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RESILIENCE IN ADOLESCENTS DEPENDING ON THEIR ROLE IN BULLYING SITUATIONS

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Abstract. The modern social environment brings many challenges that increase the risk of psychological vulnerability in the population as a whole. Young people, in particular, are more likely to have mental health problems and need psychological help. However, many do not seek help even though they need it. This highlights the importance of studying resilience in modern society, as it plays a crucial role in developing teenagers, helping them overcome psychological obstacles that can have long-term effects. Bullying is identified as one of the biggest problems among teenagers, with a particular focus on the risks associated with a psychologically insecure environment. The study aims to investigate the specific resilience characteristics of adolescents in bullying situations.

The study presents the results of a preliminary investigation of the resilience of adolescents who take on different roles in bullying situations. Several methods were used for the study, including the “Bullying Risk Questionnaire” (by A. Bocharov, V. Kuznecova, E. Bianki, P. Dmitrievskij, M. Zavalishina, N. Kaporskaya, K. Hlomov); “Bullying Structure Assessment Method” (E. Norkina); “The Child and Youth Resilience Measure Test” CYRM (by A. Laktionova and A. Makhnach); ZTPI “Time Perspective Questionnaire” (by F. Zimbardo, adapted by E. Sokolova, O. Mitina, et al.); “Cognitive regulation of emotions” CERQ (by N. Garnefski, V. Kraaij, adaptation: O. Pisareva, A. Gritsenko); “Shyness Diagnostic Test” (by A. Belousova, I. Yusupov); “ITQ” (Individual-Typological Questionnaire by L. Sobchik). The study was conducted on 88 adolescents aged 15 to 17 from Novosibirsk. The empirical data was analyzed using frequency analysis, the Kruskal–Wallis H-test, the Mann–Whitney U-test, and Spearman’s rank correlation.

The study found no significant differences in resilience between victims, witnesses, and defenders. However, the qualitative characteristics of resilience varied depending on the role the adolescents played in bullying situations. For victims, time perspective played a crucial role in their resilience structure, while extraversion was a distinct individual trait for defenders. These results point to possible directions for future research on adolescent resilience of adolescents in bullying situations as well as areas for improving personal resilience as a preventive approach to bullying in the school environment.

Keywords: *resilience, human resilience, adolescent resilience, resilience indicators, educational environment, bullying, time perspective*

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Global changes and economic instability, both national and worldwide, significantly impact the lifestyle and personal development of modern man. According to the Russian Public Opinion Research Center (RPORC), the number of people seeking professional psychological help has doubled in the last 13 years. Surveys also show that compared to 2021, 15% more Russian citizens now need psychological support more often. Individuals today face numerous challenges that require physical and emotional resilience. Changes in socio-economic conditions, including crises and uncertainty, require people to adapt and actively seek resources to maintain psychological well-being. Mental resilience has become a critical factor not only for individual well-being but also for public health. These findings point to an increased risk of mental vulnerability and underline the importance of addressing the issue of mental resilience.

The need for psychological support is particularly urgent for teenagers, as they are confronted with current problems daily but often do not have the means or desire to ask for help. Studies show that Russian teenagers have higher levels of psychological stress compared to their peers in other European and Asian countries. In addition, the general prevalence of mental disorders among teenagers has increased in recent years. Researchers cite suicidal thoughts, drug addiction, sleep disorders, and other psychosomatic symptoms as some of the most common problems. Ultimately, these factors have a significant negative impact on the lives and overall well-being of adolescents, especially given the low rate of seeking professional help – only 5% of adolescents receive psychological support [1].

Given the available studies, the question of the psychological resilience of young people is becoming increasingly important. A survey conducted by the National Medical Research Radiological Center of the Ministry of Health of the Russian Federation found that 83.8% of schoolchildren had psychological health problems. Among them, 42.2% were found to have depressive conditions, while 41.6% had asthenic conditions. These findings underscore the critical role of psychological resilience in adolescence, as it contributes to personal development and academic success. Resilience helps adolescents cope with identity crises,

maintain healthy relationships in various life situations, and overcome psychological challenges that can have long-term consequences throughout their lives.

In addition to the internal factors that influence the development of a resilient personality, external environmental factors such as bullying also play an important role. Bullying or systematic harassment is a widespread problem in modern society. An increasing number of studies are addressing various forms of destructive social interactions, including workplace mobbing [2, 3], bullying and discrimination in student communities [4], cyberbullying on social media [5, 6], and social ostracism and xenophobia [7, 8]. Bullying and aggressive conflict behavior are most commonly observed in group interactions among children and adolescents. These behaviors include systematic aggression, deviant behavior, and various forms of harassment. Such phenomena pose a major social challenge and require proactive prevention and intervention measures. To effectively overcome these problems, it is important to teach children and adolescents how to interact with each other in a positive way, develop their emotional intelligence, and create a safe and supportive environment in families, schools, and other social settings [9].

Since adolescence is a critical time for the development of self-awareness, research on the effects of violence on personality development is of great importance. The teenage years are characterized by unstable self-esteem and an inconsistent self-concept, making individuals particularly vulnerable to outside influences. Any form of violence against students can have a negative impact on their self-esteem, reinforcing negative self-perceptions and potentially leading to long-term psychological consequences [10, 11].

Teenagers are prone to aggression and other types of violence because they spend most of their time at school. This contradicts the fundamental purpose of education, which is to teach the young generation the communication skills that are important for life. Therefore, ensuring a psychologically safe environment becomes a priority as it plays a crucial role in personal development. Psychological resilience is one of the key characteristics associated with psychological safety [12].

Recent large-scale studies show that about 15% of students in grades 6–9 experience bullying during the school year. However, the prevalence of bullying varies significantly between schools, ranging from 0% to 40% of students experiencing bullying each year. The prevalence of

bullying does not correlate with structural characteristics of schools, such as type, location (urban or rural), size, or socio-economic status. The specifics of the distribution of bullying in educational institutions is a question that requires further investigation. Despite numerous studies on bullying, the exact reasons for the prevalence of bullying and the psychological characteristics that influence it are still not fully understood. It is still unclear why, in some schools, almost no bullying incidents are reported, while in other schools, more than half of the students see themselves as victims. Identifying the factors behind these discrepancies is a priority for future research [13].

Resilience can be a crucial factor in helping young people to deal with bullying. Resilience has helped people focus on their strengths rather than weaknesses [14]. Dictionaries define ‘resilience’ as flexibility, elasticity, adaptability, and the ability to bounce back quickly from physical or emotional challenges. Different approaches view resilience as a personality trait resulting from the process of adaptation, a mechanism of interaction between individuals and their environment, and a socially meaningful trait that characterizes individuals and entire social groups.

The diversity of definitions in the psychological literature can be traced back to the different paradigmatic perspectives of researchers from different scientific traditions. In Russian, the concept is currently refined and understood as “the ability to overcome adverse life circumstances, using all available internal and external resources, the ability to engage with life in all its aspects, and the ability to exist and develop” [15]. In Russian, ‘resilience’ was translated as ‘жизнеспособность’ (ability to live) [16].

In the context of bullying, resilience, as described by A. Makhnach, is “the ability to manage coping processes, recovery and other functions based on individual resources and external and internal protective factors” [17]. These protective factors help young people overcome significant challenges and adapt positively despite adverse circumstances [18, 19].

D. Freitas and colleagues investigated how young people deal with violence, aggression, and bullying – factors that pose a considerable risk [20]. The question of students’ resilience in various areas of life has been examined in several studies. For example, I. Gorbenko and E. Kuznetsova state that high school and university students do not always know how to deal with life’s challenges, manage resources, or

plan their activities. However, there is still a lack of research focusing specifically on adolescent resilience [21, 22].

In the study by Y. Postylyakova, she emphasizes that students' relationships with academic staff are crucial in strengthening their ability to adapt to difficult situations [22]. In addition, considerable efforts are being made to develop and refine methods for assessing resilience both at the individual level and within families [23]. However, despite researchers' interest in studying resilience and its components, there is still a lack of data on resilience in adolescents, and this topic remains largely unexplored.

Meanwhile, research has provided valuable insights into the psychological characteristics of those involved in bullying [24, 25]. It has been reliably established that bystanders play a significant role in the bullying problem. While attention is often focused on the consequences for the victim and the motives of the aggressor, the position of the bystander has a direct influence on the development of the situation. The timely intervention of a bystander can not only prevent bullying but also minimize its negative impact on the victim. At the same time, a bystander's passivity or support of the aggressor can exacerbate the situation by giving the bully a sense of impunity and increasing the victim's trauma [26]. However, current research is still limited as it does not sufficiently investigate the role of resilience and its influence on a person's ability to tolerate bullying. Therefore, despite ongoing studies and the application of their findings, the problem of bullying in dealing with students remains unresolved.

While adults' resilience has been well researched, the mental resources of young people have not yet been sufficiently explored. This topic is particularly relevant in the context of bullying at school, as schools are places where children interact with both peers and adults. These interactions shape their behavior and their perception of their future social environment. Schools act as testing grounds where children learn to deal with social norms and build relationships that will influence their school years and adult lives [27].

Current research suggests that school children are highly involved in bullying situations and the prevalence of deviant behavior [28, 29]. Therefore, it is important to examine the characteristics of resilience in adolescents in bullying situations, as mental resources are key to a student's ability to deal with the negative effects of abuse. Moreover, understanding the characteristics of resilience depending on the role an

adolescent plays in bullying situations can help to develop personalized strategies to strengthen their psychological resources.

To investigate this question, we conducted a pilot study in general education schools in Novosibirsk. The study involved 88 adolescents aged 15 to 17, with an average age of 16.46, including 46 girls and 42 boys.

The empirical sample was divided into three conditional groups based on their role in bullying situations. The first group consisted of defenders (33 participants), the second group consisted of victims (23 participants), and the third group consisted of bystanders (25 participants).

The object of the study is the resilience of an individual.

The subject of the study is the characteristics of resilience in adolescents playing various roles in bullying situations.

The following methods were used in the study:

- “Bullying Risk Questionnaire” (A. Bochaver, V. Kuznecova, E. Bianki, P. Dmitrievskij, M. Zavalishina, N. Kaporskaya, K. Hlomov);
- “Bullying Structure Assessment Method” (E. Norkina);
- “The Child and Youth Resilience Measure Test” CYRM (A. Laktionova and A. Makhnach);
- ZTPI “Time Perspective Questionnaire” (F. Zimbardo, adapted by E. Sokolova, O. Mitina, et al.);
- “Cognitive Regulation of Emotions” CERQ (N. Garnefski, V. Kraaij, adapted by O. Pisareva, A. Gritsenko);
- “Shyness Diagnostic Test” (authors: A. Belousova, I. Yusupov);
- ITQ (Individual Typological Questionnaire by L. Sobchik).

The study’s hypothesis: Depending on their position in bullying situations, there are certain correlations between young people’s resilience and their personality traits. Based on the results of the “Bullying Structure Assessment Method” by E. Norkina, the interviewees were divided into groups according to their role in bullying. The results are shown in Table 1.

Table 1

Distribution of respondents according to dominant role in bullying

Dominant role	Number of individuals	Percentage ratio
“Initiators”	7	8%
“Assistants”	0	0%
“Defenders”	33	38%
“Victims”	23	26%
“Bystanders”	25	28%

Due to the small number of initiators (7 individuals) and the lack of assistants in the sample, it was decided to perform the statistical analysis for three groups: Defenders, Victims, and Bystanders.

The application of the Kruskal–Wallis H -test revealed no significant differences in resilience and its components between the adolescents occupying different bullying roles. However, differences were found between the ‘Defenders,’ ‘Victims,’ and ‘Bystanders’ groups on eight personality traits. The results are shown in Table 2.

Table 2

Kruskal–Wallis H -criterion results

Parameters	Mean value (Defender $N = 33$)	Mean value (Victim $N = 23$)	Mean value (Bystander $N = 25$)	Kruskal– Wallis (H)	Value level (p)
Integral Measure of Viability	40,61	40,91	40,52	0,05	0,98
Attitudes	9,09	9,8	9,24	2,68	0,26
Society	9,27	8,78	9,34	1,26	0,53
Culture	9,15	9,48	8,96	1,93	0,38
Personal Characteristics	7,73	7,69	7,68	0,03	0,99

Application of the non-parametric Kruskal–Wallis H -test revealed no significant differences between the resilience levels or their components. This indicates that the resilience factors do not differ significantly between the defenders, victims, and bystanders groups. To further test the hypothesis, pairwise comparisons were conducted using the non-parametric Mann–Whitney U -test for two independent groups (Tables 3–5).

Table 3

Comparison of two groups with the Mann–Whitney U -test (group of defenders, $N = 33$ and group of victims, $N = 23$)

Parameters	Mean value (Defender)	Mean value (Victim)	Mann–Whitney U -Test	Value level (p)
Shyness	2,34	3,65	517	0,017
Future	3,6	2,63	213,5	0,003
Hedonistic Present	2,34	3,13	518,5	0,008
Positive past	3,28	2,06	197,5	0,001
Sensitivity	4,45	6,65	613	0,001
Introversion	4,79	6,87	568,5	0,001
Catastrophizing	6,06	14,13	639,5	0,001

The comparative analysis with the non-parametric Mann–Whitney U -test for two independent groups (Table 3) revealed seven significant differences. Victims scored significantly higher than defenders on

shyness, hedonistic presence, sensitivity, introversion, and catastrophizing. This suggests that respondents playing a victim role tend to be more introverted, emotionally sensitive, prone to self-isolation, and prone to exaggerate negative life events. In contrast, defenders scored significantly higher on future orientation and positive past than victims.

The comparative analysis with the non-parametric Mann–Whitney *U*-test (Table 4) revealed four significant differences. Victims scored significantly higher than bystanders on sensitivity, introversion, and catastrophizing. This suggests that individuals in the victim role are more emotionally sensitive, prone to self-isolate, and are more likely to exaggerate negative life events compared to bystanders. Bystanders scored significantly higher on blame than victims, indicating a stronger tendency to attribute negative circumstances to others.

Table 4

Comparison of two groups with the Mann–Whitney U-test (group of victims, N = 23 and group of bystanders, N = 25)

Parameters	Mean value (Victim)	Mean value (Bystander)	Mann–Whitney <i>U</i> -Test	Value level (<i>p</i>)
Sensitivity	6,65	4,8	118	0,001
Introversion	6,87	4,44	111,5	0,001
Blaming	7,4	10,12	405,5	0,014
Catastrophizing	14,13	7,52	127	0,001

The comparative analysis with the non-parametric Mann–Whitney *U*-test (Table 5) revealed four significant differences. The defenders performed significantly better than bystanders on parameters such as the future and the positive past. This indicates that individuals who take on a defender role have a more positive perception of their past experiences and are more future-oriented in their planning. At the same time, bystanders scored significantly higher than defenders on the parameters of blame and catastrophizing. This indicates a stronger tendency to blame others and focus on the negative aspects of difficult situations.

Table 5

Comparison of two groups with the Mann–Whitney U-test (group of defenders, N = 33 and group of bystanders, N = 25)

Parameters	Mean value (Defender)	Mean value (Bystander)	Mann–Whitney <i>U</i> -Test	Value level (<i>p</i>)
Future	3,6	2,57	215	0,001
Positive past	3,28	2,53	256,5	0,007
Blaming	7,6	10,12	551,5	0,028
Catastrophizing	6,06	7,52	540,5	0,043

The results of the comparative analysis thus indicate that individuals who take on a victim role in bullying situations experience greater psychological tension in interpersonal interactions. They tend to lower their self-esteem and expect negative reactions from others. They are also more receptive to impressions and react more strongly to external stimuli, although less social. For victims, the search for pleasure comes first, and the present seems to be cut off from the past and the future. They also tend to exaggerate the negative effects of their experiences.

Respondents who assume the defense role in bullying situations are generally future-oriented. Their behavior is driven by the motivation to achieve future goals and rewards. They also tend to have a warm, sentimental attitude towards the past, along with high self-esteem and a strong sense of joy, reflecting a healthy and positive outlook on life. At the same time, Defenders tend to have less of a hedonistic, reckless approach to life. They also tend to avoid thoughts that exaggerate the destructive effects of past experiences.

Spearman's non-parametric *Rs* test was used to test the hypothesis further.

The correlation analysis using Spearman's rank correlation coefficient (Table 6) revealed three significant correlations in the victim group. In particular, it was found that higher levels of well-being in the class were reliably associated with higher scores for the resilience factor 'Personal Characteristics', which includes initiative, self-confidence, social competence, self-esteem, and self-efficacy.

Table 6

Spearman's rank correlation coefficient (victim group, N = 23)

Parameters	Spearman's <i>Rs</i>	<i>p</i> -level
Well-being and Personal Characteristics	0,45	0,03
Future and Relationships	0,63	0,001
Hedonistic Present and Culture	-0,42	0,05

It was also found that higher levels of goal setting and future planning among victims were systematically associated with higher scores on the resilience factor 'Relationships,' which includes warm family relationships. In addition, a significant correlation was found between victims' tendency to perceive the present as detached from the past and future and to focus solely on pleasure and lower scores on the resilience factor 'Culture,' which reflects a positive attitude towards their home country.

The correlation analysis using Spearman's rank correlation coefficient (Table 7) revealed four significant correlations within the

group of defenders. High levels of engagement in the real world were positively correlated with higher scores on the 'Relationships' factor, which includes warm family relationships, and the 'Culture' factor, which reflects a positive attitude towards the home country. In addition, a strong tendency to socialize was associated with higher overall resilience scores. Higher levels of psychological tension in interpersonal communication, thoughts of personal inferiority, and a negative self-perception were associated with lower scores for the 'Relationships' factor, which includes warm family relationships.

Table 7

Spearman's rank correlation coefficient (group of defenders, N = 33)

Parameters	Spearman's Rs	p-level
Extraversion and Relationships	0,35	0,04
Extraversion and Culture	0,4	0,02
Shyness and Relationships	-0,35	0,04
Integral resilience measure and Extroversion	0,37	0,03

The correlation analysis using Spearman's rank correlation coefficient (Table 8) revealed a significant relationship within the group of bystanders. The results showed that higher levels of introversion and low socialization skills among bystanders were associated with lower scores for the resilience factor 'Personal Characteristics,' which includes initiative, self-confidence, social competence, self-esteem, and self-efficacy.

Table 8

Spearman's rank correlation coefficient (group of bystanders, N = 25)

Parameters	Spearman's Rs	p-level
Introversion and Personality Characteristics	-0,43	0,04

The pilot study results show that the overall level of resilience and the associated factors do not differ significantly between victims, defenders, and bystanders aged 15–17 in bullying situations. However, there are notable qualitative differences in the structure of resilience-related associations.

In the group of victims, resilience is related to the class environment and certain aspects of time perspective. In the defender group, high levels of extraversion and low shyness correspond with higher overall resilience. In the defender group, high levels of extraversion and low shyness correspond with higher overall resilience. In the group of bystanders, lower levels of introversion are associated with higher values in the 'Personal Characteristics' factor of resilience.

The specific characteristics of young people's resilience in bullying situations, therefore, vary depending on their role. As a result, different strategies are needed to strengthen the psychological resilience of young people depending on their role in bullying situations to prevent bullying at school effectively.

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СОДЕРЖАТЕЛЬНЫЕ ХАРАКТЕРИСТИКИ ЖИЗНЕСПОСОБНОСТИ У ПОДРОСТКОВ В СИТУАЦИИ БУЛЛИНГА В ЗАВИСИМОСТИ ОТ ЗАНИМАЕМОЙ РОЛИ

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Аннотация. Современная социальная среда наполнена вызовами и сложностями, что влечёт за собой повышение рисков уязвимости психического состояния всего населения. При этом актуализируются проблемы возрастания склонности к общей заболеваемости психическими расстройствами у подростков и их нуждаемости в психологической помощи при отсутствии обращения за поддержкой. В связи с этим рассматривается важность изучения жизнеспособности в современном обществе, подчёркивается необходимость исследования жизнеспособности у подростков как фактора, помогающего в процессе взросления для успешного разрешения психологических проблем, имеющих отсроченные последствия на протяжении всей жизни индивида. Проанализирована проблема буллинга как одна из наиболее актуальных в подростковой среде, обозначены риски влияния психологически небезопасной среды на личность подростка. Целью работы является изучение особенностей жизнеспособности подростков в условиях буллинга.

Приведены результаты пилотажного исследования специфики жизнеспособности подростков, занимающих различные роли в буллинге. Для проведения исследования были использованы следующие методики: «Опросник риска буллинга» (авторы: А.А. Бочавер, В.Б. Кузнецова, Е.М. Бианки, П.В. Дмитриевский, М.А. Завалишина, Н.А. Капорская, К.Д. Хломов); «Методика на выявление буллинг-структуры» (автор Е.Г. Норкина); «Тест оценки жизнеспособности детей и подростков» CYRM (авторы: А.И. Лактионова и А.В. Махнач); «Опросник временной перспективы» ZPTI (автор Ф. Зимбардо, адаптация: Е.Т. Соколовой, О.В. Митиной и др.); «Когнитивная регуляция эмоций» CERQ (авторы: N. Garnefski, V. Kraaij, адаптация: О. Писаревой, А. Гриценко); «Тест диагностики застенчивости» (авторы: А.Б. Белоусова, И. М. Юсупов); «ИТО» (Индивидуально-типологический опросник Л.Н. Собчик). Исследование было проведено на выборке, состоявшей из 88 подростков 15–17 лет, обучающихся в г. Новосибирске. Обработка эмпирических данных проводилась с использованием частотного анализа, Н-критерия

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По итогам исследования значимых различий жизнеспособности между группами жертв, наблюдателей и защитников не выявлено. При этом обнаружено, что содержательные характеристики жизнеспособности у подростков в ситуации буллинга различаются в зависимости от занимаемой роли. Для подростков, проявляющих роль жертвы, в структуре жизнеспособности значимы показатели временной перспективы; для подростков с преобладающей ролью защитника – экстраверсии как индивидуальной характеристики. Полученные результаты позволяют наметить возможные пути дальнейшего изучения особенностей жизнеспособности у подростков в ситуации буллинга, а также определяют направления работы по укреплению устойчивости личности подростка для профилактики явлений буллинга в условиях образовательной среды.

Ключевые слова: *жизнеспособность, жизнеспособность человека, жизнеспособность подростков, показатели жизнеспособности, образовательная среда, буллинг, временная перспектива*

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