An Analysis of Self-Perception in Relation to the Decision to Intervene in Bullying Situations within the Educational System

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Bullying is a serious concern at schools related to student well-being and academic performance. Educators face mounting pressure to intervene in bullying situations. Existing research linked self-perception (SP) to teachers' response to bullying situations. This study was designed to determine if (SP) is related to an educator's decision to intervene in bullying situations and student attitudes regarding the need for intervention (NI). It was hypothesized that educators with medium (SP) would see the highest (NI), while those with low (SP) would see the least (NI). It was also hypothesized students with low (SP) would see the highest (NI), and those with high (SP) would see low (NI). 111 educators were surveyed to identify their (SP) and then reviewed four bullying scenarios followed by several questions relating (NI). 298 students completed the same questionnaire. The educators and students were then classified based on the survey into five (SP) groups, high, medium-high, medium, medium-low, and low (SP). No participants fell in the low (SP) group, and no educators fell in the medium-low (SP) group. The results of the study negated the hypothesis; all participants with higher (SP) saw greater (NI) across scenarios, while those with low (SP) saw less (NI). However, this trend showed no statistical significance. The study did find that overall, students see greater (NI) than educators. This comparison reached a level of statistical significance at p.= 0.10. Applications related to emphasis on using research-based strategies for intervening in bullying situations were found as well as avenues for future research.

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