

Primary School Teacher's Self-Efficacy in Handling School Bullying: A Case Study

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Abstract— Evidence from a number of studies suggest that teachers are not very effective when they address or deal with cases of bullying in schools, unaware, unwilling to stop bullying, and do not effectively respond to bullying. It is a responsibility of a teacher to deal with any bullying case in school, hence, it is not fair to judge or perceive a teacher as less effective or less efficacious because the development of teachers' self-efficacy in this matter could be influenced by some variables that serve as sources of efficacy among teachers. The purposes of this study were to determine the level of teachers' self-efficacy (behavioural, cognitive, emotional) in dealing with bullying among students in rural primary school and 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 (behavioural, cognitive, emotional) in dealing with bullying among students in rural primary school. There were 992 in-service rural primary school teachers in Sarawak involved in this study. The overall mean scores for level of teacher self-efficacy (Behavioural, Cognitive, and Emotional) in handling school bullying in rural primary schools in this study was at moderate level. Based on the findings of this study, Verbal Persuasion and Physiological Arousal had significantly predicted Behavioral Self-efficacy, Cognitive Self-efficacy and Emotional Self-efficacy in handling bullying school bullying.

Keywords — Self-Efficacy, Bullying, Primary School.

I. INTRODUCTION

When a student is being bullied or feels that he/she is being bullied, it is important to inform a teacher who can help him/her. Whenever a teacher deals with bullying it is also very important for students to have teacher whom they see

as taking an active stand against bullying in terms of propagating anti bullying norms and having an efficacious approach to decreasing bullying. Every student wants an ideal class in which the teacher is perceived by the students as having a high degree of efficacy in dealing with bullying. Whenever any bullying case happens in or outside the school, teachers have to face and deal with it once they noticed about it or being informed by other parties (e.g. students, parents, admin staff, friends, etc.). Teachers must always bear in mind that whether they like it or not, as long as it is involving their students (be it the bully or victim), by right they are indirectly accountable and responsible that they have no other choice but to deal with it. Teachers play a vital role in supervised the students so that they do not hurt or bullying other students. As a teacher, students' safety is the main concern. Teachers have to make a stand that bullying is not tolerated and acceptable in classroom, schools and everywhere. Teachers have to ensure that if anyone in the school has a problem with bullying, they must report or have personal talk with the teacher. Teachers must let the students know that they can be trusted and ensure their safety. Teachers should take action immediately once witnesses case bullying in his or her presence. Besides offering protections and immediate actions, teachers are responsible in educate the students about the school bullying. If teachers are seen to be efficacious, they are likely to prevent bullying (Novick& Isaacs, 2010; Yoon, 2004). Successful teacher intervention in dealing with bullying among students rely on teachers' belief about how efficacious they will be in resolving or undertaking bullying cases or situations (Skinner et. al, 2014). The sense of responsibility of teachers to deal and prevent bullying in the classroom or in the school compound play a very important role (Olweus& Limber, 2010). There is also evidence suggesting that teachers might be less effective in