



Cyberbullying Victimization, Academic Burnout, and Psychological Resilience among High School Students: A Conceptual Framework of the Mediating Role of School Counseling Support

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ABSTRACT

Cyberbullying has emerged as one of the most significant challenges affecting adolescents' psychological well-being and academic functioning in the digital era. Although previous studies have extensively examined the direct impacts of cyberbullying, limited attention has been given to the institutional mechanisms through which schools can mitigate its adverse consequences while fostering students' positive adaptation. This conceptual paper aims to develop an integrated framework explaining the relationships among Cyberbullying Victimization, Academic Burnout, School Counseling Support, and Psychological Resilience among high school students. Adopting a conceptual research design, the study synthesizes contemporary literature from peer-reviewed journals indexed in Scopus and other reputable international databases. The proposed framework integrates General Strain Theory, Job Demands-Resources Theory, Ecological Systems Theory, Social Support Theory, and Resilience Theory to explain the psychological and educational processes linking cyberbullying with students' adaptive outcomes. The analysis conceptualizes academic burnout as the primary educational consequence of cyberbullying, while positioning School Counseling Support as a strategic institutional mechanism that alleviates burnout and strengthens psychological resilience. The study contributes to the literature by offering a unified theoretical model that bridges educational psychology, counseling, and resilience research, thereby extending existing explanations of cyberbullying beyond direct cause-and-effect relationships. The proposed framework provides a foundation for future empirical validation and offers practical guidance for designing evidence-based school counseling interventions that promote students' well-being, academic engagement, and sustainable resilience in increasingly complex digital learning environments.

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1. INTRODUCTION

The rapid advancement of digital technology has fundamentally transformed adolescents' communication, learning, and social interaction while simultaneously creating new psychosocial challenges. Among these challenges, cyberbullying has emerged as one of the most critical threats to adolescent mental health and educational well-being (Zhu et al., 2021; Gohal et al., 2023; Dailey & Roche, 2025). Unlike traditional bullying, cyberbullying is characterized by anonymity, rapid dissemination of harmful content, unlimited audience reach, and continuous exposure beyond school boundaries, making its consequences more pervasive and difficult to control (Gabrielli et al., 2021; Hellfeldt et al., 2019). Consequently, cyberbullying has evolved into a multidimensional educational and public health issue that requires comprehensive institutional responses.

Cyberbullying has become a global phenomenon affecting adolescents across diverse educational contexts. A global review and meta-analysis indicate that cyberbullying victimization affects a substantial proportion of adolescents worldwide, although prevalence varies across countries and research settings (Zhu et al., 2021; Li et al., 2022). The increasing reliance on digital communication has intensified adolescents' exposure to online victimization, which frequently co-occurs with traditional bullying and amplifies its adverse consequences (Gohal et al., 2023; Li et al., 2022). These findings demonstrate that cyberbullying is no longer merely an online behavioral issue but a persistent educational challenge that influences students' psychological well-being and academic development.

Extensive evidence demonstrates that cyberbullying victimization is associated with depression, anxiety, loneliness, emotional distress, and suicidal behaviors among adolescents (Lee et al., 2025; Li et al., 2022; Hellfeldt et al., 2019). Beyond psychological outcomes, victimized students frequently experience decreased concentration, reduced classroom participation, absenteeism, lower academic engagement, and declining academic performance (Lu et al., 2025; Wright & Wachs, 2023). These findings indicate that cyberbullying disrupts not only emotional well-being but also students' educational functioning, emphasizing the need for interventions that address both psychological and academic consequences.

One of the most significant educational consequences of cyberbullying is academic burnout, a condition characterized by emotional exhaustion, academic cynicism, and diminished feelings of competence resulting from prolonged educational stress (Madigan & Curran, 2020; Lakkavaara et al., 2024). According to the Job Demands Resources (JD R) Theory, burnout develops when educational demands exceed available personal and environmental resources (Bakker & Demerouti, 2007). Recent evidence indicates that cyberbullying victimization significantly contributes to emotional exhaustion and academic disengagement, ultimately reducing students' academic achievement (Lu et al., 2025; Madigan & Curran, 2020).

However, adolescents do not respond uniformly to cyberbullying. Some experience prolonged psychological distress, whereas others maintain positive adaptation despite repeated adversity. This adaptive capacity is conceptualized as psychological resilience, defined as the dynamic process of successfully adapting to stressful experiences (Connor & Davidson, 2003; Masten, 2021). Resilience has consistently been identified as a protective factor that weakens the negative psychological consequences of cyberbullying, including depression, loneliness, and reduced life satisfaction (Han et al., 2021; Lin et al., 2022; Santos et al., 2020). These findings suggest that strengthening resilience is essential for promoting adolescents' well-being in increasingly digital learning environments.

The development of resilience is influenced not only by individual characteristics but also by environmental support systems. Ecological Systems Theory (Bronfenbrenner, 1979) emphasizes that adolescent development is shaped through interactions with families, schools, peers, and communities, whereas Social Support Theory (Cohen & Wills, 1985) explains that supportive relationships buffer the negative effects of stressful experiences. Empirical studies consistently demonstrate that supportive school environments, positive peer relationships, and teacher support reduce emotional distress while enhancing resilience among adolescents experiencing cyberbullying (Hellfeldt et al., 2019; Wright & Wachs, 2023; Zhu et al., 2021). These findings highlight the central role of schools in fostering students' psychological adaptation.

Within this perspective, School Counseling Support (SCS) represents a strategic institutional resource for addressing cyberbullying. Contemporary school counseling emphasizes preventive and developmental services that promote students' academic, psychological, and social well-being (ASCA, 2023). Empirical evidence indicates that comprehensive counseling and school-based psychosocial interventions strengthen resilience, facilitate recovery from cyberbullying, and improve students' adaptive functioning (Elbedour et al., 2020; Gabrielli et al., 2021; Dailey & Roche, 2025). Accordingly, school counseling should be understood not merely as a reactive service but as an institutional mechanism that protects students from the long-term psychological and academic consequences of cyberbullying.

The mediating role of school counseling support can be understood by integrating General Strain Theory (Agnew, 1992), Job Demands Resources Theory (Bakker & Demerouti, 2007), and Social Support Theory (Cohen & Wills, 1985). Collectively, these theories suggest that cyberbullying generates psychological strain, while institutional support provides protective resources that reduce emotional exhaustion, enhance coping capacity, and facilitate positive adaptation. This integration offers a strong theoretical foundation for positioning school counseling support as the mechanism linking cyberbullying victimization with academic burnout and psychological resilience.

Although research on cyberbullying has expanded considerably, several important limitations remain. Existing studies predominantly examine the direct effects of cyberbullying on psychological and academic outcomes (Lee et al., 2025; Li et al., 2022; Wright & Wachs, 2023), whereas resilience and school support are generally investigated separately rather than within an integrated explanatory framework. Furthermore, school counseling research has largely evaluated intervention effectiveness without explicitly conceptualizing counseling support as a mediating mechanism connecting cyberbullying victimization, academic burnout, and psychological resilience (Elbedour et al., 2020). Consequently, the current literature provides limited theoretical guidance for understanding how school counseling simultaneously reduces educational stress and strengthens adolescents' adaptive capacities.

Accordingly, this study identifies four major research gaps. First, a theoretical gap exists because educational psychology, resilience theory, and school counseling have rarely been integrated within a unified conceptual framework. Second, a conceptual gap remains regarding the mediating role of School Counseling Support linking cyberbullying victimization, academic burnout, and psychological resilience. Third, a contextual gap persists because conceptual discussions addressing secondary education in rapidly digitalizing contexts remain limited. Finally, a practical gap exists due to the lack of theoretically grounded frameworks that guide schools in developing counseling strategies capable of simultaneously reducing academic burnout and strengthening students' resilience.

To address these gaps, this conceptual paper proposes an integrated framework positioning School Counseling Support as the central mediating mechanism linking Cyberbullying Victimization, Academic Burnout, and Psychological Resilience among high school students. By integrating General Strain Theory, Job Demands Resources Theory, Ecological Systems Theory, Social Support Theory, and Resilience Theory, this article extends previous literature beyond documenting the consequences of cyberbullying toward explaining how educational institutions can actively foster students' psychological recovery and academic adaptation.

The novelty of this paper lies in conceptualizing School Counseling Support as a strategic mediating mechanism that simultaneously mitigates academic burnout and strengthens psychological resilience among cyberbullying victims. Rather than providing a descriptive review, this article develops an integrative theoretical framework that explains the interaction between individual psychological resources and institutional support systems. The paper contributes by (1) synthesizing contemporary evidence into a coherent conceptual perspective, (2) clarifying the mediating role of school counseling support through multidisciplinary theoretical integration, and (3) proposing research propositions and practical implications for future empirical studies and evidence-based school counseling practices.

Therefore, this paper aims to develop a comprehensive conceptual framework explaining the mediating role of School Counseling Support in the relationship between Cyberbullying Victimization, Academic Burnout, and Psychological Resilience among high school students. The proposed framework is expected to strengthen the theoretical foundation for future research while supporting the development of more effective school counseling interventions that promote adolescents' psychological well-being and academic success in the digital era.

2. METHODS

Research Design

This study employed a conceptual paper design to develop an integrated theoretical framework explaining the mediating role of School Counseling Support (SCS) in the relationship between Cyberbullying Victimization, Academic Burnout, and Psychological Resilience among high school students. Unlike empirical studies that collect and analyze primary data, conceptual papers synthesize existing theories and research findings to generate new theoretical insights, clarify relationships among constructs, and propose conceptual models for future empirical investigation (Jaakkola, 2020).

The conceptual development was guided by a theory-building approach, emphasizing critical integration rather than descriptive literature review. Accordingly, this study did not aim to estimate causal effects statistically but to explain the theoretical mechanisms through which school counseling support may mitigate the adverse effects of cyberbullying on students' academic and psychological outcomes.

Literature Identification and Selection

The conceptual framework was developed through a structured review of peer-reviewed scholarly literature published primarily between 2020 and 2025, complemented by seminal theoretical works that provide the conceptual foundation of the study. The literature search focused on internationally recognized academic databases, including Scopus, Web of Science, ScienceDirect, SpringerLink, Taylor & Francis Online, Wiley Online Library, SAGE Journals, and PubMed.

The search employed combinations of the following keywords:

cyberbullying victimization

academic burnout OR school burnout

psychological resilience
school counseling support
school counseling
adolescent mental health
social support
school-based intervention

Priority was given to empirical studies, systematic reviews, meta-analyses, and theoretical papers published in reputable international journals. Seminal theoretical references were also included when they represented foundational perspectives relevant to the conceptual model.

Conceptual Analysis Procedure

The conceptual development followed four sequential stages. First, the selected literature was critically reviewed to identify the principal constructs, theoretical perspectives, and empirical findings related to cyberbullying victimization, academic burnout, psychological resilience, and school counseling support. Second, similarities, differences, and complementarities among previous studies were systematically compared to identify unresolved theoretical and conceptual issues. This stage enabled the identification of research gaps concerning the integration of educational psychology, resilience, and school counseling literature. Third, multiple theoretical perspectives including General Strain Theory (Agnew, 1992), Job Demands Resources Theory (Bakker & Demerouti, 2007), Ecological Systems Theory (Bronfenbrenner, 1979), Social Support Theory (Cohen & Wills, 1985), and Resilience Theory (Masten, 2021) were integrated to construct a coherent explanatory framework describing the relationships among the study variables. Finally, the integrated theoretical synthesis was translated into a conceptual framework and a series of research propositions that can be empirically examined in future quantitative or mixed-methods studies.

Trustworthiness of the Conceptual Framework

To enhance conceptual rigor, the proposed framework was developed through the triangulation of multidisciplinary theories and recent empirical evidence from psychology, education, counseling, and public health literature. Rather than relying on a single theoretical perspective, the framework integrates complementary theories to explain both the psychological and educational mechanisms underlying cyberbullying victimization. This integrative approach strengthens the explanatory power, theoretical coherence, and practical relevance of the proposed model while providing a robust foundation for subsequent empirical validation.

3. RESULTS AND DISCUSSION

Cyberbullying Victimization as a Psychological and Educational Stressor

The synthesis of contemporary literature indicates that cyberbullying victimization should no longer be understood merely as a digital behavioral problem but as a multidimensional psychosocial stressor with substantial implications for adolescents' psychological well-being and educational functioning. Unlike traditional bullying, cyberbullying transcends temporal and spatial boundaries through continuous online connectivity, anonymous interactions, and the rapid dissemination of harmful content. These characteristics increase victims' exposure to repeated psychological strain, making recovery more difficult and intensifying the long-term consequences of victimization (Zhu et al., 2021; Gabrielli et al., 2021).

Recent evidence consistently demonstrates that cyberbullying is associated with a broad spectrum of adverse mental health outcomes. A longitudinal meta-analysis by Lee et al. (2025) concluded that adolescents exposed to cyberbullying are significantly more likely to experience persistent symptoms of depression, anxiety, emotional distress, and internalizing disorders than

their non-victimized peers. Similarly, Li et al. (2022) reported that cyberbullying substantially increases the risks of suicidal ideation, self-harm, and suicide attempts, particularly when online victimization co-occurs with traditional bullying. These findings indicate that cyberbullying is not an isolated online experience but a chronic developmental stressor capable of undermining adolescents' psychological adjustment.

Beyond its psychological effects, cyberbullying also disrupts students' educational engagement. Victimized adolescents commonly report reduced concentration, lower classroom participation, decreased academic motivation, increased absenteeism, and declining academic achievement (Lu et al., 2025; Wright & Wachs, 2023). Persistent exposure to online harassment consumes cognitive and emotional resources that would otherwise support learning, thereby weakening students' capacity to cope with academic demands. Consequently, cyberbullying creates a dual burden in which psychological distress and educational disruption reinforce one another.

This relationship can be interpreted through General Strain Theory (Agnew, 1992), which proposes that stressful experiences generate negative emotional states that influence subsequent behavioral and psychological outcomes. Within the present framework, cyberbullying victimization functions as a chronic social strain that activates emotional responses such as fear, shame, anger, helplessness, and social withdrawal. When these emotional responses remain unresolved, they gradually impair students' academic engagement and increase vulnerability to burnout and other maladaptive outcomes.

The present conceptual synthesis further suggests that cyberbullying should be viewed as a dynamic process rather than a single adverse event. Repeated victimization continuously depletes adolescents' psychological resources while reducing their perceived sense of safety within the school environment. This process aligns with the Job Demands Resources (JD R) Theory, which argues that prolonged demands without adequate protective resources eventually lead to emotional exhaustion and diminished functioning (Bakker & Demerouti, 2007). In educational settings, cyberbullying represents an additional psychosocial demand that compounds existing academic pressures, thereby increasing the likelihood of school burnout.

Importantly, the reviewed literature also reveals that the impact of cyberbullying is heterogeneous. Some adolescents exhibit severe psychological deterioration, whereas others maintain relatively stable functioning despite experiencing similar levels of victimization (Han et al., 2021; Lin et al., 2022). This variation suggests that the consequences of cyberbullying cannot be explained solely by exposure to online aggression. Instead, they are shaped by the interaction between individual protective characteristics and environmental support systems, highlighting the need for a more comprehensive explanatory model.

From this perspective, the current study argues that the educational impact of cyberbullying cannot be adequately understood through direct relationships alone. The psychological strain generated by cyberbullying is likely to influence educational outcomes indirectly through mechanisms involving academic burnout, while institutional resources particularly School Counseling Support may buffer these adverse effects and facilitate the development of psychological resilience. This theoretical interpretation extends previous research by moving beyond simple cause-and-effect explanations toward a more integrated understanding of adolescents' adaptation within digital educational environments.

Table 1. Conceptual Synthesis of the Consequences of Cyberbullying Victimization

Domain	Main Findings	Representative References	Implications for the Proposed Framework
Psychological	Depression, anxiety, loneliness, emotional distress, suicidal behaviors	Lee et al. (2025); Li et al. (2022); Hellfeldt et al. (2019)	Cyberbullying generates chronic psychological strain.
Educational	Reduced concentration, absenteeism, declining academic engagement, lower academic performance	Lu et al. (2025); Wright & Wachs (2023)	Psychological strain extends into educational functioning.
Behavioral	Social withdrawal, emotional dysregulation, reduced coping capacity	Yazıcı-Kabadayı et al. (2025); Han et al. (2021)	Victimization weakens adaptive functioning.
Theoretical Interpretation	General Strain Theory and JD-R Theory explain how prolonged digital stress evolves into educational and psychological maladjustment	Agnew (1992); Bakker & Demerouti (2007)	Supports the need for mediating institutional resources.

Overall, the conceptual synthesis demonstrates that cyberbullying victimization should be understood as a multidimensional developmental stressor that simultaneously affects psychological health and educational functioning. These findings provide the theoretical foundation for examining academic burnout as the immediate educational consequence of prolonged cyberbullying exposure, which is discussed in the following section.

Academic Burnout as an Educational Consequence of Cyberbullying

The literature increasingly recognizes academic burnout as one of the most significant educational consequences of cyberbullying victimization. While burnout has traditionally been associated with excessive academic workload and performance pressure, recent studies indicate that persistent interpersonal stressors, particularly cyberbullying, also contribute substantially to students' emotional exhaustion and disengagement from learning (Lu et al., 2025; Iuga & David, 2024). This perspective broadens the understanding of burnout from an exclusively academic phenomenon to one that is strongly influenced by students' psychosocial experiences within and beyond the school environment.

According to the Job Demands-Resources (JD-R) Theory, burnout emerges when environmental demands consistently exceed the personal and contextual resources available to individuals (Bakker & Demerouti, 2007). Within the proposed framework, cyberbullying victimization functions as an additional psychosocial demand that continuously drains students' emotional and cognitive resources. Victimized adolescents must simultaneously cope with academic expectations and the psychological burden of online harassment, creating a cumulative stress process that accelerates emotional exhaustion, academic cynicism, and diminished academic efficacy.

Recent empirical evidence strongly supports this theoretical interpretation. A longitudinal study by Lu et al. (2025) demonstrated that cyberbullying victimization significantly predicts

increases in academic burnout over time, primarily through its detrimental effects on depression and self-esteem. Similarly, Madigan and Curran (2020), in a meta-analysis involving more than 100,000 students, concluded that academic burnout consistently predicts lower academic achievement, with reduced academic efficacy representing the strongest determinant of poor educational performance. Complementing these findings, Iuga and David (2024) identified emotion regulation as a significant protective factor against burnout, suggesting that students' ability to regulate emotional responses influences their capacity to cope with prolonged academic and psychosocial stress.

The development of burnout is also influenced by the availability of protective educational resources. Teuber et al. (2021) found that positive teacher student relationships and personal resources significantly reduce school burnout among high school students, whereas Lakkavaara et al. (2024) reported that academic buoyancy and a positive stress mindset enhance students' resilience against prolonged educational demands. Collectively, these studies indicate that burnout is not an inevitable consequence of stress but rather the result of an imbalance between demands and available coping resources. Consequently, strengthening institutional support systems becomes essential for preventing burnout among adolescents exposed to cyberbullying.

From a conceptual perspective, the present study argues that academic burnout represents the primary educational pathway through which cyberbullying undermines students' long-term learning outcomes. Rather than directly reducing academic achievement, cyberbullying gradually erodes students' emotional energy, motivation, and sense of competence, thereby increasing vulnerability to disengagement from learning. This interpretation extends previous research by positioning academic burnout as a central explanatory mechanism linking cyberbullying victimization with broader educational consequences.

Table 2. Conceptual Synthesis of Academic Burnout in the Context of Cyberbullying

Evidence	Key Findings	Supporting References	Implications
Psychosocial stress	Cyberbullying functions as a chronic educational stressor that accelerates emotional exhaustion.	Lu et al. (2025); Bakker & Demerouti (2007)	Burnout develops through prolonged imbalance between demands and resources.
Academic outcomes	Burnout predicts lower academic achievement and learning engagement.	Madigan & Curran (2020)	Burnout mediates the relationship between psychological stress and academic performance.
Protective factors	Emotion regulation, academic buoyancy, and teacher support reduce burnout risk.	Iuga & David (2024); Lakkavaara et al. (2024); Teuber et al. (2021)	Educational resources can interrupt the burnout process.

Overall, the evidence suggests that academic burnout is not merely an outcome of excessive academic demands but also a consequence of sustained psychosocial adversity. This interpretation provides a strong theoretical basis for positioning School Counseling Support as a strategic institutional resource capable of interrupting the progression from cyberbullying victimization to academic burnout while simultaneously strengthening students' adaptive capacities.

The Mediating Role of School Counseling Support

The conceptual synthesis suggests that School Counseling Support (SCS) constitutes the principal institutional mechanism through which schools can mitigate the adverse psychological and educational consequences of cyberbullying. Although previous studies consistently acknowledge the importance of counseling services in bullying prevention and intervention, the existing literature has primarily examined counseling as an independent educational practice rather than as a mediating mechanism linking cyberbullying victimization with students' academic and psychological outcomes (Elbedour et al., 2020; Gabrielli et al., 2021). This limitation has resulted in fragmented explanations regarding how school-based interventions translate into measurable improvements in students' well-being and learning engagement.

From the perspective of Ecological Systems Theory (Bronfenbrenner, 1979), school counselors represent an essential component of adolescents' microsystem because they directly influence students' coping processes, emotional regulation, and school adjustment. Likewise, Social Support Theory (Cohen & Wills, 1985) proposes that emotional, informational, and instrumental support functions as a protective buffer that reduces the psychological impact of stressful experiences. Integrating these perspectives suggests that effective counseling services strengthen students' psychological resources while simultaneously reducing the educational consequences of cyberbullying.

Recent empirical evidence reinforces this theoretical argument. Elbedour et al. (2020) emphasized that school counselors play critical roles in early identification, psychosocial assessment, crisis intervention, and recovery support for cyberbullying victims. Similarly, Gabrielli et al. (2021) demonstrated that comprehensive school-based intervention programs integrating counseling, social-emotional learning, and resilience promotion significantly improve students' psychological adjustment while reducing bullying-related behaviors. More recently, Dailey and Roche (2025) introduced the SHIELD Framework, advocating strength-based and collaborative approaches involving counselors, teachers, families, and communities to enhance adolescents' resilience against bullying and cyberbullying. Collectively, these findings indicate that counseling effectiveness depends not only on individual therapeutic interactions but also on the school's capacity to establish a coordinated support system.

Within the proposed framework, School Counseling Support operates through three complementary mechanisms. First, emotional regulation, whereby counseling helps students recognize, process, and manage negative emotions generated by cyberbullying, thereby reducing prolonged psychological distress. Second, academic coping, through interventions that strengthen students' motivation, learning engagement, and adaptive responses to academic challenges. Third, resilience development, by enhancing self-efficacy, problem-solving skills, and access to supportive relationships within the school environment. These mechanisms collectively explain how counseling services interrupt the progression from cyberbullying victimization to academic burnout while fostering positive psychological adaptation.

This conceptual interpretation also extends the Job Demands Resources (JD R) Theory by positioning school counseling as an institutional resource that replenishes students' depleted psychological resources. Rather than functioning solely as a remedial service, counseling becomes an active protective resource capable of restoring emotional capacity, strengthening coping strategies, and maintaining academic engagement despite continued exposure to psychosocial

stressors. Consequently, counseling services transform schools from passive educational settings into proactive environments that promote resilience and sustainable student well-being.

Table 3. Conceptual Mechanisms of School Counseling Support

Counseling Function	Supporting Evidence	Expected Outcome
Emotional support and psychological assessment	Elbedour et al. (2020); Cohen & Wills (1985)	Reduced emotional distress and improved psychological well-being
Social-emotional learning and resilience interventions	Gabrielli et al. (2021); Han et al. (2021)	Stronger resilience and adaptive coping
Collaborative school family community support	Dailey & Roche (2025); Bronfenbrenner (1979)	Sustainable psychosocial protection and school adjustment
Academic guidance and coping enhancement	ASCA (2023); Bakker & Demerouti (2007)	Lower academic burnout and higher learning engagement

The proposed synthesis therefore positions School Counseling Support as the central mediating construct within the conceptual framework. Rather than merely responding to cyberbullying incidents, comprehensive counseling services provide the institutional resources required to reduce academic burnout, strengthen psychological resilience, and facilitate adolescents' long-term educational adjustment. This perspective represents the primary theoretical contribution of the present study by integrating educational psychology, counseling, and resilience research into a unified explanatory framework.

Psychological Resilience as an Adaptive Outcome

The conceptual synthesis identifies psychological resilience as the ultimate adaptive outcome of effective school counseling support in the context of cyberbullying victimization. Rather than representing a fixed personal trait, resilience is increasingly understood as a dynamic developmental process through which individuals maintain or regain positive psychological functioning despite prolonged adversity (Masten, 2021). This perspective shifts the focus from vulnerability toward adaptive capacity, emphasizing that adolescents can recover from cyberbullying when adequate personal and environmental resources are available.

Recent empirical evidence consistently supports the protective role of resilience in reducing the psychological consequences of cyberbullying. Santos et al. (2020) reported that resilience weakens the negative association between cyberbullying victimization and mental health outcomes, whereas Lin et al. (2022) demonstrated that resilient adolescents exhibit significantly lower levels of depression despite exposure to bullying experiences. Similarly, Han et al. (2021) found that resilient coping reduces loneliness among adolescents involved in cyberbullying, while Yazıcı-Kabadayı et al. (2025) identified resilience and self-regulation as distinguishing characteristics of adolescents who successfully adapt despite repeated online victimization. Collectively, these studies indicate that resilience functions as a protective psychological resource that limits the long-term impact of cyberbullying on adolescents' emotional well-being.

Within the proposed framework, resilience is conceptualized as the outcome of interactions between individual capacities and institutional support. This interpretation is consistent with Ecological Systems Theory (Bronfenbrenner, 1979), which emphasizes that positive development

emerges through reciprocal interactions between individuals and supportive environments. Consequently, resilience should not be viewed solely as an individual responsibility but also as an educational outcome that can be intentionally strengthened through comprehensive school support systems. In this regard, School Counseling Support provides opportunities for emotional regulation, adaptive coping, problem-solving, and positive social connectedness, thereby facilitating students' recovery from cyberbullying while reducing the likelihood of persistent academic burnout.

This interpretation also complements the Job Demands Resources (JD R) Theory. If cyberbullying represents a chronic psychosocial demand and academic burnout reflects the depletion of personal resources, resilience represents the restoration and strengthening of those resources through protective educational interventions. Accordingly, school counseling functions not only to alleviate psychological distress but also to enhance students' long-term adaptive capacity, enabling them to remain academically engaged despite ongoing digital challenges.

Table 4. Conceptual Synthesis of Psychological Resilience

Dimension	Key Evidence	Representative References	Implications for the Framework
Protective function	Resilience reduces depression, loneliness, and emotional distress following cyberbullying.	Santos et al. (2020); Lin et al. (2022); Han et al. (2021)	Resilience buffers the psychological impact of cyberbullying.
Developmental process	Resilience develops through interactions between individual and environmental resources.	Masten (2021); Bronfenbrenner (1979)	Schools play an active role in fostering resilience.
Educational implication	Counseling support strengthens coping, emotional regulation, and school adjustment.	Elbedour et al. (2020); Dailey & Roche (2025); ASCA (2023)	School counseling promotes sustainable psychological adaptation.

Overall, the present synthesis suggests that psychological resilience should be understood as the principal adaptive outcome of effective school counseling support rather than merely an individual characteristic. This perspective extends previous research by integrating resilience within a broader educational framework, where schools actively contribute to adolescents' recovery and long-term psychological adjustment following cyberbullying victimization. Consequently, resilience represents the final outcome through which educational institutions transform adverse digital experiences into opportunities for positive adaptation and sustained academic engagement.

Integrated Conceptual Framework and Research Propositions

The preceding discussion demonstrates that the relationship between Cyberbullying Victimization, Academic Burnout, School Counseling Support, and Psychological Resilience cannot be adequately explained through direct associations alone. Existing studies have primarily examined these constructs independently, resulting in fragmented explanations of how schools can effectively mitigate the long-term consequences of cyberbullying. The present conceptual synthesis addresses

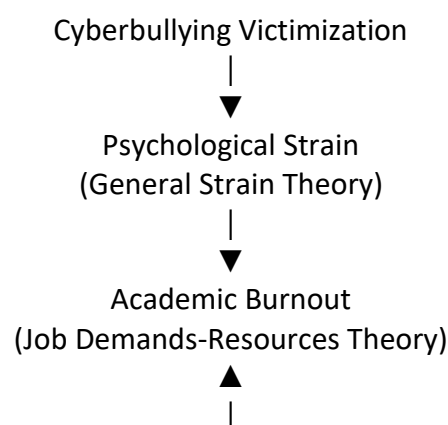
this limitation by integrating contemporary empirical evidence with complementary theoretical perspectives into a unified explanatory framework.

The proposed framework conceptualizes Cyberbullying Victimization as the primary psychosocial stressor that initiates a chain of psychological and educational responses. Consistent with General Strain Theory (Agnew, 1992), repeated online victimization generates emotional strain that increases students' vulnerability to psychological distress. When this strain persists without adequate institutional support, it progressively depletes emotional and cognitive resources, thereby increasing the likelihood of Academic Burnout, as explained by the Job Demands Resources (JD R) Theory (Bakker & Demerouti, 2007). Consequently, burnout functions as the principal educational mechanism through which cyberbullying disrupts students' learning engagement and academic functioning.

The present framework further proposes that School Counseling Support serves as the central institutional resource capable of interrupting this adverse process. Rather than functioning solely as a reactive intervention following bullying incidents, comprehensive counseling services provide emotional support, psychosocial assessment, coping enhancement, and coordinated collaboration among teachers, families, and mental health professionals (ASCA, 2023; Dailey & Roche, 2025). These services replenish students' psychological resources, reduce emotional exhaustion, and strengthen adaptive coping, thereby weakening the progression from cyberbullying victimization to academic burnout.

Beyond reducing negative outcomes, the framework also explains how counseling contributes to positive developmental adaptation. Drawing upon Ecological Systems Theory (Bronfenbrenner, 1979) and Resilience Theory (Masten, 2021), the model positions Psychological Resilience as the ultimate adaptive outcome emerging from interactions between individual capacities and supportive educational environments. Thus, resilience is conceptualized not merely as an inherent personal attribute but as an educational outcome that can be systematically strengthened through comprehensive counseling services and positive school support systems.

Accordingly, the integrated conceptual framework proposes that effective school counseling simultaneously performs two complementary functions: (1) reducing the adverse educational consequences of cyberbullying by preventing or alleviating academic burnout, and (2) strengthening students' long-term psychological adaptation by fostering resilience. This dual-function perspective represents the principal theoretical contribution of the present study because it positions school counseling as an active mechanism connecting psychological protection with educational sustainability rather than merely as a supportive school service.



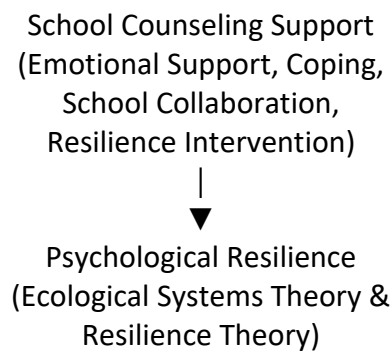


Figure 1. Proposed Integrated Conceptual Framework

Based on the integrated framework, the following research propositions are proposed to guide future empirical investigations.

- P1. Cyberbullying victimization positively influences academic burnout among high school students.
- P2. Cyberbullying victimization negatively influences psychological resilience.
- P3. School Counseling Support negatively mediates the relationship between cyberbullying victimization and academic burnout.
- P4. School Counseling Support positively mediates the relationship between cyberbullying victimization and psychological resilience.
- P5. Academic burnout negatively influences psychological resilience.
- P6. Comprehensive School Counseling Support indirectly enhances psychological resilience by reducing academic burnout among cyberbullying victims.

Overall, the proposed conceptual framework advances previous literature by integrating educational psychology, counseling, resilience, and cyberbullying research into a coherent explanatory model. Rather than focusing exclusively on the detrimental consequences of cyberbullying, the framework highlights the strategic role of educational institutions in transforming adverse digital experiences into opportunities for psychological recovery, academic engagement, and sustainable student development. Accordingly, the proposed model provides a robust theoretical foundation for future empirical studies while offering practical guidance for designing evidence-based school counseling programs in the digital era.

4. CONCLUSION

This conceptual paper develops an integrated framework to explain the relationships among Cyberbullying Victimization, Academic Burnout, School Counseling Support, and Psychological Resilience among high school students. By synthesizing recent empirical evidence and integrating General Strain Theory, Job Demands-Resources Theory, Ecological Systems Theory, Social Support Theory, and Resilience Theory, the study demonstrates that cyberbullying should be understood not only as a digital behavioral problem but also as a multidimensional psychosocial stressor with significant educational consequences. The proposed framework identifies academic burnout as the primary educational mechanism through which cyberbullying undermines students' academic functioning, while positioning School Counseling Support as a strategic institutional resource that mitigates burnout and promotes the development of psychological resilience. This integrated perspective represents the principal theoretical contribution of the study by providing a coherent

explanation of how supportive school environments can transform adverse digital experiences into positive developmental outcomes.

The proposed framework also offers important implications for educational research and practice. For researchers, it provides a theoretically grounded model that can be empirically validated across diverse educational settings using quantitative, qualitative, or mixed-method approaches. Future studies are encouraged to examine the proposed mediating relationships and to explore additional contextual factors, such as digital literacy, school climate, family support, and teacher student relationships, that may strengthen or weaken the effectiveness of school counseling interventions. For educational practitioners and policymakers, the framework emphasizes the importance of strengthening comprehensive school counseling services that integrate prevention, early identification, psychosocial intervention, resilience development, and multi-stakeholder collaboration. Such evidence-informed strategies are expected to foster psychologically healthy, academically engaged, and digitally resilient students, thereby supporting sustainable educational development in an increasingly complex digital society.

DECLARATIONS

Author Contributions

N.S: Conceptualization, literature identification and synthesis, development of the conceptual framework, analysis and interpretation, writing of the original draft, and revision of the manuscript.

M.M: Theoretical integration, critical review of the conceptual framework, interpretation of the literature, supervision, and writing, review and editing.

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Conflict of Interest

The authors declare no conflict of interest.

Ethical Approval

Ethical approval was not required because this study was a conceptual paper based exclusively on the synthesis and analysis of previously published literature and did not involve human participants, animals, or the collection of primary data.

Data Availability

No new data were generated or analyzed in this study. The study was based on previously published scholarly literature.

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No AI or AI-assisted tools were used in the conceptual development, analysis, or substantive writing of this manuscript. The authors are fully responsible for the content of the manuscript.

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