

Deputy Principals' Self-Efficacy in Dealing with Bullying in Malaysian Secondary Schools

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Abstract - *With the increased use of the internet and social media, students are now being bullied in all locations, at all times. Bullying among students seems unstoppable. As second in command in the structure of secondary schools, the Deputy Principals have to face and deal with this problem. As Deputy Principals remain to be one of the least understood roles among schools of contemporary education systems, scant attention was paid to their self-efficacy regarding dealing with bullying. The purpose of this study is to identify the levels of secondary schools Deputy Principals' self-efficacy (Behavioral, Cognitive, and Emotional) in terms of dealing with bullying among students. 960 in-service Deputy Principals, 3748 students, and 798 parents from 240 secondary schools throughout Malaysia were involved in this study. Based on the finding of this study, Behavioral Self-Efficacy has the highest overall mean. However, the level of agreement towards Deputy Principals' Behavioral Efficacy in dealing with bullying, from both students and parents involved in this study is considered quite low. With better training opportunities and ongoing professional development for Deputy Principals in order to enhance their behavioral, cognitive, and emotional efficacy in dealing with bullying, hopefully will help to ease the problem of bullying among students in schools. Copyright © 2016 Penerbit Akademia Baru - All rights reserved.*

Keywords: self-efficacy, bullying, secondary school, deputy principals

1.0 INTRODUCTION

A few decades ago, most of bullying incidents normally took place at school or in the neighborhood at home, but now it is happening in more places than ever before. Today, with the increased use of the internet and social media, students are now being bullied in all locations and at all times. In recent years, bullying among students in schools has become recognized as an important educational problem [1-2]. Bullying remains a topic often in the news, which highlights the ongoing public concern and continual need for anti-bullying work in schools [3-4]. It is an acknowledged phenomenon worldwide [5-6] and still considered as one of the major social concerns in many part of the world which includes Malaysia.

One of the factors that contribute to teachers' burnout is dealing with disruptive behavior such as bullying among students in school [7]. Several studies [8-9] carried out regarding bullying behaviors in Malaysian schools showed that, it is a serious disciplinary problem that must be addressed by everybody. Among the consequences of being bullied is that the victims suffered from depression, have low self-esteem, anxiety, having psychosomatic symptoms such as