development that the absence of the teacher’s consistent and effective disciplinary responses to bullying is most likely reinforcing it.

At the same time, it is necessary to expose and modify the non-functional beliefs of pre-service teachers and teachers, e.g., that bullying behaviour helps students learn social norms (normative beliefs) or that students will not be bullied if they stand up for themselves (assertive beliefs) (Kochenderfer-Ladd & Pelletier, 2008). The results of their study suggest that teachers’ inappropriate beliefs are reflected in their perceptions of PB as less severe and in their less effective response to bullying.

Besides modifying the non-functional teacher beliefs, the pre-service teachers and teachers have to be instructed on how to use different strategies to cope with bullying and develop their competences to cope with PB more actively (handling the perpetrators and the victims). Namely, the teachers were more likely to intervene in bullying situations when they felt greater self-efficacy in dealing with PB (Yoon, 2004). This is important because teachers who intervene appropriately provide students with a safe environment that makes bullying of all types unacceptable (Doll, Song & Siemens, 2004). By denying or ignoring PB, teachers demonstrate to students that school is not a safe place and that PB is a problem of individuals – the bully and the victim, not the school community, which is not true.

References


