

School Counsellors' Self-Efficacy In Dealing With Bullying Among Secondary School Students

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ABSTRACT

Although there are now quite a lot of literatures on how or what schools can do in dealing with cases of bullying, curiously enough there is little information available about what school counsellors actually feel, think, and do when bullying is going on at their schools. Scant attention has been paid to school counsellors' self-efficacy regarding bullying and what actually are their ability when they deal with this type of problem, particularly in Malaysia. There also relatively little is known about sources that have an impact on school counsellors self-efficacy regarding dealing with bullying in school, in the local context or probably in the international arena. The purpose of this study was to identify the overall source of influence that contributes to school counsellors' self-efficacy and what are the levels of their self-efficacy in terms of dealing with bullying in secondary schools. The measurement for sources of influence on school counsellors self-efficacy scale and their self-efficacy level when dealing with bullying in secondary school are validated through self-constructed questionnaire. Based on the finding of this study, the level of school counsellors' self-efficacy in terms of dealing with bullying in secondary school among in-service teachers was moderately high ($M = 3.83$, $SD = 0.79$). This implies that majority of the in-service school counsellors were somewhat confident of themselves in having the ability to successfully perform their duty or responsibility in dealing with bullying among students in secondary school. The findings of this study showed that mastery experience is a crucial source of influence on school counsellors self-efficacy in dealing with bullying among students.