Impact of Psychological Resilience on Bullying Prevention: An Empirical Study in Amman Private Schools

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Abstract

This research delves into the pivotal role of psychological resilience, encompassing characteristics of tenacity, strength, and optimism, in the context of bullying prevention within private schools in Amman. Employing a cross-sectional research design, data for the research were gathered through a self-administered questionnaire distributed to psychological counsellors. The final research sample comprised 242 responses, representing a percentage of 75.6% of the total questionnaires distributed. The data underwent processing, and the research hypotheses were scrutinized via structural equation modeling. The findings underscore the positive contribution of psychological flexibility to the enhancement of bullying prevention. Results exhibiting high levels of psychological flexibility, characterized by their ability to persist in the face of challenges, emotional strength, and a positive outlook, significantly contributed to the prevention of bullying behaviours. Consequently, a series of recommendations were proposed, with a primary emphasis on the development and implementation of comprehensive resilience-building programs seamlessly integrated into school curricula. These programs should be meticulously designed to systematically impart crucial skills related to psychological resilience, equipping students with the tools necessary to effectively navigate and prevent bullying incidents. The research also identified a set of limitations and pointed towards future research directions.

Keywords: *Psychological Resilience, Bullying Prevention, Private Schools, Amman, Jordan.*

1. Introduction

In the dynamic landscape of education, educational institutions are confronted with a multitude of challenges pertaining to the establishment of a secure learning environment and the comprehensive welfare of their students. One of the pivotal challenges is the pervasive issue of bullying, which has a detrimental impact on the pedagogical milieu of its persistent nature and the resultant psychological and emotional repercussions experienced by both victims and perpetrators (Healy, 2020). Tramontano et al. (2020) deemed that bullying transcends national borders, thus prompting international human rights organizations to acknowledge its existence and delineate its multifaceted

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manifestations, including physical altercations, verbal derogations, social ostracism, and digital harassment, i.e., cyberbullying.

In response to the exigency of mitigating the deleterious consequences of bullying, prevention initiatives have gained prominence as indispensable strategies for fostering safer and more inclusive educational communities (Sainz & Martín-Moya, 2023). These prevention initiatives are underpinned by several key tenets, including the cultivation of social consciousness regarding the injurious ramifications of bullying (Fredrick et al., 2022), the creation of secure and nurturing environments commencing within the familial context, extending into the educational institution, and reaching into the professional sphere (Chen et al., 2021), and the fortification of interpersonal relationships characterized by respect and empathy (Lee et al., 2021).

The concept of psychological resilience has emerged as a guiding light and a source of inner strength for individuals who encounter adversities, trauma, and the myriad challenges that life presents. This conceptual framework revolves around an individual's capacity to endure and rebound from adverse circumstances, signifying an exceptional aptitude for adaptation, emotional equilibrium, and personal growth within troubled contexts (Troy et al., 2023). Psychological resilience, as an ongoing process, is significantly influenced by individual characteristics such as optimism and a sense of purpose (Laird et al., 2019). Moreover, it flourishes within robust social connections, wherein support networks, including familial and peer relationships, serve as influential factors in surmounting adversities and obstacles (Killgore et al., 2020). Individuals endowed with psychological resilience exhibit enhanced stress management capabilities, enabling them to confront stressors more effectively and mitigate their detrimental impact on both physical and mental well-being (Onan et al., 2019). On the other hand, Huang et al. (2020) posited that resilience shares an intricate interconnection with mental health, serving as a protective barrier against conditions such as anxiety, depression, and PTSD.

Globally, the enduring issue of bullying presents a complex challenge that exerts deleterious effects on the educational outcomes and cognitive experiences of students, with a particular focus on private schools in Amman. As elucidated by Almahasnih (2019), despite the implementation of anti-bullying measures, the persistently high incidence of bullying incidents remains a pressing concern for both educational institutions and governmental authorities. This circumstance underscores the imperative need for a comprehensive exploration of the factors influencing the efficacy of initiatives aimed at curtailing this phenomenon.

Psychologically resilient students are posited to possess enhanced coping mechanisms, rendering them more adept at enduring instances of bullying, seeking social support, and engaging in prosocial behavior that discourages the perpetration of bullying. Conversely, students exhibiting diminished levels of resilience may be more susceptible to the adverse consequences of bullying and less inclined to report such incidents. The discernment of the pivotal role played by psychological resilience in shaping the dynamics of bullying prevention within the context of private schools in Amman remains an underdeveloped area of inquiry. This knowledge deficit obstructs the formulation of tailored and efficacious anti-bullying strategies that take into account the diverse psychological profiles of students.

Hence, the present research endeavours to scrutinize the extent to which psychological resilience influences the effectiveness of bullying prevention interventions and the utilization of support mechanisms within the domain of private schools in Amman, Jordan. The ultimate goal of this study is to make a substantive contribution to the corpus of evidence-based interventions, thereby fostering the creation of a scholastic milieu that is not only safer but also more supportive for all students.

2. Psychological resilience

The concept of "psychological resilience" encapsulates an individual's capacity to navigate life's challenges and adversities, ultimately emerging from such experiences with increased adaptability. This construct finds its foundation in the emotional and mental facets of well-being, which are instrumental in sustaining an individual's functionality, particularly in tumultuous circumstances (Den Hartigh& Hill, 2022). Psychological resilience has garnered extensive attention within the realm of psychology, leading to various definitions articulated by experts in the field. The American Psychological Association (APA) characterizes psychological resilience as a dynamic and ongoing process that empowers an individual to effectively confront and manage adversity, trauma, tragedies, threats, or significant stressors (Bozdağ & Ergün, 2021). In a more holistic framework, Yavuz (2023) posits that psychological resilience manifests as the ability to rebound from adversity and persevere amid continual change, with a strong emphasis on cultivating social competence and problem-solving skills, bolstered by individual autonomy. Moreover, Mahdiani and Ungar (2021) underscore the paramount role of context in shaping psychological resilience, conceptualizing it as the capacity of individuals to navigate the psychological, social, cultural, and material resources conducive to their well-being. Furthermore, it encompasses their ability, both individually and collectively, to attain self-actualization.

Numerous theoretical frameworks have been proffered to elucidate the determinants of psychological flexibility and the intricate processes governing its development and sustenance. One highly influential framework, in the context of psychological resilience, is the ecological systems theory advanced by Uri Bronfenbrenner. This theoretical paradigm underscores the intricate interplay among diverse systems, encompassing an individual's immediate milieu (microsystem), the interactions occurring between these microsystems (mesosystem), the indirect impacts originating from external systems (exosystem), and the overarching influence of cultural and societal elements (macro-system). Collectively, these systems mould individual development and resilience (Ahmadi et al., 2023). Positive psychology, as championed by Seligman and Csikszentmihalyi, centres on strengths, well-being, and resilience as pivotal constituents of human flourishing. Within this framework, psychological resilience is regarded as a constructive trait amenable to cultivation through interventions and practices that foster optimism, gratitude, and personal growth (Kocatürk & Çiçek, 2023). An additional significant theoretical construct is the transactional model of stress and coping, crafted by Richard Lazarus and Susan Folkman. This model places emphasis on the manner in which individuals assess stressful situations and subsequently deploy coping mechanisms to navigate them. In the context of psychological resilience, individuals actively engage in evaluating coping strategies, encompassing both problem-focused and emotion-focused approaches (Etchin et al., 2020).

Many studies have adopted the Connor-Davidson Resilience Scale (CD-RISC) to measure psychological resilience, which consists of tenacity, strength, and optimism (Qiu et al., 2021; Song et al., 2021; Wang et al., 2022; He et al., 2023). Tenacity is a multifaceted concept intertwined with resolute determination and an unwavering commitment to persistently pursue and attain objectives, even when confronted with formidable challenges or impediments. This attribute of tenacity exhibits a close connection with psychological resilience, as individuals characterized by tenacity are aptly equipped to rebound from setbacks and sustain their ardour and diligence when confronted with adverse circumstances. The concept of strength encompasses a broad spectrum of attributes encompassing physical, mental, emotional, and personality dimensions. Within this framework, resilience emerges as a specific manifestation of strength that empowers individuals to rebound and recuperate from adversity, trauma, or setbacks. Strength, in its various forms, exhibits a versatile quality and is frequently moulded and influenced by an individual's life experiences, deeply held values, and

personal beliefs. Optimism is a psychological and cognitive trait distinguished by a constructive perspective on life, a positive orientation toward the future, and the conviction that even in challenging circumstances, favourable results and solutions are attainable. This trait encompasses the anticipation of positive outcomes, the perpetuation of an affirmative mindset, and the interpretation of events with an emphasis on their positive facets. Optimistic individuals are inclined to regard challenges as transient and conquerable, showcasing their propensity to view difficulties through a hopeful lens.

3. Bullying prevention

Bullying prevention constitutes proactive endeavours aimed at forestalling the occurrence or escalation of bullying incidents. These efforts revolve around the identification and rectification of the underlying causes of bullying, entailing timely interventions to avert harm to individuals (Chen et al., 2021). Within diverse settings such as educational institutions, workplaces, communities, and other contexts, interventions for bullying prevention are designed by deploying a comprehensive array of strategies, programs, policies, and procedures. These multifaceted initiatives are meticulously crafted to combat and ultimately eradicate bullying behaviours (Robinson et al., 2023). Consequently, the principal objective of bullying prevention initiatives is the establishment of environments characterized by safety and respect, wherein individuals are shielded from various manifestations of bullying, harassment, and victimization (Suratno et al., 2022).As underscored by Wulandari et al. (2022), the genesis of bullying prevention often commences with the dissemination of awareness regarding its nature and the consequential effects it engenders. Educational programs serve as instrumental tools to inform various stakeholders, including students, educators, parents, and communities, about the telltale signs of bullying and how to respond effectively. Furthermore, Beane and Miller (2023) accentuate the multifaceted nature of bullying prevention, encompassing not only the propagation of awareness but also the cultivation of a culture rooted in respect, the provision of robust support mechanisms for victims, and the implementation of policies and programs geared towards nurturing secure and inclusive environments. The overarching aim is to foster communities where individuals can reside, work, and learn without fear of harassment or harm.

Bullying prevention draws upon various theoretical frameworks that serve as a robust foundation for comprehending the underlying causes of bullying and formulating effective strategies to deter its occurrence. Notably, the social learning theory assumes a pivotal role in the realm of bullying prevention, emphasizing the significance of observational learning. Within this context, individuals acquire behaviours through observation and emulation of others. Consequently, bullying prevention strategies grounded in this theory place a premium on modeling prosocial behaviours, imparting conflict resolution skills, and furnishing positive role models as mechanisms to dissuade instances of bullying (Wilbon, 2020). Attachment theory, which centres on the early caregiver-child relationships as influential in shaping emotional development, assumes a significant role in the domain of bullying prevention. This theory advocates for the cultivation of supportive relationships as a means to diminish the likelihood of participating in bullying behaviours. It underscores the establishment of robust emotional connections with caregivers and peers as a means to discourage engagement in bullying (Ten Bokkel et al., 2023). Additionally, social cognitive theory accentuates the role of cognitive processes, such as self-efficacy and self-regulation, in shaping behaviour. In the context of bullying prevention, this theory underscores the importance of augmenting self-efficacy, denoting an individual's belief in their capacity to act effectively, and providing instruction in emotional regulation skills as protective factors against bullying. Individuals with heightened self-efficacy are more inclined to intercede in bullying situations and exhibit resistance to engaging in bullying behaviours themselves (Bussey, 2023).

4. Psychological resilience and bullying prevention

Tenacity ensures the continuous commitment to establishing a secure and respectful educational environment for students. Diligent educators consistently implement anti-bullying policies and procedures, fostering psychological resilience in students and encouraging them to seek assistance and report incidents. Research conducted by Baller et al. (2019) examined the attributes of a successful anti-bullying campaign, emphasizing the vital role of staff interactions and tenacity in nurturing an anti-bullying climate within a rural mid-Atlantic elementary school. Additionally, a study by Faeq et al. (2022) investigated the impact of resonant leadership in reducing workplace bullying, revealing that resonant leadership effectively diminishes workplace bullying. These studies collectively underscore the indispensable role of active involvement and tenacity exhibited by peers, teachers, and school staff in the effective prevention of bullying and the cultivation of a positive school milieu. Hence, the first hypothesis of this research posits:

Hypothesis 1 (H1): Tenacity positively contributes to bullying prevention in schools.

The research papers collectively suggest that personal strength, in various forms, has a positive impact on bullying prevention. Garcia-Hermoso et al. (2019) demonstrated that children and adolescents who maintain a healthy level of physical fitness, particularly in terms of cardiorespiratory fitness, are less susceptible to traditional forms of bullying. Montero-Carretero and Cervelló (2020) further elucidated this point by revealing that an autonomy-supportive teaching style employed in physical education classes correlates with reduced levels of bullying, while a more controlling teaching approach is associated with higher instances of bullying. These findings underscore the significance of strength and nurturing teaching styles as integral elements in the prevention of bullying, emphasizing the role of personal strength in fostering a safer and more respectful environment. Based on this discussion, the following research hypothesis was formulated:

Hypothesis 2 (H2): Strength positively contributes to bullying prevention in schools.

The culmination of research findings in these published papers converges to emphasize the pivotal and positive role that optimism plays in the realm of bullying prevention within educational settings. Saiko et al. (2022) articulated the importance of nurturing optimistic thinking and instilling leadership qualities among both students and educators as indispensable tools to combat bullying effectively. Prakoso et al. (2020) illuminated optimism as a mediating agent in the intricate relationship between wisdom and knowledge virtues, illuminating its significant influence on the overall well-being of adolescents within the school environment. Arslan et al. (2020) provided empirical evidence that underscores the vital role of positive psychological orientations, notably optimism, in mediating the adverse effects of school bullying on mental health issues and subjective well-being among high school students. Additionally, Tłuściak-Deliowska and Gubenko (2020) delved into the transformative potential of peer leadership programs in shaping a positive school climate and proactively preventing bullying incidents. These collective findings underscore the profound significance of optimism in fostering a congenial, secure, and nurturing school environment while simultaneously acting as an efficacious deterrent against the scourge of bullying. Consequently, the third hypothesis of the research indicated:

Hypothesis 3 (H3): Optimism positively contributes to bullying prevention in schools.

Figure 1 provides a succinct visual representation of the research hypotheses, elucidating the intricate relationships between key dimensions of psychological resilience, namely tenacity, strength, and optimism, and their impact on enhancing the efficacy of bullying prevention initiatives within the context of private schools in the Jordanian capital, Amman.This diagram serves as a valuable framework for comprehending how these psychological attributes interact and contribute to the overarching goal of fostering a safer

and more respectful educational environment, ultimately serving to prevent instances of bullying.
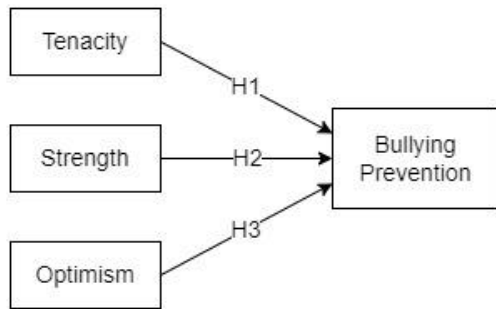

Figure 1. Research framework.

5. Materials and methods

5.1   Data collection and participants

The education sector holds a paramount position within any governmental framework, primarily due to its profound impact on nurturing generations and cultivating a pool of skilled individuals with expertise in various fields, ultimately benefiting the state and its development. Education serves as the primary source of human resources across diverse specializations, furnishing the labor market with the necessary talents and competencies. Consequently, governments allocate significant portions of their budgets to bolster the education sector, often ranking it as the highest priority in terms of government expenditures. Amid this landscape, private education emerges as a distinctive educational sector, owned and operated by individuals or organizations, offering educational services under the oversight of the Ministry of Education. It is worth noting that various challenges affecting the quality of educational outcomes, be it in the public or private sector, often stem from societal phenomena and economic disparities inherent in developing societies. Foremost among these challenges is the issue of bullying, a concern that societies endeavor to mitigate and prevent in their pursuit of nurturing safe and conducive learning environments.

In this research, the sampling unit comprised private schools in Amman, Jordan. As of the conclusion of 2021, the Jordanian capital was home to approximately 3,000 private schools, collectively serving around half a million students across various educational levels, as per statistics from the Ammon News Agency. Notably, these schools are equipped with psychological counselling units staffed by specialists who offer support to both students and educators in addressing the challenges and issues they encounter. Consequently, the research population encompassed individuals specialized in the field of psychological counselling within private schools located in Amman. Given the logistical challenges associated with conducting an all-encompassing survey, the research relied on a sampling method to collect data, as outlined in Bougie and Sekaran (2019). The survey instrument was distributed to 320 psychological counsellors during the timeframe spanning from July 18, 2023, to Sep 10, 2023. The responses garnered amounted to 284 in total, with 42 demonstrating a recurring pattern or containing incomplete answers, which were subsequently excluded from the research sample. Consequently, the final sample consisted of 242 responses, constituting a response rate of 75.6%.

A comprehensive examination of the demographic characteristics of the respondents reveals that the sample comprises 88 individuals (36.61%) who identify as males and 154 individuals (63.39%) who identify as females. In terms of educational background, 45 respondents (18.69%) held a diploma, 186 (76.79%) possessed a bachelor's degree, and 11 (4.52%) held a graduate degree. Regarding their teaching education level, 126

participants (52.18%) had backgrounds in primary education, while 116 (47.82%) had backgrounds in secondary education. Analysing their teaching experience, the dataset exhibits the following distribution: 26 individuals (10.74%) with less than 1 year of experience, 40 individuals (16.53%) with 1-3 years of experience, 111 individuals (45.87%) with 4-8 years of experience, and 65 individuals (26.86%) with more than 8 years of teaching experience.

5.2   Measures

Data pertinent to the research were collected through the utilization of a self-administered questionnaire. The questionnaire's content was formulated based on established studies and was subsequently translated into Arabic to facilitate comprehension and ensure the accuracy of responses. After the data was collected, the questionnaire was reverted to English utilizing the back translation approach Mahler et al. (2023). To distribute the study instrument electronically, Google Forms was employed, with the research team receiving email lists for each sample member from the administration of the targeted schools. The questionnaire comprised several sections. Initially, it featured an introduction delineating the research objectives and underscoring the commitment to research ethics and the confidentiality of provided information. Subsequently, it encompassed three principal sections. The first section gathered general demographic information, encompassing gender, educational background, teaching education level, and teaching experience. The subsequent sections were dedicated to the main variables and were assessed using a five-point Likert scale, with respondents indicating their agreement or disagreement by ranging from (1) "strongly disagree" to (5) "strongly agree."

Psychological Resilience: It was the independent variable of the research whose items were taken from Connor and Davidson (2003). This scale (CD-RISC) contained 18 items assessing three first-order latent constructs: tenacity with eight items, e.g., Our students often find ways to keep going when faced with obstacles or setbacks, strength with five items, e.g., Our students find strength in difficult experiences and use them as sources of motivation, and optimism with five items, e.g., Our students tend to see the silver lining in adverse situations and focus on the positives. The reliability coefficient (α) of the CD-RISC measure was 0.927 in the previous studies like Qiu et al. (2021).

Bullying Prevention: It was the dependent variable of the research whose items were borrowed from Baraldsnes (2020). This scale contained seven items to assess different forms of bullying in schools, including verbal, physical, and cyberbullying, according to a range of bullying prevention models for example FBS, OBPP, and KiVa. The reliability coefficient (α) for this scale was 0.930 according to Tekel and Karadag (2020)

5.3   Statistical analysis

The primary objective of this study was to explore the influence of psychological resilience on bullying prevention. This investigation entailed the assessment of latent constructs using quantitative self-administrated questionnaire items, employing a cross-sectional research approach. Consequently, data analysis was conducted using the IBM-AMOS version 26 software, which is well-suited for this type of analysis (Collier, 2020). It is noteworthy that Purwanto (2021) has affirmed that this software is instrumental in estimating the validity and reliability of the research instrument through confirmatory factor analysis (CFA). Additionally, it provides the capability to scrutinize the causal relationships among latent constructs after validating the fit of the structural model.

6. Results

6.1   Measurement model

The research incorporated a conceptual model aimed at assessing psychological resilience and its implications for bullying prevention within private schools in Amman. The

evaluation of validity and reliability indicators for the measurement model was conducted using the CFA technique, using the maximum likelihood approach. Detailed test results, accompanied by descriptive statistics, have been compiled and presented in Table 1.

Table 1. Measurement model evaluation and descriptive statistics

Constructs	Tenacity	Strength	Optimism	Bullying Prevention
Tenacity	**0.725**			
Strength	0.534	**0.747**		
Optimism	0.481	0.492	**0.733**	
Bullying Prevention	0.638	0.611	0.657	**0.749**
Number of items	8	5	5	7
Factor loadings range	0.643-0.797	0.670-0.802	0.698-0.782	0.672-0.793
Average variance extracted	0.526	0.557	0.538	0.561
Maximum shared variance	0.388	0.405	0.412	0.460
Internal consistency	0.895	0.859	0.850	0.894
Composite reliability	0.898	0.862	0.853	0.899
Variance inflation factor	2.354	2.066	1.988	---
Mean	3.721	3.687	3.745	3.622
Standard deviation	0.844	0.903	0.893	0.945

The findings presented in Table 1 revealed that the item loadings for the latent constructs ranged from 0.643 to 0.802. These loadings were retained due to their substantial correlation, surpassing the minimum threshold of 0.50 (Rahamneh et al., 2023; Al-Alwan et al., 2022; Aityassine et al., 2021). Furthermore, the results of the average variance extracted (AVE) for the latent constructs exceeded the minimal requirement of 0.50, indicating that the measurement model exhibits convergent validity (Mohammad et al., 2020; Al-Hawary & Al-Syasneh, 2020; Al-khawaldah et al., 2022). To assess discriminant validity, comparisons were made between the values of AVE and the maximum shared variance (MSV), alongside the evaluation of the square root values of AVE to the correlation coefficients. These comparisons validated that the values of AVE were indeed greater than those of MSV, and the square root values of AVE exceeded the correlation coefficients, thereby confirming the discriminant validity of the measurement model (Tariq et al., 2022; Al-Nawafah et al., 2022; Al-Shormana et al., 2021). In terms of reliability, Cronbach's alpha coefficients were employed to gauge internal consistency, while McDonald's omega coefficients were utilized to assess composite reliability. Both coefficients exceeded the minimum threshold of 0.70, with Cronbach's alpha coefficients falling within the range (0.850-0.895) and McDonald's coefficients within the range (0.853-0.899). Consequently, the measurement model exhibited a high level of reliability (Alolayyan et al., 2022; Al-Awamleh et al., 2022).

6.2   Descriptive statistics

Descriptive statistics were applied in this research to achieve two main objectives: first, to elucidate the levels of variables as perceived by the respondents, and second, to assess the relationships between these variables (Aryan et al., 2022; Aityassine et al., 2022). The results presented in Table 1 shed light on the psychological resilience of students in private schools in Amman, as assessed by the perspectives of psychological counsellors. The findings indicate that the level of psychological resilience was high. Within the dimensions of psychological resilience, optimism (M= 3.745, SD= 0.893) emerged as the highest-rated, followed by tenacity (M= 3.721, SD= 0.844), and strength (M= 3.687, SD= 0.903) ranked the lowest. In contrast, the data unveiled that the adoption of bullying prevention exhibited a moderate level, characterized by a mean of 3.662 and a standard deviation of 0.945.

The correlation coefficients between the dimensions of psychological resilience and bullying prevention were found to be positive, spanning a range from r= 0.611 to r=

0.657. Additionally, the correlations among the dimensions of psychological resilience fell between r= 0.481 and r= 0.534. These moderated correlation values suggest the absence of multicollinearity in the data, as the coefficients did not surpass the threshold of 0.80 (Emerson et al., 2023). This outcome was corroborated by the variance inflation factors (VIF), which yielded values that did not exceed 5 (AL-Zyadat et al., 2022; Boudlaie et al., 2022; Khalayleh& Al-Hawary, 2022).

6.3 Structural model

To assess the causal relationship between psychological resilience and bullying prevention within private schools in Amman, structural equation modeling (SEM) was utilised. SEM offers a valuable framework for investigating the strength and nature of the relationships among research constructs, relying on the evaluation of goodness-of-fit indicators, as depicted in Figure 2.
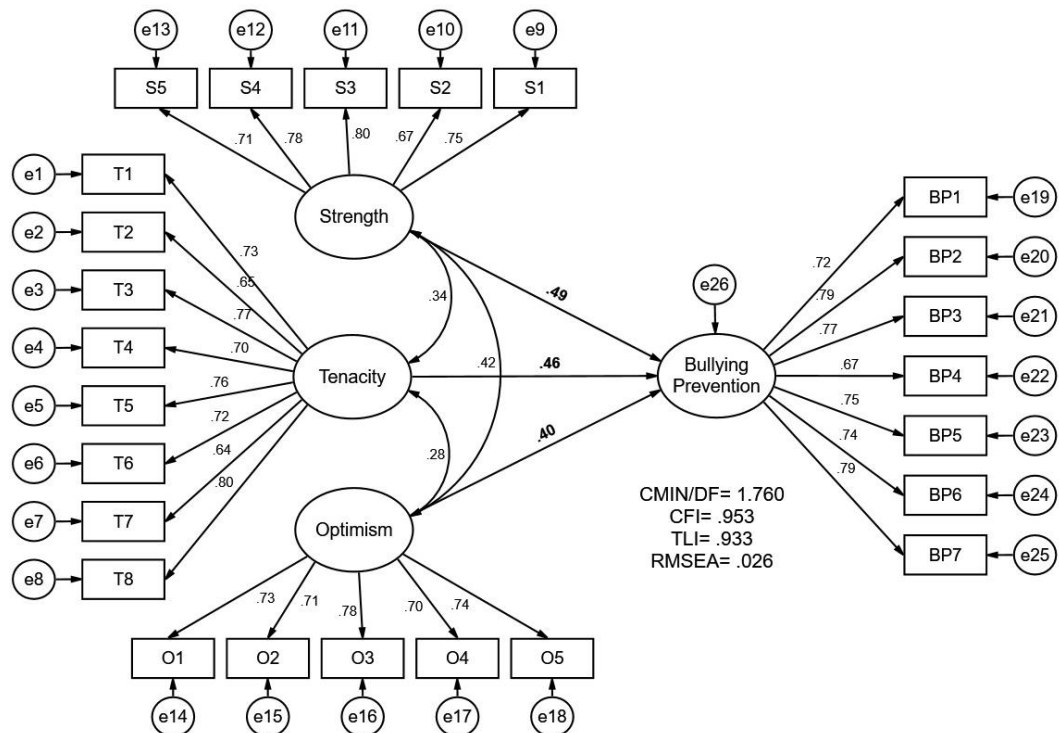

Figure 2. Structural equation model of Psychological Resilience on Bullying Prevention.

The findings in Figure 2 demonstrate that the absolute fit indices fell within acceptable ranges. Specifically, the chi-square to degrees of freedom ratio (CMIN/DF) was 1.760 which is below 3 (Rahamneh et al., 2023; Kurdi et al., 2023), and the root mean square error of approximation (RMSEA) was 0.026 which is less than the upper threshold of 0.08 (Mukhlis et al., 2022). Furthermore, the incremental fit indices were deemed satisfactory, with both the comparative fit index (CFI) and the Tucker-Lewis index (TLI) exceeding the minimum acceptable threshold of 0.90 (Al-Zyadat et al., 2022). Consequently, the structural model designed to examine the influence of psychological resilience on bullying prevention is structurally sound and valid. As a result, effect estimates were extracted, and these are listed in Table 2.

Table 2. Unstandardized and standardized path coefficients for the structural model

Paths			B	β	S.E.	T	P
Tenacity	→	Bullying Prevention	0.488	0.460	0.056	8.714	0.000
Strength	→	Bullying Prevention	0.514	0.492	0.052	9.885	0.000
Optimism	→	Bullying Prevention	0.437	0.403	0.055	7.945	0.000

Table 2 presents the results of impact coefficients derived from the SEM, examining the relationship between the dependent variable "bullying prevention" and three independent variables: "tenacity," "strength," and "optimism." The unstandardized coefficients (B) indicate that for each unit increase in perseverance, strength, and optimism, there are corresponding positive changes in bullying prevention, with coefficients of 0.488, 0.514, and 0.437, respectively. The standardized coefficients (β) further reveal that strength exerts the most significant effect (β = 0.492), followed by perseverance (β = 0.460), and then optimism (β = 0.403). All three variables exhibit strong statistical significance, as evidenced by the substantial t-values (8.714, 9.885, and 7.945) and extremely low p-values (0.000), indicating robust relationships between these predictors and bullying prevention. In summary, these findings underscore the pivotal roles of perseverance, strength, and optimism in predicting and influencing bullying prevention, with strength emerging as the most influential factor among them.

7. Discussion

The present research pursued two primary objectives. First, it aimed to assess the level of psychological resilience among students in private schools in Amman, as well as the extent of bullying prevention measures adopted in these schools, as perceived by psychological counsellors. Second, it sought to establish the impact relationship between psychological resilience and bullying prevention.

The findings illuminated that the dimensions of psychological resilience among private school students in Amman were characterized by a high level. This outcome underscores the significant role that private schools in Amman play in fostering psychological resilience by cultivating a positive and inclusive climate where students experience a sense of safety, value, and support. Such initiatives encompass the implementation of conflict prevention and resolution programs, the provision of accessible counselling services for those in need, and the active promotion of a culture rooted in compassion and respect within the school community, as evidenced by Kocatürk and Çiçek (2023). Furthermore, these schools prioritize the monitoring of students' mental and emotional well-being as an integral component of their educational mission. This emphasis is evident through their commitment to providing stress management programs, integrating mindfulness activities into the curriculum, and introducing initiatives aimed at equipping students with coping skills and emotional regulation techniques. It is worth noting that this result aligns with the findings of Yavuz (2023), who highlighted the importance of nurturing students' abilities and skills as part of the journey towards self-recovery.

Conversely, the results illuminated that the implementation of bullying prevention measures in private schools in Amman was at a moderate level. Although concerted efforts to tackle this pressing issue, there remains room for enhancement in several critical areas. Consequently, there is notable variation in the effectiveness of anti-bullying measures and policies across private schools in Amman. This divergence can be attributed to discrepancies in awareness levels regarding anti-bullying initiatives and policies among students, educators, and parents. Moreover, schools significantly benefited from ongoing professional development programs designed to equip teachers with the requisite skills and knowledge for identifying, addressing, and preventing instances of bullying. Simultaneously, students have received comprehensive education regarding bullying, encompassing an understanding of its consequences, as well as guidance on how to seek assistance or report incidents. These findings are in alignment with the observations made by Baller et al. (2019).

The results underscored the substantial positive impact of psychological resilience, encompassing tenacity, strength, and optimism, on the prevention of bullying within private schools in Amman. Consequently, resilient personal characteristics not only contribute to the reduction of bullying incidents but also play a pivotal role in fostering a

safer and more supportive school environment for all students. Psychological strength and the capacity to maintain composure in challenging situations emerge as critical components in bullying prevention. Hence, students endowed with emotional strength are better equipped to confront the emotional repercussions of bullying, whether they are victims or witnesses. Moreover, they are less susceptible to experiencing enduring psychological harm as a consequence of bullying incidents, as noted by Garcia-Hermoso et al. (2019). Furthermore, emotionally strong students are more inclined to report instances of bullying to school authorities or trusted adults, a vital step in facilitating early intervention and resolution.

On the other hand, tenacity, characterized by an unwavering commitment in the face of challenges, plays a significant role in preventing bullying within private schools in Amman. Students who exhibit persistence are less likely to engage in bullying behaviors and are more inclined to take a stand against bullying. They demonstrate resilience by resisting peer pressure and intimidation tactics that might otherwise lead them to partake in bullying activities, as highlighted by Faeq et al. (2022). Moreover, persistent students often evolve into advocates for bullying prevention and are more likely to intervene when they witness instances of bullying. Optimism, too, serves as a powerful tool for overcoming the challenges posed by bullying behavior. According to Arslan et al. (2020), optimistic students are more prone to viewing bullying as a behavior that can be altered and eradicated. They are enthusiastic about working toward creating a more inclusive and respectful school environment. Furthermore, individuals with an optimistic outlook tend to possess a higher level of self-efficacy, indicating a belief in their capacity to effect change. This self-assurance empowers them to take action against bullying, either through direct intervention or participation in anti-bullying initiatives within the school.

In summary, the influence of psychological resilience, including qualities like tenacity, strength, and optimism, on bullying prevention within Amman Private Schools is indisputably positive. These resilient attributes empower students to actively engage in the establishment of a secure and respectful school environment. Tenacious individuals are more likely to confront bullying, report incidents, and champion change. Those with emotional strength are better equipped to navigate the emotional challenges associated with bullying, thus mitigating its long-term effects. Optimistic students possess a belief in the potential for change and actively contribute to fostering a positive school culture that discourages bullying.

8. Recommendations

Building upon the understanding of the positive impact of psychological resilience on bullying prevention in Amman Private Schools, several recommendations can be put forth to enhance anti-bullying endeavours. First and foremost, it is advisable to design and implement comprehensive resilience-building programs as an integral part of the school curriculum. These programs should be strategically crafted to impart essential skills related to psychological resilience systematically, equipping students with the tools required to effectively navigate and prevent bullying incidents. Secondly, prioritizing continuous training and professional development opportunities for teachers and school staff is essential. Such training can bolster their knowledge and competencies in recognizing and addressing bullying behaviours promptly and effectively. Consideration should also be given to the establishment of peer mentorship programs, in which older students serve as positive role models for their younger counterparts. Peer mentors can play a crucial role in imparting and reinforcing resilience skills while providing a vital support network for students who may be dealing with bullying. Moreover, the integration of a structured social-emotional learning (SEL) curriculum is recommended. This curriculum should encompass modules dedicated to topics such as empathy, conflict resolution, and emotional regulation. By participating in these programs, students can

cultivate emotional strength and enhance their interpersonal skills, thereby making them more resilient and less inclined to engage in bullying behaviours. Lastly, schools should establish a systematic process for monitoring and evaluating their bullying prevention efforts. This entails the collection of data on bullying incidents, an assessment of the effectiveness of interventions, and an evaluation of students' resilience levels. Utilizing this data to refine and improve prevention strategies over time is crucial for sustained progress in creating a safe and respectful school environment.

9. Limitations and Future Directions

The research examining the effect of psychological resilience in preventing bullying in private schools in Amman comes with certain limitations that warrant acknowledgement. Firstly, a potential limitation is a reliance on self-report measures to gauge psychological resilience and the effectiveness of bullying prevention endeavours. It is conceivable that counsellors may provide responses influenced by social desirability bias, possibly leading to an overestimation of students' levels of resilience or the perceived efficacy of prevention programs. To mitigate this limitation, future research could consider incorporating additional sources of data, such as peer or parent assessments, to provide a more comprehensive and balanced perspective. Another limitation is the use of a cross-sectional research design, which offers a snapshot of the current situation. Longitudinal studies, tracking the development of psychological resilience traits over time and their enduring impact on bullying prevention, would provide valuable insights. This longitudinal perspective could contribute to a deeper understanding of the developmental trajectories of resilience and its sustained role in the prevention of bullying. Furthermore, it is important to acknowledge that the findings and recommendations of this study pertain specifically to the context of Amman private schools. While they offer valuable insights, the generalizability of these findings to different cultural or educational contexts may be restricted. Future research should seek to explore the applicability and universality of these findings across a broader spectrum of schools and districts to determine the extent to which the impact of resilience on bullying prevention transcends cultural and contextual boundaries.

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