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Revealing The Crucial Role of Resilience on Mental Healthin Bullying Victims among Students: A Scoping Review

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Review

Revealing The Crucial Role of Resilience on Mental Health in Bullying Victims among Students: A Scoping Review

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Abstract: Bullying in schools is a widespread global issue with significant negative consequences for its victims. Bullying victims frequently suffer from severe mental illness, such as sadness, anxiety, tension, and suicidal thinking. Resilience, the ability to adapt to and recover from difficulties, plays a crucial role in how bullying victims cope with their experiences. Research from numerous nations shows that resilience has a substantial influence on bullying victims' mental health and well-being. Resilience also promotes long-term healing from bullying. This study aimed to investigate the function of resilience in the mental health of harassment victims among pupils. This research used scoping method. The terms used include resilience, bullying, psychological wellness, and student. The observation of the article was conducted from 3 databases such as Scopus, PubMed and Science Direct. The article search includes student samples (from elementary to high school students) in English, title and abstract about resilience and bullying, and publications published within the previous five years (2020-2024), and innovative research. The grey literature was omitted from this scoping review. To analysis the data, authors selected thematic analysis method. There were thirteen papers about the topic. This studied materials' findings emphasize the complexities of the relationships between individual traits, resilience dimensions, social circumstances, and bullying characteristics. Strong level of resilience of students are more likely to respond positively to bullying and avoid developing mental health problems. Bullying victims' resilience is formed by several critical factors, including emotional control, social support, coping abilities, and self-competence. Social support is essential for building resilience and protecting against the effects of bullying. Intervention programs that involve emotional regulation skills, coping methods, and increased social support help minimize the impact and prevalence of bullying among child and adolescence. Improving understanding and abilities in resilience behavior can be a useful method for mitigating the bullying impact.

Keywords: adaptation; bullying; mental health; resilience; student

Introduction

Bullying victims among school-aged children and adolescents varied between research and circumstances. Globally, peer bullying in and around schools is reported to affect around 32% (UNESCO, 2019). WHO data stated that there were 45.1 % bullying cases in Mediterranean, 43.5% in Africa, and only 8.4% in Europe (Biswas et al., 2020). Two out of every three youngsters globally have been bullied at school. The frequency of bullying in Indonesia reveals that 41% of 15-year-old pupils have endured harassment at least a few time in a month (UNICEF, 2020).

Bullying is described as persistent and purposeful behaviors or words that may be damaging or painful to people who cannot protect themselves (Olweus, 2013). Another definition indicates that harassment refers to any type of violence purposely done by anyone or a group towards an outsider, with the goal of hurting and carried out continually (Hatzenbuehler et al., 2015). Bullying is commonly characterized as the systematic misuse of authority by peers (Menesini & Salmivalli, 2017). Students' experiences with bullying involve being hit (18%), having items removed and damaged (22%), being intimidated (14%), being taunted (22%), being ostracized (19%), and being faced with unfavorable rumors (20%) (UNICEF, 2020). Another research found that bullying may be physical (striking, shoving), verbal (teasing, name-calling, threats), or indirect (spreading misinformation, isolation) (Rauschenberg et al., 2021). In addition, cyberbullying includes uploading content (text, images, or videos) to propagate rumors, mock, or belittle individuals, as well as sharing personal photos or films without authorization (Myers & Cowie, 2019).

Bullying has serious and varied negative consequences for its victims, hurting their physical, emotional, and social well-being. Bullying victims have non-specific psychosomatic symptoms such as tiredness, headaches, stomachaches, back discomfort, difficulties sleeping, and lack of appetite (Armitage et al., 2021). Low self-esteem, despair, anxiety, psychotic symptoms, self-harm, suicidal thinking, and suicide attempts are some of the psychological consequences (Balluerka et al., 2023) (Zhang et al., 2024). In the meantime, the social consequences for victims of bullying included rejection from classmates, isolation, and social isolation (Zhang et al., 2024). The long term emotional problem is caused by chronic bullying and it may cause the increase of likelihood of using mental health services (Alisheva & Mandal, 2023). Nevertheless, past research has shown that not every victim of bullying suffering detrimental consequences as a result of protective traits like adaptability.

Resilience is defined as the ability to adapt and thrive from adversity. Resilience also gives individuals psychological power in dealing with stress and adversities (Zhang et al., 2024). According to research, there are several approaches of dealing with bullying that are connected with resilience. Resilience and self-concept in pupils improve the psychological state of bullying victims (Shemesh & Heiman, 2021).According to research, there are several approaches of dealing with bullying that are connected with resilience. Resilience and self-concept in pupils improve the psychological state of bullying victims (Armitage et al., 2021). Previous studies indicate that 75.6% of bullying victims are stable and resilient (Song & Smith-Adcock, 2024), with 8% of middle school students being bullying victims and resilient (X. Yang et al., 2020), and 19.2% of college students experiencing chronic bullying and being resilient (Yubero et al., 2023). Although students experience bullying victimization with the same severity, their resilience profiles differ (L. Yang et al., 2023).

Resilience of bullying victims is a dynamic process over time. Bullying victims with resilience undergo an adaptation process that helps them become more robust from dealing with bullying experiences (Lidberg et al., 2024). Resilience is a behavior resulting from the interaction between individual factors (strengths or challenges possessed by the individual) and ecological factors (family, school, community, culture) (Ungar, 2011) (Cui & Xie, 2022). Resilience in bullying victims is related to 31.89% of anxiety, meaning that bullying victims with resilience will reduce their risk of anxiety. Emotional management, interpersonal aid, and familial support are all significant components of resilience (Fang et al., 2022).

The objective to identify the aspects of resilience and their influence on bullying victims. Previous study may have revealed a lack of insight into the elements of resilience and their influence on pupils and also the research is only focusing on the resilience effect without disclosing the mechanisms affecting the establishment of resilience in pupils. (De Freitas et al., 2022).Furthermore, several research have not specifically addressed benefit of resilience as the bullying respond, resulting in a lack of full comprehension the dynamics of this resilience (L. Yang et al., 2023). As a result, an overview concentrating on the function of resilience in the victims of bullying among adolescents may address this knowledge gap by offering a complete discussion of current research and emphasizing the relevance of resilience in youth bullying. The scoping review was purposed to identify the benefit of resilience in victims of bullying.

Material and Methods

Design

Scoping review method was selected in this research. The goal of this technique is to examine and investigate an important and rapidly evolving issue, namely the resilience of bullying victims. The authors chose scoping reviews because of their broad conceptual reach, which allows them to address the defined study goals. The steps of this study involve establishing the research question, defining phrases as an article searched probation, looking up the established keywords for the article, evaluating and summarizing the article review findings, and writing the report on the investigation.

This research used the PRISMA Extension for Scoping Reviews (PRISMA-ScR) to discover numerous themes on bullying victims' resilience that may be adopted to prevent and mitigate the effects of bullying on kids in schools. PRISMA-ScR is used to improve transparency and reporting quality by establishing the scope of the research.

Search Methods

The researcher observed the articles from November to December 2024. The primary keywords utilized in this study are "resilience OR adaptability" AND "bullying" OR "bullying conduct" OR "victimization" OR "bullies" OR "bullied" AND "mental health" AND "student"." The scoping review was to determine what impact resilience plays in bullying victims among school pupils.

The Criteria of Inclusion and Exclusion

The flow diagram of PRISMA was used to help their search for literature (Figure 1). Formerly, the authors established exclusion and inclusion criteria to find papers that met the research goals. Furthermore, PCC framework was utilized to create the plan of research based on these purposes:

- Patient: Students (Elementary School, Middle School, High School)
- Concept: Resilience
- Context: Mental Health on Bullying Victims

The criteria of exclusion and inclusion were considered to select the article. This study's inclusion requirements include original research publications, student research, in English, full-text, and current research, as well as a publishing period of the last five years (2020-2024) to obtain fresh insights from earlier research. The article search excluded grey literature, abstracts alone, and those that did not cover resilience in connection to abuse.
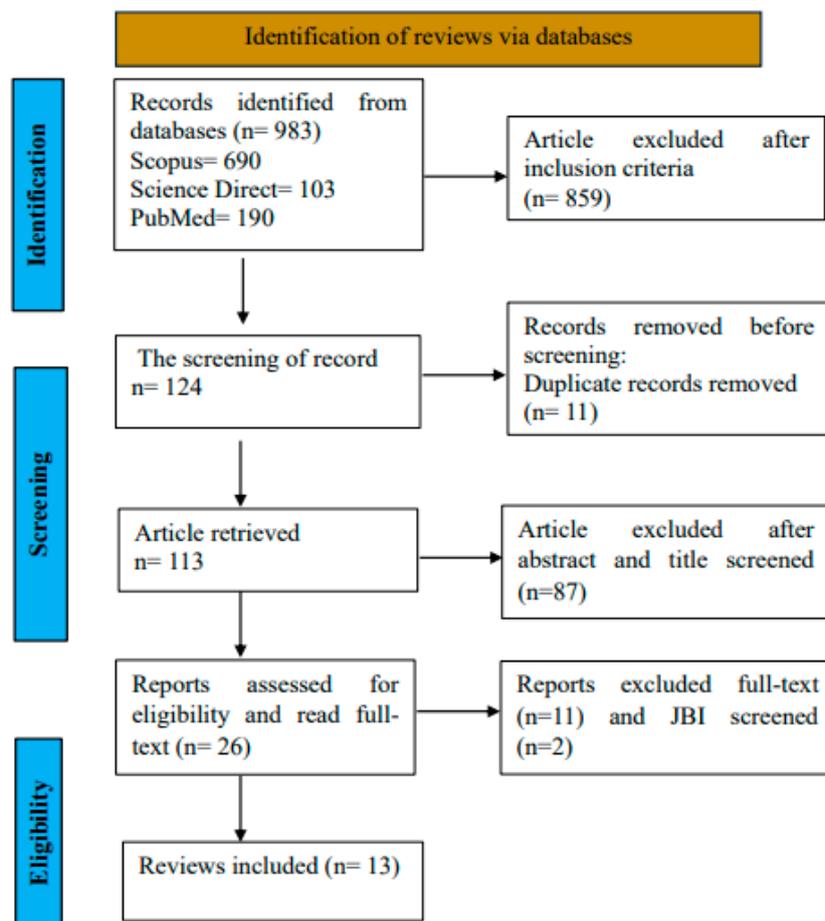
Figure 1. PRISMA Flowchart.

Data Extraction

Two researchers with experience in their respective domains worked independently to obtain the data. The author picked the retrieved data to explain conclusions about the function of resilience in teenage bullying victims. Previously, a data extraction methodology was developed to incorporate the title, objective, country, sample, resilience aspects, and outcomes. To confirm the accuracy and usefulness of the retrieved data, this study consulted with experts in the field. When researchers disagreed, they discussed and deliberated until a decision was reached.

Quality Appraisal

Quality assessment or research quality assessment is the important step for accepting the proof of the research. Joanna Briggs Institute (JBI) was selected due to its provision for the designed article for the criteria. Generally, this test was conducted by taking into account the specific criteria. There were two authors and the discussion was needed to result the discussion.

Data Analysis

Two authors used thematic analysis to perform the identify for the main topics from the collected literature (Gupta et al., 2023). The thematic analysis was used to describe the resilience in victimization in child using available publication. The first and second writers initially coded pertinent extracts from the literature and then selected themes that arose from the coding. The analysis of data generated larger categories, and themes were integrated to create an orderly analytical framework. To maintain neutrality, both researchers did thematic analysis independently and without previous interaction.

Following the completion of the separate analysis, the collaboration of the author is to compare their result, seek consensus, and sorting out the mismatch. Intensive conversations assisted in determining the most important and crucial subjects.

This process resulted in the development of an interpretive narrative outlining the primary themes, categories, and significant discoveries. Other parties were also consulted to confirm the results' correctness and objectivity. Researchers collaborated in this theme study to produce a strong and extensive analysis of the surveyed writing, providing comprehensive information that supports the scoping review's research aims (Lingard & Colquhoun, 2022).

Result

The author discovered 983 papers after scanning three databases (Scopus, PubMed, and Science Direct). Following that, the author excluded publications based on inclusion criteria such as publication year, of publication, article type, English language, and study design. Following the elimination of inclusion criteria, the author discovered 859 articles. The author used the Mendeley tool to filter out duplicate articles, which totaled 11. The author then rejected papers based on their titles and abstracts, yielding 86. Then, the author removed by reading the complete text to determine the article's substance. The author discovered 13 papers that addressed resilience to mental health in victims of bullying.

According to nation characteristics, six articles came from China, two from the United States, one from Portugal, one from Nigeria, one from Israel, and two from Austria. The study's sample size ranged from 440 to 5425 children and adolescents aged 8 to 21 years. The sample ranged from elementary school to high school pupils. The author discovered that there were two types of resilience that influenced mental health in bullying victims: intrapersonal and interpersonal aspects. Personal competence (self-esteem, resilience, stress tolerance, change acceptance), personality, coping strategies (activity, humor, difficulty accusing oneself, and low substance use), fulfillment in relationships, meaningfulness, empathy, optimism, and emotional regulation are all intrapersonal dimensions.

Personal competence (self-esteem, resilience, stress tolerance, change acceptance), personality, coping strategies (activity, humor, difficulty accusing oneself, and low substance use), fulfillment in relationships, meaningfulness, empathy, optimism, and emotional regulation are all intrapersonal dimensions. Furthermore, factors such as school connectedness and peer interactions related to the student respond to bullying. This demonstrates how the intricate combination of individual qualities, social context, and bullying behaviors can influence individual resilience.

The research also underlines the need of resilience in the determinant determination of the impact of kid mental issue because of bullying. Intrapersonal and interpersonal elements influence this resilience's ability to play its role. Resilience serves as a protective element for students who are bullied. Individual qualities, the social context, and bullying characteristics all have an impact on resilience's ability to play its function. Individuals who have limited cognitive capacities, are easily nervous, less adaptable, and conduct at risk can diminish the quantity of individual resilience (Mesman et al., 2021). Individuals with self-confidence, empathy, hope, optimism, the ability to regulate emotions, and positive coping have strong resilience (Cui & Xie, 2022). Even when the bullying they face is similar, students' resiliency varies. Peer support, teacher support, and support from family members all play an urgent part (L. Yang et al., 2023).A further investigation found that adolescents who have experienced poly-victimization had greater effects on their mental health, which is tempered by resilience. Resilience is related with a feeling of purpose that demonstrates the most expected (Hamby S et al., 2020).

Table 1. Association of Resilience on Mental Health Behaviors in Bullying Victims among Student.

No	Author, Year	Outcome	Country	Sample	Resilience Dimensions	Result
1.	(L. Yang et al., 2023)	The research was to identify the bullying impact on depression and subjective well-being alike the resilience of the environment in school	China	2339 junior high school adolescents (age = 12.97 ± 0.58 years, 51.1% boys)	Teacher and peer support	The study's findings showed that kids who were bullied had an 8.0% resilience profile that consisted of 59.2% of normative, 29% of vulnerable and the remaining 3.8% of unfavorable. High levels of bullying victimization are associated with higher sadness and worse of subjective well-being. The improvement of well-being was supported by teacher and peer support.
2.	(Cui & Xie, 2022)	The researchers investigated the impact of the intrapersonal and interpersonal resilience resources on pupils' mental health and the victim of bullying	China	1,132 student aged 8-17 years (mean age = 11.88 years, male = 55.6%, female = 45.4%)	Personal competence, stress tolerance, and change acceptance are all examples of intrapersonal resilience. Interpersonal resilience is defined as having support from parents, teachers, and peers.	Bullying victimization has a large direct influence on kids' mental health, and intrapersonal and social resilience serve as mediators.
3.	(De Freitas et al., 2022)	This research was to find the characteristics of individual or family that support the resilience of the peer victimization and also perceiving the prejudice.	Portugal	2975 high school students, 22% (n = 644) met criteria for substantial social victimization (mean age = 16.5 years, Female = 57%)	Personality, coping techniques (active, funny, with little self-blame and drug addiction), satisfaction from relationships, meaningfulness, empathy, and optimism	The association of resilience consisted of low anxious personality, be able to apply four coping techniques (active, use of humor, low self-blame, and low drug use) and also satisfy with mother-child relationship.
4.	(Ganotz et al., 2023a)	The goal of this research was to identify resilience for the victim and its effect on well-being to examine	Austria	535 4th grade elementary school students (268 males,	Sense of belonging in the classroom, tight relationship with mother	7% of students reported low resilience, whereas the rest reported relatively strong resilience. There was positive correlation between resilience and well-being. More than

	factors linked with student resilience.		267 females, mean age = 9– 11 years)	7.4% of resilience is linked to sentiments about integration in educational settings and interactions with moms.
5.	(Ran et al., 2020)	The research objective was to evaluate the potential moderation and mediation of resilience in the relationship between school bullying victimization and self-harm among a large sample of Chinese teenagers.	China	Sample consisted of 3146 samples: with the mean age of 13.3. (SD=0,6), boys= 1437 and girls= 1709	Emotional management, social support (friends, teachers), and familial support	The participation rates of bullying and self-harm were 13.13% and 47.0%, respectively. Victimization from school bullying has been linked to relationship violence. Resilience was the primary mediator. There were 27.7% from all correlation and there were 5 characteristics among others 30.9% of the emotional regulation, 24.78% of aid of the interpersonal, and the remaining 22.16% was family support.
6.	(Obioha et al., 2024)	The goal of this study is to investigate how psychological resilience influences the relationship between interparental violence and bullying among secondary school adolescents.	Nigeria	609 (297 males and 312 females) high school students (Mean Age= 16.44, SD= 1.64, age range= 13–20 years)	Confidence, adaptability, confidence, resilience, and coping strategies	Interparental violence correlates positively with victimization by bullies and behavior, while mental strength moderates the relationship. Resilience correlates positively with bullying behavior but not for bullying victims. Bullying and victimization lessen as resilience improves.
7.	(Shemesh & Heiman, 2021)	The current research looked into the potential moderation consequences of resilience and self-image, which has been linked with bullying and well-being in Israeli teenagers.	Israel	507 middle school Israeli students, aged 11–16	Personal resilience and good adaptation	Victimization due to bullying occurs on a small scale, but alongside fairly high levels of well-being, self-esteem, and resilience. Bullying victimization has a substantial negative correlation with well-being, implying that as bullying victimization grows someone's level of personal fulfillment declines. Bullying victims have lower self-esteem and resilience, which can lead to poor subjective well-being.

No.	Authors	Objective	Country	Sample	Resilience factors	Findings
		factors linked with student resilience.		267 females, mean age = 9– 11 years)		7.4% of resilience is linked to sentiments about integration in educational settings and interactions with moms.
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8.	(Nie et al., 2022)	The study's objectives are to research variables that contribute to lowering the detrimental impact of bullying victimization on mental health, with a particular emphasis on the protective function of school belonging and resilience in the link between bullying victimization and mental health.	China	1087 school-age migrant children	Personal resilience and good adaptation	Bullying victims has been demonstrated to have a negative influence on mental health because of a lack of belonging at school. Furthermore, resilience reduced the negative indirect impacts of bullying victimization on migrant children's mental health through school engagement. Lower resilience was shown to be strongly associated with larger indirect consequences. School involvement and resilience should be included in mental health preventive and intervention programs for bullied immigrant children.
9.	(Hamby S et al., 2020)	The goal of this study was to look at the relationship between poly-victimization, trauma symptoms, and mental health, utilizing resilience as a moderator.	United States	440 adolescents aged 10 to 21 years (mean age 16.38, SD = 3.04)	Regulatory and meaning-making strengths, Interpersonal Strengths	The study's findings revealed that 89.3% of youths experienced one or more assaults with peer victimization becoming the most prevalent. There was a negative correlation among mental and social resilience and trauma sequelae. Resilience increased mental health in all aspects of fortitude and dealing with mistreatment. Resilience was connected to a sense of purpose, which demonstrated the highest optimism.
10.	(Anderson et al., 2022)	The goal to identify the link between teenage bullying and symptoms of depression and anxiety, as well as to assess relationships with resilience.	United States	There were 2155 samples from North Texas middle and high schools (n= 29)	Internal characteristics include confidence, emotional awareness, negative cognition, social skills, and empathy. External aspects include family connectivity, availability, peer	Bullied teenager had more depressed and anxiety symptoms and less resilience, whereas greater levels of resilience were linked to fewer anxiety and depression symptoms. Resilience served as a mediator between bullying events and depressed and anxious symptoms.

				connectedness, ability, school support, school connections, and community connectedness.	
11.	(Lu et al., 2022)	The study sought to evaluate the relationship between responses to school bullying and psychological resilience, which might lead to new ideas and techniques for preventing and intervening in school bullying.	China	5425 elementary school students aged 7–14	Ego resilience	More than two-thirds of primary school pupils reported being bullied during the last year. The favorable response percentage among victims was 69.10 percent. Positive reactions were found to be positively related to psychological resilience.
12.	(Wang et al., 2024)	The study sought to look into the potential moderating and mediating the resilience effectiveness on the link between reported school bullying and psychotic-like episodes among Chinese sexual minority teens.	China	984 (23.5%) high school students with the sexual minority (mean age = 16.68 years, SD = 0.71).	Personal strength and positive adaptation	School bullying and resilience perception is associated to psychotic-like episodes of the sexual minority teenagers. Resilience is as a link between perceptions of school bullying and subsequent psychotic-like episodes (delusions and hallucinations). Furthermore, resistance only weakened the relationship between experiences of school bullying and hallucinations.
13.	(Ganotz et al., 2023b)	This research was to examine mental resilience or to be resilient even before a danger occurs.	Austria	535 grade 4 elementary school students	Personal competences	Students' resilient tendencies are only somewhat stable. There is a modest association between resilience and wellness in students who have been bullied.

Discussion

The research gives comprehensive insight into how resilience has a role in minimizing mental health problems as a result of bullying by examining 13 papers that indicate the association between resilience, mental health, and bullying victimization among adolescents. The findings emphasize the complexities of the interplay between resilience across several dimensions, mental health, and bullying victimization.

The investigation showed the factors of resilience have a crucial but erratic facilitating factor in the relationship between the maternal scorn, parental rejection, and bullying victimization: for paternal rejection, family encouragement plays a major role in mediation (12.46%) then emotion regulation (10.61%) and interpersonal support (7.02%); for maternal rejection, (Chen et al., 2022). Cognitive regulation enables cognitive reappraisal, or the reframing of stressful experiences in a more positive way, that improves personal resilience.

(Stover et al., 2024). We underline that maternal conduct is more likely to predict children's reactive and effortful control ability in reaction to displeasure, which is an essential underlying feature of resilience (Ganotz et al., 2023b). Rule of law and positive methods of parenting are consistently linked to greater resilience in kids and young adults. These parenting techniques create a resilient attitude by emphasizing love, support, and autonomy (Rajakumar & Sivaraman, 2024). Interpersonal assistance, including peer support, has been found to be a major component in promoting resilience, enabling victims cope better with the effects of bullying (L. Yang et al., 2023). Assistance from peers and instructors has a crucial role in improving resilience. (Selak et al., 2024).

Personality and individual competency are two characteristics of resilience that determine people's ability to cope with bullying. There are five main types, and it is known that anxiety personality qualities have a substantial negative link with resilience, whereas extraversion, openness for experimentation, agreeableness, and conscientiousness Personality qualities show a substantial positive link with resilience (Yuan et al., 2024). Positive religiosity Coping and everyday spiritual experiences are related with favorable effects and life satisfaction, strengthening resilience.

(Schwalm et al., 2022). Personal characteristics such as self-efficacy, confidence, and structured style promote resilience by allowing teenagers to efficiently manage stress. Social interaction skills and keeping positive associations with peers can be beneficial, reducing the incidence of mental health disorders (Kelly et al., 2017). The thrive cycle of resilience says that individuals go through four stages of resilience: survival, adaptation, recovery, and flourishing. A person might be better or worse in one of these four phases of the resilience cycle (Sam Sample, 2018). Some bullied kids are tough, while others are unable to withstand and adapt in adverse situations, resulting in mental health issues. Resilience might mitigate the association of victimization and cognitive consequences. (Lin et al., 2022).For instance, greater levels of resilience provide the best defense against depression for cyberbullying victims. Resilience may reduce the detrimental impact that assault has on subjective well-being. (Villora et al., 2021).

Healing from the long-term effects of bullying encompasses both mental health issues and psychological change. Bullying has long-term consequences, including elements that improve mental wellness recovery from integration via developed resilience (Osada, 2024). Bullying is connected with increased melancholy and anxiety, as well as decreased resilience. Students who experience any form of bullying had higher severity ratings for sadness and anxiety, balanced by resilience (Anderson et al., 2022). Higher resilience is connected with fewer feelings of sadness and anxiety, giving more support for resilience as a protective factor (Moore et al., 2019).

Resilient is a potential protective feature that might lessen the impact of negative experiences encountered by teenagers, such as bullying (Dray et al., 2017). Victims of bullying can benefit from a range of therapeutic options, including emotion control lessons, strategies for coping, mindfulness, and cognitive behavioral therapy (Khedr et al., 2023). Teachers and school counselors frequently participate in these programs, giving training, conversations, and role-playing to assist children develop resilience-building abilities. Furthermore, initiatives that encourage teacher, peer, and parent support can assist establish an atmosphere that fosters the development of resilience (Gabrielli et al.,

2020).Technology may also be a beneficial tool, with digital programs to avoid bullying and awareness campaigns aiming to enhance understanding of resilience and the negative consequences of bullying attempt.

Technology is a useful tool, with digital programs to prevent bullying by performing the campaign (Lee & Hancock, 2023). It is important to ensure that these interventions are holistic and sustainable, and involve all stakeholders, including students, parents, teachers, and school staff, to create lasting changes in school culture that promote resilience and reduce bullying. It is crucial to guarantee that these treatments are comprehensive and durable, and engage every party involved, especially students, parents, teachers, and school personnel, to generate long-term changes in school culture that encourage resilience and prevent bullying (Klocek et al., 2024). These results have significant consequences for developing effective anti-bullying interventions. Understanding the relevance of resilience in adapting that bullying allows program creators to create effective initiatives to improve adolescent resilience and prevent bullying (Calvete et al., 2022). These results have significant consequences for developing effective anti-bullying interventions. Understanding the relevance of resilience in adapting that bullying allows program creators to create effective initiatives to improve adolescent resilience and prevent bullying (Las-Hayas et al., 2022). Compassion for oneself, an aspect of resilience, alters the relationship between bullying victimization and ethical conduct, meaning that resilient people are more likely to engage in prosocial actions (Xu et al., 2024). Thus, this study contributes significantly to developing resilient adolescents and providing an appropriate and secure environment through resilience-enhancing measures.

Limitations

A disadvantage of this scoping examination is that the investigation was confined to the last five years of publication; hence, while the goal was to provide a current evaluation, this study is unable to be compared to earlier studies. Furthermore, the study's drawback is that it does not address the extent to which resilience influences mental health and bullying behavior; rather, the researcher describes the function of resilience in mental health and bullying victimization. This also serves as an example for health practitioners to promote improving resilience in of harassment adversity in order to mitigate the consequences of abuse.

Conclusion

The result of this scoping study emphasizes the necessity of knowing the function of resilience in mental health in coping with harassment and abuse among teenagers. We discovered 13 articles that discussed resilience's significance in student mental health. The studies' findings emphasized the complexities of the interaction of individual traits, resilience factors, and social contexts in the setting of bullying victimization. The papers' findings revealed that resilience is an important factor in influencing how people respond to bullying. The high resilience of student is more positive in coping with bullying and exhibit prosocial behaviors, subjective well-being, and a high quality of life that can prevent negative outcomes such as anxiety, sadness, and trauma. The moderate between resilience and contextual factors, such as family and school environments, was also examined. Situations that nurture and support resilient behaviors serve to reduce the effect of bullying.

The outcomes of this study demonstrate the need of developing intervention programs that focus on raising awareness and resistance to bullying. These programs may include training in emotion regulation, self-love, social and emotional skills, and awareness initiatives. This study also emphasizes the need of including kids' social environments, such as siblings, parents, educators, and school personnel, in the design and implementation of social support-based resilience intervention. Resilience has a vital aspect in mitigating the mental health impacts of bullying. Some studies have found that resilience is helpful in reducing anxiety, depression, and stress symptoms in bullying victims. This issue has been extensively researched over time, demonstrating a great desire to understand how resilience might lessen the detrimental effects of bullying. Future research should look at how contextual factors, such as family and school environments, impact the relationship between stamina and mental health in the context of bullying victimization. Furthermore,

longitudinal research may be done to assess the deep-rooted impact of programs aimed at developing resilience in victims of bullying. Further study might also look at the function of technology in promoting and improving resilience and reactions to bullying among teenagers.

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