

Resilience in Bullying Victims: The Role of Emotion Regulation and School Climate with Self-Esteem as a Mediator

Stefani Virlia, Jatie K. Pudjibudojo, Soerjantini Rahaju
Psychology Doctoral Study Program, Psychology Faculty
Universitas Surabaya, Indonesia
*ryantini@staff.ubaya.ac.id

Abstract

Bullying in schools has become a serious issue that affects the mental health of teenagers. Data shows that many victims of bullying in Indonesia experience various negative impacts, including low self-esteem. Therefore, it is important to explore factors that support resilience, such as emotion regulation and school climate. Based on Bronfenbrenner's ecological theory, the interaction between individuals and their environment, particularly schools, can influence the development of resilience. This study aims to examine how emotional regulation and school climate contribute to resilience, with self-esteem as an important mediator. The research method used is quantitative with mediator analysis techniques. The respondents in this study numbered 642 individuals with characteristics aged 12-16 years and who had previously been victims of bullying. The sampling technique used is purposive sampling. The research scales used are the Child-Youth Resilience Measure (CYRM-R), Emotion Regulation Questionnaire for Children and Adolescents (ERQ-CA), Rosenberg Self-Esteem Scale, and School Climate Scale. The research results show that the cognitive reappraisal strategy does not have a direct impact on resilience but has an effect through self-esteem. Other results indicate that the school climate directly affects resilience and also has an effect through self-esteem. The use of adaptive emotion regulation strategies can enhance self-esteem, which in turn increases resilience. A positive school climate can also enhance self-esteem and resilience in facing various challenges.

Keywords: Resilience; self-esteem; school climate; emotional regulation; bullying.

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Introduction

Bullying is a phenomenon that often occurs in school environments and has even become a serious mental health issue. This is evidenced by the results of the National Survey in 2021 regarding the life experiences of children and adolescents, which show that 34% of boys and 41.05% of girls aged 13 to 17 years have experienced at least one or more types of violence throughout their lives (Romanti, 2023). The bullying data prompted the Ministry of Education and Culture (Kemendikbudristek) to issue a legal framework for the prevention and handling of violence in educational units in Indonesia, as

outlined in Permendikbudristek No. 46 of 2023. This regulation governs the protection of victims and witnesses of violence occurring within educational units in Indonesia, so that they dare to report acts of violence they have experienced or observed around them (Romanti, 2023). Although there is already a legal framework in place, bullying is still frequently encountered and poses a significant mental health issue. This is evidenced by data on child violence in Surabaya in 2022 recorded by the East Java Child Protection Agency (LPA), which reported 96 cases of child violence, 37 percent of which were cases of bullying in schools (Manna, 2022). The data shows that the phenomenon of bullying is still quite high in Surabaya, even though Surabaya has been designated as a child-friendly city. This phenomenon underscores the importance of research that highlights the factors influencing resilience in bullying victims, such as self-esteem, emotion regulation, and school climate.

Bullying involves interactions between the victim and the perpetrator, where these interactions cause physical, psychological, and social suffering for the victim (Shaw et al., 2013; Yosep et al., 2023). Bullying has been proven to have negative impacts on physical, emotional, and behavioral aspects, which ultimately affect the victim's quality of life (Shemesh & Heiman, 2021; Wahyuni et al., 2024). Those who experience bullying will have a negative view of themselves, feel like failures, ashamed, powerless, weak, and unattractive (Shemesh & Heiman, 2021; Lidberg, Berne, & Frisen, 2023; Rahmi, Abdillah, & Nugraha, 2024). However, not all bullying victims experience negative impacts; there are also those who can positively adapt to their traumatic experiences, have positive self-esteem, maintain good social interactions with family and peers, and possess good emotional abilities (Rasmussen et al., 2018; Shemesh & Heiman, 2021). The difference in impact shows that individuals have the capacity to recover from their traumatic experiences, which is referred to as resilience (Mahdiani & Ungar, 2021). Resilience can reduce vulnerability to risky environmental experiences, overcome stress or difficulties, and produce relatively good outcomes (Rutter, 2012; Chung et al., 2020; Jeffries, Vanstone, & Ungar, 2022). Resilience is not only shaped by personal qualities but also by environmental factors. (Moore & Woodcock, 2017). According to Bronfenbrenner's ecological theory, an individual's interaction with their environment, such as school, plays an important role in the development of resilience in

adolescents, referred to as social-ecological resilience (Ungar, 2018; Jeffries, Vanstone, & Ungar, 2022). Social-ecological resilience is defined as a series of behaviors that occur over time, reflecting the interaction between the individual and their environment, thereby providing opportunities for adolescents to achieve personal growth despite having experienced bullying events (Ungar, 2018; Jeffries, Vanstone, & Ungar, 2022). There are sources that influence social-ecological resilience, including individual, relational/caregiver, and contextual factors (Ungar, 2018; Dimitriou, Drakontaidis, & Hadjicharalambous., 2020; Jeffries, Vanstone, & Ungar, 2022).

One of the individual factors that influence resilience is emotion regulation (Mestre et al., 2017; Surzykiewicz et al., 2022). Emotion regulation is defined as the use of cognitive or behavioral strategies to change the circumstances in which emotions occur, the response to emotional experiences (intensity and duration), and the expression of emotions themselves (Chen, 2016). There are two strategies in emotion regulation, namely cognitive reappraisal, which involves interpreting a situation that has the potential to evoke emotions in a way that can alter its emotional impact, while expressive suppression involves suppressing behaviors that express emotions (Iuga & David, 2024; Martinez-Priego et al., 2024). The use of effective strategies can reduce negative emotions and increase positive emotions, thereby making emotion regulation an important factor in enhancing resilience (Lisboa & Killer, 2008; Ruswahyuningsih & Afiatin, 2015). Research shows that emotion regulation using the cognitive reappraisal strategy has a significant impact on resilience, whereas the expressive suppression strategy does not have a significant impact (Hasanah & Latifah, 2021).

Another internal factor within the individual that also influences resilience is self-esteem (Hofman-Bergholm, 2023; Ruther, Jahn, & Marksteiner, 2023). Self-esteem is a self-evaluation that refers to both positive and negative attitudes towards oneself as a form of self-acceptance that one is valuable and worthy (Surzykiewicz et al., 2022). Self-esteem plays a role in helping adolescents who have experienced trauma due to violence to view themselves more positively, more optimistically, and to have better social skills and problem-solving abilities (Mann, 2004; Mullan et al., 2023; Agustiningsih,

Yusuf, & Ahsan, [2024](#)). Other research shows that there is a positive relationship between resilience and self-esteem, meaning that the higher a person's self-esteem, the more capable they are of being resilient (Liu et al., [2021](#); Fernandez-Castillo, Chacon-Lopez, & Fernandez-Prados., [2023](#); Ruther, Jahn, & Marksteiner, [2023](#)). Previous research by Haase ([2004](#)) found that social and family protective factors serve as antecedents, where both factors must pass through individual protective factors such as self-esteem as mediators to enhance resilience.

Besides internal factors such as emotion regulation, external environments like school climate also play an important role in supporting adolescent resilience (Liebenberg, Ungar, & Van de Vijer., [2012](#); Tseliou & Ashfield-Watt, [2022](#); Flores-Buils & Andres-Roqueta, [2023](#)). School climate is defined as the quality and character of school life shaped by values, norms, teaching practices, interpersonal relationships, and the physical school environment, including school discipline and safety (Davis & Koepke, [2014](#); Cocorada et al., [2018](#); Frazier et al., [2021](#); Ebbert & Luthar, [2021](#); Grazia & Molinari, [2021](#)). Previous research has shown that school climate influences resilience (Aldridge et al., [2016](#); Ebbert & Luthar, [2021](#); Manzano-Sanchez et al., [2021](#)). Students who feel supported by teachers, are more connected with their peers, and are connected to the school are likely to be more resilient.

Previous studies (Surzykiewicz et al., [2022](#); Mouatsou & Koutra, [2023](#)) have shown a relationship between emotion regulation and resilience, but did not investigate the mediating role of self-esteem in the context of a supportive school climate. Therefore, this study fills that gap by testing a more comprehensive model. Although previous research has explored the role of resilience in coping with the negative impacts of bullying, there is still a lack of understanding of how different emotional regulations and school climate specifically affect resilience, especially with self-esteem as a potential mediator. This research is important because it offers a new perspective on how internal factors, such as emotion regulation, and external factors, such as school climate, work synergistically through self-esteem to influence resilience. This study provides a more holistic insight compared to previous research that tends to separate internal and external factors.

Based on the above description, the researcher is interested in studying the influence of emotion regulation and school climate on resilience through the mediation of self-esteem among bullying victims in Surabaya. There are three hypotheses that will be examined in this study, namely: the first hypothesis is that the cognitive reappraisal strategy affects resilience through the mediation of self-esteem in bullying victims in Surabaya; the second hypothesis is that the expressive suppression strategy affects resilience through the mediation of self-esteem in bullying victims in Surabaya; the third hypothesis is that the school climate affects resilience through the mediation of self-esteem in bullying victims in Surabaya.

Method

Design

This research uses a quantitative method with an explanatory research type that examines the influence of emotion regulation and school climate on resilience, focusing on self-esteem as a mediator among adolescents who are victims of bullying.

Participants

The research population consists of male and female adolescents at the Junior High School (SMP) level in Surabaya who have ever been victims of bullying. The sample in this study consisted of 642 individuals using purposive sampling techniques based on criteria determined by the researcher. The data collection procedure has passed ethical clearance with the number: 109/EC/KEPK-FKUC/IV/2024. Most of the participants were female (52.80%), 13 years old (34.89%), living with parents (98.44%), and had experienced bullying for less than 1 year (73.99%).



Table 1
Participant Characteristics

Demographic Profile	Description	Frequency (N=642)	Percentage (%)
Gender	Males	303	47,20
	Females	339	52,80
Ages	12	139	21,65
	13	224	34,89
	14	200	31,15
	15	77	11,99
	16	2	0,32
Living with	Parents	632	98,44
	Big Families (grandfather, grandmother, uncle, aunt, etc)	9	1,40
	Independent	1	0,16
Length of time experienceing bullying	Less than 1 years	475	73,99
	1-2 years	106	16,51
	3-5 years	29	4,52
	Above than 5 years	32	4,98

Measurements

Resilience

The measurement tool or scale used to measure resilience is the Child-Youth Resilience Measure Revised (CYRM-R) by Jefferies, McGarrigle, & Ungar (2018) for adolescents aged 11-19 years. This scale consists of 17 statements divided into two dimensions, namely individual resilience (intra/interpersonal) consisting of 11 items and relational resilience (caregiver) consisting of 6 items. The researchers used the CYRM-R scale, which has been validated and translated in the Indonesian context (Borualogo & Jefferies, 2019). Example items for the dimension of individual resilience (intra/interpersonal) are "I feel safe when I am with my parents"; "my parents pay a lot of attention to

me." Example items for the dimension of relational resilience (caregiver) are "people enjoy spending time with me." Respondents are asked to provide a rating on a scale from 1 (Not at All) to 5. (Sering). All items are favorable. The higher the total score obtained by the respondents indicates higher adolescent resilience. Conversely, the lower the total score obtained by the respondents indicates lower adolescent resilience. The relational resilience dimension has a reliability of 0.831 and all items have a factor loading above 0.3. The individual resilience dimension has a reliability of 0.848 and all items have a factor loading above 0.3. This measurement tool has a reliability range of 0.6 to 0.9, ensuring consistent research results (Bonett & Wright, 2015).

Emotion Regulation

The measurement tool or scale used to measure emotion regulation is the Emotion Regulation Questionnaire for Children and Adolescents (ERQ-CA) by Gullone and Taffe (2011). This scale consists of 10 statements divided into two dimensions, namely the cognitive reappraisal strategy consisting of 6 items and the expressive suppression strategy consisting of 4 items. The researchers adapted the ERQ-CA scale by translating it from English to Indonesian and then administering the scale to 10 respondents for readability testing. Example items for the cognitive reappraisal strategy are "when I want to feel happy, I think of something different"; "when I feel worried about something, I make myself think of ways that make me feel better." Example items for the expressive suppression strategy are "I keep my feelings to myself." Respondents are asked to provide ratings on a scale from 1 (Strongly Disagree) to 7. (Sangat Setuju). All items are favorable. The higher the score on the cognitive reappraisal dimension, the more someone can manage their emotional changes based on their interpretation of the situation they are facing. The higher the score on the expressive suppression dimension, the more capable someone is of suppressing negative emotions, making their emotional expressions more appropriate for the situation they are facing. The cognitive appraisal dimension has a reliability value of 0.705 with item factor loadings above 0.3. The expressive suppression dimension has a reliability value of 0.639 with item factor loadings above 0.3. This measurement tool has a reliability range of 0.6 to 0.9, ensuring consistent research results (Bonett & Wright, 2015).

School Climate

The measurement tool or scale used to measure emotion regulation is the Emotion Regulation Questionnaire for Children and Adolescents (ERQ-CA) by Gullone and Taffe (2011). This scale consists of 10 statements divided into two dimensions, namely the cognitive reappraisal strategy consisting of 6 items and the expressive suppression strategy consisting of 4 items. The researcher adapted the ERQ-CA scale by translating it from English to Indonesian and then administered the scale to 10 respondents for readability testing. Example items for the cognitive reappraisal strategy are "when I want to feel happy, I think about something different"; "when I feel worried about something, I make myself think of ways that make me feel better." Example items for the expressive suppression strategy are "I keep my feelings to myself." Respondents are asked to provide ratings on a scale from 1 (Strongly Disagree) to 7. (Sangat Setuju). All items are favorable. The higher the score on the cognitive reappraisal dimension, the more someone can manage their emotional changes based on their interpretation of the situation they are facing. The higher the score on the expressive suppression dimension, the more capable someone is of suppressing negative emotions, making their emotional expressions more appropriate for the situation they are facing. The cognitive appraisal dimension has a reliability score of 0.705 with item factor loadings above 0.3. The expressive suppression dimension has a reliability score of 0.639 with item factor loadings above 0.3. This measurement tool has a reliability range of 0.6 to 0.9, ensuring consistent research results (Bonett & Wright, 2015).

Self-Esteem

The measuring tool or scale used to measure self-esteem is the Rosenberg Self-Esteem Scale (RSES) by Rosenberg (1979). This scale is unidimensional and consists of 10 statements, with 5 items being favorable and 5 items being unfavorable. The researcher adapted the RESES scale by translating it from English to Indonesian and then administering the scale to 10 respondents for readability testing. An example of the item is "overall, I feel satisfied with myself"; "I consider myself valuable"; "in the end, I really feel like I am a failure." Respondents are asked to rate on a scale of 1 (Strongly Disagree) to 4. (Sangat Setuju). The higher the total score, the more positively a person can evaluate themselves, or

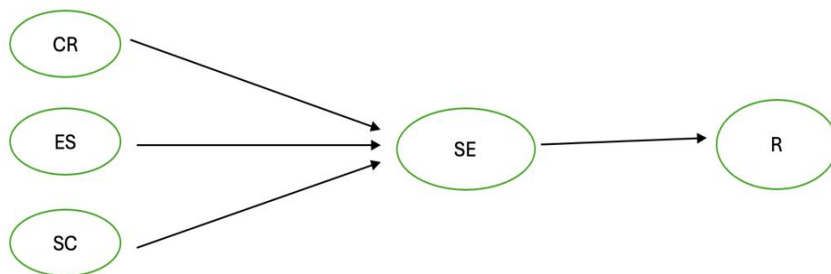
conversely, the lower the total score, the more negatively a person evaluates themselves. The reliability value is 0.819 and one item must be discarded, so the total number of items used is 9 with a factor loading above 0.3. This measurement tool has a reliability range of 0.6 to 0.9, ensuring consistent research results (Bonett & Wright, 2015).

Data Analysis

Research participants received information about the research procedures and filled out a consent form before completing the research instruments. Participants filled out the research instruments using a Google Form, which included explanations about the research objectives and instructions for completing each research instrument. After the data was collected, data analysis was conducted using Mediation Analysis with the JASP 0.18.1 program. This study involves 4 research variables, namely emotion regulation and school climate as independent variables; self-esteem as the mediator variable, and resilience as the dependent variable.

Results

In the data analysis process, there are 3 variables, namely: resilience as the dependent variable, self-esteem as the mediator variable, and school climate, cognitive reappraisal strategy, and expressive suppression as independent variables. The form of the mediation analysis test conducted is attached in the image below.



CR = Cognitive Reappraisal; ES = Expressive Suppression; SC= School Climate; SE= Self-Esteem; R= Resilience

Figure 1. Mediator Analysis Model

Table 2
Direct Effects

	Estimate	Std. Error	z-value	p	95% Confidence Interval	
					Lower	Upper
CR → R	0.008	0.009	0.908	0.364	-0.010	0.025
ES → R	-0.002	0.010	-0.242	0.809	-0.023	0.019
SC → R	0.101	0.006	15.577	< .001***	0.086	0.114

Notes : CR = Cognitive Reappraisal; ES = Expressive Supression; SC= School Climate; R= Resilience
*** $p < 0.001$

In Table 2, it is shown that the cognitive reappraisal strategy does not significantly affect resilience ($\beta=0.008$; $z=0.908$; $p=0.364$); the expressive suppression strategy does not significantly affect resilience ($\beta=-0.0002$; $z=-0.242$; $p=0.809$); the school climate significantly affects resilience ($\beta=0.101$; $z=15.577$; $p < 0.001$ ***).

Table 3
Indirect Effects

	Estimate	Std. Error	z-value	p	95% Confidence Interval	
					Lower	Upper
CR → SE → R	0.009	0.004	2.076	0.038*	-0.0006	0.019
ES → SE → R	-0.008	0.005	-1.593	0.111	-0.0018	0.002
SC → SE → R	0.033	0.004	8.474	< .001***	0.025	0.042

Notes : CR = Cognitive Reappraisal; ES = Expressive Supression; SC= School Climate; SE= Self-Esteem; R=Resilience
* $p < 0.05$; *** $p < 0.001$

The researchers used the bootstrap method with JASP 0.18.1. In Table 3, it is shown that self-esteem can mediate the effect of cognitive reappraisal strategies on resilience ($\beta=0.009$; $z=2.076$; $p=0.038$ *); self-esteem cannot mediate the effect of expressive suppression strategies on resilience ($\beta=-0.008$; $z=-1.593$; $p=0.111$); self-esteem can mediate the effect of school climate on resilience ($\beta=0.033$; $z=8.474$;

$p < 0.001$ ***). In this study, the results show that the cognitive reappraisal strategy does not have a direct effect on resilience, but it has an effect through self-esteem. Other results indicate that the school climate has a direct effect on resilience and also has an effect through self-esteem.

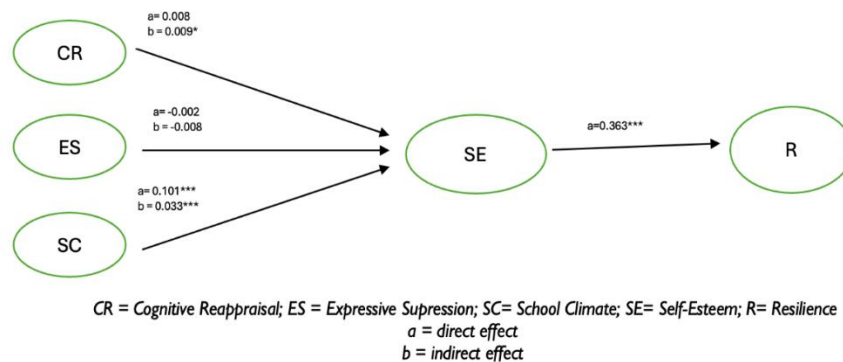


Figure 2. Mediator Analysis Results

Table 4
 Path Coefficients

	Estimate	Std. Error	z-value	P	95% Confidence Interval	
					Lower	Upper
SE → R	0.363	0.030	12.059	< .001***	0.299	0.424
CR → R	0.008	0.009	0.908	0.364	-0.010	0.025
ES → R	-0.002	0.010	-0.242	0.809	-0.023	0.019
SC → R	0.101	0.006	15.577	< .001***	0.086	0.114
CR → SE	0.024	0.011	2.107	0.035*	-0.002	0.051
ES → SE	-0.022	0.014	-1.607	0.108	-0.050	0.006
SC → SE	0.091	0.008	11.912	< .001***	0.076	0.108

Notes : CR = Cognitive Reappraisal; ES = Expressive Supression; SC= School Climate; SE= Self-Esteem; R=Resilience
 * $p < 0.05$; *** $p < 0.001$

Based on path analysis, the research results show that self-esteem has a significant effect on resilience ($\beta=0.363$; $z=12.059$; $p<0.001^{***}$) with a positive path coefficient direction. This means that the higher the self-esteem, the higher the resilience. Meanwhile, the cognitive reappraisal strategy ($\beta=0.008$; $z=0.908$; $p=0.364$) and expressive suppression do not have a significant effect on resilience ($\beta=-0.002$; $z=-0.242$; $p=0.809$). The school climate has a significant effect on resilience ($\beta=0.101$; $z=15.577$; $p<0.001^{***}$) with a positive path coefficient direction. This means that the more positive the school climate, the higher the resilience. The cognitive reappraisal strategy significantly affects self-esteem ($\beta=0.024$; $z=0.011$; $p=0.035^*$) with a positive path coefficient direction. This means that the higher the cognitive reappraisal strategy, the higher the self-esteem. Whereas the strategy of expressive suppression does not have a significant relationship with self-esteem ($\beta=-0.022$; $z=-1.607$; $p=0.108$). The school climate has a significant influence on self-esteem ($\beta=0.091$; $z=11.912$; $p<0.001^{***}$) with a positive path coefficient direction. This means that the more positive the school climate that is formed, the higher the self-esteem possessed.

Discussion

The influence of cognitive reappraisal on resilience through self-esteem as a mediator

This study shows that Hypothesis I is accepted, meaning that the cognitive reappraisal strategy affects resilience through self-esteem as a full mediator. The cognitive reappraisal strategy is an adaptive emotion regulation because it is related to better interpersonal functioning and well-being (Balzarotti et al., 2016). The use of the cognitive reappraisal strategy helps individuals reinterpret the meaning of adverse situations in a more positive way, making emotion regulation more efficient and adaptive in stressful situations (Mestre et al., 2017; Fritz et al., 2018). Adaptive emotional experiences help individuals evaluate themselves more positively, which can increase self-esteem, making them more resilient in coping with stressful experiences because positive emotions help acquire important psychological resources in effectively dealing with traumatic situations (Tugade & Fredrickson, 2004; Tugade & Fredrickson, 2007). The results of this study differ from previous research, which found that cognitive reappraisal strategies influence resilience through self-esteem as a partial mediator. The

findings of the research indicate that the cognitive reappraisal strategy has a direct influence on resilience. When someone faces a difficult situation and reinterprets it in a positive way, the individual will be more resilient in facing that difficult situation. On the other hand, managing emotions through reinterpretation also supports maintaining a positive self-esteem, which can enhance resilience in facing difficult situations (Surzykiewicz et al., [2022](#)).

This research found different results because the cognitive reappraisal strategy employed by individuals can help them remain calm even in difficult and stressful conditions (Diajeng & Mustriwi, [2021](#)), which ultimately can lead to the ability to change their thinking and evaluate situations more positively. The cognitive reappraisal strategy used by individuals can reduce the negative emotions they feel, making them more optimistic and satisfied with their lives (Wulandari & Hidayah, [2018](#)). Chen's ([2016](#)) research also found that the process of re-evaluating traumatic experiences does not have any impact on resilience if individuals do not have a good perception of themselves. This means that positive emotional experiences need to be built first to enhance a positive self-evaluation, which then helps them become more resilient in facing stress and difficult challenges. The cognitive reappraisal strategy is said to be an adaptive emotion regulation strategy because it can reduce PTSD symptoms and anxiety disorders in individuals who have experienced traumatic events (Kshtriya et al., [2022](#)) and is positively associated with improved psychological well-being, leading to better mental health (Mullan et al., [2023](#)).

In addition to emphasizing the importance of having adaptive emotion regulation, self-esteem is also necessary to help individuals develop self-confidence, self-acceptance, and increase hope for the future, making them more resilient in facing difficult challenges (Liu et al., [2021](#)). Negative experiences can affect the development of self-esteem, which can then lead to poor mental health. (Hayward et al., [2020](#)). Research by Agustini Sih, Yusuf, and Ahsan ([2024](#)) found that adolescents with low self-esteem have a greater potential to become victims of bullying rather than perpetrators of bullying. Existing anti-bullying programs also only focus on reducing aggressive actions through the imposition of

consequences but do not consider the reinforcing factors within the individual, namely how individuals manage their emotions in an adaptive way so that bullying victims maintain positive self-esteem and become more resilient (Mullan et al., [2023](#)).

Therefore, cognitive reappraisal of emotions needs to go through self-esteem because self-esteem is a protective factor for physical and mental health, so when facing difficult challenges, individuals can remain optimistic and confident (Mann, [2004](#)). The use of effective emotion regulation strategies can reduce negative emotions and enhance positive emotions, which play an important role in boosting self-esteem, making them more resilient in facing difficult situations. When teenagers who are victims of bullying can manage their emotions, they view themselves more positively, making them more capable of finding more effective ways to face their problems and more courageous and resilient in dealing with various pressures (Kay, [2016](#); Herlidanara, Suroso, & Arifiana., [2023](#)).

The influence of expressive suppression on resilience through self-esteem as a mediator

This study shows that Hypothesis II is rejected, meaning that the strategy of expressive suppression does not affect resilience through self-esteem as a mediator. The strategy of expressive suppression involves the inhibition of emotional expression, leading individuals to tend to hide their emotions (Moutsou & Koura, [2023](#)). The results of this study are also supported by several previous studies that show that the strategy of expressive suppression does not affect resilience (Poole, Dobson, & Pusch., [2017](#); Sunbul & Guneri, [2019](#); Hasanah & Latifah, [2021](#)). This is because the strategy of expressive suppression is an inhibiting and maladaptive strategy that does not enhance a person's resilience in facing stress. Teenagers who experience traumatic events choose to hide their emotions and do not express them openly, resulting in inconsistency in the emotions and behaviors displayed, which impacts their self-esteem and resilience in facing the event (Jackson et al., [2000](#); Ratnasari & Suleeman, [2017](#); Santosa & Sugiarti, [2022](#); Surzykiewicz et al., [2022](#); Moutsou & Koura, [2023](#)).

The strategy of expressive suppression is a maladaptive strategy because it focuses on inhibiting emotional responses, which has detrimental effects on social functioning and mental health. Research shows that expressive suppression can hinder the ability to process social information effectively, leading to worse interpersonal relationships and increased emotional stress (Brown et al., 2022). Individuals who use the strategy of expressive suppression tend to experience higher levels of anxiety and depression because this strategy limits emotional expression and can exacerbate negative feelings (Li et al., 2023). This indicates that the strategy of expressive suppression has a more significant impact on the decline of mental health compared to individual resilience and self-esteem. Teenagers who experience traumatic events such as bullying choose to suppress and limit themselves in expressing the emotions they feel, which directly impacts their deteriorating mental health.

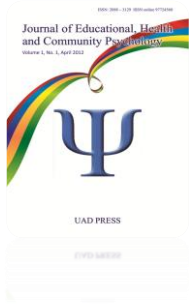
The influence of school climate on resilience through self-esteem as a mediator

This study shows that hypothesis III is accepted, which states that school climate affects resilience through self-esteem as a partial mediator. The school climate represents students' perceptions in expressing the quality of school life, which is shaped by teaching practices, relational quality, the implementation of rules and discipline, safety in the school environment, values and norms, as well as the organizational structure in the school (Cocorada, Cazan, & Orzea, 2018; Grazia & Molinari, 2021). The results of this study are supported by previous research that found that students who feel greater support from teachers, are closer to their peers at school, and receive more support from the school have higher resilience (Davis & Koepke, 2014; Aldridge et al., 2016). The school climate becomes a factor that influences resilience, which can then determine the psychological well-being of students at school. Other supporting research also found that students who have a positive attitude towards school are more capable of being resilient and have better psychological well-being. A positive school climate can be built through positive relationships between teachers and students, which can enhance students' resilience when facing difficult situations (Flaspohler et al., 2009; Civitillo et al., 2021; Zhang et al., 2023).

The school climate also involves peer relationships, so a safe and supportive school environment accompanied by activities that enrich students' experiences can strengthen their self-evaluation to be more positive, which in turn enhances their resilience in facing difficult situations (Khambati et al., 2018). Positive relationships with peers can improve the psychological well-being of students who are victims of bullying (Roth et al., 2011; Sapouna & Wolker, 2013; Graber, Turner, & Madill, 2016). Therefore, a school climate perceived positively by adolescents who experience traumatic events such as bullying, supported by positive self-esteem, makes these adolescents more resilient in facing stress or difficulties arising from the traumatic experiences they have undergone.

Thus, cognitive reappraisal strategies and school climate are important factors influencing resilience in adolescents who are victims of bullying, with self-esteem playing a crucial protective role in this dynamic. Cognitive reappraisal strategies involve reinterpreting a situation to change its emotional impact, which has been proven to enhance resilience by enabling individuals to cope with stressors more effectively. This is also supported by a positive school climate, which fosters warm and mutually supportive relationships among students and teachers. Self-esteem plays an important role in this interaction, acting as a buffer against the negative impacts of stress and difficulties. These interactions highlight the importance of managing negative emotions, building open relationships between students and teachers, and fostering self-esteem in the educational environment, as they can lead to increased resilience and better mental health outcomes for adolescents.

This research has highlighted the important role of adaptive cognitive reappraisal strategies and maladaptive expressive suppression, emphasizing their implications for mental health and social functioning. Cognitive reappraisal strategies require active cognitive engagement and flexibility, whereas expressive suppression leads to long-term emotional dysregulation and results in psychological disorders. Thus, further research needs to examine other variables that can mediate or moderate the relationship between emotion regulation, self-esteem, school climate, and resilience. Other variables include family function, parenting styles, and friendships, so there are external factors that are not only



sourced from the school but also from the family and peer environment. Subsequent research can also apply experimental methods by providing anti-bullying interventions that emphasize resilience and emotional regulation aspects, thereby determining the effectiveness of these interventions on adolescent bullying victims. This research can also provide recommendations for parents and mental health practitioners in supporting the development of adolescent resilience through the application of effective emotion regulation strategies. Parents and mental health practitioners can teach adolescents to recognize and understand their emotions and reflect on them, enabling them to assess a situation that triggers certain emotions from various perspectives. Additionally, schools can also enhance students' resilience by fostering open communication between students and teachers, thereby creating a positive school climate.

Conclusion

This study found that self-esteem can act as a full mediator in the influence of cognitive reappraisal strategies on resilience, and as a partial mediator in the influence of school climate on resilience. In the strategy of expressive suppression, there is no significant effect on resilience. This research can benefit parents by teaching adaptive emotion regulation strategies so that children can manage their emotions effectively, which can enhance their resilience. This research also provides recommendations for schools to develop anti-bullying interventions by incorporating aspects of student resilience in facing bullying incidents and teaching effective emotion regulation strategies to students so that they can express their feelings openly and create a positive school atmosphere.

Acknowledgment

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Conflict of Interest

The researchers declare that this paper has no conflicts of interest.

Author Contribution

All authors have contributed equally to the study's conceptualization, interpreting data, reviewing, and editing the manuscript.

Data Availability

Data can be provided upon request to the author.

Declarations Ethical Statement

The study followed the guidelines of the Declaration of Helsinki.

Informed Consent Statement

Informed consent was obtained from all persons involved in the study.

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