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Are We Truly Measuring Teachers' Bullying Prevention Self-Efficacy? The Development of the Teachers' Bullying Prevention Efficacy Scale

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Bullying prevention programs have shown limited effectiveness at reducing bullying within schools (Ttofi & Farrington, 2011). Although past research explores teachers' self-efficacy in relation to bullying prevention and intervention (see Ahtola et al., 2012; Byers et al., 2011; Yoon & Bauman, 2014; Yoon, 2004), many studies use measures that are based on one question of confidence, or on the Classroom Management subscale of the Teachers' Self-Efficacy Scale (TSES; Tschannen-moran & Woolfolk Hoy, 2001). The scale for teacher efficacy in behavioral management fails to measure teacher efficacy as it specifically relates to bullying intervention. The TSES specifically examines teachers' ability to control disruptive children in the classroom. This example seems somewhat broad, as it could be about someone being loud, or talking too much, and not necessarily a bullying situation, which may be more covert. Since the classroom management efficacy scale was not designed to specifically measure bullying prevention efficacy, it may not adequately capture teachers' bullying prevention efficacy beliefs.

The Teachers' Bullying Prevention Efficacy Scale: The Teacher Bullying Prevention Efficacy Scale (TBPE) was created and adapted from the Teacher Self-Efficacy Scale (TSES; Tschannen-Moran & Woolfolk Hoy, 2001), and Ahtola et al.'s (2012) competence scale. Items (e.g., To what extent can you assist the victim in a bullying situation? How much can you do to help students value bullying prevention initiatives?) were rated on a 9-point Likert scale, based on the same rating scale as the TSES. Participants included 61 Canadian teachers and teacher candidates. As part of a larger research study, participants were asked to complete an online survey which included the Classroom Management subscale of the TSES, along with the TBPE.

The factor analysis revealed two separate factors, which aligned with the existing TSES and the new TBPE. While the two factors are weakly correlated (r = .294, p = .021), they were distinct. The correlation was expected as bullying was related to classroom management, which is why it had been used previously in the research. The Cronbach's alpha for the TBPE was .867.

Through the development and use of this measure, we aim to better understand teachers' perceived confidence of their abilities to prevent and intervene in bullying prevention programs. The use of a more valid and reliable measure of teachers' efficacy will help build a strong evidence-based foundation of bullying prevention programs.