

Resilience in Adolescent Victims of Bullying: The Role of Emotion Regulation and Social Support

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Abstract. Bullying experienced by adolescents has a negative impact, which necessitates the development of high levels of resilience to address and grow from traumatic experiences. Key influencing factors include emotion regulation and social support. Therefore, this study aimed to investigate the impact of two emotion regulation strategies and social support on resilience of adolescent victims of bullying. This was a quantitative study with a correlational design, involving 612 adolescent victims of bullying aged 13-15 years from junior high schools in Surabaya. The results showed a significant effect ($p < .001$) of cognitive reappraisal, expressive suppression, and social support on resilience. In conclusion, the better the emotion regulation through both strategies and the greater the social support, the higher the resilience of adolescent victims of bullying.

Keywords: Resilience, emotion regulation, social support, victim, bullying

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Introduction

Bullying in the school environment is a critical issue, specifically among adolescents in Surabaya. As an aggressive action characterized by oppression, violence, and abuse of power by individuals or groups, bullying threatens the well-being of vulnerable individuals across physical, psychological, and social aspects (Abdillah et al., 2020; Prasetyo et al., 2021). In 2016, UNICEF (United Nations International Children's Emergency Fund) reported that Indonesia ranked first in ASEAN (Association of Southeast Asian Nations) for violence against children in the education sector, with a prevalence rate of 84% (Halimah et al., 2015). Furthermore, bullying cases identified by the Indonesian Child Protection Commission (ICPC) from 2011 to 2019 amounted to a total of 37,381 reported incidents (Miftahudin et al., 2023).

In Surabaya, Rofiqah et al. (2023) observed that child violence, particularly at the junior high school level, occurred at a rate of 59.8%. A survey by Plan Indonesia and *Semai Jiwa Amini* (SEJIWA) in 2008 showed that 66.1% of junior high school students in Surabaya experienced violence, with 41.2% attributed to student-on-student violence (Januarko & Setiawati,

2013). Educational institutions, such as schools, should ideally provide a safe and comfortable environment for students to socialize and develop potential. However, bullying can be perpetrated by peers, seniors, and even teachers (Mahmudi & Wardani, 2023), fostering feelings of fear and threat (Prasetya, 2022). Contributing factors include individual character, an unstable family environment, and negative social influences (Isman, 2019).

The prevalence of bullying can lead to physical, emotional, and psychological harm to victims. Emotions such as anger, shame, sadness, and fear can lead to feelings of depression following the traumatic experience (Agustina et al., 2023). Prolonged exposure to bullying can have significant negative impacts, even into adulthood (Dhamayanti, 2021). Sukmaningpraja and Santhoso (2016) explained that bullying disrupted the learning activities of adolescent victims due to endured pressure and trauma. Therefore, resilience is crucial for adolescents to face these challenges. According to Dewinda et al. (2024), resilience enables adolescent victims of bullying to improve social skills and better withstand intimidation.

Resilience is defined as the ability of individuals to positively adapt and develop in response to traumatic experiences (Campbell-Sills & Stein, 2007). It can specifically help adolescent victims of bullying to face and address various challenges faced (Sakdiyah et al., 2020). Developing resilience in the context of bullying effectively helps individuals prevent mental health issues, reduce negative effects, adopt positive attitude, and recover from life pressures (Hjemdal et al., 2011).

Mental health problems, specifically among adolescents, require attention. According to VOA Indonesia (Suchyo 2023), the Indonesian National Adolescent Mental Health Survey (I-NAMHS), published at the end of 2022, showed that one in three Indonesian adolescents experienced mental health problems, totaling 15.5 million adolescents. The survey also found that 1 in 20 adolescents, or 2.45 million, experienced mental disorders in the past 12 months. Addressing these issues is critical, specifically for adolescents who are victims of bullying.

Resilience is essential for strengthening adolescents' psychological resources and helping to cope with life pressures during development (Siswanto, 2024). Conversely, a lack of resilience makes individuals unable to think positively about life satisfaction, undermines confidence in solving problems, and causes physical or mental weakness, as well as inability to accept things beyond control (Marta et al., 2023). Therefore, resilience helps individuals address challenges and find positive meaning in difficult situations while reducing negative impacts. Individuals resilience relies on both internal and external factors (Alvina & Dewi, 2016), necessitating this study to focus on the role of emotion regulation and social support in improving resilience.

Emotion regulation is the process of influencing, managing, and expressing emotions (Gross & John, 2003). In adolescent victims of bullying, it helps guide behavior positively, preventing from engaging in bullying (Fahrnisa, 2022). The two main emotion regulation strategies, cognitive reappraisal and expressive suppression (Gross & John, 2003), serve as effective coping techniques to manage emotions and mitigate negative impacts (Chervonsky & Hunt, 2018).

Emotion regulation, as an internal driving factor, plays a crucial role in increasing resilience, specifically for adolescent victims of bullying. Previous studies showed a positive correlation between emotion regulation and resilience (Gianesini & Brighi, 2015; Sukmaningpraja & Santhoso, 2016). Tugade and Fredrickson (2007) explained that emotion regulation helped adolescents manage emotions, reducing stress and trauma. This

consequently leads to better emotional control (Prasetio et al., 2021). High levels of emotion regulation in adolescent victims of bullying help in coping with challenges, managing negative emotions, avoiding retaliatory actions, thereby preventing further negative outcomes (Fahrnisa, 2022).

In addition to emotion regulation, external factors, such as social support, also play a significant role in improving resilience among victims (Claudia & Sudarji, 2018; Resnick et al., 2011). Zimet et al. (1988) defined social support as the availability of support from three key sources, namely family, friends, and significant others. Among these, family is often considered the most effective in improving resilience in adolescents (Crisna et al., 2020; Mia & Novianti, 2021). However, other studies have shown that peer support can also positively impact adolescent resilience (Akasyah & Efendi, 2020; Sulfemi & Yasita, 2020). Rasyidi and Sahrani (2019) explained that support from significant individuals could influence resilience in adolescent victims of bullying.

High levels of social support from various sources can serve as a protection factor, facilitating the physical and psychological recovery of victims (Ayuwandari et al., 2023). Support in the form of parental attention, advice from teachers, and assistance from friends can foster positive feelings, such as being loved, cared for, and valued, leading to increased optimism and strength to address challenges (Harefa & Rozali, 2020).

The increasing prevalence of bullying among adolescents can affect relationships with relatives (Yuliani et al., 2018). Newman (2005) explained that the support received by adolescents could help in addressing pressure, trauma, and challenges leading to stress. In addition, close interactions with supportive individuals could reduce vulnerability and strengthen resilience (Pejičić et al., 2018).

Based on discussions, previous studies have investigated the relationships between emotion regulation and resilience, as well as social support and resilience. However, there is a gap in investigation on both emotion regulation as an internal factor and social support as an external factor, collectively as predictors of resilience in adolescent victims of bullying. Therefore, the novelty of this current study lay in the investigation of the combined contributions of emotion regulation and social support to resilience, specifically among adolescent victims of bullying in Surabaya, Indonesia. This study aimed to test two main hypotheses, namely the influence of cognitive reappraisal and expressive suppression emotion regulation strategies, as well as the combined influence of emotion regulation and social support on resilience.

Methods

This study used a quantitative method with a correlational design. Data collection began after the study protocol received ethical approval from Ciputra University Research Ethics Committee, as stated in the ethical clearance certificate number 109/EC/KEPK-FKUC/IV/2024. Furthermore, purposive sampling method was used to select respondents based on criteria set by the study experts. Data were collected through surveys, and regression analysis was conducted. The study sample comprised 612 junior high school adolescents, aged 13 to 15, residing in Surabaya, who had experienced bullying. Data were obtained through an online questionnaire (Google forms) distributed to respondents who met the criteria.

The first scale used was resilience scale, adapted from Campbell-Sills and Stein (2007), referring to Connor-Davidson Resilience Scale (CD-RISC). It comprised 10 items with 2 dimensions, namely Hardiness, consisting of 5 items (e.g., "I am able to adapt to change") and Persistence consisting of 5 items (e.g., "I am not easily discouraged by failure"). All items were rated on a Likert scale ranging from 1 (Strongly Disagree) to 5 (Strongly Agree). Meanwhile, the validity of the item correlations ranged from .335 - .599, with a reliability of .810.

The second scale used was emotion regulation scale, developed by Gullone and Taffe (2012), based on Emotion Regulation Questionnaire for Children and Adolescents (ERQ-CA). It comprised 10 items across 2 dimensions, namely Cognitive Reappraisal, with 6 items (e.g., "When I want to feel happy, I think something different"), and Expressive Suppression, with 4 items (e.g., "I keep my feelings to myself"). The items were also rated on a Likert scale from 1 (Strongly Disagree) to 5 (Strongly Agree). Meanwhile, the validity of the item correlations ranged from .273 to .471, with a reliability of .741.

The third scale used was the social support scale, based on Multidimensional Scale of Perceived Social Support (MSPSS) by Zimet et al. (1988). This scale comprised 12 items across 3 dimensions, namely Family, with 4 items (e.g., "I can talk about my problems with my family"); Friends, with 4 items (e.g., "My friends really try to help me"); and Significant Others, with 4 items (e.g., "There are significant individuals, such as my homeroom teacher or counselor, who are there when I need them"). These items were rated on a Likert scale ranging from 1 (Strongly Disagree) to 7 (Strongly Agree). The validity of the item correlations ranged from .458 - .690, with a reliability of .868. However, one item in the Friends dimension was excluded due to CITC value failing to meet the standard.

Results and Discussion

Results

This study recruited 612 respondents, and based on the demographic data in Table 1, the majority were female, with the most being 13 years old. Respondents attended either public or private schools, and regarding the type and duration of bullying, the majority reported to experience verbal bullying for more than 1 year.

A total of 396 respondents (65%) had a moderate level of resilience, 422 (69%) used cognitive reappraisal strategies at a moderate level, while 389 (64%) used expressive suppression strategies at a moderate level. Furthermore, 408 respondents (67%) reported receiving a moderate level of social support (Table 2).

A normality test was conducted to determine whether the study variables were normally distributed. Shapiro-Wilk test was used for this purpose. The data distribution for resilience variable was found to be normal, with a Shapiro-Wilk value of .989 and significance $<.001$ ($p>.05$). The data distribution for the cognitive reappraisal strategy of emotion regulation variable was also normal, with a Shapiro-Wilk value of .988 and significance $<.001$ ($p>.05$). Similarly, the data distribution for the expressive suppression strategies of emotion regulation variable was normal, with a Shapiro-Wilk value of .975 and significance $<.001$ ($p>.05$). Lastly, the data distribution for the social support variable was normal, with a Shapiro-Wilk value of .988 and significance $<.001$ ($p>.05$).

Table 1
Demographic Description of Respondents

Characteristics	n	%
Gender		
Male	289	48
Female	323	52
Age		
12	134	22
13	213	34
14	194	32
15	71	12
School Type		
Public	459	75
Private	153	25
Forms of Bullying		
Physical	46	8
Verbal	265	43
Psychological	109	18
Social	192	31
Duration of Bullying		
1 - 2 years	103	17
3 - 4 years	12	3
4 - 5 years	9	2
< 1 years	455	74
> 5 years	28	4

Table 2

Variable Categorization

Variable	Category		
	High	Medium	Low
Resilience	126 (20%)	396 (65%)	90 (15%)
Emotion Regulation (CR)	108 (18%)	422 (69%)	82 (13%)
(ES)	138 (22%)	389 (64%)	85 (14%)
Social Support	111 (18%)	408 (67%)	83 (15%)

*Note: CR (Cognitive Reappraisal), ES (Expressive Suppression)

Table 3

Linear Regression Analysis

Hypothesis	p-value	F	R ²
CR & SS → Resilience	< .001	120.440	.283
ES & SS → Resilience	< .001	83.246	.215
CR → Resilience	< .001	132.921	.179
ES → Resilience	< .001	31.626	.049
SS → Resilience	< .001	131.836	.178

*Note: CR (Cognitive Reappraisal), ES (Expressive Suppression), SS (Social Support)

Table 4

Hypothesis Analysis

Variable	Unstandardized Coefficients		Standardized Coefficients	
	B	Std. Error	β	p-value
Cognitive Reappraisal	.739	.064	.423	< .001
Expressive Suppression	.472	.084	.222	< .001
Family	.416	.042	.372	< .001
Friends	.456	.060	.422	< .001
Significant Others	.338	.040	.325	< .001

Five hypotheses were tested in this study using multiple linear regression techniques as shown in Table 3. The results showed a positive relationship between cognitive reappraisal and social support on resilience of adolescent victims of bullying ($p < .001$, $F = 120.440$), with a contribution of 28.3%. Expressive suppression and social support also had a positive relationship with resilience ($p < .001$, $F = 83.246$), contributing 21.5%. Cognitive reappraisal emotion regulation was found to have a more significant positive relationship with resilience ($p < .001$, $F = 132.921$), contributing 17.9%, while expressive suppression emotion regulation also had an influence on resilience ($p < .001$, $F = 31.626$), with a contribution of 4.9%. Only social support showed a significant positive relationship with resilience ($p < .001$, $F = 131.836$), contributing 17.8%.

Cognitive reappraisal emotion regulation was found to influence resilience when tested alongside other variables. The results showed $\beta = .423$, $p < .001$, supporting the first minor hypothesis. The second minor hypothesis, which tested the influence

of expressive suppression on resilience, was also supported, with $\beta = .222$, $p < .001$. Social support from family had significant influence on resilience ($\beta = .372$, $p < .001$), as did social support from friends ($\beta = .422$, $p < .001$) and from significant others ($\beta = .325$, $p < .001$). This confirmed resilience of adolescent victims of bullying was influenced by internal factors, such as emotion regulation, and external factors, like social support.

Discussion

The analysis results showed that resilience of adolescent victims of bullying was positively influenced by emotion regulation. Resilience is defined as a dynamic process of adaptation or recovery in the context of risk or threat (Mesman et al., 2021). This can be understood as the ability to cope when facing threats, such as bullying, affecting psychological health and subjective well-being (Mesman et al., 2021), and causing stress and trauma (Sujadi et al., 2021). Therefore, resilience is crucial for adolescents, serving as a protective factor when facing bullying (Hinduja & Patchin, 2017). According to Saripah and Utami (2023), adolescents with low levels of resilience struggle to address challenges, leading to prolonged negative experiences and hindered development. For adolescent victims of bullying, this can result in trauma. Resilience can develop through supportive internal and external systems, with emotion regulation being one of the key internal factors (Hadi et al., 2023). Emotion regulation is the process of influencing the types of emotions experienced, when they arise, and how they are expressed (Gross, 1998).

Dewi and Savira (2021) explained that emotion regulation skills help individuals manage negative stimuli by changing emotions and thinking processes, reducing the negative impact. For adolescent victims of bullying, emotion regulation helps in processing emotions more effectively and coping with challenges (Diajeng et al., 2021). Gross and John (2003) identified two emotion regulation strategies, namely cognitive reappraisal and expressive suppression. The analysis supported both hypotheses, showing that each strategy influenced resilience of adolescent victims of bullying, although cognitive reappraisal had more impact.

Cognitive reappraisal involves reinterpreting situations to change emotional impact (Lazarus & Alfert, 1964). This strategy helps individuals feel more optimistic and satisfied with life, reducing symptoms of depression and improving psychological well-being (Gross & John, 2003). Most adolescent victims of bullying in this study used positive and adaptive strategies, confirming the ability to reconsider and manage the situation faced. These

results were supported by [Wulandari and Hidayah \(2018\)](#), where cognitive reappraisal was more effective at regulating emotional responses, as it efficiently reduced negative emotions originating from both experiences or behaviors.

Several previous studies showed that cognitive reappraisal strategies have more significant effect on individual resilience under stress compared to expressive suppression ([Karreman et al., 2017](#); [Mestre et al., 2017](#)). This is because cognitive reappraisal has a more positive impact, allowing individuals to experience more positive emotions and feelings ([Wulandari & Hidayah, 2018](#)). For adolescent victims of bullying, stress can be addressed by viewing situations more positively when using cognitive reappraisal. [Abidin \(2011\)](#) also explained that individuals who accept stressful events causing distress were more likely to recover and solve problems by managing emotions without becoming overwhelmed. [Ridwan \(2020\)](#) showed that higher levels of resilience is associated with better emotional control when facing challenges.

This current study found that expressive suppression had less influence on resilience of adolescent victims of bullying. This result was significant, as expressive suppression is a strategy where individuals reduce the outward expression of emotions ([Gross & John, 2003](#)). Unlike cognitive reappraisal, expressive suppression tends to decrease positive emotions while increasing negative ones ([Santosa & Sugiarti, 2022](#)). [Gross \(1998\)](#) explained that expressive suppression occurs when individuals inhibit emotional expression. In this study, only a few adolescent victims of bullying attempted to suppress emotional expressions. [Nurwahidah et al. \(2021\)](#) found that individuals using expressive suppression tended to suppress both positive or negative emotions and were more likely to avoid situations where negative emotions were felt.

[Jackson et al. \(2000\)](#) showed that adolescents often suppressed or hid negative emotions to avoid awareness. Adolescents may also worry that expressing negative emotions will worsen the situation, causing the suppression of feelings and isolation. The use of expressive suppression strategies often leads to individuals avoiding social relationships and distancing from others ([Gross, 1998](#)). This was contrary to [Ridwan \(2020\)](#), where emotion regulation through expressive suppression could improve perseverance and tenacity when addressing facing challenges. This is because expressive suppression can cause individuals to rely more on personal abilities, improving confidence in strength. Therefore, the use of expressive suppression strategies can foster resilience by enabling individuals to survive and adapt to challenging conditions. Exaggerating negative

emotions to address problems may help individuals achieve short-term objectives more promptly ([Szepešwol & Simpson in Siswandi & Caninsti, 2020](#))

In addition to emotion regulation, social support influences resilience of adolescent victims of bullying. [Hellfeldt et al. \(2020\)](#) defined social support as assistance that could originate from several sources, varying in type, and influencing individuals' psychological well-being. [Zimet et al. \(1988\)](#) identified three different sources of social support, namely family, friends, and significant others. Adolescent victims of bullying often experience negative impacts such as feeling unloved and worthless. In these cases, social support plays a crucial role by providing affection, attention, enthusiasm, and assistance, helping the victims develop positive feelings, better self-assessment, and improved psychological well-being ([Harefa & Rozali, 2020](#)). [Rothon et al. \(2011\)](#) explained that self-defense against negative actions might be challenging for bullying victims, making social support crucial for helping adolescents cope. [Hellfeldt et al. \(2020\)](#) further stated that social support reduced feelings of helplessness, stress, and depression, positively affecting psychological well-being.

Studies have shown that social support from family has more influence on reducing depression in individuals ([Fanti et al., 2012](#)), as family relationships can serve as a buffer during times of stress ([Mariani et al., 2020](#)). [Shaheen et al. \(2019\)](#) found that social support from both family and friends helped reduce the negative effects of bullying. In accordance with [Hellfeldt et al. \(2020\)](#), emotional support from family and friends could help adolescents address the adverse effects of stressors, both psychologically and physically, thereby improving resilience.

Other studies have also shown that increased support from friends could improve the psychological well-being of victims ([Rothon et al., 2011](#); [Sapouna & Wolke, 2013](#)), and high levels of peer support could reduce emotional effects of bullying ([Sapouna & Wolke, 2013](#); [Yeung & Leadbeater, 2010](#)). [Lin et al. \(2022\)](#) found that increasing peer support was an effective strategy for improving resilience and reducing the risk of stress or depression among adolescents who experienced bullying. In addition, [Graber et al. \(2016\)](#) explained that social support from friends, through positive interactions, could significantly improve resilience in adolescents.

According to [Flaspohler et al. \(2009\)](#), support from significant figures, such as teachers, can help reduce the impact of bullying on high school adolescents. High levels of support from teachers, in the form of psychoeducation and services provided by educational institutions, can improve adolescents

well-being at school (Cowie, 1998; Eşkisü, 2014). In addition, Dachi and Telaumbanua (2022) explained that teachers assistance to adolescent victims of bullying could provide crucial support, specifically in adapting to new conditions. When facing bullying, resilient adolescents tend to cope with its effects, such as stress and depression, by finding help from others, enabling quick recovery (Zhang et al., 2023). In other words, social support acts as a protective buffer, aiding adolescent victims of bullying in recovery and adaptation. This emphasizes the significant influence of social support on resilience. Resilience serves as a psychological strength, protecting adolescents from the negative impacts of bullying and reducing the potential threats to psychological well-being (Zhang et al., 2023).

This study had some limitations, particularly, in the uneven distribution of data collection. Based on the demographic data, the majority of respondents were female. In addition, the scope of study was limited to one area of Surabaya, specifically western Surabaya. A disparity was also found in the type of school respondents attended, with the majority attending public schools. This gap limited the ability to compare resilience levels among adolescent victims of bullying across different schools and areas, when influenced by emotion regulation and social support.

Another limitation was the lack of supporting literature on the influence of emotion regulation strategies, particularly expressive suppression, on resilience in the victims. This gap emphasized the rarity of investigation on the topic, specifically in the context of Indonesia.

Conclusion

In conclusion, both emotion regulation strategies and social support significantly influenced resilience of adolescent victims of bullying. The results showed that the variable contributing the most to resilience was emotion regulation, specifically through cognitive reappraisal strategies. Social support also played a crucial role in improving resilience among these victims. Another important conclusion was that emotion regulation through expressive suppression strategies significantly impacted resilience. Therefore, the greater the use of both emotion regulation strategies and availability of social support, the higher the resilience of adolescent victims of bullying.

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