capacity to effectively exploit and use digital technologies. Individuals with higher levels of digital capital are more likely to access quality information, evaluate and verify sources, expand their social networks,

and mitigate the negative effects of online environments. Conversely, insufficient digital capital may increase individuals' vulnerability to information manipulation, misinformation, and other online risks. For short-form video platforms such as TikTok, digital capital is particularly important because users continuously interact with algorithmically driven content-recommendation systems. In such an environment, proficiency in operating a platform does not necessarily imply the ability to navigate and exercise control over the information environment. Effective adaptation requires users to possess, simultaneously, the capacities to search for, evaluate, verify, and responsibly use information. Digital capital is therefore understood in this study as a foundational resource that can strengthen individuals' capacity to adapt to risks within the digital media environment.

Drawing on Ragnedda's (2018) approach, this study operationalizes digital capital through a set of basic digital competencies among young people, including the ability to use digital devices, search for information on the Internet, identify misinformation, understand risks associated with social media, and use TikTok's features. These competencies are understood not merely as technical skills but also as resources that enable users to access, select, evaluate, and process information within digital environments.

Integrating the digital resilience and digital capital approaches allows this study to examine digital resilience from a more comprehensive perspective. Whereas digital resilience explains how young people respond and adapt to digital risks, digital capital helps explain what resources enable them to develop such adaptive capacity. The two approaches are therefore complementary in analyzing the process from exposure to harmful content to the development of young people's capacities to identify, evaluate, critically assess, and protect themselves from risks on TikTok.

3.0 RESEARCH METHODOLOGY

This study employed a structured questionnaire survey of 300 high school and university students in Hanoi, selected using a combination of convenience sampling and snowball sampling. This population was selected because young people constitute a group with relatively high levels of TikTok use and frequent exposure to the digital media environment, making them particularly relevant to the study of digital resilience in relation to harmful content on the platform.

The analytical framework was developed by integrating the digital resilience approach and Digital Capital Theory, conceptualizing digital resilience through four interrelated components: (i) the ability to identify harmful content; (ii) risk perception; (iii) critical evaluation and self-protection skills; and (iv) digital capital. The observed variables were measured using a five-point Likert scale for indicators of competence and a four-point frequency scale for exposure to harmful content. The measurement items were developed based on relevant studies and frameworks from UNESCO and the OECD and subsequently adapted to the context of TikTok use among young people in Vietnam.

The data were processed using SPSS. The reliability of the measurement scales was assessed using Cronbach's alpha, with all scales achieving high internal consistency (Cronbach's alpha > 0.90). Descriptive statistics, including frequencies, percentages, means, and standard

deviations, were then employed to examine patterns of exposure to harmful content and assess the four components of digital resilience. This analytical approach provides an empirical basis for characterizing young people's digital resilience on TikTok, while identifying its strengths, gaps, and the challenges that need to be addressed to enhance young people's capacity for self-protection in the digital media environment.

4.0 RESEARCH FINDINGS AND DISCUSSION

4.1 Young people's exposure to harmful content on TikTok:

To assess young people's exposure to harmful content on TikTok, the study employed a four-item scale covering four commonly encountered categories: (i) misleading or unverified information; (ii) offensive content that is inconsistent with cultural norms; (iii) provocative, controversial, or divisive content; and (iv) videos depicting dangerous behaviors that may be imitated. The scale demonstrated very high reliability (Cronbach's $\alpha = 0.943$), with item-total correlation coefficients ranging from 0.763 to 0.844, indicating strong internal consistency among the indicators and supporting their use as a measure of exposure to harmful content.

The findings indicate that exposure to harmful content has become a common experience among young TikTok users. Mean exposure scores across the four categories ranged from 2.39 to 2.47 on a four-point frequency scale, corresponding to a level between "rarely" and "occasionally," but clearly closer to the latter. Misleading or unverified information represented the most frequently encountered type of harmful content ($M=2.47$), followed by provocative, controversial, or divisive content ($M = 2.46$). Offensive content and videos depicting dangerous behaviors were encountered somewhat less frequently, although the differences were minimal (both $M = 2.39$). The relatively narrow range of mean scores suggests that young users are not exposed to a single isolated form of risk but encounter multiple forms of harmful content during their routine use of the platform.

The frequency distribution further reinforces this pattern. Across all four categories, "occasionally encountered" was the most common response, ranging from 39.3% to 43.0%. Notably, more than half of respondents reported encountering misleading or unverified information (52.7%) and provocative or divisive content (52.0%) at least occasionally. The corresponding proportions were also substantial for offensive content (50.0%) and videos depicting dangerous behaviors (49.0%). By contrast, the proportion reporting that they had never encountered these forms of content ranged only from 15.3% to 19.3%. These findings suggest that exposure to harmful content is no longer an isolated experience but has become part of young people's everyday media environment on TikTok.

Table 1. Young people's exposure to harmful content on TikTok

Type of content	Frequency				Mean	SD
	Never (%)	Rarely (%)	Occasionally (%)	Frequently (%)		
Misinformation or unverified information	15,3	32,0	43,0	9,7	2,47	0,867

Offensive content inappropriate for cultural and social norms	18,7	31,3	42,7	7,3	2,46	0,889
Provocative, controversial, or divisive content	16,7	31,3	41,7	10,3	2,39	0,872
Videos depicting dangerous behaviors that may have negative effects	19,3	31,7	39,3	9,7	2,39	0,906

Source: Author's survey, April 2026

From a digital media perspective, this pattern reflects the characteristics of platforms organized around algorithmic content recommendation. TikTok's personalization mechanisms prioritize content capable of attracting attention and generating engagement, potentially increasing the circulation of misleading information, controversial material, and emotionally provocative messages, including content that users have not actively sought out. Thus, exposure to harmful content should not be understood solely as the outcome of individual choices; it is also shaped by the structural characteristics of algorithmically mediated media environments.

Another important finding is the apparent shift in the nature of digital media risks from visually explicit harms toward more cognitive and informational forms of risk. Compared with offensive content or dangerous behaviors, misleading information and provocative content were encountered more frequently. This suggests that a major challenge for young users lies not only in identifying overtly harmful material but also in evaluating information presented in attractive and seemingly credible formats that may influence perceptions, shape public opinion, or contribute to social polarization. This finding is consistent with UNESCO's (2023) emphasis on the need to move beyond the simple recognition of harmful content toward the development of information evaluation and critical-thinking capacities in contemporary digital environments.

Overall, the findings demonstrate that exposure to harmful content constitutes a structural feature of young people's TikTok experience, with misleading information and provocative or divisive content emerging as the most prominent forms of risk. However, frequent exposure alone does not indicate whether users possess sufficient capacity to recognize and respond effectively to such risks. The following section therefore examines the key components of digital resilience—the ability to identify harmful content, risk perception, self-protection skills, and digital capital—to determine whether frequent exposure to digital risks is accompanied by the capacity to recognize, evaluate, and respond effectively within an algorithmically mediated media environment.

4.2 From the recognition of harmful content to young people's digital resilience

4.2.1 Ability to recognize harmful content: Relatively strong recognition but limited awareness of personal vulnerability

The ability to recognize harmful content represents an initial component of digital resilience, as appropriate responses to digital risks depend on users' capacity to identify misleading information, harmful content, and potentially manipulative messages. The findings indicate that young people generally demonstrate a relatively strong ability to recognize common forms of harmful content on TikTok. They reported comparatively high levels of confidence in distinguishing healthy from harmful content ($M = 3.40$), identifying offensive content ($M = 3.32$), recognizing misleading information ($M = 3.33$), and detecting sensational or clickbait-oriented videos ($M = 3.30$). These findings suggest that most respondents have developed basic recognition skills for commonly encountered risks on the platform.

However, their awareness of their own vulnerability to manipulation was considerably weaker ($M = 2.92$). This discrepancy suggests that young users may be better able to identify observable characteristics of harmful content than to recognize the possibility that they themselves may be influenced by it. This pattern is consistent with the third-person effect proposed by Davison (1983), whereby individuals tend to perceive media effects as stronger on others than on themselves. On TikTok, algorithmic personalization and the highly engaging format of short-form video may further obscure such influence. Previous research has similarly indicated that young people may express confidence in identifying problematic information while experiencing greater difficulty in assessing its credibility and recognizing platform-mediated forms of influence (OECD, 2021; UNESCO, 2023). Thus, young people's recognition capacity appears to remain concentrated at the level of basic identification, while higher-order capacities including critical evaluation, verification, and awareness of personal susceptibility remain important areas for development.

4.2.2 Perceptions of risks associated with harmful content on TikTok: Established but focused on more visible risks

Risk perception constitutes an important link between recognizing a potential threat and developing protective responses. The findings show that young people generally recognize the negative consequences associated with harmful content on TikTok. Perceived effects on individual cognition were rated highest ($M = 3.42$), followed by effects on behavior ($M = 3.33$), social values ($M = 3.30$), and the risk of misinformation dissemination ($M = 3.30$). This indicates that respondents recognize harmful content as having consequences that extend beyond individual media consumption to broader social processes.

Nevertheless, awareness of more structural and less visible risks remains comparatively limited. Perceptions of violent content ($M = 3.15$) and gender stereotypes ($M = 3.18$) were accompanied by relatively high levels of neutral responses. This suggests that young users are more likely to recognize immediate and observable risks, such as misinformation or offensive content, than cumulative and structurally mediated risks associated with algorithmic recommendation, informational bias, or the normalization of problematic social norms.

This pattern is consistent with Beck's (1992) concept of the risk society, in which contemporary risks increasingly become intangible, difficult to observe directly, and recognizable only through their cumulative effects. It also corresponds with findings from EU Kids Online indicating that young people may be less aware of certain complex or systemic dimensions of online risk (Smahel et al., 2020). Accordingly, although risk perception among young TikTok

users has developed to a considerable degree, it remains more oriented toward visible and immediate risks than toward the systemic characteristics of algorithmically mediated environments.

4.2.3 Self-protection against harmful content on TikTok: A gap between behavioral regulation and critical evaluation

While recognition and risk perception reflect users' understanding of digital threats, self-protection concerns the extent to which such awareness is translated into appropriate action. The findings indicate that young people have developed relatively positive patterns of behavioral self-regulation in the digital environment. More than half of respondents reported that they avoided disseminating harmful content ($M = 3.42$), refrained from interacting with negative content ($M = 3.41$), were not easily influenced by negative content ($M = 3.43$), and tended to think before accepting information encountered on TikTok ($M = 3.35$). These patterns indicate relatively strong orientations toward behavioral self-regulation and responsible participation in the digital environment.

However, the ability to assess the credibility of information emerged as a notable weakness. The ability to distinguish between true and false information recorded a mean score of only 2.75, the lowest among all indicators in the scale. This finding points to a notable paradox: young people demonstrate an awareness of the need to avoid harmful content, yet they do not necessarily possess sufficient critical-evaluation skills to verify information. Thus, young people's current self-protection capacity appears to rely more heavily on behavioral self-regulation than on cognitive evaluation and critical reasoning. This finding suggests that digital citizenship education should place greater emphasis on information verification skills and critical thinking.

4.2.4 Young people's digital capital in the TikTok environment: A necessary but insufficient condition for digital resilience

Drawing on Ragnedda (2018), digital capital can be understood as a set of resources derived from individuals' access to and competencies in using digital technologies, enabling them to effectively navigate the digital environment and convert digital opportunities into social, economic, and cultural benefits. In this study, digital capital is conceptualized as a foundational resource supporting young people's ability to recognize, evaluate, and respond to informational risks on TikTok. The findings show that respondents generally assessed their digital capital at a moderately positive level, with mean scores ranging from 3.20 to 3.37.

The highest-rated competencies concerned awareness of social media risks ($M = 3.37$), recognition of misinformation ($M = 3.34$), and Internet information-search skills ($M = 3.33$), whereas the ability to make full use of TikTok's features received a comparatively lower score ($M = 3.20$). The predominance of moderate self-assessments suggests that digital capital is relatively widespread among young users but has not yet developed to a consistently high level.

More importantly, these findings should be interpreted in conjunction with the preceding results. Although young people possess relatively strong digital skills and are accustomed to using digital technologies, they continue to experience difficulties in evaluating information credibility and recognizing mechanisms through which platforms may shape exposure and

influence. This suggests that their existing digital capital remains oriented primarily toward operational and functional competencies, rather than being fully translated into media literacy, critical evaluation, and risk-management capabilities. Digital capital should therefore be understood as a necessary but not sufficient condition for digital resilience. Effective adaptation to harmful content requires not only the resources to access and operate digital technologies, but also the critical competencies needed to interpret, evaluate, verify, and strategically manage information within an algorithmically mediated environment.

4.3 Discussion

The findings indicate that young people's digital resilience on TikTok is not a unitary capacity but rather a multidimensional construct formed through the combination of four complementary components: (i) the ability to recognize harmful content; (ii) risk perception; (iii) critical evaluation and self-protection skills; and (iv) digital capital. Each component performs a distinct function in the process of adapting to the digital environment: recognition enables users to identify potential risks; risk perception provides the basis for vigilance; critical evaluation and self-protection skills determine the capacity to respond; while digital capital provides the resources necessary for individuals to use digital technologies effectively and safely. Accordingly, digital resilience cannot be assessed through a single skill but should instead be understood as the outcome of integrating individual cognition, skills, and resources in the process of engaging with the digital media environment.

Taken together, the findings present a distinctive picture of young people's digital resilience. On the one hand, young people are frequently exposed to harmful content while having developed a relatively strong ability to recognize common forms of negative content and a certain level of awareness of the risks they may pose. They also demonstrate relatively positive orientations toward limiting interaction with harmful content and refraining from actively disseminating damaging information. This suggests that young people's digital resilience is not purely passive; rather, emerging forms of behavioral self-regulation and responsible participation are already evident in their engagement with the digital environment.

However, the study also identifies a notable gap within this structure of digital resilience. Although young people are relatively confident in their ability to recognize harmful content and are aware of risks on TikTok, their capacity to assess information credibility, verify sources, and identify mechanisms through which the platform may exert influence remains limited. In other words, they tend to "know how to recognize" rather than "know how to critically evaluate," and to "be aware of risks" rather than "effectively manage risks." This gap between awareness and the capacity for action suggests that digital resilience remains incomplete, as recognizing a potential threat does not automatically translate into an effective ability to respond to increasingly sophisticated forms of influence within the digital media environment.

A further contribution of the study is its clarification that digital capital, although an important enabling condition, is not equivalent to digital resilience. Young people may be proficient in using digital devices, navigating platform features, or searching for information online, but such proficiency does not necessarily ensure that they possess sufficient critical capacity to identify information-manipulation strategies or make appropriate media-related decisions. This

finding extends the perspective of Digital Capital Theory by suggesting that digital capital needs to be transformed into cognitive and action-oriented capacities in order to generate effective resilience to risks in the digital environment.

Based on these findings, the study argues that digital resilience should be understood as an integrated capacity in which recognition, risk perception, critical evaluation and self-protection skills, and digital capital function as complementary and mutually reinforcing components. Focusing solely on technological skills or increasing awareness of digital risks is insufficient to enable young people to adapt effectively to the digital media environment. Instead, media and digital citizenship education should shift its emphasis from “teaching how to use digital platforms” to “developing the capacity to evaluate, critically assess, and protect oneself,” while strengthening understanding of algorithmic mechanisms, information-verification skills, and responsible decision-making in online environments.

Overall, the study suggests that digital resilience should not be understood simply as the ability to use digital platforms such as TikTok proficiently, but rather as the capacity to recognize, evaluate, critically assess, and protect oneself against risks within the digital media environment. This constitutes the study’s principal contribution to the sociology of communication and digital citizenship research, as it proposes a more comprehensive approach to understanding young people’s digital resilience in a context where algorithmically mediated platforms increasingly shape users’ behaviors and media experiences.

5.0 CONCLUSION

This study examined young people’s exposure to harmful content on TikTok and elucidated the structure of their digital resilience in the context of an algorithm-driven digital media environment. The findings indicate that exposure to harmful content has become a relatively common experience among young TikTok users, with misinformation and provocative content occurring more frequently than offensive content or videos depicting dangerous behaviors. This finding suggests that risks on the platform no longer stem predominantly from easily identifiable forms of harmful content but are increasingly shifting toward cognitive and information-manipulation risks, reflecting the distinctive characteristics of the contemporary digital media environment.

A key contribution of the study is its demonstration that young people’s digital resilience is not a single skill but a multidimensional construct comprising four complementary components: the ability to identify harmful content, risk awareness, critical evaluation and self-protection skills, and digital capital. Young people have generally developed a relatively strong ability to recognize overt manifestations of harmful content and demonstrate a certain level of awareness of the negative effects that such content may have on cognition, behavior, and social values. At the same time, they show relatively positive awareness in limiting their interaction with harmful content and refraining from actively disseminating harmful information. However, the study identifies a notable gap between recognition and critical evaluation: although many young people are confident in their ability to identify harmful content, they do not yet possess sufficient capacity to assess the credibility of information, verify sources, and recognize the more subtle mechanisms of platform-based manipulation. This finding suggests that digital

resilience is currently more developed in terms of behavioral self-regulation than cognitive critical capacity.

From an academic perspective, this study contributes to the emerging scholarship on digital resilience in digital media research in Vietnam by integrating the digital resilience framework with Digital Capital Theory. Rather than focusing solely on the extent of exposure to harmful content or the negative effects of digital platforms, the study shifts attention toward users' active capacity to adapt to digital risks. The findings demonstrate that digital capital constitutes an important condition for digital resilience but is not synonymous with it; technological proficiency alone does not ensure that users possess sufficient critical capacity to navigate and exercise agency within the information environment. This finding provides further empirical support for the broader understanding of digital competence as encompassing not only technical skills but also information and media literacy.

The findings also generate several important policy implications. In education, greater emphasis should be placed on developing digital media literacy, critical thinking, information verification skills, and an understanding of how algorithmic recommendation systems operate, rather than focusing primarily on technical skills. Families and schools should strengthen their supportive roles in fostering selective information-consumption habits and self-regulation in digital environments. For regulatory authorities and digital platforms, greater attention should be given to mechanisms for algorithmic transparency, risk-content warnings, and enhanced platform accountability in addressing misinformation and harmful content. Creating a safer digital environment for adolescents and young people cannot rely solely on content regulation; it also requires strengthening users' capacity to adapt to and manage digital risks.

Despite these contributions, the study has several limitations. The survey was conducted in Hanoi using a convenience sampling method, which limits the generalizability of the findings to young people across Vietnam. The cross-sectional research design captures the situation at a single point in time and therefore does not allow changes in digital resilience to be assessed longitudinally. In addition, the reliance on participants' self-reported data may be subject to social desirability bias and subjective perceptions of their own capabilities. Future research could expand the geographical scope of investigation and combine quantitative approaches with qualitative methods or longitudinal research designs to provide a more comprehensive understanding of how young people's digital resilience develops and evolves within an increasingly dynamic algorithm-driven media environment.

REFERENCES

1. Beck, U. (1992). *Risk Society: Towards a New Modernity*. London: Sage Publications.
2. Council of Europe. (2019). *Digital citizenship education handbook*. Strasbourg: Council of Europe.
3. Davison, W. P. (1983). The Third-Person Effect in Communication. *Public Opinion Quarterly*, 47(1), 1–15.
4. Livingstone, S., & Third, A. (2017). Children and young people's rights in the digital age: An emerging agenda. *New Media & Society*, 19(5), 657–670. <https://doi.org/10.1177/1461444816686318>

5. Masten, A. S. (2001). Ordinary magic: Resilience processes in development. *American Psychologist*, 56(3), 227–238. <https://doi.org/10.1037/0003-066X.56.3.227>
6. Masten, A. S., & Cicchetti, D. (2016). Resilience in development: Progress and transformation. *Development and Psychopathology*, 28(4), 1303–1315. <https://doi.org/10.1017/S0954579416000832>
7. OECD. (2021). *21st-Century Readers: Developing Literacy Skills in a Digital World*. Paris: OECD Publishing.
8. Ragnedda, M. (2018). Conceptualizing Digital Capital. *Telematics and Informatics*, 35(8), 2366–2375. <https://doi.org/10.1016/j.tele.2018.10.006>
9. Ragnedda, M., & Ruijter, M. L. (2020). *Digital Capital: A Bourdieusian Perspective on the Digital Divide*. Emerald Publishing.
10. Smahel, D., Machackova, H., Mascheroni, G., Dedkova, L., Staksrud, E., Ólafsson, K., Livingstone, S., & Hasebrink, U. (2020). *EU Kids Online 2020: Survey Results from 19 Countries*. EU Kids Online.
11. UNESCO. (2021). *Media and Information Literate Citizens: Think Critically, Click Wisely!* Paris: UNESCO.
12. UNESCO. (2023). *Media and Information Literacy for the Public Good. UNESCO Media and Information and Intercultural Dialogue (MILID) Yearbook 2023*. Nordicom, University of Gothenburg. <https://unesdoc.unesco.org/>
13. Van Deursen, A. J. A. M., & Van Dijk, J. A. G. M. (2014). *Digital Skills: Unlocking the Information Society*. New York: Palgrave Macmillan.