Research paper

The Effectiveness of Intervention Program Based on Resilience and Forgiveness in Irritability and Learning Behavior in Bullying Victims

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Abstract

This research aimed to determine the effectiveness of intervention program based on resilience and forgiveness in irritability and learning behavior in Bullying Victims**.** The research method was a semi-experimental study. The statistical population of the research included all the students of the second secondary school in Bostan Abad city (Iran) in the academic year 2023-2024, and the sample was 30 of these students who were selected by purposive sampling. The experimental group received eight 45-minute sessions of the intervention program. The tools were a bullying victim questionnaire, irritability scale, and a learning behavior scale**.** Analysis of variance with repeated measures and Tukey and Bonferoni post hoc tests were used to analyze the data. The findings showed that the intervention program based on resilience and forgiveness significantly reduced irritability and increased the learning behavior of bullying victims' students**.**

Keywords: Bullying victims, irritability, learning behavior and treatment based on resilience and forgiveness

Introduction

Students who are often characterized as defenseless in the process of bullying and who suffer from repeated attacks by bullies are called victims. Bullying behaviors cause the victims to become irritable over time. In addition, involvement in bullying is related to low learning behaviors (Bilbay and Akyol, 2023) and its effects on running away from school and even dropping out (Miskimon, et al., 2023) It can cause negative school-related attitudes **.**Today, most therapeutic interventions in treatment emphasize strengthening strengths. One of these methods is the perspective of positive psychology. Resilience and forgiveness are two important components in positive psychology, which emphasize building and regulating positive emotions. Using intervention based on resilience and forgiveness helps curb aggression and control anger by eliminating rumination and irritability (Contreras, et al., 2021). It can increase the life satisfaction and hope of the victimized students and has been effective in the student's learning behavior (Badri, et al., 2022). No research has been done on mixed positive interventions to deal with victimization either inside the country or abroad. In such a

situation, it is important to carry out scientific research to fill the existing vacuum. Therefore, the present research tests the following hypotheses:

-Education based on resilience and forgiveness effectively reduces the irritability of students who are victims of bullying.

-Education based on resilience and forgiveness effectively increases the learning behavior of students who are victims of bullying.

Method

The research design was a semi-experimental pre-test and post-test type with a control group and a three-month follow-up period. The statistical population of the research included all the students of the second secondary school in Iran in the academic year 2023-2024, and the sample was 30 of these students who were selected by purposive sampling. The intervention program based on resilience and forgiveness was implemented in eight 45-minute sessions and for eight weeks in a group separated by gender for the experimental group, and the control group did not receive any training. Analysis of variance with repeated measures and Tukey and Bonferoni post hoc tests were used to analyze the data.

Tools

Bullying Victim Questionnaire (BVS): This scale is consisting of 39 items and was developed by Olweus (1989). The internal consistency coefficients of the total score of the scale are 0.40 to 0.60, And its reliability is reported to be 0.80 to 0.90. In this study, the reliability of the scale victims was obtained by Cronbach's alpha method of 0.78.

Irritability Scale (IS): This scale measures people's irritability in 15 items. Craig, et al. (2006), reported Cronbach's alpha of 0.76 to 0.80, validity with the irritability questionnaire at 0.32 to 0.58. The present study showed the internal consistency by Cronbach's alpha method for the irritability subscale, 0.75.

Learning Behavior Scale (LBS): The 25 items questionnaire developed by McDermott, et al. (1999), This questionnaire has four subscales (competency motivation, attitude toward learning, persistence/attention, and strategy/flexibility). They reported the validity and reliability of the components from 0.78 to 0.89. In this study, the reliability of the whole scale was obtained by Cronbach's alpha method of 0.92.

Results

Before performing the repeated variance analysis, the results of the M-box test for irritability (F=0.52; p=0.79) and learning behavior (F=0.62; p=0.71) indicated compliance with the homogeneity condition of variance-covariance matrices. Levin's test results in the pre-test (F=0.32; p=0.52), post-test (F=0.04; p=0.83), and follow-up (F=0.16; p=68) Irritability and pre-test (p=0.82, F=0.04), post-test (p=0.12, F=2.53) and follow-up (p=0.17, F=1.90) learning behavior confirmed the equality of variances between groups. The results of Mochli's sphericity test for irritability (p=0.15; W=0.87) and learning behavior (p=0.82; W=0.98) confirmed the equality of intra-group variances. Based on the results of variance analysis with repeated

measurements (Table 1), experimental and control groups are significantly different from each other in terms of irritability and learning behavior in the three stages of pre-test, post-test and follow-up.

Table 1: Results of variance analysis with repeated measurements for comparing variables

Variable	Source	SS	D.F.	MS	F	Sig	Eta	Statistical power
Irritability	Time	256.26	1	256.26	18.23	0.00	0.39	**0.98**
	Group	739.60	1	739.60	24.30	0.00	0.46	**0.99**
	Time* Group	395.26	1	395.26	28.12	0.00	0.50	**0.99**
Learning behavior	Time	552.06	1	552.06	46.86	0.00	0.62	**1.00**
	Group	471.51	1	471.51	12.55	0.00	0.31	**1.00**
	Time* Group	416.06	1	416.06	35.31	0.00	0.55	**1.00**

According to Table 2, The results of Benferoni's post hoc test show that in the post-test and follow-up compared to the pre-test, the mean of the irritability variable decreased and the mean of the learning behavior variable increased.

Table 2: Benferoni's post hoc test results for comparing two groups

Variable	Group	period	Mean differences	
			Post-test	**Follow-up**
Irritability	experimental	Pretest	8.80*	9.26*
		Post-test		0.46
	control	Pretest	0.06	-1.00
		Post-test		-1.06
Learning behavior	experimental	Pretest	-5.73*	-11.33*
		Post-test		-5.60
	control	Pretest	4.06	-0.80
		Post-test		-4.86

p <0.05*

Discussion and Conclusion

The results showed that intervention based on resilience and forgiveness reduces irritability and increases the learning behavior of students who are victims of bullying. And the effect of training was stable in the follow-up period. In explaining this finding, it should be said that this intervention freed teenagers from negative thoughts and emotions, and by teaching them the skills of establishing friendly communication, the skills of focusing on positive emotions and strengths, the awareness of weaknesses and strengths, and the ability to solve problems. and forgiving oneself and others, to teach people to increase their capacity to tolerate failure and control their emotions in provocative and violent situations. In addition, this intervention increases students' optimism and sense of hope by training and increasing resilience. According

to Omid Snyder's theory, having a sense of hope makes one set goals and pursue them, and increases one's motivation to continue studying. The most important limitation of this study was the limitation of the research community to secondary school students. It is suggested that in future research, other educational periods, including the first secondary period, should be used due to the importance of friendship and group belonging in this period, to increase the generalizability of the results.

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Conflicts of interest

There is no conflict of interests for researchers.