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Amin Al Haadi Bin Shafie, Nurul Ashikin Binti Ahmat Miskam, Norsayyidatina Binti Che Rozubi and Azad Athahiri Bin Anuar

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Enhancing the Self-Efficacy and Assertiveness Level Among the Bullied Victim School Students By Using Cognitive Behaviour Therapy (CBT) in Group Counselling Approach

¹Amin Al Haadi Bin Shafie, ¹Nurul Ashikin Binti Ahmat Miskam, ²Norsayyatina Binti Che Rozubi and ³Azad Athahiri Bin Anuar

¹Asian Centre For Research On Drug Abuse, Faculty of Leadership and Management, Universiti Sains Islam Malaysia, Bandar Baru Nilai, 81700, Nilai, Negeri Sembilan, Malaysia, ²Psychological Counselling Department, Faculty of Human Development, Universiti Pendidikan Sultan Idris, 35900, Tanjong Malim, Perak, Malaysia, ³Psychological Counselling Department, Faculty of Education, Universiti Malaya, Jalan Universiti, 50603 Kuala Lumpur, Wilayah Persekutuan Kuala Lumpur, Malaysia

Abstract

Bullied victims indeed do feel necessity for helps in elevating their self-efficacy and assertiveness in order for them to be able to develop coping skills in confronting this phenomenal delinquency. This research was group counselling-based with the employment of Cognitive Behavioral Therapy (CBT) over the 8 bully victim students for 5 intervention sessions (research group). The Peer Aggression Coping Self Efficacy Scale (PACSES) and Rathus Assertiveness Schedule (RAS) were utilized to measure the level of self-efficacy and assertiveness respectively among the research group respondents for both pre and post tests. This research revealed that the self- efficacy and assertiveness level among the research group respondents got positively increased after undergoing the sessions. Therefore, this research advocated the employment of CBT for school counsellors to assist bullied victim students for developing their coping skills and self-empowerment in facing the bullying situations.

Keywords: CBT, Bully, Peers, Self-Efficacy, Coping Skill, Assertiveness

Introduction

It is agreeable to assert that bully has become an occurrence that happens worldwide and posts the negative impacts to teaching, learning and self- development especially for the bullied victims. Ron (2009) states that being bullied gives rise to the remorseful feeling, anxiety to the victims and bad memories that will never last over the course of their lives if it is not being cured earlier. Indeed, there have been numerous researches conducted in this particular issue worldwide since

1970s. Among the countries involved are Norway by Olweus (1978), Canada by Bently (1994), USA by Hoover (1993) and Australia by Rigby (1996). Whereas, in Malaysia, researches studying about bully have been conducted by Noran Fauziah (2004), Abd Malik (2004), Aziz Yahya, Jamaludin Ramli, Abdul Latif Ahmad and Zurhana Muhammad (2007), Zuria Mahmud & Norelawaty Shabudin (2010), Mahadi Bin Hj Khalid (2007) and Amin Al Haadi (2013). These researches are in a consensus believing that bully happens when there are an imbalanced power, bully victims, bullies as well as observers. They are in need to be helped to understand the roles and effects that are epitomized from their behaviors.

Olweus (1995) notes that the passive behaviours and attitudes demonstrated by bullied victims signal that they are insecure and feeling their selves are completely useless as well as unable to retaliate when they get attacked or degraded. Noran Fauziah Yaakub (2004) in her study in the context of school bully, has concluded that bullied victims are characterized as persons who are not likeable and completely a silo from the majority of other students. Bullied victim students are also being characterized as new-late-comers and someone who have been the apple to their teachers' eyes. Ron (2013) on the other hand, attributes the bullied victims as to possess the high anxiety character and deemed to live in cowardice and physically weak. Bully victims are also said to be lacking of self-efficacy, less- sociable, unable to establish self-defense when hurt or intruded, anxious, insecure, preserved and being so pampered or probably having such overprotective parents. Creer (2007) describes self-efficacy as the ability to control things in our lives. Self-efficacy determines how we think and at the same time be able to control our behaviours accordingly. Self-efficacy also helps to achieve the management of chronic pain in a particular time and situation.

The concept of self-efficacy is one's confidence in doing things without hesitation to achieve a desired goal. It also affects a person's beliefs and behaviours. According to Bandura (1994), self-efficacy means a person's faith in the ability to produce a level of performance that can influence the events that affect a person's life. He also points out that self-efficacy determines the mood, behaviour, thought and how an individual motivates. It involves four belief formation processes which are (1) cognitive, (2) motivation, (3) selection and (4) the effectiveness of processes.

A study conducted by Hunter, Boyle and Waeden (2004) on youth involvement in bullying focuses on the perceptions of self-efficacy and correlation between aggressive & non-aggressive behaviour and angry bias. A total of 520 students have participated in this study. Their ages are in the range of 12 to 14 years old that attend Form Two and Form Three class at schools somewhere in Scotland. The questionnaire on bullying contains items related to whether respondents have been a victim or a bully, aggressive or non-aggressive, angry and uneasiness as well as demographic data. The results showed that the victims are reported to have a low perception of self-efficacy, compared to those who not involved in bullying. This leads to the conclusion that the perception of low self-efficacy has a correlation with victims among adolescents. The study revealed the importance of interventional efforts that should focus on increasing the level of cognitive and self-efficacy.

On the other note, self-assertiveness is a behaviour and communication method differing from passive and aggressive behaviour. Powell (2000) notes that self-assertiveness is an alternative to aggressive behaviours that seems to abuse the rights of others. He also explains that self-assertiveness can help in knowing one's self, self-confidence and self-esteem. Self-assertiveness saves energy and reduces feelings of depression by not always thinking or worrying

about offending others, not thinking much and feeling restless when making decisions. A person who has good self-worth is usually confident and satisfied in their selves. Amin Al Haadi (2013) notes that self-assertiveness can be seen through the individual's behaviours or communication when expressing feelings, thoughts and beliefs honestly without disputing the rights of others. Assertiveness is a self-defence strategy of one's rights to say as well as share what's thought, felt and believed frankly, in an honest and open way, at the same time respecting the rights of others. Obviously self-assertiveness is an important behaviour among the victims to prevent from being bullied.

Intervention in combatting the delinquency of bully has been introduced by Olweus (1995). Whereas, Noran Fauziah Yaakub, Fatimah Haron and Ahmad Jazimin Jusoh (2009) and Abdul Malik (2004) have adapted and designed an intervention to succor the school administration in addressing bully and help to scale down the number of delinquency cases in Malaysia.

Professional Circulars Numb. 8, year 2010 (KP(BPSH-SPDK) 201/005/01/Vol.2919)) delegated from Director General of Education, Malaysia explains the notion of bully at school. This circulars announces the great battle upon the delinquency of bully at school. Both administrators and teachers are reminded to consider strict actions to the bully perpetrator and act proactively as so this problem will not be happening. Discipline and counselling teachers, warden teachers at school hostel and other teachers are encouraged to find a working solution to recognize and prevent bully or other misconducts at school.

Therefore, counsellors should perceive this matter as an aspect that imposes a hefty charge in education and ought to initiate suitable actions to deter it. As officials whom this responsibility is obliged upon, counsellors are not supposed to see this matter as a subject beyond their expertise, thus pragmatic efforts should be done to solve this problem. Group counselling approach is seen as a working intervention in bully case either for the perpetrators or the victims. Thus, this study is conducted to see the effectiveness of Cognitive Behavior Therapy (CBT) in group counselling approach towards the self-efficacy and assertiveness level and the skills in coping with bully among the bullied victims at school setting.

Significance of Study

This experimental-based research is seen to be crucial to test the intervention and rehabilitation used for counsellors to restore the bullied victims' strength particularly their self-efficacy and assertiveness aspect.

The result of this research is helpful for counsellors to employ an effective approach in recuperating the bullied victims. This said intervention approach is flexibly adaptable and improvisable as subject to the circumstances and cases handled by the counsellors. One exceptional highlight of this approach is its employment of Cognitive Behavior Therapy (CBT) that is specially designed to facilitate the counsellors and students to undergo intervention sessions while capable of witnessing its effects in the short period of time.

The group counselling approach used provides convenience, comfortness and security to all the parties involved. The fact that all therapeutic elements resulted from group interaction do facilitate all its members to achieve their respective goals is absolutely agreeable. In this sense, counsellors could secure a lot of time for assisting more clients in one time rather than focusing on one client only. The members of the group are expected to establish friendship while gaining their very own support system to help each other.

The pursuit of this research is to broaden the counsellors' knowledge about the myriad interventions available in the course of combatting bully. This CBT intervention is said to be effective in scaling up the self-efficacy and assertiveness level among the bullied victims. This move makes them to be prepared enough to lead their day-to-day lives and perhaps turning up to be the positive persons in life. Results obtained from this research will help Malaysia counsellors to widen their knowledge in addressing bully cases or other delinquencies while educating them to be wise and creative in managing student behavioral problems in the future.

Methodology

Research Design and Respondents

This research employed the experimental design with one research group (One Group Experiment). Creswell (2003) names this design as a method to study a group of pre-post-test (one-group pre-test/post-test design) with data collected from a population only, no comparison group or control group. Unlike Schuett (2006), he calls this design as a before-and-after design.

The respondents consist of 8 form 1 and form 2 students that were selected from the same socioeconomic background. Due to the experimental basis this study is, according to Jacobs, Mason and Masson (2002) sample can be up to five to eight people. There is also a need to establish leadership aspect in conducting sessions in a given size of a group as spoken by Ida Hartina (2006) that states the amount of group counselling leadership is essential in the six to eight people.

This experimental group was given Cognitive Behavior Therapy intervention that is based on group counselling for about 5 sessions with 'The Peer Aggression Coping Self Efficacy Scale' instrument and Rathus Assertiveness Schedule (pre and post test).

Data Collection and Analysis

Data was collected through pre and post tests by using The Peer Aggression Coping Self Efficacy Scale and Rathus Assertiveness Schedule that were adapted into Malay Language. This adaptation was undergone through *back translation* method (Brislin, 1970).

The Peer Aggression Coping Self Efficacy Scale that is designed by Singh and Bussey (2009) has adapted for the purpose of measurement. PACSES is aimed at measuring *Coping Self Efficacy* among teenagers whose the age range from 11 to 15 years old. According to Singh and Bussey (2009), "*coping self efficacy, PACSES provides a useful measure for examining children's self-efficacy for using a range of strategies to deal with peer aggression*". Singh and Bussey (2009) also assert that *Coping Self-Efficacy* refers to an individual perception towards his or her capability in executing control in response to a particular negative event. This instrumental test (PACSAS) that is built by Singh and Bussey has revealed high internal reliability value. This scale contains 45 items in which its Alpha Cronbach's value was .836.

The Rathus Assertiveness Schedule (RAS) has been widely used since it was built in 1973. Measuring instrument has also been used in some foreign countries. Suzuki, Kanoya, Katsuzi and Sato (2007) have used this survey to examine the validity and reliability of this scale in nursing arena in Japan. RAS was once used by local researchers, by Salleh and Zuria Mahmud (2009) that examine the relationship between life satisfaction and self-assertiveness of students in higher education. In this study, RAS was employed and participated by 170 volunteer undergraduate

students. They consisted of 26 male students and 144 female students. It was recorded that the value of alpha coefficient was 0.83 (Zuria Salleh, 2009).

In this study, both instrument scores were 0.8 and above. As supported by Chua Yan Piaw (2006), this Alpha Cronbach score is considerably high and good to be used. The high validity score this instrument has indeed become the determinant of its selection in this research. Not to mention, this instrument contains items that are short and suitably comprehended by teenagers to prevent from having blasè.

These two scales employ simple scoring system. Both use five-likert responses scale and respondents were only required to choose one of those based on statement provided:

- i. Very similar to me
- ii. Similar to me
- iii. Sometimes to appear similar to me
- iv. Not similar to me
- v. Not similar to me at all

Cognitive Behavior Theraphy in Group Counselling Intervention Activitiy

The research group has undergone 5 sessions for Cognitive Behavior Therapy by using the group counselling approach. The details are as follow:

Table 1: Cognitive Behavior Theraphy in Group (Counselling Intervention Activity)

Numb.	Session	Duration	Activities
1		2 hours	Pre test for research group
2	1	2 hours	Ice-breaking session & briefing on bully, consequences of bully, location of bully, attributes of bullied victims and the bully perpetrators.
3	2	2 hours	The session discussed the experiences of bullied victims and imposed an intervention of recognizing the disconcerted thought and to correcting it (CBT Theory).
4	3	2 hours	Focused on the enhancement of the self-efficacy and assertiveness of the research group members
5	4	2 hours	Continuation of discussion on self-efficacy, assertiveness and alternative actions and practices in grappling with bully.
6	5	2 hours	Closing- Enhanced the new rational thinking
7		2 hours	Post Test for research group.

Results

Self-Efficacy Development Among The Respondents

The *Wilcoxon T test* was conducted to see the self-efficacy development among the respondents who got involved in group counselling intervention for Cognitive Behavior Therapy. Result revealed the significant different, where the z-score = -2.3, $p < 0.5$. This explains to us that the mean for post test (mean value = 4.93) is higher than the mean for pre test (mean value = 1.5). This signifies that there is an improvement on the level of self-efficacy among the respondents after undergoing the group counselling intervention for Cognitive Behavior Therapy. Table 2 shows the aforementioned details as follow:

Table 2: Mean Score for Self- Efficacy Group Research (PACSES) N= 8

	Mean Score (Value)
PRE TEST (VALUE)	4.93
POST TEST (VALUE)	1.50
	Pre Test- Post Test
Z	-2.313
Asymp.Sig. (2-tailed)	.021

Table 2 shows the mean score for each domain that also marks the increase of mean score for all domains which are (1) self-efficacy towards the provocative behaviour (2) self-efficacy in evading the aggressive behaviour (3) self-efficacy to reduce the sense of self-guilty (4) self-efficacy towards the bullied victims who are undermining their feelings. The highest domain that records an increase in its mean score is self-efficacy domain towards the provocative behaviour that is from 43.0 (mean score for pre test) to 48.3 (mean score for post test). Whereas, the lowest domain that shows an increase in its mean score is self-efficacy to reduce the sense of self-guilty domain that is from 28.4 (mean score for pre test) to 29.9 (mean score for post test).

Table 3: The Mean Score for Each Domain

	DOMAINS	PRE TEST RESULT	POST TEST RESULT
1	Self-efficacy towards the provocative behaviour	43.0	48.3
2	Self-efficacy in evading the aggressive behaviour	36.0	40.0
3	Self-efficacy to reduce the sense of self-guilty	28.4	29.9
4	Self-efficacy towards the bullied victims who are undermining their feelings	22.9	27.2

Referring to the above table, it is plausible to say that there is an increase in the self-efficacy level among the bullied victims in the research group who have been undergone the group counselling intervention for Cognitive Behavior Therapy as we can see clearly from the increase in mean score from pre test to post test through the PACSES instrument. Therefore, this research shows us that the results obtained from the quantitative data through PACSES instrument that measures the self-efficacy level of respondents has offered a significant improvement. The result of *Wilcoxon T* analysis revealed that the mean for post test (mean value = 4.93) is higher than the mean for pre test (mean value = 1.5). It is clearly indicated that there is an increase in self-efficacy level among the respondents after going through the sessions in group counselling for Cognitive Behaviour Therapy.

The Assertiveness Development Among The Respondents

The *Wilcoxon T* test was conducted to see the assertiveness development among the respondents who got involved in group counselling intervention for Cognitive Behavior Therapy. Result revealed the significant different, where the z-score = -2.5, $p < 0.5$. This explained to us that the mean for post test (mean value = 4.55) is higher than the mean for pre test (mean value = 0.0). This signifies that there is an improvement on the level of assertiveness among the respondents after

undergoing the counselling group intervention for Cognitive Behavior Therapy. Table 4 shows the aforementioned details as follow:

Table 4: Mean Score for Assertiveness Group Research (RAS) N= 8

	Mean Score (Value)
PRE TEST (VALUE)	0.00
POST TEST (VALUE)	4.55
	Pre Test- Post Test
Z	-2.558
Asymp.Sig. (2-tailed)	.011

Table 5 shows the mean score for each domain that also marks the increase of mean score for all domains which are (1) Not Sensitive in Expressing Feelings (2) Strict in Dealing (3) Smooth in Talking (4) Complain to Improve Justice (5) Spontaneous Action (6) Arguing (7) Avoided Dispute in Public Places and (8) Bargaining. The highest domain that records an increase in its mean score is Bargaining that is from 40.9 (mean score for pre test) to 60.0 (mean score for post test). Whereas, the lowest domain that shows an increase in its mean score is Smooth in Talking domain that is from 8.82 (mean score for pre test) to 8.87 (mean score for post test).

Table 5: The Mean Score for Each Domain

	Domains	Pre Test Result	Post Test Result
1.	Not Sensitive in Expressing Feelings	20.36	21.27
2.	Strict in Dealing	13.18	13.82
3.	Smooth in Talking	8.82	8.87
4.	Complain to Improve Justice	8.90	9.63
5.	Spontaneous Action	8.60	8.90
6.	Arguing	10.72	11.54
7.	Avoiding Dispute in Public Places	13.18	13.55
8.	Bargaining	4.09	6.00

Referring to the above table, it can be concluded that there is an increase in the assertiveness level among the bullied victims in the research group who have been undergone the group counselling intervention for Cognitive Behavior Therapy as we can see clearly from the increase in mean score from pre test to post test through the RAS instrument. Therefore, this research shows us that the results obtained from the quantitative data through RAS instrument that measures the assertiveness level of respondents has offered a significant improvement. The result of *Wicoxon T* analysis revealed that the mean for post test (mean value = 0.00) is higher than the mean for pre test (mean value = 4.55). It is clearly indicated that there is an increase in assertiveness level among the respondents after going through the sessions in group counselling for Cognitive Behaviour Therapy.

Discussion

This research is aimed to identify the effects of intervention towards the self-efficacy and assertiveness level among the respondents in the research group. The self-efficacy and assertiveness of research group was conducted through the studies of 3 stages encompassing the pre intervention stage, current intervention stage and post intervention stage. All respondents were required to answer the scale test from PACSES and RAS instrument that have been adapted in Malay Language. The PACSES instrument was answered twice during both pre and post intervention. This scale consists of 4 domains for PACSES as follow:

- i. Self-efficacy towards the provocative behaviour
- ii. Self-efficacy in evading the aggressive behaviour
- iii. Self-efficacy to reduce the sense of self-guilty
- iv. Self-efficacy towards the bullied victims who are undermining their feelings

The RAS instrument was also answered twice during both pre and post intervention. This scale consists of 8 domains for RAS as follow:

- i. Not Sensitive in Expressing Feelings
- ii. Strict in Dealing
- iii. Fluency in Articulation
- iv. Complain to Improve Justice
- v. Spontaneous Action
- vi. Arguing
- vii. Avoiding Dispute in Public Places
- viii. Bargaining

The results from the mean score have been analyzed to identify the improvement of self-efficacy and assertiveness level among the respondents in the experimental group. Teachers' insights, researchers' observation and data from respondents' journals were also being studied to rule out the statements pertaining to self-efficacy and assertiveness.

Self- Efficacy at Pre Intervention Stage

The total mean score for the whole self-efficacy obtained by the research group was 130.27. Focusing on the score for the instrument domain for each group, research group showed high test result for Proactive Behaviour Domain. Mean score for research group was 43.0. Proactive Behaviour Domain in self-efficacy conception refers to any act committed to manage any negative peer interaction (Singh & Bussy, 2009). The higher mean score perhaps would signify more actions to be taken to govern the negative peer interaction.

For Evading the Aggressive Behaviour Domain, mean score for research group was 36.0. This domain focuses on the respondents' actions to avoid revenge and physical aggression after being bullied. The higher level of self-efficacy in evading aggressive behaviour can be associated with the higher efforts for preventing from the negative psychological effects on oneself (Singh & Bussy, 2009).

Class teacher's observation towards this research group at pre intervention level points out that he or she has no idea on the level of confidence of the research group members in managing bully problem earlier. Alas, it was told by the class teacher that their capabilities in demonstrating agreeable level of confidence are still considerably low.

Self –Efficacy During Intervention Stage

During conducting the group counselling with respondents for research group, respondents discussed and shared some actions to be taken in facing bully and challenges faced while encountering with bully especially the challenge for not having the right thinking. The actions discussed were as follow:

- i. How to elevate self-confidence
- ii. Perseverance
- iii. Seek help from teachers
- iv. Effective communication
- v. Learn the martial art
- vi. Give advice to the bullies
- vii. Seek help from adults
- viii. Seek help from friends

Referring to the feedbacks given by the respondents, the means 'being persevere' was the most popular feedback among the members of the research group. Most of them listened to what had been told by their parents as to be patient when being bullied. Singh and Bussy (2009) highlight that the resort of taking revenge by the bullied victims mostly would never restrain the violence circle, yet they possibly would receive the parallel reaction from what they have endowed. Therefore, the action of being persevere becomes the main topic during the discussion.

On the other hand, learning the martial art was seen to be a good survival skill posted by the research group members in scaling down the frequency of being bullied victims. This choice is echoed by Theboom, Knop dan Vertongen (2008) that underpin the importance of learning martial art for school students to avoid from being bullied at school. Elling and Wisse (2010) assert that students who learn martial art are more socially presentable (show more pro-social behaviours). However, this stance is against to what have been believed by Olweus (2005) saying that students who learn martial art are inclined towards involving in peer violence. Notwithstanding this opinion, Walters (2010) in his research states that being a martial art member will lead one self to demonstrate the self-efficacy improvement and enhance the ability to solve problems in daily basis.

'Ignoring the mockery by the bullies' alternative has become one of the choices that was believed to equip research group members with positive effects. Jackson (2002) elaborates that the self-efficacy towards a particular matter would lead to a bigger success because such individual has trust in himself or herself to reach at a particular goal if they give their utmost effort towards that.

Self-Efficacy at Post Intervention Stage

Research group showed an increase in the mean score result for post intervention test that was from 1.5 at pre test level to 4.93 at post test level as in accordance with the *Wilcoxon T*. Teacher's opinion for the research group was in a consensus with the findings of this research. Class teacher found that respondents from the research group were progressing positively, socially interactive with other peers, more presentable, less shy and always got prepared for a task given by teacher or friends in front of class.

Findings derived from interviews and observations at post intervention level, research group showed an increase in term of self-efficacy. They were more clear of actions they might undertake

and not simply put blame on themselves. Respondents from research group were found easy to mingle around with other students and began to demonstrate enthusiasm in becoming a sociable individual and capable of giving full concentration in class. Graham and Juvonen (2001) underpin that individuals who are being bullied and permitting self-blame would face the psychological problem and low self- efficacy level.

Respondents from research group who have undergone these sessions were found capable to executing strategies to face the bullies. The increase in self-confidence and ability to fight against the bullies have been taught and trained during the group interaction. The trainings got the positive feedbacks and good responses from the members of the research group. Although all the strategies discussed in the group were not necessarily being executed, yet members of the group had been tested through the exercises and strategies demonstration and thus, this has shown a positive impact to self-confidence to try out the other new avenues. The findings of this research are in line with Bandura (1994) stating that an individual with high self- efficacy level would be capable of doing something as well as becoming more confident to face any challenges and easily to realize that those challenges are to be faced for skills and not to be avoided. He also pursues that people with high self-efficacy would envision the challenging goal and take on the responsibilities towards the said goal. They would also try to approach difficult situations and always be certain to control situations and easily to be self-healer whenever being tested with failure or remorse.

Self-assertiveness at Pre Intervention Stage

The results of mean scores for both pre and post tests showed the value of 0.00 and 4.50 respectively. Both groups showed higher mean scores for the domain "Not sensitive in the expression". High scores for this domain can be interpreted as a difficulty in expressing their feelings and desires through communication.

Kolb and Griffith (2009) state that communication skill is important in learning assertiveness so that one can determine their own course of self (self-determination) and capable of saying "no" in rejecting things that do not want to do. Girdano, Dusek and Everly (2009) explain that assertiveness in communication is meant to say something to someone you do not like, without impeding his dignity and self-esteem.

Classroom teachers to the respondents also felt that the respondents were not firm and somehow coward. Needham (2003) state that they do not have self-assertiveness and easily feel depressed because they do not know to express what they think and feel the fear of losing a friend.

There were class teachers to the research group members highlighted that a respondent from the group was a hyperactive whereas another one was unknowingly being bullied by the teacher. Carney and Marrel (2001) assert that the lack of self-efficacy and assertiveness in establishing self-defence has led the victim to be so reluctant to issuing the report to the authority. Unwillingness to disclose the fact of becoming the bully victim will allow the bully perpetrator and permit this unhealthy event to continuously happen. Consequently, teachers might have difficulty to recognize the bully and the victims.

Assertiveness during Intervention

Bourne (1995) explains that self-assertiveness is an attitude or behaviour in a situation in which a person ought to firmly articulate his or her feeling, want and what's don't.

During the intervention, the respondents came out with few resolutions on how to act assertively to the bully perpetrator which were (1) Letting teachers know, (2) Ignoring the disturbance (3) Practicing some practices learned during the intervention. The act of issuing report to the teacher was mostly preferred by the respondents from the research group. Respondents stated that they can implement the techniques they have learned and they said they were no longer being harassed.

Self- Assertiveness at Post Intervention Stage

There was a slight increase in mean score for self-assertiveness level among the respondents at the post stage, portraying that assertiveness does take certain period of time to be nurtured as so the significant improvement can be obtained. The knowledge about self- assertiveness may be easily to be understood yet it takes longer (beyond the intervention period) time to become the one.

Needham (2003) points out that if someone is capable of demonstrating self-assertiveness in communication, thus he or she could communicate effectively and calmly that enables them to attain win-win situation when in an argument. Teachers have confirmed that respondents have shown a compelling improvement as they looked much happier, easily mingling around with other students and more assertive than before. Powell (2000) elaborates that self-assertiveness is an alternative to the aggressive behaviour that appears to be hurtful to other and a form of passive behaviour that allows others to impede our rights. He also extends this point by saying that self-assertive could be very assistive in understanding ourselves, elevating self-confidence and self-efficacy.

The Cognitive Behaviour Therapy intervention does facilitate the bully victims in inculcating self- assertiveness as it gives direction and guidance to client on how to achieve their wants while respecting others, be flexible and open to a change, be committed to go beyond ordinary boundary and capable in trying new things in life (Fenell and Weinhold, 1997)

Conclusion

Research group revealed the progressive development in self- efficacy and assertiveness level. This progress proves that the group counselling intervention for Cognitive Behavior Therapy is a major success in cultivating the awarness among the research group members about bully and the importance of possessing the high self-efficacy and assertiveness level. The improvement on the information KNOWLEDGE and awareness enabling the respondents to generate the reasonable actions if they ever encounter any bullying situations in the future. This group counselling intervention for Cognitive Behavior Therapy also facilitated to increase the respondents' coping skills in fighting bully. This has been advocated by a research conducted by Andreou, Didaskalou and Vlachou (2007) where bullying behaviour is said to be surmountable and can be hindered forever by the bullied victims with the fact that their self-efficacy level should be empowered. This posts the parallel effect in teh case of self- assertiveness where Anderson and Swiatowy (2008) found that the strategies impacts on students is to teach students with social skills. Social skills are the skills to avoid from being bullied. These skills include assertiveness training, cultural

awareness, empathy, respect and selection of ways to respond. Although this intervention approach exclusively involved only a partake of a school community, yet its focus on the bullied victims and their empowerment were expected to be an effective rehabilitation and prevention means for bully delinquency.

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