ABSTRACT

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. But there is also evidence suggesting that teachers might be less effective in dealing with bullying among students in schools. On the other hand, it is not fair to judge or perceive a teacher as less effective or less efficacious when comes to dealing with bullying because the development of teachers’ self-efficacy in this matter could be influenced by some variables that serve as sources of efficacy among teachers. 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. This quantitative research utilizes a correlation method in order to examine the relationship between various sources of influence and teacher sense of efficacy when dealing with bullying among students in rural primary schools. Based on the standardized regression coefficients (β) 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. Based on the finding of this study, verbal persuasion and physiological arousal are prominent predictors of teacher self-efficacy in dealing with bullying among students in rural primary schools. It is recommended that teacher preparation or teacher developmental programs regarding the issue of bullying among students in rural primary schools, explicitly address these two influences with specific types of training and educational experiences that focus on mastery building through cognitive and meta cognitive strategies, cultivating self-regulation competencies, and establishing a social support system.

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

Introduction

Even though bullying among students in school is a common phenomenon, all students have the right to attend school where they are free of fear of bullying. When a student is being bullied or feels that he/she is being bullied, it is important to tell 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. Teachers should set a good example and be a role model among the students. Students tend to observe and imitate teachers’ behaviors. Teachers should always let a child feel loved, appreciated and respected. Besides, teachers should promote a sharing and loving culture among the students. Under the Malaysian Education Development Plan (PPPM), education system aspires to ensure that every student in every school in every state achieve full development (Nik Adzrieman bin Abdul Rahman, Mohan a/l Rathakrishnan, 2017)