

**SOURCES OF PRIMARY SCHOOL TEACHERS
SELF-EFFICACY IN DEALING WITH BULLYING AMONG STUDENTS : A CASE STUDY IN RURAL
PRIMARY SCHOOL TEACHERS IN SARAWAK**

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ABSTRACT

One cannot denied that acts of bullying among students in primary school is still happening in most of the primary schools across the country with Sarawak being one of them. As the one who actually engaged in dealing with this destructive behavior, little attention was paid to sources of influence of teachers self-efficacy in dealing with bullying among students in primary school setting. The purpose of this study was (i) to identify the sources of influence according to the level of importance that contribute to teacher self-efficacy in dealing with bullying in rural primary schools particularly in Sarawak, and (ii) to determine the sources of influence (mastery experience, vicarious experience, verbal persuasion, physiological arousal) that are significant predictors for each subscale of teachers' self-efficacy (behavioral, cognitive, emotional) in dealing with bullying among students in rural primary school, among in-service teachers in Sarawak. A total of 992 primary schools teachers from 120 rural primary schools, randomly selected across Sarawak involved in this study. Based on the findings of this study, teachers who served more than 10 years had significantly higher mean scores for mastery experience and verbal persuasion than their counterparts who served less than 10 years. The four hypothesized sources tended to be moderately influenced teachers self-efficacy in dealing with bullying in rural primary schools particularly in Sarawak. Based on the standardized regression coefficients (β s) indices of direct effects of each predictor variable on each sub scale of teacher self-efficacy in dealing with bullying among students, Verbal Persuasion and Physiological Arousal had significantly predicted Behavioral Self-efficacy, Cognitive Self-efficacy and Emotional Self-efficacy in dealing with bullying among students in primary school. The present findings help to reveal the possible sources which could be among the important elements of teachers self-efficacy in dealing with bullying among students. Strengthening teachers' optimistic self-efficacy along with improved skills should be a preventive measure in order to alleviate the problem of bullying in schools and create a healthy environment that provides students with shared values, shared experiences and common aspirations.

KEYWORDS : Sources, Self-Efficacy, Bullying, Primary School, Teachers.