CHAPTER ONE

INTRODUCTION

Background of the Study

Based on current phenomenon, it is no doubt that bullying is a growing and significant problem in many schools around the world (Farrington & Ttofi, 2009; Healey, 2001; Cheng *et al.,* 2010; Nicolaides, Toda, & Smith, 2002; Rigby & Smith, 2011; Williams & Kennedy, 2012). Since Olweus (1978) pioneering the research on bullying three decades ago, it seems that, bullying is still one of the major social concern in many parts of the world remains a topic often in the news, which highlights the ongoing public concern and continual need for anti-bullying work in schools (Cheng *et al.,* 2010; Farrington & Ttofi, 2009; Shakoor *et al*., 2012; Rigby & Smith, 2011). In recent years, bullying among students in schools has become recognized as an important educational problem (Carney, 2008; Hinduja & Patchin, 2013; Swearer *et al*., 2010). Bullying remains a topic often in the news, which highlights the ongoing public concern and continual need for anti-bullying work in schools (Cheng *et al.,* 2010). In early research, Olweus (1978) observed that a considerable number of students suffer from harassment by peers in their school especially in the classroom. He called this phenomenon 'bullying' and since then, this definition of 'bullying' has guided much of later research. Bullying is defined as "a form of aggression in which one or more children intend to harm or disturb another child who is perceived as being unable to defend himself or herself" (Smokowski & Kopasz, 2005, p.101). Bullying has been identified as the current leading form of low-level violence, meaning underlying forms of violence, in schools (Rigby & Thomas, 2010; Whitted & Dupper, 2005). Over the past 30 years, clinicians and researchers have come to the agreement that bullying in schools is a serious threat to the healthy development of children, in addition to being a

cause of school violence (Rigby, 2010; Rigby, 2012; Smokowski & Kopasz, 2005). Bullying has been linked to future antisocial and violent behaviours. The most chronic form of criminality has been shown to correlate with early-onset aggressive behaviours in childhood.

In the 90's, Hoover and Juul (1993) reported that bullying is a prevalent, serious social problem among school-age children in Europe and the US. Similar results have also been obtained in Australia (Slee, 1994), Canada (Charach *et al.*, 1995), Japan (Murakami, 1995) and Malaysia (Faridah Daud, 2004; Juariah Yunus, 2005; Noran Fauziah Yaakob *et al., 2001*). Research carried out over the last 20 years or so has drawn attention to bullying behaviour in schools as a serious and pervasive psychological problem which is responsible for widespread suffering and pain among children and equally widespread apprehension and concern among parents (Borg, 1999; Rigby, 2008; Rigby & Smith, 2011). Bullying of a nasty kind may lead to life-long loneliness or suicide (Carney, 2000; O'Moore, 2000). Coming in the wake of a task force set up by the former Minister of Education, Datuk Seri Hishammuddin Tun Hussein in the year 2004 to monitor and handle disciplinary problems in schools especially bullying, this shows that this problem (bullying) is being treated seriously by the Malaysia Ministry of Education. The ministry also has printed posters with its anti-bullying hotline number and introduced a guidebook for the school authorities as well as a complaint website (The Star, 9.3.2006). Bullying remains a topic often in the news, ` highlights the ongoing public concern and continual need for anti-bullying work in schools (James, 2010). This also supports the survey of bullying done by Peter Smith *et al.* (1999) in over 21 countries in America, Europe, Africa, Asia and Australia, which found that over the last few years, there has been a lot of interest in the problem of bullying in schools. As in Malaysia, studies on bullying done by some researchers such as Faridah Daud (2004), Juariah Yunus (2005), Mahadi bin Haji Khalid (2007), Noran

2

Fauziah Yaakub *et al.* (2001), and Suraya Mohd. Nor (2001) show that, it is a problem that need to be tackled seriously.

Whenever bullying occurs in schools, normally it is not in front of teachers or adults (Rigby, 1995). Most of the children and teens at school who regularly witness bullying just remain silent because of the fear that the bully may target them next (U.S Department of Education, 1998). Part of the problem is that bullying is more likely to occur in places (school compound) where teachers or adults are not around (Skiba & Fontanini, 2000). Beside that, lack of understanding of the nature and severity of bullying behaviour also contributes significantly to many adults and teachers' inability or willingness to really get involved in bullying cases (U.S Department of Education, 1998). Based on the finding of their research, Noran Fauziah Yaakob *et al.* (2001), suggested that teacher education programmes, both pre-service and in-service, need to further emphasize on the importance of preparing teachers to be able aware, monitor incidences of bullying, and take appropriate measures to overcome the problem of bullying among students in school.

Some teachers also still consider bullying incidents in school to be less serious, which in-turn less likely to intervene to stop it (Ellis & Shute, 2007). According to a non-governmental organization called Children's Right in Society (BRIS) from Sweden, despite various problem regarding children and teenagers reported, the biggest issue is bullying, and their report on the problem led to a new law that compels teachers to alert the authorities and help a pupil or student when bullying occurs. Failure to do so will land the school especially the teachers with a fine (The New Sunday Times, 18.11. 2007). Clearly, the roles and involvement of teachers are essential in the case of bullying in school.

When children transferring from primary to secondary school, they are actually entering another episode of their school life and those joining a class part way through a

term, may be particularly vulnerable to bullying because they may have to "break into" existing friendship group. Being bullied is a frightening experience to young people especially those who could not really defend themselves and feel powerless to overcome or stop it. Victims of bullying may be angry, frightened or bewildered. They are unable to concentrate on their lessons. Some even pretend to be ill or truant because they are so frightened. A few have even taken their own lives. They lose confidence in themselves, and this low self-esteem may have life-long consequences. No children like to think that bullying will happen to them. But the fact is that, bullying does happen to some children and many more find themselves on the fringes of it by being aware that it is happening actually.

Bullying (occurring through interpersonal power imbalance) and violence (weighing of power resulting in injuries) are problems of aggression in schools among adolescents. These aggressive problems have recently been observed with much interest, and some schools have taken initiatives to address it as well as to curb trends. The act of bullying includes bullies (perpetrators), victims, bullies who are victims, and observers (Juvonen, Graham & Schuster, 2003). Looking at some journals or articles regarding students and school, bullying incident has been the subject of an ever-increasing body of research world-wide, with the U.S. entering the field later than researchers in other countries. Even though bullying incidents had been happening long time ago especially when it was first brought up by Olweus in 1978, apparently they are still several studies that investigated the prevalence of bullying nationally or locally in the new millennium (e.g., Bauman *et al.*, 2008; DeVoe *et al.*, 2004; Faridah Daud, 2004; Haynie, Nansel & Eitel, 2001; Juariah Yunus, 2005; Nansel, Haynie, & Simons-Morton, 2003; Nansel, Overpeck, Pilla, Ruan, Simons-Morton, & Scheidt, 2001; Naylor *et al., 2006;* Noran Fauziah Yaakob *et al., 2001;* Rigby & Slee, 2008; Rigby, 2006; Solberg, Olweus & Endresen, 2007; Ellis & Shute, 2007; Swearer & Cary, 2003;

Unnever & Cornell, 2004) and this shows that it is something that is still on going throughout the whole world. There is also no exception for Malaysia. They are also some researchers that have documented the consequences of bullying in this millennium (e.g., Juvonen & Nishina, 2000; Leff, Power, & Goldstein, 2004; Marsh, Parada, Craven, & Finger, 2004; Meraviglia, Becker, Rosenbluth, Sanchez, & Robertson, 2003; Rigby, 2003 : Van der Wal, de Wit, & Hirasing, 2003). The outcomes of various anti-bullying programs used in several countries especially the USA have also been reported in the literatures (e.g., Frey, Edstrom, & Hirschstein, 2005; Juvonen and Graham, 2004; Meraviglia, Becker, Rosenbluth, Sanchez, and Robertson, 2003; Samples, 2004; Twemlow *et al.,* 2001).

In the school setting, young people experience bullying as a frequent challenge. It is important to counter views that bullying is an inevitable part of school life. The wider community and particularly the adults within it, must take responsibility for making it clear that bullying is an act of violence and will not be tolerated in our society. Schools have an obligation to ensure they are a safe place for all students. Nowadays, schools, especially the teachers are finding ways of tackling bullying in school. Parents or the society on the other hand, have the right to expect that, if their children are being seriously upset by the actions of others , it is taken seriously by the school concerned. As parents, they will also have the right to expect that a school should create an environment whereby children understand from the moment they become the student of that particular school, bullying, aggression and violence are not acceptable.

Although there is now a considerable literature on the steps schools can take in dealing with cases of bullying, curiously enough there is little information available about what schools actually do, or for that matter, what are teachers feel, thing should be done or what actually are their stand, when dealing with bullying at their school.

There is no doubt that much has been written about the importance of a whole school approach to countering bullying in schools (see Olweus, 1993; Smith & Sharp, 1994; Rigby, 2010; Rigby & Thomas, 2010; Ross, 1996; Sullivan, 2000). This normally includes a range of measures such as the development of an agreed anti-bullying policy, rigorous surveillance of playgrounds, curriculum activities to help develop in constructive interpersonal attitudes and behaviors, working closely with parents and addressing cases of bullying appropriately and effectively if and when they occur. Evidence from a number of studies suggest that generally teachers are not very effective when they address cases of bullying (e.g., Healey 2001; Fekkes *et al.,* 2005; Fuller, 1998; Pellegrini, 2002; Skiba & Fontanini, 200). Even though some teachers did involve and tried to stop bullying whenever it happens, similar evidence (e.g. Smith & Shu, 2002; Rigby & Barnes 2002) of teacher ineffectiveness regarding this matter has been reported.

Rationale of the Study

Students spent most of their quality time at school. School should create an environment whereby children feel safe or secured. The school management especially the teachers should be aware that every student has the right to feel secure or safe at school. The school management and teachers must make sure that negative behavior such as bullying is a very serious offend and positive behaviour should be part of the national curriculum, but unfortunately it is not a subject that produces statistical data that the government can use to show how wonderful its education policy is. Whenever a bullying incident occurred, the fastest way to solve the problem is to get the bully to be punished because he/she deserves it. Actually physical punishment is inappropriate (Hyman *et al*., 2006; Landrum & Kauffman, 2006), for it reinforces the bullying student's view that violence is an appropriate solution to any problem. The victim and

the bully need support, supervision, and mentoring, whilst being helped to understand that violence or bullying behavior is not acceptable in the school community. To make it become realistic, the role of each and every teacher in that particular school is essential but what actually are their self-efficacy in dealing with this problem is not clear.

The education system is still one where aggression and violence are dominant. The popular students tend to be the jocks, those with sporting prowess, especially in those activities which require physical strength. In classes, the most aggressive pupil tends to be the one around who all others cluster. Those children who are non-violent, not physically strong, or physically small, are always vulnerable; their needs are often overlooked, as are their talents. It's the non-violent children who will go on to make the biggest contribution to the society. School environments tend to be one of "exclusion" rather than "inclusion". Children are left to form their own groups, or gangs, and the children are either "in" or "out". This phenomenon could also happen in any schools be it in Malaysia or other countries over the world. Because it is happening in the school, teachers have no excuse not to deal with it. Even though there is no doubt that much good work has been done on addressing and dealing with bullying in schools, much remains to be done.

Besides teaching and other administrative works, teachers are also often been involved directly or indirectly, or responsible for, implementing anti-bullying action (Smith & Sharp, 1994; Smith & Thompson, 1991). Bullying is an issue of concern to educators especially teachers because it has the potential to seriously affect students' academic and social development (Banks, 1997; Griffiths, 1996; Rigby, 1996). Whether they like it or not, as teachers it is also part of their duties and responsible to tackle any bullying case.

Teacher should be aware that bullying is not character building but is both socially divisive and individually destructive (Boulton, 1997; Hawker & Boulton, 2000; Olweus, 1993; Smith & Brain, 2000). One of the reasons why so many victims feel helpless following the bullying incident may well be the result of the widespread skepticism on the part of teachers and school administrators in regard to bullying and its seriousness (Ellis & Shute, 2007) and their inability or unwillingness to support and protect bully victims. There is also tendency for teachers to underestimate bullying as a problem and to dismiss most bullying incidents as 'trivial' and not worth 'making much fuss' about (Borg, 1998). Actually, the sense of responsibility of teachers to deal and prevent bullying in the classroom or in the school compound play a very important role besides other factors, in order to cope with bullying incidents especially in secondary school. Teachers may in fact respond differently in real-life situations. How they respond or feel and what actually are their self-efficacy when intervene or dealing with bullying is very important (Yoon, 2004). Another factor that is quite important to investigate is the sources of influence on teacher self-efficacy regarding dealing with bullying. James (2010) even suggested that training should be made available to teachers and other school staff in how to recognize bullying, and how to intervene effectively.

Statement of the Problem

Bullying among secondary school students has become one of the most disturbing global issues in recent times (Okoli *et al.,* 2012). Evidence from a number of studies suggest that generally teachers are not very effective when they address or deal with cases of bullying in school (Fekkes *et al*., 2005; Rigby & Barnes, 2002).   Students are often reluctant to report incidents of bullying because they are afraid that they will be labeled, they think it will make situation worse, or they perceive that teachers are unable or unwilling to stop the bullying (James, 2010; Healey, 2001; Fuller, 1998). Previous researches have shown that teachers are sometimes unaware or do not effectively respond to bullying (Pellegrini, 2002; Skiba & Fontanini, 2000; Smith, 2002). Does this mean that teachers in school really do not have the ability or do not effectively play their roles when bullying is going on at their schools?

It is important to remember that the main role of the teacher is to educate through delivery of the curriculum. Besides playing the role of educating the students, some teachers have been appointed as (i) senior assistant teachers with different portfolios (administrative, students' affairs, and co-curricular) to assist the school principal; (ii) discipline teachers mainly handling disciplinary problems or issues involving students in school and (iii) school counselor, also known as counseling teacher which play an important role in students' behavioral management at school (Carney, 2008). It is no doubt that, no matter what post the teachers are holding, they still play a crucial role in preventing and managing the widespread problem of bullying (Rigby, 2011; Rigby & Smith, 2011) but the question is, do teachers with different post differ or have the same ability or self-efficacy when they deal with bullying among students in school ? Although there is now quite a lot of literatures on how or what schools can do in dealing with cases of bullying, curiously enough there is little information available about what teachers actually feel, think, and do when bullying is

going on at their school. Many researchers have provided suggestions for important components of bully prevention and intervention programs, but few have actually collected data with regard to teachers self-efficacy in dealing with bullying. Despite this, scant attention has been paid to teachers' self-efficacy regarding bullying and what actually are their ability when they deal with this type of problem, particular in Malaysia. In their study, Ellis and Shute (2007) also stated that a more comprehensive study of determinants of teachers responses such as teachers empathy and self-efficacy for intervene or dealing with bullying need to be addressed in future research.

Despite the increasing interest in teacher self-efficacy over the years, as far as the researcher is able to determine, there is no local or international published research that explores the interplay of sources and their influences on the development of teacher self-efficacy particularly regarding dealing with bullying in secondary school. There also relatively little is known about sources that have an impact on teacher self-efficacy regarding dealing with bullying in school, in the local context or probably in the international context. Henson (2001) stated that prior attempts to conceptualize teacher efficacy "have all but ignored these sources of information and their relationships to efficacy and ultimate behavior"(p.7). Much still remained to be explored, especially in the local culture and educational context. As efficacy sources especially regarding dealing with bullying in school, may vary across different cultural and educational settings, and the development of self-efficacy is believed to be situation-specific (Pajares, 1992), the need to undertake a systematic empirical study in the Malaysian context is very important. This is because, with the understanding of relevant or pertinent sources that could contributing to teacher self-efficacy regarding dealing with bullying in secondary school, educational effort can be aimed towards fostering positive sense of teacher self-efficacy regarding this matter.

Purposes of the Study

There are two primary purposes in this study. Firstly, the purpose of this study is to identify various sources that could be influencing teachers self-efficacy regarding dealing with bullying in secondary school (mastery experience, vicarious experience, verbal persuasion, physiological arousal, contextual climate, demographic information) and secondly, is to identify the relatives strength of these sources of influence on teacher self-efficacy regarding dealing with bullying in secondary school.

Specifically, this research seeks to:

1) identify the sources of influence according to the level of importance that contribute to teacher self-efficacy in dealing with bullying in secondary school

2) determine the level of teachers' self-efficacy (behavioural, cognitive, emotional) in dealing with bullying in secondary school, among in-service teacher

3) determine whether there is any significant teacher self- efficacy difference in dealing with bullying in terms of (a) post they are holding (senior assistant teachers, discipline teachers, counseling teachers, academic teachers), (b) gender

4) determine the sources of influence (mastery experience, vicarious experience, verbal persuasion, physiological arousal, contextual climate, demographic information) that are significant predictors of teacher self-efficacy in dealing with bullying

Research Questions

The research questions of this study are as follows :

1) What are the sources of influence are judged as important in estimating teacher self-efficacy in dealing with bullying in secondary school, among in-service teacher?

2) What are the levels of teachers' self-efficacy (behavioural, cognitive, emotional) regarding dealing with bullying in secondary school, among in-service teacher?

3) Is there any significant difference in the level of teacher self- efficacy in dealing with bullying according to (a) post they are holding (senior assistant teachers, discipline teachers, counseling teachers, academic teachers), and (b) gender ?

4) Which are the following of influence (mastery experience, vicarious experience, verbal persuasion, physiological arousal, contextual climate, demographic information) that are significant predictors of teacher self-efficacy in dealing with bullying ?

Significance of the Study

Once parents sent their children to school, they have the right to expect that if their son or daughter is being seriously upset by the actions of others (being bullied), it should be taken seriously by the school. What will actually happen will depend on individual circumstances. Punishment may help to deter bullying and it can be a clear signal of a school's disapproval of bullying behaviour but there are reasons why schools sometimes use other methods of dealing with bullying. Before bullies can be punished there must be a clear case against them but establishing the facts can take a long time and may not even be possible. Meanwhile the bullying continues. A school's priority is to stop bullying at an early stage and to reduce the chance of it happening again, not to wait until it has become serious enough for the bullies to be punished.

Even though we are in a new millennium, bullying phenomenon is happening and it seems that bullying is receiving increased attention in the media and of course in the school board meetings. The growing awareness that bullying has serious consequences for students, parents, and schools is something that must be seriously taken into account for the sake of our future generations. This study seeks to provide information on teachers' perceptions of their self-efficacy (behavioural, cognitive, emotional) regarding bullying in secondary school. The findings of this study can be used as a guideline for administrators, teachers, and other schools staff to develop a more comprehensive policy on bullying. It is hope that the findings of this study would be able to give clear and holistic picture of what actually are teachers' self-efficacy regarding bullying in secondary school.

Teachers' motivational behavior has long been a subject of interest among researchers in the area of teacher development. Studies in the western context on teacher cognition and motivational processes portrayed teacher self-efficacy as a powerful determinant of choice and direction of teaching behaviour. This study seeks

to provide information on in-service teachers' perception of their self-efficacy when dealing with bullying in secondary school and factors that influence their judgment of confidence in dealing with bullying phenomenon in secondary school in the Malaysian setting. The findings will be useful for the Ministry of Education as well as teachers educators in helping them in planning appropriate strategies to facilitate or encourage in-service teachers to demonstrate greater effort and resilience when faced with challenging tasks such as dealing with bullying cases. Furthermore, the findings of this study may also contribute in designing meaningful and workable educational interventions aimed at strengthening teacher self-efficacy particularly in dealing with bullying cases or other disciplinary problems.

As teacher self-efficacy regarding dealing with bullying is developed and maintained through various sources of influence, it is important to understand the magnitude of these influences because they provide the foundation in designing future educational interventions aimed at strengthening teacher self-efficacy regarding dealing with bullying in secondary school. Because this study focuses on the antecedents of teacher self-efficacy regarding dealing with bullying in secondary school, the findings will supply invaluable knowledge base on the extent to which various sources of efficacy information, namely: mastery experience, vicarious experience, verbal persuasion, physiological arousal, contextual climate, and demographic information influence teacher self-efficacy regarding dealing with bullying cases during their in-service year.

This study also hope to provide fruitful inputs for the state or federal departments of education to develop more effective model anti-bullying policies and prevention programs especially involving teachers and students. Furthermore, based on the finding of this study, maybe some new recommendations or modification regarding teachers training on addressing and tackling bullying behavior in the classroom and school

compound can be made. Even though anti-bullying programs are ongoing and are integrated with the curriculum, the school's discipline policies and other violence prevention efforts at school, students are being bullied by others. One cannot simply dismiss it as inevitable part of childhood and through training, collaboration, and carefully designed programs especially involving policymakers, educators, and teachers, it is hoped that this bullying phenomenon can be reduced and eventually be under controlled particularly in Malaysia.

Most importantly, based on the outcomes of this research, it is hoped that policymakers, educators, and teachers can work out something different together to ensure that schools are a conducive place where students feel welcome, safe and ready to carry on with their studies.

Limitation of the Study

It is expected that this study would have several limitations. Because teachers have a lot of work to do (tight and hectic year-end activities such as intensive revision for the final examination, marking examination papers, and other paper works from the ministry) and at the same time be involved in this study (filling up the survey), indirectly, this may affect the responses of the participants. It is also very hard and impossible to ask all the teachers or participants in a particular school to come to school on Saturday or weekend, just to do the survey.

In term of the number of the participants that will be involved in this study, it is only limited to 1920 in-service teachers from several schools which involves only 6 states. Ideally, participants of this study should consist of the entire population. However, due to limited time and cost or budget constraints, purposive and simple random of the individuals sample will be exercised.

In order to determine the level of teachers' self-efficacy in dealing with school bullying in secondary school, this study is limited to three criteria; behavioural, cognitive, and emotional. To fully understand the factors or elements that account for the variance in teacher self-efficacy regarding dealing with bullying in secondary school, the scenario could be or definitely more complex. In future it is hope that other elements or factors that are relevant could be included in this study.

It is obvious that, this study has been self-report, survey, and co-relational in nature. According to Henson (2001), the experimental or quasi-experimental and/or long term designs are near absent in the literature, leaving cross-sectional snapshots of teacher perceptions of their capabilities and such designs (self-report, survey, and co-relational) are unlikely to shed much light on the complex interplay of self-efficacy information and self-efficacy development. As in any self-reported data, responses from the participants may be influenced by social desirability, that is, reluctance to endorse

unpopular beliefs, or endorse items perceived to be "correct". Therefore, that the validity of the findings might be limited by the truthfulness of such self-reported responses by the participants.

This study is limited to the six categories of predictor variables in affecting teacher self-efficacy regarding dealing with bullying in secondary school. To fully understand the factors that account for variance in teacher self-efficacy regarding dealing with bullying in secondary school, the situation is definitely more complex. Nonetheless, this study offers the initial step towards an understanding of the factors that are likely to influence teacher self-efficacy regarding dealing with bullying in secondary school.

Due to limited time and cost or budget constraints, it is very hard and quite challenging to have a direct observation on how a teacher dealing with bullying and at the same time measuring his or her self-efficacy regarding dealing with bullying. It is hoped that, in near future, an experimental or quasi-experimental study (which of course need a lot of work, money, man power, etc.) can be carried out. Hopefully with full support from the authorities concern (e.g. the Malaysia Ministry of Education and the Malaysia Ministry of Finance), this hope will come true for the sake of our children and future generations.

<center>**Definitions of Terms**</center>

Bullying

Bullying has been described by many researchers as a subset of aggressive behaviour that involves an intention to hurt another person by a variety means, including physical and verbal assaults and social exclusion (Bjorkvist, Elkman & Lagerspetz, 1982; Dodge, Coie, Pettit, & Price, 1990; Greene, 2001; Olweus, 1993; Schuster, 1996; Rigby, 2011 & 2012; Smith & Thompson, 1991). Hazler *et al.* (1992) noted that 'bullying is a form of aggression in which one student, or a group of students, physically or psychologically abuses a victim over a period of time' (p.20). This also inline with the statement made by Hoover and Oliver (1996) and Rigby (1995, 2000, 2011, 2012) *"Bullying, unlike isolated conflicts between individuals, occurs when a student or group of students targets an individual repeatedly over time, using physical or psychological aggression to dominate the victim"*. Randall (1997) stated that bullying is the aggressive behaviour arising from the deliberate intent to cause physical or psychological distress to others. Smith and Sharp (1994) described bullying as a systematic abuse of power. McCarthy (1997) perceived bullying as a dramatic form of ritual discourse that reflects, reinforces and sometimes shapes the hierarchical structure of the society of students within the school. According to Farrington (1993), bullying is a repeated oppression, physical or psychological of a less powerful person by a more powerful person or group which there exist an imbalance of power (Naylor *et al.,* 2006; Whitney & Smith, 1993).

When one look at the above definition of bullying, one can see that bullying involves the concept of repetition, aggressive behaviour, oppression, desire to hurt or hurtful action, a power of imbalance, and an unjust use of power.

Self-Efficacy

Self-efficacy is defined as people's beliefs about their capabilities to produce designated levels of performance that exercise influence over events that affect their lives. Self-efficacy beliefs determine how people feel, think, motivate themselves and behave. Such beliefs produce these diverse effects through four major processes. They include cognitive, motivational, affective and selection processes. The theoretical foundation of self-efficacy is found in social cognitive theory, developed by former APA president (1974) and current Stanford professor Albert Bandura (1977, 1997). Social cognitive theory assumes that people are capable of human agency, or intentional pursuit of courses of action, and that such agency operates in a process called triadic reciprocal causation. Reciprocal causation is a multi-directional model suggesting that our agency results in future behavior as a function of three interrelated forces: environmental influences, our behavior, and internal personal factors such as cognitive, affective, and biological processes.

Teacher Self-Efficacy

Consistent with the general formulation of self-efficacy, Tschannen-Moran, WoolfolkHoy and Hoy (1998) defined teacher self-efficacy as a teacher's "judgment of his or her capabilities to bring about desired outcomes of student engagement and learning, even among those students who may be difficult or unmotivated." The definition and meaning of teacher self-efficacy in this study subscribes to the one that was postulated by Gibbs (2000) which was based on Bandura's (1986, 1997) theoretical framework. As such, the important indicators of teacher capability that will be taken into account in this study would be;

a) Behavioural Self-Efficacy as a Teacher

   - *Behavioural self-efficacy (BSE) as a teacher* is the self-belief in one's

   capability   as   a teacher to perform specific actions to deal with

   specific situations, in this study, would be bullying.

b) Cognitive Self-Efficacy as a Teacher

   - *Cognitive self-efficacy (CSE) as a teacher* is the self-belief in one's

   capability as a teacher to exercise control over one's thinking in specific

   situations.

c) Emotional Self-Efficacy as a Teacher

   - *Emotional self-efficacy (ESE) as a teacher* is the self-belief in one's

   capability   as a teacher to exercise control over one's emotions in

   specific situations.

Sources of Influence On Self-Efficacy

Bandura (1977, 1997) postulated that people's conceptions of their self-efficacy,
regardless accurate or misjudged, are developed through four sources of influence
which he termed as **sources of efficacy information consisting   of:** (a) mastery
experience or actual experience, (b) vicarious experience, (c) verbal or social
persuasion, and (d) physiological arousal or emotional state.

Contextual Climate

Situation-specific context in which teachers operate or serve may have an influence on
teachers' sense of efficacy (Ashton, 1986; Chester, 1992; Chester & Beaundin, 1996).

The situation-specific context, which refers to as *contextual climate* in this study is described as the school or organizational environment where the in-service teachers are currently working or serve in. The working culture adopted by the school or organization, its leadership and the collaboration among administrators, teachers and students are among the most crucial factors in promoting or hindering the development of teacher self-efficacy regarding dealing with bullying in the school (in this study, the secondary school). Chester and Beaudin (1996) observed that the degree to which teachers change their motivation towards their work performance is the result of their immersion within the working culture, contributing to the change of behaviour.

Summary

After a brief introduction of background of the study, this chapter discusses the rationale of the study, the problem statement, purposes of the study, research questions, significance of the study, and limitation of the study. Some of the relevant terms or words in this study are also being explained or discussed under the subtitle 'Definitions of Terms'. These include; bullying, self-efficacy, teacher self-efficacy, sources of influence on self-efficacy, teacher beliefs, contextual climate, and teachers.

CHAPTER TWO

Literature Review

The literature reviewed in this chapter is organized into four sections. Section one provides an over view of fundamental of human capabilities and reciprocal causation, its relation to Bandura's social cognitive perspective and theoretical framework. Section two discusses self-efficacy beliefs and outcome expectations, the concept of self (self-efficacy, self concept, self-esteem), theoretical perspective of self-efficacy, sources of influence on teacher self-efficacy, teacher efficacy and teacher outcomes, relationship between teacher's knowledge and teacher's self-efficacy, the power of teacher efficacy in controlling students behaviour. Section three discusses teachers' self-efficacy in dealing with bullying, bullying phenomenon in school, its consequences and involvement of teachers. In the fourth and final section highlights the conceptual framework of the study.

The availability of academic dissertations, research reports, academic journals, professional books, monographs, abstracts, both in electronics and printed forms have provided the foundation for the review of related literature on the sub-topics in this chapter.

Fundamental Human Capabilities

Rooted within Bandura's social cognitive perspective is the understanding that individuals are imbued with certain capabilities that define what is it to be human. Within this so called, "social cognitive" perspective, people behaviour can be explained by referring to the conscious cognitive processing which consist of ; i) the ability to symbolize, ii) ability to plan alternative strategies/forethought, iii) ability to learn from others, iv) ability to exercise self-regulatory behaviour and v) ability to self-reflect.

These capabilities provide human beings with the cognitive means by which they are influential in determining their own destiny.

Bandura (1986a) observed that humans do not simply react to stimulus events. They possess the capacity to *symbolize* past experiences, interpret the events and organize the information derived for future occasions. Humans' abilities to learn concepts, classify and categorize information, foresee consequences of certain events or actions, use and improvise information to solve problems through the cognitive processes, are some examples of our symbolic capacity. Symbols are mechanism for thoughts that provide human beings with structure, meaning and continuity to their experiences. Furthermore, it is the capacity to symbolize that enable humans to store information in their memory that can be used to extrapolate future consequences. Because of that, this allows humans to plan to emulate or avoid certain behaviours based on desirable or undesirable future consequences that one foresees.

Forethought is people's capacity to motivate themselves, set goals and regulate their own actions in anticipation of the likely consequences of their prospective actions (Bandura, 1986a). For example, professional basketball players have been practicing very hard for at least seven hours everyday in anticipation of future benefits. Together with forethought, the capacity to symbolize will function as motivators of human behaviour. Bandura reasoned that "because of their cognitive capacity to foresee the likely outcome of prospective actions, people can sustain their effort by symbolic motivators over a long time perspectives" (p.230). By representing future rewards in thoughts, individuals can "generate current motivators for courses of action that are instrumental in attaining the outcomes they value" (p.467). Bandura (1986a) further argued that species with limited symbolic capacities may require external reminders of distal outcomes and motivation depends heavily on somatically based incentives.

The capacity to learn from others just by observing them which also known as *vicarious learning,* enables a person to acquire behavioural patterns from a competent model, thus, avoiding the costs and pains of fatal errors. The observed information is then coded into symbols and used as a guide for future actions. Witnessing the behaviour of others that lead to success increases the tendency of the observer or learner to behave in similar way. For example, a teacher might learn how to deal basically with bullying case, and successfully handle it with certain ways or techniques simply by watching how their colleague had handled similar case first. Conversely, seeing the behaviour being punished decreases the likelihood that one will emulate the behaviour. For example, if one teacher saw another teacher being blamed for do not effectively respond to bullying or trying to avoid it for some reasons, this teacher will be unlikely to mimic such behaviour.

When we behave in particular ways and observe how our environment reacts, reinforcing some behaviours and punishing or otherwise discouraging others, we begin to distinguish between desirable and undesirable responses. As we develop an understanding about which responses are appropriate and which are not, most of us increasingly control and monitor our own behaviour (Bandura, 1986a). In other words, we engage in *self-regulated behaviour.* As self-regulated human beings, we tend to have general standard for our behaviour. We also establish certain goals that we value and toward which we direct many of our behaviours. Meeting our standards and reaching our goals give us considerable self-satisfaction, enhancing our self-efficacy and spurring us on to greater heights (Bandura, 1986a, 1989). Learners' standard and goals are often modeled after those they see other people adopt (Bandura, 1986a; Locke & Latham, 1990). For instance, when one was studying at secondary school, many of their peers in that particular school wanted to go to a well known college or university in the country they possibly could. In such an environment, other students began to share the

same academic aspirations. But at a different secondary school, getting a job after graduation or once they finished their secondary school (e.g. form five or form six) might have been the aspiration more commonly modeled by classmates.

Embedded in the self-regulatory process is the capability to *self-reflect* which Bandura (1986a) regarded as the most distinct human characteristic. Through self-reflection, individuals analyze their experiences, explore their own thought processes and self-beliefs, engage in self-evaluation and alter their thinking and behaviour accordingly. In accentuating this point, Bandura writes : "Among the types of thoughts that affect action, none is more central or pervasive than people's judgments of their capabilities to deal effectively with different realities (p.21)". Self-efficacy, defined as the judgment of confidence that one has in one's ability to organize and execute the courses of action to manage prospective situations, is the cornerstone in the social cognitive theory that powerfully influences what individuals do with the knowledge and skills they possess. Although knowledge and skill are necessary prerequisites, they are not sufficient to explain motivational behaviour because elements such as learners' self-beliefs, affective state and the environmental setting have to be considered.

Reciprocal causation

In the reciprocal causation there are three variables involved; environment, behaviour, and person. The idea of reciprocal causation was introduced by Bandura (1986). Ultimately, all three of these variables (environment, behaviour, and person) influence one another in the manner shown in Figure 2. Social cognitive theorists use the term reciprocal causation in reference to this constant interplay among environment, behaviour, and person variables (Bandura, 1989, 2006; Schunk & Pajares, 2004; Zimmerman & Schunk, 2003). With regards to teacher self-efficacy, the link between thoughts and actions is situation and domain-specific, which in turn, contributes to

effect change on one's sense of efficacy. Self-efficacy, along with the cognitive, affective and motivational processes and the environment operate as interacting determinants linking between "knowing what to do" and "executing the action"
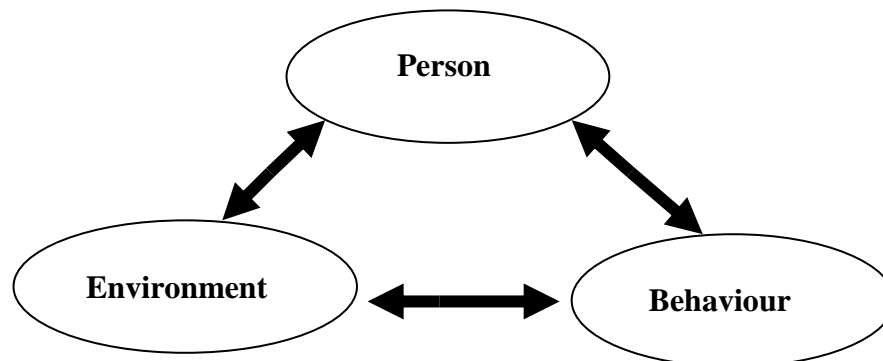

Figure 1.1   Model of Reciprocal Causation

Note.   From *"Social foundation of thought and action: A social cognitive theory"* (p.24), by Albert Bandura, 1986, Englewood Cliffs, NJ: Prentice Hall.

When we look at the model of reciprocal causation in Figure 1, the two-way arrows represent triadic reciprocal causation among the person, behaviour and the environment. In this partially bi-directional account of interaction, the social-contextual and personal factors interact with each other to determine human behaviour and motivation (Bandura, 1986, 1997).

In the *person-behaviour* interaction, one's cognition, affect and biological properties exert an influence on one's actions. For example, a teacher's successful past performance in handling a simple bullying case in a classroom, can shape and direct one's thought patterns and emotional reactions. Success raises one's sense of efficacy and creates a feeling of serenity when approaching challenging or difficult tasks (for instance, dealing with complex bullying cases). These individuals normally have the ability to handle stress and anxiety even when goals are not met or achieved. On the other hand, teachers who give in easily limits the potential for raising confidence, such as develop low sense of efficacy, leading them to believe that things are tougher than they really are. This belief fosters anxiety and depression, narrowing their thinking on

seeking solutions for problems that arise. The consequences resulted from self-efficacy belief lead to the type of self-fulfilling prophecy that causes a person to behave in consistent with narrow belief and low expectations (Pajares, 2001). Self-confidence breeds success that breeds persistence when faced with challenging tasks. On the contrary, self-doubt breeds defeat and ultimately failure to try.

In the *person-environment* interaction, the social and physical environment may alter one's thought and emotions. Vicarious experience and verbal persuasion from the social environment can convey information that activates emotional reactions. By observing the successes and failures of others (vicarious experience), individuals may choose models whom they perceived to be similar to themselves, thus, influencing their judgment about their own capabilities (Bandura, 1986). In the same manner, verbal or social persuasion such as encouraging words and gestures from significant others can create a positive environment. Such an environment will influence the individual to exert extra effort to accomplish a task given, ultimately, strengthening one's self-efficacy. People can cause differing reactions from their environment as a result of their biological personal factors such as gender, ethnicity, temperament and genetic predisposition. For example, gender disproportionate in careers that are mathematically, scientifically and technologically oriented is partially due to gender-role socialization and culture milieu (Zeldin, 2000).

In the third bi-directional interaction which is the *environment-behaviour* interaction, people's behaviours are largely the result of their experiences with the environmental stimuli. Historically, many behaviorists have suggested that, with the exception of a few simple reflexes, a person is born as a "blank slate" (or in Latin, *tabula rasa*), with no inherited tendency to behave one way or another. Over the years the environment "writes" on this slate, slowly molding, or conditioning, the person into someone who has unique characteristic and ways of behaving. For example, a student

who always being bullied over time tend to have low self-esteem or even become a defensive person. On the other hand, peoples' behaviour also affect their environments, often quite consciously and intentionally (Ormrod, 2008). To some degree people do influence their environments through their behaviours. For instance, the onlookers or bystanders of bullying incident (did not do anything, just looking) determine that the bullying incident is something normal (everyday or every week scenario) in that particular school and this will in a way encouraging bullies to continue or look for other victims as well.

The effects of the three factors should be considered as associated and interdependent because the relative influence of each set of interacting factors varies for different individual, different activities and different circumstances (Bandura, 1986). Applying the model of triadic reciprocal causation in dealing bullying cases, it is apparent then that the performance or teachers' performance in dealing with bullying can both influence and be influenced by the interplay of their personal factors and the environment in which they are facing or dealing with.

Sources of Influence on Teacher Self-efficacy

There are various sources that could contribute or may have an impact on teacher self-efficacy development. **Self-efficacy theory,** a viable sub-construct of the social cognitive theory asserts that the behaviour of self and others provide various sources of efficacy information that have an effect on one's level of self-efficacy (Bandura, 1977, 1997). Based on the above theory, self-efficacy of teachers are determined largely by theirs exposures to and interactions with the various sources of efficacy information during the different stages of their socializing and learning process. Bandura postulated that people's conceptions of their self-efficacy, regardless accurate or misjudge, are developed through four sources of influenced which also called *sources of efficacy*

information. This so called sources of efficacy information comprises of: i) mastery experience or actual experience, ii) vicarious experience, iii) verbal or social persuasion, and iv) physiological arousal or emotional state.

Mastery experience is the most important determinant of self-efficacy because it provides the most authentic feedback regarding one's capabilities (Bandura, 1977, 1997). Past successes create a strong sense of efficacy perceptions particularly if they occur in the early stages of learning. However, if prior experience and success have created a strong sense of efficacy, failure is unlikely to affect self-efficacy. Therefore, the effect of failure on one's self-efficacy are also partly depended on the timing and the total pattern of experiences in which the failures occur.

According to Bandura (1977, 1997), vicarious experience is the second most important which influence one's sense of efficacy. By observing and identifying oneself with efficacious models, the learner gathers information necessary to make judgment about his or her capabilities. This is especially influential in circumstances where the model is perceived to be similar to the observer or the observer has little experience in performing the task in question.

The third source that influence one's sense of efficacy is verbal or social persuasion. Verbal or social persuasion such as words of encouragement or moral support from other people regarding one's performance could have modified one's perceptions of efficacy. This means that, positive or encouraging verbal messages or social persuasion can influence someone or individual in the sense that, it exerts extra effort or demonstrates persistent behaviour necessary to succeed when facing difficult or much more challenging tasks. On the other hand, negative verbal or social persuasion can impede one's self-efficacy development if he or she receives critical feedback. Nevertheless, Bandura's (1977, 1997) opinion regarding verbal persuasion is that, it is a comparatively weak source of efficacy information.

The fourth efficacy information source which also influence one's sense of efficacy is the psychological arousal or emotional state experienced by the person. If teachers have had experiences of stress and anxiety, these will have a negative effect on teachers beliefs about their capabilities as well. The human body can inform its owner of emotions that may not be evident on the surface (Bandura, 1997). Thus, sweaty palms and butterflies in the stomach serve to inform individuals of how they are doing in a mastery experience. Typically, self-efficacy is raised in a positive emotional state and lowered in a negative emotional state (Bandura, 1997).

Even though all the sources of efficacy information may influence teachers' self-efficacy, they will not necessarily solely be absorbed by the teachers. According to Bandura (1997), sources of efficacy information will become instructive only after being filtered through cognitive processes and reflective thought, whereby, information are selected, weighted, and incorporated into self-efficacy judgments.

Teacher Efficacy and Teacher Outcomes

Teacher efficacy as a belief is expected to guide teachers in their behaviors, decisions, and motivation especially related with things regarding students affairs or problems. The power of self-efficacy is rooted in its ability to guide the decisions that teachers make in the course of their role as teachers. Specifically, teachers' level of efficacy regarding handling problematic students affects their daily decisions related to dealing with problematic students (e.g., the selection of methods to deal with certain case or situation, or the amount of effort used to deal with the problem seriously) and their willingness to invoke specific strategies and techniques in order to solve the problems created by the students. This contention has been well supported in the research, where teacher efficacy has been related to high expectations for students (Allinder, 1995; Ashton *et al.,* 1983; Dembo & Gibson, 1985; Ross, 1994), the use of behaviors known

to foster academic achievement (e.g., Hoover-Dempsey, Bassler & Brissie, 1987; McKinney, Sexton & Meyerson, 1999; Vanek, Snyder, Hull & Hekelman, 1996; Ross, 1992; Woolfolk *et al.,* 1990), a motivation to teach (Lin & Gorrel, 1988; Parkay, Olejnik & Proller, 1988; Trentham, Silvern, & Brogdon, 1985; Tuckman & Sexton, 1990; Shunk, 1985) and the types of decisions teachers make with regard to student needs (e.g., Emmer & Hickman, 1991; Kim & Corn, 1998; Kruger, 1997; Soodak & Podell, 1993; Saklofske *et al.,* 1988; Shunk, 1985; Woolfolk *et al.,* 1990).

Teachers with high levels of teacher efficacy has also been linked to a greater commitment to the teaching profession as well as job satisfaction (Parkay *et al.,* 1988; Trentham *et al.,* 1985). When teachers have high self-efficacy about their effectiveness in the classroom, they put more effort and are more persistent in helping students (Bandura, 1997; Roeser, Marachi, & Gehlbach, 2002; Tschannen-Moran *et al.,* 1998). Teachers' level of efficacy has also been related to a willingness to help children with physical disabilities (Stephens & Braun, 1990). In an investigation of teacher characteristics on the placement recommendations of students with visual impairment, teacher's efficacy was found to be related to these decisions. Teachers with higher levels of efficacy were more likely to recommend that the child with a visual impairment remain at the local school rather than sending these students out for special services (Kim & Corn, 1998).

Teacher efficacy beliefs are related to the decisions teachers make with regard to use of time, classroom management strategies, and pedagogical techniques (Gibson & Dembo, 1984; Saklofske *et al.,* 1988; Woolfolk *et al.,* 1990). Emmer and Hickman (1991) investigated the role of teacher efficacy in classroom management and found that efficacy beliefs predict preference for particular strategies to be employed in responding to the behavior problems presented in vignettes. Gibson and Dembo (1984) investigated the relationship between teacher self-efficacy and classroom behaviour and found

consistent relationship between the two variables. From the 208 teachers who responded to *"Teacher Efficacy Scale"* developed by the researchers, eight were selected for classroom observation. It was found that high self-efficacy teachers spent more time providing students who had difficulty learning with help than did low self-efficacy teachers. In addition, high self-efficacy teachers did not render any criticism when a student gave incorrect response as compared to low self-efficacy teachers. Lack of persistence in dealing with students' failure to response was evident among low self-efficacy teachers; such as giving the answers, asking another student or allowing another student to answer before the student gave a correct response. Another example of research that investigated the consistency of relationship between teacher self-efficacy and classroom behaviour was further supported by Saklofske *et al.* (1988). The researchers examined the relationship between teacher self-efficacy and teaching behaviour of 65 pre-service teachers completing a three-and-a-half months of school-based practicum as part of their four-year Bachelor of Education Program. A revised version of Gibson and Dembo's (1984) *Teacher Self-Efficacy Scale* was used to measure teacher self-efficacy. Items were subjected to principal axis factor analysis ($N = 435$) with the retention of two factors labeled *personal teaching efficacy* and *outcome expectancy*. It was found that those pre-service teachers with higher sense of efficacy managed their classroom more effectively that did those pre-service teachers with lower perceived efficacy. Further, Woolfolk *et al.* (1990) reported congruence between teacher self-efficacy and outcome behaviour like teachers' classroom management approaches and with perceived control over students. It was observed that teachers with high self-efficacy were more trusting of students and therefore were able to share responsibility in solving classroom problems with their students. On the other hand, low self-efficacy teachers believed that students cannot be trusted and therefore must be

controlled through the use of strict rules, punitive modes of discipline, and extrinsic rewards for motivation.

The Relationship between Teacher's Knowledge and Teacher's Self-efficacy

Even though it is not clear whether high self-efficacy in dealing with students' behavioral problem such as bullying is in fact related to high levels of teacher knowledge in that matter, the literature reviewed in this sub-chapter is just to highlight the developments of research in the relationship between teacher's self-efficacy and teacher's knowledge. In order to appreciate the relationship between teacher knowledge and teacher self-efficacy it is important to consider how teacher knowledge is conceptualized in the field. Provided here is only a cursory outline of the meaning of teacher knowledge as it has been expressed in the literature.

Any work investigating teacher knowledge has often been linked closely with teacher beliefs. In fact, in their Handbook chapter on learning to teach, Borko and Putnam (1996) collapsed knowledge and beliefs into a single category for investigation. Calderhead (1996) clarified these terms, stating that knowledge is generally referred to "factual propositions and the understandings that inform skillful action" (p. 715). In contrast beliefs tend to reflect "suppositions, commitments, and ideologies." Still, knowledge and beliefs are not always clearly delineated in the field. Additionally, a large array of content and structure has been identified to describe teachers' knowledge and beliefs.

Borko and Putnam (1996) organized their discussion of learning to teach around three domains of knowledge they considered relevant to the practice of teaching, namely, general pedagogical knowledge and beliefs, subject matter knowledge and beliefs, and pedagogical content knowledge and beliefs. In this organization general

pedagogical knowledge and beliefs includes teachers' knowledge and beliefs with respect to teaching, learners and learning. This domain includes general teaching areas, across subject areas, such as classroom management, instructional strategies, and knowledge of learners and learning. The remaining two categories identified by Borko and Putnam (1996) were Teacher Efficacy and Teacher Knowledge which focus specifically on knowledge and beliefs regarding specific content area. Namely, the subject matter itself and the specialized pedagogy for instruction of that content area.

The framework put forth by Borko and Putnam (1996) serves to highlight the way that knowledge and beliefs have been considered in the research on teachers and teaching. This structure identifies how knowledge and beliefs can be considered in relation to other constructs of interest such as teachers' sense of efficacy. The next section serves to review the research that has investigated the relationship between knowledge and efficacy, however, the research completed to date does not easily fall into the categories of knowledge described due to the manner in which knowledge was assessed. A challenge to the field at this time is to make an explicit investigation of the relationship across these constructs.

Two studies explicitly investigated the link between demonstrated knowledge and teachers' level of content specific efficacy. Schoon and Boone (1998) investigated the relationship between science teaching efficacy beliefs and the specific alternative conceptions of science they held. In a similar study Sciutto, Terjesen, and Bender Frank (2000) investigated the relationship between self-efficacy for teaching a child with ADHD and teachers' knowledge of ADHD. These two studies demonstrated the often assumed relationship between knowledge and self-efficacy. Moreover, each of these studies also revealed, to some extent, the knowledge that is missing among some teachers with respect to these specific fields. Thus, it may be most appropriate to target

interventions and instruction for pre-service and practicing teachers at specific areas of knowledge and efficacy.

Schoon and Boone (1998) assessed the science teaching efficacy beliefs and knowledge regarding alternative conceptions of science for 619 university students. Efficacy beliefs were assessed using the Elementary Science Teaching Efficacy Belief Instrument (STEBI-B, Enochs & Riggs, 1990). Alternative conceptions were assessed with a 12-item multiple-choice test. Each of the items on this test was constructed so that there was one acceptable answer, one common alternative conception, and two distracters. These items covered three areas of science: life, physical, and earth/space. The alternative conceptions were selected based on prior research that identified these conceptions as common among respondents. Examples of the alternative conceptions included, "summer occurs when the earth is nearer the sun," "venous blood is blue," "any mineral that scratches glass is a diamond" (Schoon & Boone, 1998, p. 559).

Schoon and Boone assessed the relationship between knowledge and self-efficacy in two ways. First, they compared levels of science teaching efficacy to the number of correct responses on the alternative conceptions measures. Results indicated that the student with the greatest number of correct responses (8 or more) had significantly higher (stronger) levels of self-efficacy than those students with fewer correct answers (3 or less). The second means of analyzing this data was to determine what relationship, if any, existed between having specific alternative conceptions and science teaching efficacy. Comparisons of science teaching efficacy were made per item between students' responding to the item correctly and those who held alternative conceptions. It was determined that five specific alternative conceptions were associated with lower feelings of science teaching efficacy. These conceptions were: "Planets can be seen only with a telescope (p=.03), dinosaurs lived at the same time as cavemen (p=.03), rusty iron weighs less than the iron that it came from" (p=.07), electricity is

used up in appliances (p=.03), and north is toward the top of a map of Antarctica (p=.00)" (Schoon & Boone, 1998, p. 563).

These results indicated a strong link between the role of knowledge in science and science teaching efficacy beliefs. With regard to the second finding that holding specific alternative conceptions was more often associated with lower science teaching efficacy, Schoon and Boone (1998) offered a reasonable explanation. Specifically they reasoned that these five alternative conceptions are "fundamental barriers to a full understanding of their respective sciences; they are, using Hawkins's (1978) terminology, 'critical barriers'" (Schoon & Boone, 1998, p. 564). These alternative conceptions frequently interfere with the learning process. Thus, these pre-service teachers may have to struggle to understand scientific concepts and as a result feel less able to interpret and present this information to others in a meaningful way.

Sciutto *et al.* (2000) examined teachers' knowledge and misperceptions with regard to ADHD. Specifically, they investigated the knowledge of 149 elementary teachers with regard to the Teacher Efficacy and Teacher Knowledge of symptoms, diagnosis, and treatment of this disorder, in addition to some other general information. This information was assessed using the Knowledge of Attention Deficit Disorders Scale (KADDS) consisting of 36 items to which respondents could answer true, false, or don't know. This measure was designed specifically for this study. In addition to this knowledge measure, teachers' sense of self-efficacy was rated along a 7-point scale that gauged the extent to which participants "felt they could effectively teach an ADHD child" (Sciutto *et al.*, 2000, p. 118).

Correlational analyses indicate that teacher self-efficacy [r (145) =.29, p <.001], the number of ADHD children taught [r (128) =.22, p <.011], and years of experience [r (142) =.18, p <.29] were all positively related to ADHD knowledge (Sciutto *et al.,* 2000). Thus, those teachers who were able to demonstrate more extensive and correct

information about ADHD also held stronger beliefs in their own ability to teach these children.

The work of Schoon and Boone (1998) and Sciutto *et al.* (2000) serve as a springboard for this proposed investigation of the relationship between knowledge and self-efficacy (in this study, teacher's knowledge on bullying in school and teacher's self-efficacy when dealing with bullying in school). Specifically, these studies have demonstrated that there exists a strong link between the demonstrated knowledge of teachers and their reported feelings of teaching efficacy. The relationship that exists between knowledge and efficacy demonstrated in these studies suggests that higher levels of knowledge are associated with higher levels of self- efficacy.

The Power of Teacher Efficacy in Controlling Students Behavior

Pajares (1992) based on the works of Bandura (1986) had concluded that "beliefs are the best indicators of the decisions individuals make throughout their lives" (p. 307). It follows that teachers' beliefs about their personal abilities would be a key indicator of teacher behavior, decisions, and organization of their classroom environments. Pajares (1992) also remarked that while much research has been done on how teachers think, this has been fruitless in determining expectations of teachers' actions, while knowledge of teacher beliefs (teacher efficacy) has had powerful predictive powers. Previous work in this area has used the Gibson and Dembo instrument (16 items) and variations of the RAND items. These studies have established the distinct dimensions of teacher efficacy, and have found that the construct correlates to areas such as student achievement (e.g.,McLaughlin & Marsh, 1978), student motivation (e.g., Midgley, Feldlaufer, & Eccles, 1989), Teacher Efficacy and Teacher Knowledge valuing of educational innovations (e.g., Cousins & Walker, 2000), classroom management skills (Woolfolk *et al.,* 1990) and teacher stress (Greenwood *et al.,* 1990).

The existence and maintenance of high positive teacher efficacy in educators appears to be vital to the existence of successful classrooms and schools (Tschannen-Moran *et al.,* 1998). People who believe in their own abilities as teachers (high personal efficacy) and in teachers as a significant influence on students (high general efficacy) tend to have classrooms that are well run (e.g., Ashton, Webb, & Doda, 1983), less stressful (e.g., Parkay, Greenwood, Olejnik, & Proller, 1988), and have students with higher achievement (e.g., Ross, 1992). The impact that positive teacher efficacy has on the school environment is likewise clear. Positive efficacy in teachers creates positives outcomes for students and enriched learning environment (e.g. Ashton & Webb, 1984), and this will eventually have indirectly impact over the problematic students, for example those who bully others.

Teacher efficacy as a belief is expected to guide teachers in their behaviors, decisions, and motivation especially in dealing with problematic students. The power of self-efficacy is rooted in its ability to guide the decisions that teachers make in the course of their role as teachers. Specifically, teachers with high personal teaching efficacy as determined by the Gibson and Dembo measurement, found to be less likely to refer low socio-economic status students and or students with behavior problems to special services (e.g. Meijer & Foster, 1988; Podell & Soodak, 1993; Soodak & Podell, 1994). Similarly, self-efficacy for resolving problems is predictive of teachers' intervention decisions (Hughes, Barker, Kemenoff, & Hart, 1993). Specifically, the more confident teachers are in their ability to solve the problem (i.e. the higher their self-efficacy), the less likely they are to refer the child to special education or to seek a consultation (Hughes *et al.,* 1993).

Review Of Research Regarding Teacher Self-Efficacy
on Its Constructs and Measures

In order to understand more about the conceptual that underpinnings the teacher self-efficacy and the various attempts to measure the relevant construct, hence it is worth examine the previous and current constructs of teacher self-efficacy, as well as the final result of these constructs in the research literature. It is hoped that by reviewing some of the studies on the constructs and measures for teacher self-efficacy in the past years will provide an overview to the development of a more stable and reliable measure for research advancement in teacher self-efficacy. The studies that have been reviewed for this particular section are study that have been carried out by Armor, *et al.* (1976), Ashston and Web (1982), Bandura (1997), Gibson and Dembo (1984), and Tschannen-Moran & Woolfolk Hoy (2001).

The Rand studies

The Rand Studies (Armor *et al.,* 1976; Berman *et al.* 1977) actually carried out research on teacher characteristics and students achievement. They defined teacher self-efficacy as "the extent to which the teacher believes he or she has the capacity to affect students performance"(McLaughlin & Marsh, 1978, P.84). The Rand researchers (Armor *et al.,* 1976) developed two items that were based on Rotter's (1966) locus control theory.

In their studies teachers were asked to indicate their level pf agreement with the statement "When it comes right down to it, a teacher really can't do much because most of a student's motivation and performance depends on his or her home environment". A teacher who expressed strong agreement with this statement attributed students' learning to forces or events outside their control were considered to have external control. Teachers who agreed with the second Rand item, " If I try

really   hard, I can get through to even the most difficult or unmotivated student"
indicated confidence in their abilities to overcome difficult or unmotivated students
learning were considered to have internal control. Teacher sense of efficacy in this study
was determined by the sum of the scores of the two items. Several other teacher self-
efficacy measures that grow out of Rotter's tradition were the *Responsibility For
Student Achievement Questionnaire* (Guskey, 1981), the *Teacher Locus of Control
Scale* (Rose & Medway, 1981), and the *Webb Efficacy Scales* (Asthon & Webb, 1982).

Ashton and Webb Studies

In their studies Ashton and her colleagues hypothesized that the construct of teacher
self-efficacy is two dimensional. Based on Bandura's social cognitive theory which
contended that motivation is influenced by both outcome expectations (the belief that
certain actions will   produce a desired   behaviour) and efficacy expectations
(individuals' beliefs in their capabilities to perform the actions required to achieve the
desired behaviour), Ashton and her colleagues expanded upon the Rand methodology,
using two Likert scale items as well as school documents, interview and classroom
observations to study teacher self-efficacy (Ashton & Webb, 1982).

With regard to bandura's concept of efficacy expectations   and outcome
expectations, Ashton (1982) claimed that the first item of the Rand teacher efficacy
measure "When it comes right down to it, a teacher really can't do much because most
of student's motivation and performance depends on his or her home   environment"
and this also related to Bandura's outcome expectations. This dimension was labeled
as teaching efficacy and was referred to a teacher's expectation that the consequences
of teaching in general can influence student learning.

Ashton and Webb (1982) believed that the second Rand item: "If I try really
hard, I can get through to even the most difficult or unmotivated students"; related to

one's efficacy expectation, tapped the second dimension called the personal efficacy. Personal efficacy refers to the individual's assessment of personal competency to produce an effect on students. According to Bandura (1977, 1986), outcome expectation is the judgment that the individual makes about the likely consequences of a certain behaviour in a particular situation. On the other hand, efficacy expectation is concerned with the judgment of one's own capability to successfully execute the required behaviour in that situation. Unintentionally, Ashton and Webb (1982, 1986) has sort of, mixed up Bandura's social cognitive theory with Rotter's internal-external locus control theory.

The Teacher Efficacy Scale (Gibson and Dembo, 1984)

Gibson and Dembo (1984) were and among the earliest researchers do develop a two-dimensional construct in the study of teacher self-efficacy. Concerned with the reliability of the two-item instrument, they developed an expanded measure of teacher self-efficacy construct based on the formulations of the Rand studies and on the two works of Ashton and Webb (1982). The teacher Efficacy Scale (TES), a 30-item instrument with 6-point Likert scale ranging from 1 (strong disagree) to 6 (strongly agree) was limited to 16 items after factor analysis was conducted on the responses of 208 elementary school teachers. It yielded a two-factor structure which related to personal teaching efficacy (PTE) and general teaching efficacy (GTE), with the assumption that the former reflected Bandura's efficacy expectations and the latter outcome expectations. For example, the item "When I really try, I can get through to the most difficult students" measures PTE. The item " The influence of a student's home experiences can be overcome by good teaching" measures GTE. Gibson and Dembo(1984) reported that the two dimension were not significantly correlated, indicating related but relatively independent constructs.

Subsequently, the TES greatly benefited the study of teacher self-efficacy. The PTE and GTE orientations have guided most teacher self-efficacy research during the late 80s and early 90s. As pointed out by Rich, Lev and Fischer (1996), TES develop by Gibson and Dembo (1984) has likely been exposed to the most intensive investigation. Researchers of teacher self-efficacy have modeled their instrument after the TES, notably Riggs and Enochs (1990) who develop a subject matter specific, the *Science Efficacy Teaching Instrument* and Emmer and Hickman (1991) with their *Teacher Efficacy for Classroom Scale*. Ross (1998) in reviewing the study of teacher self-efficacy stated that up to 1998, almost half of the studies measure teacher self-efficacy with Gibson and Dembo's TES, as a result, labeling it as the "standard" measurement of teacher self-efficacy.

However, as research on teacher self-efficacy flourished, researchers began to identify inconsistencies across studies (Soodak & Podell, 1993; Woolfolk & Hoy, 1990). While it is generally accepted that the Personal Teaching Efficacy (PTE) scales assess teachers' beliefs concerning their ability to impact students learning and motivation, the meaning of the General Teaching Efficacy (GTE) has been in question (Guskey and Passaro, 1994; Tschannen-Moran *et al.* 1998).

Woolfolk and Hoy (1990) argued that the items used to measure the General Teaching Efficacy (GTE) are about a more distant judgment of what teachers can generally do in the face of external obstructions. It is not their judgments about the likely outcomes or consequences as a result of teachers' behaviours, thus, cannot be considered as an outcome expectations as claimed by Ashton and Webb (1982) and Gibson and Dembo(1984).

Guskey and Passaro (1994) examined the teacher self-efficacy construct from the works of Gibson and Dembo (1984) and Woolfolk and Hoy (1990). They observed that items that load on personal efficacy factor all use the referent "I", are

positively worded and have an internal control (e.g., "When I really try, I can get through to most difficult students"). Whereas, items that load on teaching efficacy factor mostly use the referent "teachers", are negatively worded and have external control (e.g., "A teacher is a very limited in what he/she can achieve because a student's home environment is a large influence in his/her achievement").

Guskey and Passaro (1994) further investigated the teacher self-efficacy construct dimensions using an altered form of the TES, two Rand items and three additional item from Woolfolk and Hoy. Items were reworded to represent four orientations: personal-internal, personal-external, teacher-internal, and teacher-external. The modified scale was administered to both experienced teachers (N=283) and pre-service teachers (N=59).

A principal components factor analysis revealed two unexpected underlying factors. The loadings did not distinguish between teachers' personal ability to affect students (personal efficacy) and the potential influence of teachers in general (teaching efficacy). Instead, it indicated an internal versus external feature. The internal dimension reflected teachers' perceptions of their personal influence, power and impact on teaching and learning situations. The external dimension defined teachers' influence, power and impact over elements that were beyond the classroom but still could affect students' learning in the classroom. The participants in this study did not appear to make a difference between themselves and other teachers (i.e. "I" versus "teachers") when responding to the items. This suggests that all the TES (Gibson & Dembo, 1984) items, not just the items in the personal teaching efficacy dimension, reflect efficacy expectations.

After that, Deemer and Minke (1999) replicated Guskey and Passaro's (1994) investigation of the factor structure of the teacher efficacy scale. They argued that although Guskey and Passaro clarify one wording confound that characterized the

TES, however, the researchers did not examine another confound; that is, the majority of the items on the external factor have a negative orientation and the items of internal factor are positively worded. Deemer and Minke (1999) then revised the items on the original TES to reflect both positive and negative orientations across internal and external influences on teaching. Again, results indicated that items tap primarily the personal teaching efficacy dimension proposed by Gibson and Dembo (1984), similar to efficacy expectations defined by Bandura (1977, 1986). Therefore, the two-factor structure of the TES appeared to be confounded by items wordings.

Consequently, the personal teaching efficacy dimension was more acceptable as a construct dimension in the conceptualization of teacher self-efficacy. Some researchers, such as Emmer and Hickman (1990) carefully labeled the second factor "external influences" reflecting Rotter's (1996) construct of external control. Riggs and Enochs (1990) called the second factor "outcome expectancy" to reflect Bandura's (1986, 1997) second component of the social cognitive theory. In sum, Gibson and Dembo (1984) appeared to confound GTE with outcome expectations and to conceptualize teacher self-efficacy as a global, comparative assessment of his/her capabilities to successfully bring about desired outcome in his/her students.

Although the investigation by Guskey and Passaro (1994) and Deemer and Minke (1999) suggest that TES does not measure two dimensions as proposed by Gibson and Dembo (1984), the researchers did not conclude that teacher self-efficacy construct is unidimensional. They echoed Pajares (1996) and Bandura's (1986, 1997) contention that self-efficacy is situation and domain specific, teachers' sense of efficacy may vary across the many tasks. Although the specificity should not be reduced to discrete microskills, there are studies that include items that are reflective of particular classroom tasks and situations (Emmer & Hickman, 1991; Rich *et al.,* 1996), specific teaching duties (Bandura, 1997) and other external influences (Hoy & Woolfolk, 1993)

and have documented greater dimensionality in teacher self-efficacy than originally proposed by Gibson and Dembo (1984).

Teacher Efficacy Scale (Bandura, undated)

In order to avoid mismeasurement of self-efficacy construct, Bandura (2001) has written a monograph entitled "Guide for Constructing Self-Efficacy Scales" which deals with the degree of specificity that corresponds to the criteria task being assessed and the domain functioning being analyzed. In the opinion of Bandura (2001), faulty underlying constructs in self-efficacy scales are often responsible for uncertainty, confounded relationship and contradictory findings.

Bandura (1997) has noted that teacher's task are complex. In his view, teachers' sense of efficacy has multifaceted dimensions depending on the different of tasks teachers are asked to perform. To indicate the complex nature of teacher self-efficacy, he included various levels of tasks demands in the teacher efficacy scale which consists of 30 items with seven subscales: (1) efficacy to influence decision making, (2) efficacy to influence school resources, (3) instructional efficacy, (4) disciplinary efficacy, (5) efficacy to enlist parental involvement. (6) efficacy to enlist community involvement, and (7) efficacy to choose from a 9-point Likert scale response options ranging from 1(nothing) to 9 (a great deal)(cited from Tschannen-Moran and Woolfolk Hoy, 2001).

Unfortunately, there is no published report on the reliability and validity about the scale. There are also some concerns that the items did not accurately reflect the kind of tasks that typically make up a teacher's work life (Tschannen-Moran & Woolfolk Hoy, 2001). Moreover, this scale is more appropriate for the use of in-service teacher who have served the school for a number of years.

Teacher Sense of Efficacy Scale (Tschannen-Moran and Woolfolk Hoy, 2001)

The instrument (teacher self-efficacy in dealing with bullying) that has been developed for this study also look at this particular instrument (*Teacher Sense of Efficacy Scale* (Tschannen-Moran & Woolfolk Hoy, 2001) as one of the references.   The researcher has chosen this particular *Teacher Sense of Efficacy Scale* as one of the main references based on several reasons after the review of the available related literatures. Tschannen-Moran and Woolfolk Hoy (2001) have discussed in length about their efforts to develop a new measurement, based on the present weaknesses and taking into consideration various factors previously overlooked, namely, the specificity of tasks and context.

Pajares (1996b), in agreement with Bandura (1986) and Zimmerman (1996), cautioned that self-efficacy should be assessed at the optimal level of specificity that corresponds to the criteria task being assessed and the domains of functioning being analyzed. With this particular cautionary statement, Tschannen-Moran and Woolfolk Hoy (2001) proposed a measure of teacher self-efficacy that assess both teacher's personal competence and   an analysis of tasks in terms of resources and impediments in the particular teaching context, captured in a three-factor structure constructs: *efficacy for instructional strategies, efficacy for classroom management* and *efficacy for student engagement.*

Based on   the cyclical model of teacher self-efficacy (Tschannen-Moran & Woolfolk Hoy, 1998), Tschannen-Moran and Woolfolk Hoy (2001) started to work on a new measure of efficacy together with eight graduate students (two teacher educators, two full time doctoral students and four practicing teachers). Several Likert type efficacy scales were explored and the team decided on a measure based on Bandura's scale with an expanded list of teacher capabilities. The new instrument, *Ohio State Teacher Efficacy Scale/OSTES,* later renamed to *Teacher Sense of Efficacy Scale/TSES* (see Appendix G) was examined on three separated

studies (Study 1, Study 2, and Study 3). A total of 224 pre-service and in-service teachers participated in Study 1. Study 2 involved 217 pre-service and in-service teachers and Study 3 involved 410 pre-service and in-service teachers.

In the first study, 52 items were subjected to principal-axis factoring with varimax rotation with 32 items selected for further testing. After the second study, the scale was further reduced to 18 items which made up of three factors accounting for 51% of the variance: efficacy for student engagement(8 items), efficacy for instruction strategies (7 items), and efficacy for classroom management (3 items). Alpha reliabilities for the subscales were .82 for engagement, .81 for instruction and .72 for management. Although finding of Study 2 were encouraging, the weakness in the management factor led the researchers to conduct a third study to further refine the instrument.

To bolster the weakness in the management factor, the researchers then consulted Emmer's (1990) *Teacher Efficacy for Classroom Management Scale* and included 18 additional items that assessed aspects of teaching that have been neglected in the teacher efficacy measurement. The instrument in Study 3 consisted of 36 items. After conducting the factor analysis, the researchers selected eight items with the highest loading on each factor. Principal-axis factoring with varimax rotation on the 24 items (Long Form), yielded the same three factors, with loadings ranging from .50 to .78 as shown in Appendix G. Tschannen-Moran and Woolfolk Hoy (2001) then moved on to select four items with the highest loading on each scale to develop a " Short Form" which consisted of 12 items.

The researchers established the construct validity of the long and short form by assessing their correlations with the other existing measures of teacher self-efficacy. Participants in Study 2 were asked to respond not only to the *Teacher Sense of Efficacy* but also to the Rand items and the Hoy and Woodfolk (1993) 10-item

adaptation of the Gibson and Dembo's (1984) *Teacher Efficacy Scale.* In their third study, Tschannen-Moran and Woolfolk Hoy (2001) separately analyze the factor structures for pre-service and in-service teachers. They found three strong factors for the in-service teachers (efficacy for instructional strategies, efficacy for classroom management and efficacy for student engagement). As such, both the subscale scores and the total scores of *TSES* (Short and Long Forms) can be used to assess in-service teachers' self-efficacy.

In summary, to ensure a reasonably reliable and valid measure of teacher self-efficacy, Bandura (2001a), Pajares (1996b), and Tschannen-Moran *et al.,* (1998) have raised some pertinent points for consideration: (a) avoid omnibus-type instruments that are decontextualized where judgments are based on "imagined tasks", (b) provide optimal level of specificity that corresponds to the criteria task being assessed and the domain of functioning being analyzed, (c) have items that reflect various levels of tasks demands, (d) have items that assess participants' competence across a wide range of activities and tasks they are expected to perform, (e) participants' are to assess their current capabilities to make judgments of their future performance, and (f) items should not be reduced to discrete micro skills that predictive power is lost.

Research Regarding Sources Of Influence On Self-Efficacy

Self-efficacy as a psychological construct in Bandura (1986,1997) social cognitive theory has been well-studied, tested and applied to diverse field of studies and settings. The contributions that self-efficacy research have made to the increased understanding of human motivation and behaviour are indeed inspiring. A considerable amount of research tends to give focus on the relationship between self-efficacy and various outcomes, as compared to it causal sources. In the recent years,

research has began to focus on self-efficacy of individual not only on in terms of correlates and consequences, but the studies on antecedents of self-efficacy are beginning to gain the attention of an increasing number of researchers.

The four theorized antecedents of self-efficacy proposed by Bandura (1977, 1986, 1997); mastery experience, vicarious experience, verbal persuasion, and physiological arousal, have now been examined empirically to help determine the various contributions to self-efficacy. Even though research on these four variables of self-efficacy is still at its developmental stage, there are several works on efficacy source whereby the researchers have constructed quantitative measures based on Bandura's four sources of efficacy information. Among them are; *Mathematics efficacy Information* developed by Matsui *et al*. (1990), *Sources of Mathematics Self-Efficacy* developed by Lent *et al*. (1991), *Sources of Academic Self-Efficacy Scale* developed by Hampton (1998) for counselors to access factors affecting the development of self-efficacy, and *Sources Of Social Self-Efficacy* developed by Anderson and Betz (2001). All the instruments mentioned above, in the form of structured questions, are empirically tested with clustering of four-factor structure: mastery experience, vicarious experience, verbal persuasion and physiological arousal.

Teachers' Self-efficacy in Dealing with Bullying

Teachers' self-efficacy, on the other hand, is a powerful predictor of how and whether a teacher will act towards bullying incidents in school. Teacher self-efficacy is the belief that one is capable of exercising personal control over one's behaviour, thinking, and emotions (Gibson & Dembo, 1984; McLaughlin & Marsh, 1978). Effective teachers believe that they can make a difference in children's lives by doing or demonstrates something about it. What teachers' believe about their capability in dealing with bullying is a strong predictor of teacher effectiveness regarding that particular matter.

Actually, self-efficacy can be considered as mediator for teacher in order to deal with bullying in school more effectively. Self-efficacy beliefs serve as a key motivational force in the cognitive system. Bandura (1986) posited that self-efficacy is the central mediator of effort. That is, increased efficacy beliefs will lead to increased persistence and high levels of performance. Raudenbush, Rowan, and Cheong (1992) extended the discussion of self-efficacy as a mediator between knowledge and action. Raudenbush *et al.* (1992) agree with Bandura's (1986) contention that self-efficacy mediates the relationship between knowledge and action. The recognition that having knowledge and skills needed to perform actions, does not, in and of itself, guarantee that an actor will perform said action. In this Teacher Efficacy and Teacher Knowledge conceptualization, the movement from knowledge to actions is mediated by the efficacy beliefs of the teacher. Most individuals have knowledge and skills that are not utilized on a regular basis. Therefore the knowledge alone does not ensure effective practice. In the case of bullying incident in school, if a particular teacher that has some knowledge regarding that matter, but does not believed that he or she can deal with it effectively, will eventually make no different. Individuals must also be guided by a belief in their ability to effectively use their knowledge in a given context in order to be moved to action. For example, a teacher has some knowledge regarding bullying as well as experience but still avoiding to be involved directly in dealing with bullying. That particular teacher actually doubts about his or her ability to deal with bullying by himself or herself appropriately and effectively.

Bullying in Schools

When parents sent their children to school, they are sort of confident that, that particular school is a place or an environment where students feel welcome, safe and ready to learn. To certain extents, some parents always hope that their children can

study in the so called "selected school" or "good school" which always produced students with good result in public examinations. But this does not mean that their children will not be facing certain obstacles such as the influence of deviant peers, problematic children, gang fighting, quarrelling, and so on. Whatever the school, either it is a selected school, an ordinary school, a boarding school etc., another problem that might be or most probably be facing by children when they are in school is bullying. This problem is growing significantly in many schools around the world (Healey, 2001; Farrington & Ttofi, 2009; James 2010; Shakoor *et al*., 2012; Rigby & Smith, 2011) and there is no exception for Malaysia as well. Research on school bullying (Slee & Rigby, 1993; Smith *et al.,* 1993; Boulton & Smith, 1994; Austin & Joseph, 1996; Salmivalli *et al.,* 1997) has categorized three groups of students involved in bullying: the bullies, the victims, and the one who bully others and being bullied by others.

The nature of bullying in school can vary from direct or indirect harassment (gesture, verbally, physically, and sexually), from minor irritants to assaults, racial abuse, extortion and exclusion and through the use of electronic medium (known as cyber-bullying). Bullying is just a part of childhood or a normal part of growing up, and those who had been bullied ought to figure out how to stand up for themselves. Those who had been actually engaged in bullying would certainly not think that, it is part of the growing up process and they must learn to deal with bullies themselves.

The social nature of bullying behaviours in school usually involves most peers in the class or group who are either actively involved or passively aware of the bullying process (Akiba, 2004). Bullies are generally more aggressive than other pupils (Carney and Merrell, 2001; Smith, 2004; Schafer et al, 2005). Generally, school aggression is perpetrated by identifiable group of bullies who systematically victimize specific groups of their peers (Perry *et al.,*1990). Sometimes when the bullying process is going on, peers encourage the bully, ignore the bullying incident, help the victim, or fail to

discourage the bullying behaviour (Atlas & Pepler, 1998).   Why bullying behaviour keep on continuing in school especially among the peers? Even though there is no absolute answer to it, but bullies among peers in school may continue bullying in an attempt to gain further reinforcement or non-punishment from their peers (Parada, 2002), and they believe these behaviour are acceptable in their peer group (Hinkley *et al.,* 2002).

When discussed about gender regarding bullying in schools, it seems that both boys and girls do perform bully. Some research indicates that boys bully more than girls do in schools (Branwhite, 1994; Charach *et al.,* 1995; Craig, 1993; Olweus, 1993; Rigby, 1997b; Schwartz *et al.,* 1993; Smith & Sharp, 1994; Pepler *et al.,* 2004; Rigby, 2004). Some research found that boys are more likely to be perpetrators and victims of bullying behaviours than girls (Siann *et al.,* 1994; Olweus, 1991b; Rigby, 1994). Boys tend to bully both boys and girls, while girls are more likely to bully girls only (Addison, 1986; Ahmad & Smith,1994; Archer *et al.,* 1988; Clarke & Kiselica, 1997; Hoover & Oliver, 1996; Mendoza & Ramirez, 1985). Boy bullies are three to four times more likely than girl bullies in using direct, physical abuse (Eron *et al.,* 1987; Rigby, 1997a). Similarly, labeling physical attacks as direct bullying, Olweus (1991a), indicated that boys are more likely to engage in direct bullying. Beside using physical forms of bullying, boys also tend to use verbal forms of bullying (Bjorkqvist *et al.,* 1992; Tomada & Schneider, 1997). On the other hand, girl bullies are more likely to use indirect, verbal abuse (Bjorkqvist *et al.,* 1992; Crick & Grotpeter, 1995; Hoover *et al.,* 1992; Lagerspetz, *et al.,* 1988; Underwood, 2002). Bullying behavior may play a role in the development of psychiatric problems during adolescence and young adulthood, but only among females. In contrast, being a victim of bullying among males may reflect concurrent psychiatric problems that may place the boys at a higher risk for being victims. Therefore, it is possible that among boys, it is not being a victim of bullying

that predicts later psychopathology, but it is the reasons behind why these kids become victims in the first place (for example underlying anxiety, depression, or pre-psychotic symptoms) that signal the eventual emergence of more severe psychiatric difficulties. There is a clear implication for parents and providers that boy at a greater risk becoming the victim of bullying (Sourander *et al.*, 2009). Regardless of gender, according to Schwartz (1993), there are four categories of students regarding bullying and all pupils within a school could fall into one of these categories. The categories are:

- aggressive non-victims (bullies)

- aggressive victims (bullies who are also bullied)

- passive victims (bullied), and

- normative contrasts (those who neither bully nor are bullied)

Several researchers have discovered certain characteristics of bullies in school (Batsche & Knoff, 1994; Berthold, 1996; Boulton & Underwood, 1992; Kaukiainen *et al.,*1999; Lochman, 1992; Oliver *et al.,* 1994; Olweus, 1991a, 1993a and 1994; Rigby & Slee, 1991; Sutton *et al.,* 1999). Based on family background, Batsche and Knoff (1994) found that bullies come from family where parents are authoritarian, often hostile and rejecting, inconsistent in their parenting, poor social problem-solvers, and emphasize striking back at minor provocation. Besides that, bullies also come from family which faces financial and social problems, cold emotional environment, lack of family structure, social isolation, parental conflict and poor child management skills (Oliver *et al.,* 1994). Berthold (1996) added that children without adult supervision for more than two hours after school each day are also tend to become bullies. Furthermore Berthold (1996) also described characteristic of bullies that tend to smoke and drink (alcoholic drinks), cheat on test, and bring weapons to school. Based on their research, Sutton *et al.* (1999) found that bullies are often skillful in inflicting suffering in subtle but

damaging manners, avoiding being detected as bullies. Kaukiainen *et al.* (1999) studied the roles of social intelligence in three types of bullying behaviours: indirect, physical and verbal, and they concluded that indirect bullying offenders have significantly more social intelligence than their victims across all three age groups examined (10, 12, and 14 year-old children). Bullies are often overly sensitive, considering normal actions of others as hostile and provocative (Lochman, 1992). A very famous researcher in this field, Olweus (1991a, 1993a, 1994) found that bullies are: moderately popular with peers, impulsive, aggressive, non-empathetic, and physically strong. A substantial number of bullies are high-status youngsters. Some are liked for their leadership or athletic abilities, but most are disliked or eventually become so, because of their cruelty (Vaillancourt, Hymel, & McDougall, 2003). Normally bullies in school will search for victims similar to them in terms of age or younger than they are (Boulton & Underwood, 1992; Olweus, 1991a). Although bullies do not like school, their academic performance is not necessarily lower than other students, in fact, they have higher self-esteem than other children (Rigby & Slee, 1991). In general, bullies tend to bully more when they grow up and more incidents of bullying in secondary school than elementary school or primary school (Branwhite, 1994; Winters, 1997).

As for the victims of bullying in school, Olweus (1978) has classified them into two groups, which are the passive group and provocative group. Victims under passive group are anxious, insecure, cautious, sensitive and defenseless, whereas those under the provocative group are quick-tempered, hyperactive, anxious, and defensive. Olweus (1978) also reported that victims of bullies are also passive which : lonely, abandoned without friends in school, physically weak, psychologically sensitive, often have close and positive relationship with their parents (especially mothers), and are seen by teachers as being overly protected by their parents. According to some researchers (e.g. Hoover & Juul, 1993; Lane, 1989; Slee, 1994) victims of bullies in school have the

characteristics of being low self-esteem, high social anxiety, and tend to perceive themselves as stupid and unattractive. Having lower intelligence (especially the males students) (Perry *et al.,* 1988), lack of skills in emotional regulation (a process facilitating coping behaviours that ease the stress of negative emotions from frustrations, failure, and trauma) (Mahady-Wilton, 1997), and tend to have inconsistent attachment patterns with their parents who demonstrate both responsiveness and rejection (Troy & Sroufe, 1987) are also seen as characteristics of victims of bullies. Hyman *et al.* (2006) and Newman and Murray (2005) also found that the helpless victims of bullies often are children who are immature, anxious, friendless, lacking in self-confidence, some also have disabilities and so are relatively defenseless.

In several researches done in the 90's (Eslea & Smith, 1996; MacLeod & Morris, 1996; Menesini *et al*., 1996; Pepler, 1996; Rigby & Slee 1991), when students in school were being asked about what were their perspectives on bullying, most of them dislike bullying. Even though most school children or students dislike bullying, one of the biggest issues around the phenomenon of bullying is that most bullied children did not tell anyone what was on going. They even reluctant to tell teachers that they are being bullied. Among the reasons are fear of retaliation if the bully finds out, shame at what is happening to them, fear they will be despised by peers, and lack of confidence that effective action will be taken by teachers (Boulton & Underwood, 1992; Cowie, 2002; Hazler *et al.,* 1992; Hoover *et al.,* 1992; Robert & Coursel, 1996). As a result, peers rarely help victims of bullying. Salmivalli and Voeten (2004) found that about 20 to 30 percent of onlookers actually encourage bullies and they even join in.

In order to tackle or combat bullying in school, a lot of strategies had been introduced and carried out. Batsche and Knoff (1994) for example, have summarized strategies that had been used to combat bullying in school as: i) promoting facts, not myths, regarding bullying in schools; ii) dispelling beliefs about aggressive behaviours;

iii) conducting a school-wide assessment of bullying; iv) developing a student code of conduct; v) providing counseling services for both bullies and victims; vi) involving parents in the intervention process; vii) implementing intervention strategies specific to aggressive children or students and viii) establishing a system of accountability and evaluation. For the teachers, Hazler (1994) had came out with several ideas to cope as well as reducing bullying especially in the classroom. According to him: teachers deal with the bullying problem directly; get parents involved whenever there is bullying occur involving their children; create appropriate activities; develop a classroom action plan; hold regular discussions with students; teach cooperation skill among students; and consider professional counseling if necessary. The whole-school approach also had been introduced in order to combat bullying in school by some researcher (e.g Rigby, 2010; Slee & Ribby, 1994; Olweus, 1993; Clarke & Kiselia, 1997). In various countries, school-based intervention programs against bullying have been carried out. According to Smith *et al*. (2003), a lot of projects have so far been reported in which several schools were involved and a systematic pre and post-test evaluation of outcomes took place. The findings from such studies are, however, mixed.

The seriousness of a bullying incident in school may impact upon the type of response a teacher might take. Rigby (2002 & 2010) for example, has suggested that some schools might adopt a more punitive approach where bullying behaviour is perceived to be more serious. Yoon (2004) found that teachers' perceptions of seriousness towards bullying were significantly positively correlated with both likelihood of intervention and empathy towards victims.

Types Of Bullying

Bullying is a form of aggression in which one person uses perceived or real power to intentionally and repeatedly cause distress or harm to another person. The

bullying can take on one or more forms. Physical bullying involves actions that harm a victim or the victim's belongings. Verbal bullying uses vocal insults teasing or name calling. Social bullying is less noticeable, but still has significant effects on a victim. It can include things like spreading gossip or rumors, excluding a person from a group or activity, lying or playing nasty practical jokes. Psychological bullying can include threat, intimidation, stalking and manipulation. With technological advances, cyber bullying has become more common. It involves uses e-mail, texts, phones, chat rooms and social networking sites to harass, intimidate or spread rumors or gossip about a victim.

Bullying consists of a wide range of coercive behaviours that can often be classified into physical, verbal bullying and non-verbal bullying. **Physical bullying** includes hitting, smacking, pinching, squeezing, pushing, deliberate touching and holding. Physical bullying occurs when a person uses overt bodily acts to gain power over peers. Physical bullying can include kicking, punching, hitting or other physical attacks. Unlike other types of bullying in schools, physical bullying is easy to identify because the acts are so obvious. Physical bullies tend to demonstrate high levels of aggression from a young age and are more likely to be boys (Smokowski & Kopasz, 2005). **Verbal bullying** includes threatening, humiliating, degrading, teasing, name-calling, put-downs, sarcasm, and taunting whereas **Non-verbal bullying includes** hostile gesturing, staring, sticking out the tongue, eye-rolling, manipulating friendship, and ostracizing (Clarke & Kiselica, 1997; Remboldt, 1994). As stated by a major researcher of this phenomenon, Olweus (1993) stated that an individual '…..is being bullied or victimized when he or she is exposed, repeatedly and over time, to negative actions…..'. Regarding negative actions, Borg (1998) refers it to 'verbal' (e.g. threatening, taunting, teasing and calling names), 'physical' (e.g. making faces, dirty gestures and social exclusion). Nevertheless, most educational researches and

practitioners accept that bullying can be manifested in a variety of ways, including **physical assaults** (such as hitting and kicking), **verbal harassment** (such as hostile teasing and insulting family members) and by indirect means (such as spreading nasty stories and encouraging the group to exclude an individual) (Olweus, 1993; Rivers & Smith, 1994; Smith & Thompson, 1991).

Another form of bullying is a **sexual bullying**. Sexual bullying in which one or more students sexually harass another student repeatedly, either verbal or physical, directed at someone that has negative sexual or gender implications has also been proposed as another distinct form of bullying (Batsche & Knoff, 1994). Sexual bullying or sex-based harassment includes both boy-to-girl harassment such as sexualized name-calling and sexual assault and same-sex harassment such as verbal and physical abuse targeted at those identified as "gay" (Duncan, 1999). Sex-based harassment as a form of bullying is common in United Kingdom (Duncan, 1999; Mac An Ghaill, 1994), Australia (Kenway & Fitzclarence, 1997; Kenway, Willis, Blackmore, & Rennie, 1998), and United States of America (Craig, Pepler, Connolly, & Henderson, 2001; Pellegrini, 2001).

There is a new and distinct form of bullying where children and adolescent have taken schoolyard bullying to an entirely new level by utilizing the electronic medium to bully. The arrival of the internet and the social-networking pages has made bullying into a widespread epidemic (Bhat, 2008; Hinduja & Patchin, 2012) When people are online, they can take on person as that are completely different from their real identities. This means if they were already acting mean in person, the comments will get more vicious, the jokes will get more cruel and the victims will get more hurt. A computer screen is like a shield for bullies; it makes them feel invincible. Suddenly, instead of having the burden of saying their abhorrent comments out loud, all they have to do is furiously type these verbal atrocities on a keyboard without facing any person or any

consequences. As soon as people recognized the power that the Internet had given them, it became evident that bullying in person and over the phone was merely the calm before the storm. Hurtful instant messages and emails only take a few minutes to send, but people who receive them keep them forever. The publicize of the Internet allows bullies to broadcast their tormenting to further humiliate their victims. Not only have these victims suffered severe damage to the ego, but everybody knows about it. The technological advances in bullying caused people to fear showing their faces at school. It is enough that they already have been called a loser, or whatever creative insult some bully managed to come up with, online. Having to see the people who have been tormenting you when you have been disarmed of your confidence can be traumatizing. The severity of this emotional damage goes unnoticed by most; most people can be found hysterically laughing through the genocide of their peers' self esteem. Most of the bullies barely even know their victims. They have no idea if they are torturing someone who already suffers from depression. The worse kinds of bullies know that they are dealing with someone who has depression and use the depression as a weapon. It reaches the dangerous point of bullies knowingly or unknowingly taunting people who are suicidal, causing them to have even less of a desire to live. This became more disastrous with the advent of popular Internet social networking sites include MySpace, Facebook, Bebo, Orkut, Friendster and Xanga (Bhat, 2008). "Facebook", for example, a page that may have been paved with good intentions, but created a whole new world for bullying. "Facebook" profiles contained a wall where friends could publicly communicate with each other. Unfortunately, bullies had a different use for this wall than friendly conversation. The wall welcomed bullies to taint their victims profiles with public, painful insults. People have the opportunity to comment and contribute to these epithets. More recently, "Facebook" users were given the opportunity to click "like" on "Facebook" postings. This means that even if one mean person has the idea to

post "you have no friends in real life, so it's funny that you have so many "Facebook" friends," on somebody's page, 50 other people can click "like," indicating that they agree. The comment and "like" features also are available for people's pictures that they have posted on their profiles. A person can log onto "Facebook" in a perfectly good mood and log off feeling ugly, friendless and worthless. Even though some people have difficulty succeeding in English classes, surprisingly they can come up with such creative adjectives to use when publicly abusing someone. As if the verbal abuse is not enough, bullies have also discovered the art of exploiting their victims' pictures to deepen the wounds that they have already inflicted. "Facebook" is not the only place on the Internet where behaviour like this occurs. The bullying epidemic became more contagious when people started to use pages such as *"form.spring.me"*. Those pages allowed users to either make comments or ask questions anonymously. Although this may seem like it has potential to bring people closer together, it got ugly very quickly. People asked invasive, personal questions and posted heinous lies on these pages. This may seem harmless or juvenile, but it really is a war with words. People have resorted to suicide due to unnecessary bullying, and bullying remains an ongoing battle. People have started to take legal action as a result of irreparable damage caused by bullying. It may sound like the days of kindergarden tattletales, but it's a serious matter. Without increased legal involvement, bullying will continue to damage and destroy innocent lives.   This new form of bullying called **cyber-bullying**. Cyber-bullying can be subsumed under bullying as a special form or an extension of bullying (Shariff, 2005; Hinduja & Patchin 2013; Bhat, 2008; Froeschle *et al*., 2008;). Cyber-bullies use emails, text messaging, chat rooms, cellular phones, camera phones, web sites, blogs, and so on, to spread derogatory and ostracizing comments about other students, teachers and other individuals (Belsey, 2006; Campbell, 2005; Shariff, 2005; Willard, 2006). According to research, boys initiate mean online activity earlier than girls do. However, by middle

school, girls are more likely to engage in cyber-bullying than boys do (MacDonald, 2010). Whether the bully is male or female, their purpose is to intentionally embarrass others, harass, intimidate, or make threats online to one another via email, text messaging, posts to blogs, and Web sites. Consequently, educators, parents, policy makers and legal scholars are scrambling for resolutions to this modern pervasive problem currently referred to as cyber-bullying (Belsey, 2006; Gillis, 2006; Hinduja & Patchin 2013).

Consequences of Bullying in School

Bullying in school has devastating effects on students, and it often leads to violent and disastrous consequences for both victims and offenders (Hazler, 1994). Bullying is increasingly seen as an effective precursor to more serious aggressive behaviours (Farrington, 1991; Lochman, 1992; Pulkkinen & Pitkanen, 1993; Olweus, 1994). Eron and Huesmann (1984) reported in a 22-year longitudinal study of 8 year-old bullies that most of them had at least one criminal record in their adulthood. Eron *et al.* (1987) followed bullies identified early in school and found that 25 per cent had a criminal record by the age of 30. Olweus (1994) showed that 60 per cent of bullies in Grades 6 to 9 had been arrested at least once and 35 per cent to 40 per cent had been arrested three or more times by the age of 24. For the most part, studies of the consequences of bullying in schools have concentrated upon health outcomes for children persistently bullied by their peers. Conclusions have been influenced by how bullying has been conceptualized and assessed, the specific health outcomes investigated, and the research method and data analysis employed. Results from cross-sectional surveys suggest that being victimized by peers is significantly related to comparatively low levels of psychological well-being and social adjustment and to high levels of psychological distress and adverse physical health symptoms. Retrospective reports and studies

suggest that peer victimization may contribute to later difficulties with health and well-being. Longitudinal studies provide stronger support for the view that peer victimization is a significant causal factor in schoolchildren's lowered health and well-being and that the effects can be long-lasting. Further evidence from longitudinal studies indicates that the tendency to bully others at school significantly predicts subsequent antisocial and violent behaviour (Rigby, 2003)

The continuing abusive situation of bullying result in anxiety, anger, depression or other thoughts and feelings that can trigger problematic reactions towards oneself or others (Carney, 2000; Hazler, 1996, 1997). Besides that, self-declared victims have reported feelings of vengeful, angry, helpless self-pity (Borg, 1998) and public humiliation which can lead to tragic consequences (Ribgy & Slee, 1999). The humiliation and increased self-pity that emerge are factor highly correlated with suicidal ideation (Stillion, 1994), whereas the related feelings of anger and vengefulness have led to aggression against their school peers (Elliot *et al.,* 1998). That is why it is not surprising to hear some bullies are likely to be engaged in suicidal thinking (Carney, 2000; Rigby & Slee, 1999, Klomek et al, 2007; Kim et al, 2009) and suicidal acts (McTaggart, 1995; Morita *et al.,*1999; Olweus, 1996). Based on some researches in the 90s, victim of bullying typically skipping school, staying away from certain places in school, decline in academic performance and health, loss of self-esteem, running away, committing suicide, and killing the bullies (Batsche & Knoff, 1994; Boulton & Underwood, 1992; Hazler *et al*., 1992; Kochenderfer, 1996; Kochenderfer & Wardrop, 2001; Olweus, 1993; Paul & Cillessen, 2003; Rigby, 1994; Slee, 1994). Besides that, children victimized by bullies typically suffer from physical and psychological distress (Besag, 1989; Boulton & Underwood, 1992; Cox, 1996; Hoover *et al.*, 1993, Kumpulainen *et al.,* 1999; Randall, 1997a; Rigby, 1997b; Slee, 1994; Whitney & Smith, 1993). Victims of bullying often bring home their frustrations in

school and lash out at their parents who unfortunately are likely unaware of their children's victimization in school (Ambert, 1994). As a result, family relationships are likely to deteriorate.

There is also long term consequences or effects when a student being bullied in school (Clarke & Kiselica, 1997; Lampert, 1997). Researchers (Dietz, 1994; Gilmartin, 1987; Jones & Smith, 1999; Matsui *et al.*, 1996; Olweus, 1993) found that those who reported victimization at school often reported difficulties in trust and intimacy in opposite-sex relationships as adults. In a long run, those who had been bullied at school when they were young, also likely to show depressive tendencies and continued to have poor self-esteem when they grow up (Boulton & Underwood, 1992; Brian *et al.*, 2011; Olweus, 1993). Besides having poor self-esteem, another long term effect of bully due to victimization is high depression (Matsui *et al*, 1996; Sourander *et al.*, 2009). Other than that, the long term consequences of bullying especially the bully is that, the tendency of being involved in criminal activities in future (Farrington, 1991).

Of all the effects of bullying, the decision made by children or young people to take their own life (commit suicide) is something that really proved to us that bullying is not just a matter of school or children problems. In a series of three studies undertaken by Rigby and Slee in South Australia between 1993 and 1996 self-reports of adolescent school children of suicidal ideation and attempts to harm themselves were found to be significantly associated with reports of them being bullied by peers and also bullying others. In the latest of these studies with 1500 adolescents, adverse peer relations at school were found to contribute significantly to suicidal ideation after controlling for negative parental influences and low levels of social support (Rigby & Slee, 1998). When statistical evidence of the potential effects of bullying in school on adolescent suicidality is combined with the growing number of accounts of children committing suicide following a history of peer victimization, it is difficult not to

conclude that severe bullying for some children can be devastating. The fact that bullying has played a part in the suicidal deaths of growing numbers of young people in schools (e.g, Fairbairn, 2002; Smith *et al.,* 1999) means that we cannot afford to let the children face the bullying behaviour alone. Adults especially teachers should be able to know, detect or recognize the bullying problems, because by right they are the one whom children first talked to or be informed whenever bullying occurs in school, before it's too late or getting worse.

The Involvement/Engagement of Teachers in School Bullying

Management of students' behavior problems is a major concern of school teachers (Merrett & Wheldall, 1993). As Zeidner (1988) stated, "Classroom discipline problems appear to have plagued school teachers and administrators since time immemorial and will most likely continue to do so in the near future with unrelenting severity" (p. 69). School bullying is one such type of the various disruptive behaviors that teachers are confronted with. When asked to what extent teachers feel prepared to manage classroom behaviors, almost three-quarters of secondary school teachers reported being dissatisfied with their professional training (Merrett & Wheldall, 1993). In addition, learning to manage disruptive classroom behaviors has been identified by teachers as one of their main objectives in their training of pre-service teachers (Clarke, 2001). Although school officials, teachers, parents, and students are exerting great efforts to make schools friendlier and safer places, a reduction in bullying is not always evident. These efforts are often centered on teachers' approaches to both preventing and intervening in bullying incidents that may occur throughout the school. Indeed, teachers are considered instrumental in managing bullying whereby almost every school anti-bullying program requires active participation of teachers. It is surprising, therefore, that teachers' self-efficacy have been largely neglected in studies on bullying.

Although most teachers fully understand the need to prevent bullying and irrefutable damage that bullying san do, some do not know how exactly to stop it. Without proper training in prevention, identification and action techniques, teachers may be left unable to stop bullying behaviours. It is vital teachers to observe and identify bullying behaviours before they get out of control. This can occur during class, between classes in hallways or empty classrooms, in the lunchroom, during special subjects such as physical education, before or after school in outdoor or indoor communal areas or on a playground during recess.

Other than the children themselves, teachers are a school's most valuable resource in order to combat bullying and victimization. Teachers lie just outside of the peer ecology of their students (Rodkin, 2004; Rodkin & Hodges, 2003) and help shape, intentionally or unintentionally, the critical micro systems in which children at school interact (Roland & Galloway, 2002). Teachers are at the center of the classroom social systems. It is important for them to understand and know the classroom social dynamics because this will transcend the reduction of aggressive and problem behavior or the prevention of bullying in the classroom (Farmer, 2000).

There are a variety of bully prevention training programs available to teachers on local, state and national levels. Many school-wide initiatives and specific programs have been designed and implemented to control bullying. In fact, legislation in several countries (e.g., Canada, United States, and England) requires school professionals to develop policy and implement anti-bullying programs to protect students from bullying. At the center of these initiatives are teachers. Their involvement may include planning, implementing, and evaluating strategies (Glover, Cartwright, & Gleeson, 1998; Roland, 2000; Sullivan, 2000; Stevens *et al.*, 2001). They may meet regularly with consultants and school staff to discuss the nature of the problem at their school. They often attend professional development workshops and conferences to learn more about managing

bullying. They then attempt to transfer this information to their classroom by facilitating student discussions, teaching from a curriculum on bullying, actively looking for incidents on the playground, and supporting the victims and disciplining the bullies. They may also be called upon to collect data to determine the effectiveness of their efforts (Hiebert, 2003). The importance of teachers in managing day-to-day bullying problems is emphasized in one of the first bullying program evaluations that examined the process of implementing an anti-bullying program. Kallestad and Olweus (2003) found that the key determinants of a program's ability to reduce bullying are teachers' knowledge and concern. Teachers with a great deal of knowledge and concern about bullying exerted the greatest efforts in implementing anti-bullying strategies. Moreover, their students reported the greatest reduction in bullying problems. Thus, teacher awareness and commitment may be instrumental in reducing bullying behaviors at school.

Amid the teachers involvement or engagement in bullying problems in schools (managing, dealing, preventing and intervening), there has been little research on how teachers really think or feel about bullying. According to Boulton (1997), teachers generally hold negatives attitudes towards bullies and are sympathetic toward children who being bullied (victims). There is some evidence to suggest that male and female teachers hold different attitudes about bullying. Borg and Falzon (1989) reported that male teachers consider bullying to be a more serious problem than did female teachers. Boulton (1997), however, found that female teachers held more negative attitudes about bullying behaviors than male teachers. Yet teachers tend to feel uncomfortable dealing with bullies and often do not intervene; presumably, they expect children to resolve interpersonal difficulties on their own (Atlas & Pepler, 1998; Olweus, 1993; Stockdale, Hangaduambo, Duys, Larson, & Sarvela, 2002). Surprisingly, there is also some evidence indicating that teachers are not good judges of who is a bully or who is a

victim (Leff, Kupersmidt, Patterson, & Power, 1999). In the year 1997, Boulton reported that most teachers, although concerned about bullying, lack the confidence in managing it and previous researches have shown that teachers are sometimes unaware or do not effectively respond to bullying (Skiba & Fontanini, 2000; Pellegrini, 2002), and even some in schools (high school) did not think that teachers would help if told about bullying (Smith, 2002). Beside managing, dealing, preventing and intervening with bullying in school, teachers can be both the targets of students bullies (Terry, 1998) and also be considered by students as bullies themselves (Sullivan, 2000). Teachers, however, may be less reluctant to tell their colleagues about the fact that they may also be the targets of a bully. Establishing a whole school approach will help to deal with this issue by empowering staff to take action and seek support if they needed, without feeling they are alone. There is ample evidence that teacher classroom management not only promotes or inhibits academic attainment but also contributes to the overall relational climate of the classroom (Keller & Tapasak, 1997). Chang (2003) for example, found that although students as a whole reject aggressive behaviours in school, peer rejection varied across classes as a function of teacher's attitude towards aggression and teachers being warm and supportive of students overall. Classroom management has been largely ignored in the available studies on bullying.

A few years ago, some researchers especially in the USA have begun to gather information about individual teacher perceptions regarding their engagement in classroom bullying prevention activities (Dake, Price, Telljohann, & Funk, 2003). Factors considered include teacher perceptions of level of bullying and importance of teachers as agents in counteracting bullying, along with school factors which may predict adherence to a prevention program (Kallestad & Olweus, 2003) and the predictive value of teacher efficacy, empathy, and perceptions of seriousness (Yoon, 2004). The extent to which teachers support their school's anti-bullying policy and are

committed to implementing it, is crucial to its success in reducing bullying (Rigby, 2002). In their research, Vernberg and Gamm (2003) argue that implementation of school-based strategies needs to be sustained in order to be effective. Teachers may fail to intervene in bullying incidents for a number of reasons: because they simply are not informed by students and do not perceive it (Dawkins, 1995; Newman, Murray, & Lussier, 2001; Salmivalli, Lagerspetz, Bjorkqvist, Osterman, & Kaukiainen, 1996); because they are afraid to become involved; or because they believe it is not their responsibility, particularly in extreme situations involving violence (Astor, Meyer, & Behre, 1999; Ting, Sanders, & Smith, 2002).

Whenever a teacher engaged in a bullying problem, the seriousness of a bullying incident may impact upon the type of response a teacher might take. For example, Rigby (2002) suggests that teachers in some schools might adopt a more punitive approach where bullying behavior is perceived to be more serious, while Yoon (2004) found that teachers' perceptions of seriousness were significantly and positively correlated with both reported likelihood of intervention and empathy towards victims of bullies. Yoon and Kerber (2003) report that teachers are both less likely to intervene in situations they perceive to be less serious and when they do intervene, they use more lenient strategies in situations that are perceived to be less serious. The notion of elevated punitive response for more serious incidents of bullying is consistent with the courts system, where sentencing guidelines assume that more and more serious crimes deserve a more stringent punishment (Ruback & Wroblewski, 2001).

Theoretical Framework of the Study

According to Bandura (1986a), self-efficacy is people's judgement of their capabilities to organize and execute courses of action required to attain designated types of performances. Therefore, self-efficacy has important influence on human behaviour and affect in goal setting, effort expenditure and the level of persistence in facing daily tasks. Self-efficacy helps determine what individuals do with knowledge and skills they possess in order to produce desirable outcomes. Bandura (1997) added "unless people believe they can produce desire effects by their actions, they have little incentive to act" (page 3). In this respect, even when individuals perceived that certain actions are likely to bring about a desired behaviour, they may not engage in the behaviour or persist after initiating the behaviour if they believe that they do not possess the required knowledge or skills. In other words, self-belief is related to actions and with knowledge of that matter it will eventually easier to work it out. Thus, beliefs about one's ability to effect change will likely result in the use of behaviors that will bring about that desired change. In its application to school bullying, teachers who believe that they can have an impact on students and are confident in their ability to deal with bullying, are likely to be effective in reducing bullying.

The theoretical foundation of self-efficacy is found in Social Cognitive Theory, developed by former APA president (1974) and current Stanford professor Albert Bandura (1977, 1997). Social Cognitive Theory assumes that people are capable of human agency, or intentional pursuit of courses of action, and that such agency operates in a process called triadic reciprocal causation. Reciprocal causation is a multi-directional model suggesting that our agency results in future behavior as a function of three interrelated forces: environmental influences, our behavior, and internal personal factors such as cognitive, affective, and biological processes. This trinity mutually impacts its members, determines what we come to believe about ourselves, and affects

the choices we make and actions we take. Human beings are not the products of the environment. They are not products of their biology. Instead, human beings are products of the dynamic interplay between the external, the internal, and our current and past behavior. Central to Bandura's (1997) framework is his concept of self-efficacy. Bandura's aspirations about self-efficacy were grand, as reflected in the title of his 1977 article "Self-Efficacy: Toward a Unifying Theory of Behavioral Change." In this seminal work, Bandura defined self-efficacy as "beliefs in one's capabilities to organize and execute the courses of action required to produce given attainments" (p.3). Self-efficacy beliefs were characterized as the major mediators for our behavior, and importantly, behavioral change.

Bandura (1997) proposed that because self-efficacy beliefs were explicitly self-referent in nature and directed toward perceived abilities given specific tasks, they were powerful predictors of behavior. The research literature has supported this proposition. Research has linked efficacy to a variety of clinical issues such as phobias (Bandura, 1983), addiction (Marlatt, Baer, & Teacher Efficacy Research 4 Quigley, 1995), depression (Davis & Yates, 1982), and smoking behavior (Garcia, Schmitz, & Doerfler, 1990). Educationally, self-efficacy beliefs are related to academic performance and self-regulated learning (Hackett, 1995; Pajares, 1996; Schunk, 1991; Zimmerman, 1995). Importantly, efficacy beliefs help dictate motivation (Maehr & Pintrich, 1997; Pintrich & Schunk, 1996). Bandura observed: "People regulate their level and distribution of effort in accordance with the effects they expect their actions to have. As a result, their behavior is better predicted from their beliefs than from the actual consequences of their actions" (1986, p. 129). From the social cognitive theory perspective, because human agency is mediated by our efficaciousness, self-efficacy beliefs influence our choices, our effort, our persistence when facing adversity, and our emotions (Pajares, 1997). In short, self-efficacy theory is a common theme in current views of motivation (Graham

& Weiner, 1996), primarily because of its predictive power and application or practically any behavioral task. This study will focus on teacher self-efficacy in dealing with bullying in secondary school.

Bandura's (1997) key contentions as regards the role of self-efficacy beliefs in human functioning is that *"people's level of motivation, affective states, and actions are based more on what they believe than on what is objectively true"* (p. 2). For this reason, how people behave can often be better predicted by the beliefs they hold about their capabilities than by what they are actually capable of accomplishing, for these self-efficacy perceptions help determine what individuals do with the knowledge and skills they have. This helps to explain why people's behaviors are sometimes disjoined from their actual capabilities and why their behavior may differ widely even when they have similar knowledge and skills. For example, many talented people suffer frequent (and sometimes debilitating) bouts of self-doubt about capabilities they clearly possess, just as many individuals are confident about what they can accomplish despite possessing a modest repertoire of skills. Belief and reality are seldom perfectly matched, and individuals are typically guided by their beliefs when they engage the world. As a consequence, people's accomplishments are generally better predicted by their self-efficacy beliefs than by their previous attainments, knowledge, or skills. Of course, no amount of confidence or self-appreciation can produce success when requisite skills and knowledge are absent.

Self-efficacy beliefs can enhance human accomplishment and well-being in countless ways. They influence the *choices* people make and the courses of action they pursue. Individuals tend to select tasks and activities in which they feel competent and confident and avoid those in which they do not. Unless people believe that their actions will have the desired consequences, they have little incentive to engage in those actions. How effective an unconfident teacher deals with any bullying incident? Whatever

factors operate to influence behavior, they are rooted in the core belief that one has the capability to accomplish that behavior.

Self-efficacy beliefs also help determine how much effort people will expend on an activity, how long they will persevere when confronting obstacles, and how resilient they will be in the face of adverse situations. The higher the sense of efficacy, the greater the effort, persistence, and resilience. People with a strong sense of personal competence approach difficult tasks as challenges to be mastered rather than as threats to be avoided. They have greater intrinsic interest and deep engrossment in activities, set themselves challenging goals and maintain strong commitment to them, and heighten and sustain their efforts in the face of failure. Moreover, they are more quickly recover their sense of efficacy after failures or setbacks, and attribute failure to insufficient effort or deficient knowledge and skills that are acquirable.

Self-efficacy beliefs also influence an individual's thought patterns and emotional reactions. High self-efficacy helps create feelings of serenity in approaching difficult tasks and activities. Conversely, people with low self-efficacy may believe that things are tougher than they really are, a belief that fosters anxiety, stress, depression, and a narrow vision of how best to solve a problem. As a consequence, self-efficacy beliefs can powerfully influence the level of accomplishment that one ultimately achieves. This function of self-beliefs can also create the type of self-fulfilling prophecy in which one accomplishes what one believes one can accomplish. That is, the perseverance associated with high self-efficacy is likely to lead to increased performance, which, in turn, raises one's sense of efficacy and spirit, whereas the giving-in associated with low self-efficacy helps ensure the very failure that further lowers confidence and morale.

It is not unusual for individuals to over or underestimate their abilities and suffer the consequences of such errors of judgment. These consequences of misjudgment play a part in the continual process of efficacy self-appraisals. When consequences are slight,

individuals may not feel the need to reappraise their abilities and may continue to engage in tasks beyond their competence. In such situations, the relationship between efficacy judgments and subsequent behavior will be muddled by the misjudgment of skills. Self-efficacy must also be checked periodically to assess the effect of experiences on competence, for the degree of relationship between self-efficacy and action is affected by temporal disparities. Bandura argued that because strong self-efficacy beliefs are generally the product of time and multiple experiences, they are highly resistant and predictable. Weak self-efficacy beliefs, however, require constant reappraisal if they are to serve as predictors. Both, of course, are susceptible to a powerful experience or consequence.

If obscure aims and performance ambiguity are perceived, sense of efficacy is of little use in predicting behavioral outcomes, for individuals do not have a clear idea of how much effort to expend, how long to sustain it, and how to correct missteps and misjudgments. The aims of a task and the performance levels required for successful execution must be accurately appraised for self-efficacy judgments to serve as useful regulators and predictors of performance. This factor is especially relevant in situations where an individual's "accomplishment is socially judged by ill-defined criteria so that one has to rely on others to find out how one is doing" (Bandura, 1986, p. 398). In such situations, people lack the experience to accurately assess their sense of efficacy and have no option but to gauge their abilities from knowledge of other experiences, often a very poor indicator and predictor of the required performance. This faulty self-knowledge can have unpredictable results.

Beliefs about their efficacy can be developed by four main sources of influence. The most influential source of these beliefs is the mastery experience (Bandura, 1977, 1997). When a person believes they have what it takes to succeed, they develop a resilient sense of efficacy. If faced with difficulties or setbacks, they know that they can

be successful through perseverance. The perception that one's task (dealing with any bullying case) has been successful increases efficacy beliefs raising expectations that future performances will be successful. In contrast failure, especially if it occurs early in the process of dealing with bullying experience, undermines one's sense of efficacy.

The second influential source of these beliefs is the vicarious experience (Bandura, 1977 & 1997). It is one's direct or vicarious experience with success or failure that will most strongly influence one's self-efficacy. When a teacher sees another teacher accomplish a task, in this case any bullying case in the school, the vicarious experience of observing a model can also have a strong influence on self-efficacy. By observing others succeed, one's own self-efficacy can be raised.

There is a perception that a performance has successfully raised self-efficacy beliefs of an individual (Pajares, 2002). How teachers interpret their past successes and failures can have a dramatic impact on their self-efficacy. If teachers believe their success in dealing or handling bullying cases as the result of the skills they developed (their ability), they are much more likely to be confident about future success in that area. Attributions, identified in the 'attribution theory' (Weiner, 1986) play a role in developing a feeling of mastery. If the success is attributed to internal or controllable causes such as ability or effort, then self-efficacy is enhanced. But if success is attributed to luck or the intervention of others, then self-efficacy may not be strengthened (Pintrich & Schunk, 1996).

People who hold strong self-efficacy beliefs tend to be more satisfied with their job (Trentham, Silvern, & Brogdon, 1985) demonstrate more commitment (Trentham, *et al.* 1985), and have lower absenteeism (McDonald & Siegall, 1993). For teachers who have high self-efficacy, they tend to persist in failure situations (Gibson & Dembo, 1984), take more risks with the curriculum (Guskey, 1988), use new teaching

approaches (Gibson & Dembo, 1984), get better gains in children's achievement (Brookover *et al.,* 1979) and have more motivated students (Midgely *et al.,* 1989).

There are at least four kinds of self-efficacy that are related to teachers, each of which is instrumental in explaining how teachers act and their willingness to persist even when the odds appear to be stacked against them (Gibbs, 2000). As such, they are important indicators of teacher effectiveness :

(a) Behavioural Self-Efficacy as a Teacher

Behavioural self-efficacy as a teacher is the self-belief in one's capability as teacher to perform specific actions to deal with specific situations.

b) Cognitive Self-Efficacy as a Teacher

Cognitive self-efficacy as a teacher is the self-belief in one's capability as a teacher to exercise control over one's thinking in specific situations.

c) Emotional Self-Efficacy as a Teacher

Emotional self-efficacy as a teacher is the self-belief in one's capability as a teacher to exercise control over one's emotions in specific situations.

d) Cultural Self-Efficacy as a Teacher

Cultural self-efficacy as a teacher is the self-belief in one's capability as teacher to perform specific actions in culturally-appropriate ways in specific situations. This construct remains relatively unresearched.

Studies done on teacher self-efficacy has shown that teachers self-efficacy were mainly assessed using self-reported item, analyzed in two broad categories- high sense of teacher efficacy and low sense of teacher efficacy. For example, teachers with a

reported high sense of efficacy are found to possess a positive set of teaching behaviour that can influence students' outcome or achievement (Armor *et al.,* 1976; Ashton & Webb, 1986; Tschannen-Moran *et al.,* 1998). In contrast, teachers with low sense of teacher efficacy are less positive about their abilities to affect student outcomes. Teachers possessing a high sense of efficacy are valued because they tend to exhibit greater effort in planning, organizing and show enthusiasm in teaching (Allinder, 1994), persist longer with students who struggle (Gibson & Dembo, 1984) and less critical of students' error (Ashton & Webb, 1986). In other words, self-efficacy is characterized as major mediator for one's behaviour, and behaviour change.

In a recent development, Tschannen-Moran *et al.* (1998) proposed an integrated model of teacher self-efficacy purports to bring some coherence to the meaning of teacher self-efficacy and to guide future research. Consistent with the social cognitive theory, they defined teacher self-efficacy as "the teacher" belief in his or her capability to organize and execute courses of action required to successfully accomplish a specific task in particular context" (p.233).

The conceptualization of teacher self-efficacy in many studies have focused on teachers' perceptions on their competence and on their ability as a professional to discipline, shape students' knowledge, values and behaviour (Ashton & Webb, 1986; Guskey & Passaro, 1994; Tschannen-Moran & Woolfolk-Hoy, 2001). A different approach to examining teacher efficacy appeared in the literature in the 90s. Cherniss (1993) for example, has suggested that teacher efficacy should consist of three domains that are;

      i) Task (the level of teacher's skill in teaching, disciplining and

        motivating student);

ii) Inter-personal (the teacher's ability to work harmoniously with others, particularly service recipients, colleagues and direct supervisors); and

iii) Organization (the teacher's ability to influence the social and political powers of the organization).

Based on the above three domains (Task, Relations, and Organization) Friedman (2000), suggested strategies for coping with teachers' work stresses, enhancing the need to reinforce their sense of self-efficacy in these three area. Bandura (1997) suggested that teacher efficacy should comprise of seven categories: efficacy in influencing decision making, efficacy in influencing the acquisition and use of school resources, teaching efficacy, efficacy in disciplinary matters, efficacy in enlisting parental assistance, efficacy in involving the community, and efficacy in generating an open school climate. Based on Bandura's (1997) suggestion of teacher efficacy which has seven categories, regarding bullying problem in secondary school, this study will be focusing on teacher efficacy in one of the disciplinary matters in secondary school, that is bullying (teacher's self-efficacy regarding bullying).

Conceptual Framework of the Study

This is a descriptive study employing the survey technique, whereby the responses of teachers are needed to determine various sources that could be influencing teachers self-efficacy regarding dealing with bullying among students in secondary school (mastery experience, vicarious experience, verbal persuasion, physiological arousal, contextual climate, demographic information) and the relatives strength of these sources of influence on teacher self-efficacy regarding dealing with bullying in secondary school. This is also to determine what teachers actually do and will do when bullying is going on at their school and what actually are their level of self-efficacy regarding this matter.

By integrating various theoretical models and empirical findings on factors that may have influence on teachers' sense of efficacy, in this case, teachers self-efficacy regarding dealing with bullying among students in secondary school, the interconnection of factors are recasted into a conceptual framework for this research study. The conceptual framework of this study draws upon Bandura's (1986, 1997) model of triadic reciprocal causation, whereby personal factors, environment and behaviour are complexly interactive sources of influence on efficacy development. As shown in Figure 1, this triadic model proposes that the self, the social context and behavioural actions, interrelate and give impact to teacher's judgment about whether he/she will be able to execute actions that are necessary to successfully deal with bullying cases in secondary school.

While acknowledging the interdependent relations among the trio, it is envisioned that the three paradigms (personal factors, environment, behaviour) serve as antecedents of teacher self-efficacy and are direct or indirect facilitators of teacher self-efficacy, in particular, when dealing with bullying cases among students in secondary school. In addition, certain paradigms may operate through more than

one sources of influence. The directional arrows in the framework portray what the researcher believes are crucial sources that could be influencing teachers' sense of efficacy regarding dealing with bullying among students in secondary school. In fundamental nature, the conceptual framework of this study attempts to merge together diverse but interrelated influences on teacher self-efficacy regarding dealing with bullying among students in secondary school.

Behavior Factor

- *Mastery Experience*

**Teacher Self-Efficacy
Regarding Dealing
with Bullying**

-Behavioural
-Cognitive
-Emotional

**Environmental
Factors**

-Vicarious experience
-Verbal persuasion
-Contextual climate

Personal Factors

*-Demographic
information*
-Physiological Arousal
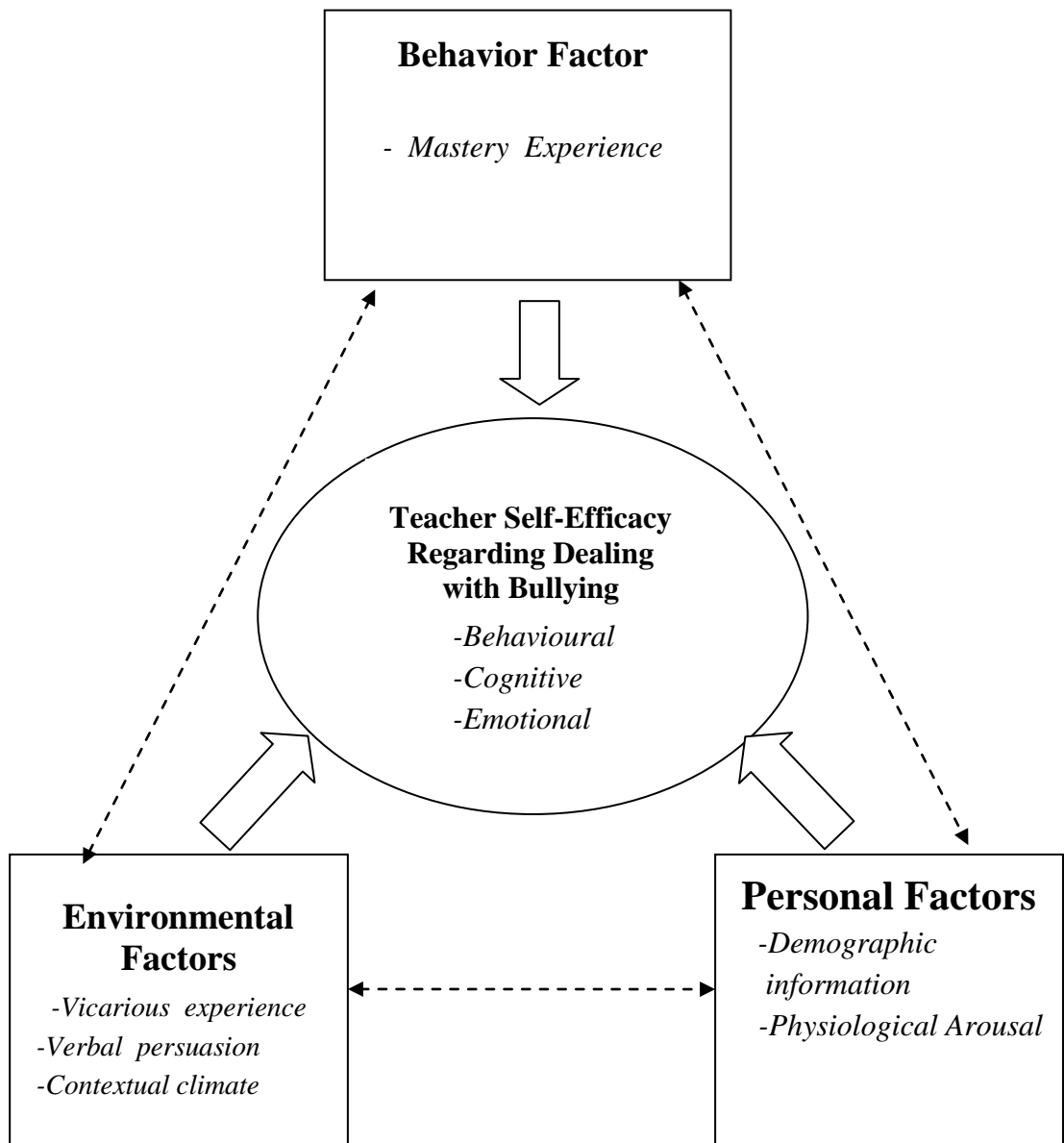
Figure 2.1 A Conceptual framework of Teachers' Self-Efficacy in Dealing With
Bullying Among Secondary School Students

Summary

Bandura's social cognitive theory has contributed much to researchers understanding of teacher self-efficacy beliefs that influence not only one's cognitive process but also the behavioral and affective domains. Stringent attention must be given to the measurement of teacher self-efficacy. Bandura (1997) cautioned researchers about global measures of self-efficacy that are too general and decontextualized resulting in self-efficacy construct to reflect a generalized self-efficacy assessment, participants generate judgment about their capabilities without clear activity or task in mind. As a result, they generate the judgments in some fashion mentally aggregating to related perceptions that they hope will be related to imagined task. For self-efficacy assessments to be useful and predictive, it should be domain specific and consistent with the outcome variables (criteria tasks) under investigation.

CHAPTER THREE

METHODOLOGY

In order to examine the various sources of influences on teacher self-efficacy regarding dealing with bullying in secondary school, among in-service teacher, this chapter will give a general description of the methodology that will be used. In particular, this chapter will describe the following: (i) research design, (ii) subjects, (iii) instruments, pilot test and factor analysis of instruments, (iv) research procedures, and (v) analysis of data.

Research Design

A survey design had been chosen for this study in order to determine the major sources of influence that contributes to teacher self-efficacy regarding dealing with bullying in secondary school, among in-service teachers. The potential sources of influence (the predictor variables) identified for this study consisted of Bandura's (1977, 1997) four sources of efficacy information (mastery experience, vicarious experience, verbal persuasion, and physiological), contextual factors, and teachers' demographic factors. The criterion variable examined is teacher sense of efficacy regarding dealing with bullying in secondary school. This approach permits the measurement of multitude of variables and thus, the examining of their interrelationships simultaneously.

The survey design is highly developed technique because it is actually the most common descriptive methodology as when the researchers summarize the characteristics (e.g abilities, preferences, behaviours) of individuals or groups (Fraenkel & Wallen, 2007). It is also a method for measuring attitudes and orientations in large population.

Population of the Study

Subjects

The targeted population for this study consisted of all in-service teachers currently teaching or serving in secondary schools in West and East Malaysia. The targeted population comprised of in-service teachers prior to the post they are holding (senior assistant teachers, discipline teachers, counseling teachers, and ordinary teachers) in West and East Malaysia.

Stratified Random Sampling (Figure 3) had been used in order to select a sample of individuals from the accessible population of this study. It is often useful to combine cluster random sampling with the individual random sampling (accomplished by *stratified random sampling*) in order to avoid a common error, whereby, a researcher randomly selecting only one cluster as a sample. Even if there was a large number of individuals within the cluster, it is the cluster that has been randomly selected, rather than individuals, and hence the researcher is not entitled to draw conclusions about the target population of such group (Fraenkel & Wallen, 2007).

Using the *stratified random sampling* the researcher had selected six states randomly from the population of fourteen states in Malaysia for example, Kedah, Pahang, Selangor/Wilayah Persekutuan, Johor, Sarawak and Sabah. Then, the researcher randomly selected 20 schools from each state. After that 16 teachers from each school   had been selected using *purposive and simple random sampling* techniques. Out of 16 teachers in a particular school involved in this study, *purposive sampling technique* had been carried out for these individuals sample:

a) Senior assistants ;

(i) *Senior assistant – Curriculum (GPK1)*

(ii) *Senior assistant – Student Affair (GPK HEM)*

(iii) *Senior assistant – Co-curriculum (GPK KK)*

(iv) *Afternoon Senior Assistant*

b) Discipline teachers and

c) counseling teachers

For the ordinary   teachers, *simple random sampling* technique had been used in order to collect data from them.

Sampling Method

Sampling Design

POPULATION	**All States in Malaysia** Perlis, Kedah, N. Sembilan, P.Pinang, Selangor, Wilayah P.KL, Pahang, Terengganu, Perak , Pahang, Kelantan, Melaka, Johor , Sarawak , Sabah

RANDOM SAMPLE OF CLUSTERS

Kedah	Pahang	Selangor/wilayah Persekutuan KL	Johor	Sarawak/ Sabah

SIMPLE RANDOM

20 schools	20 schools	20 schools	20 schools	40 schools

PURPOSIVE SAMPLING

SIMPLE RANDOM SAMPLING

16 Teachers from each school - 4 Senior assistants (GPK) - 4 Discipline teachers -4 Counseling teachers - 4 Ordinary teachers	16 Teachers from each school - 4 Senior assistants (GPK) - 4 Discipline teachers -4 Counseling teachers - 4 Ordinary teachers	16 Teachers from each school - 4 Senior assistants (GPK) - 4 Discipline teachers -4 Counseling teachers - 4 Ordinary teachers	16 Teachers from each school - 4 Senior assistants (GPK) - 4 Discipline teachers -4 Counseling teachers - 4 Ordinary teachers	16 Teachers from each school - 4 Senior assistants (GPK) - 4 Discipline teachers -4 Counseling teachers - 4 Ordinary teachers

TARGET SAMPLE	**320**	**320**	**320**	**320**	**640**

TOTAL   **1920**

Figure 3.1 Stratified random sampling

Instrument

Survey research methods had been employed to accomplish the objectives. A questionnaire (Appendix A) was utilized in this study in order to gather necessary data or relevant information. There were three sections in the questionnaire. **Section A** consisted of the *Sources of Influence on Teacher Self-Efficacy Scale Regarding Dealing with Bullying in Secondary School* with 40 self-constructed items. The 40 self-constructed items regarding this matter has been developed by the researcher since there is no prior study has been done to determine the sources of influence on teacher self-efficacy regarding dealing with bullying in school. **Section B** comprised the *Teacher Sense Of Efficacy Scale Regarding Dealing with Bullying,* with 18 self-constructed items (to determine the participants' level of self-efficacy regarding dealing with bullying in secondary school). The last section, that is **section C**, was aimed to get several relevant demographic information of the participants.

For the purpose of this study, the data obtained from section A and B were treated as interval data. Demographic information that will be obtained will be treated as nominal data.

The *Teacher Sense of Efficacy Scale (TSES)* developed by Tschannen-Moran and Woolfolk Hoy (2001) had been used as the main references in order to develop the 18 self-constructed items in the *Teacher Sense Of Efficacy Scale Regarding Dealing with Bullying,* for the purpose of measuring the participants' level of teacher self-efficacy regarding dealing with bullying in secondary school. Permission to use the *TSES* as a reference was granted by the authors via the e-mail correspondence dated March, 11, 2009 (see Appendix E). The 18 self-constructed items in the *Teacher Sense Of Efficacy Scale Regarding Dealing with Bullying,* is a total of the three criteria of self-efficacy (Behaviuoral, Cognitive and Emotional) suggested by Gibbs (2000) in their study.

(i) Sources of Influence on Teacher Self-Efficacy Scale Regarding Dealing with Bullying in Secondary School

The measure for sources of influence on teacher self-efficacy regarding dealing with bullying in secondary school is a self-constructed questionnaire. Bandura (1986) emphasized that sources of efficacy information " must be processed and weighed through self-referent thought" (p.21).   The cognitive processing of the sources of efficacy information will eventually influence the final judgment of one's capability. There were three steps taken in the process of developing a measurement for sources of influence on teacher self-efficacy regarding dealing with bullying in secondary school.

The first step was a preliminary information gathering.   A thought-listing questionnaire in semi-structured format has been designed after consulting after consulting a few lecturers and professors in a university with the expertise in the area of testing and evaluation in educational research (see Appendix A).   The thought-listing semi-structured questions allowed participants to provide their own interpretations of what perceived to be important sources that have guided them in their self-efficacy when dealing with bullying cases particularly in secondary school. According to Fraenkel and Wallen, (2007), the thought-listing method is useful and flexible and can be used to communicate thoughts that one might have had before, during and after an event.   Furthermore,   this kind of format is also very useful for obtaining a variety of information that relevant to the phenomenon under investigation in a holistic manner (Patton, 1987).

Five hypothesized sources of influence (based on several literatures review that had been carried out before) on self-efficacy   regarding dealing with bullying in secondary school   were used as a guide to get the participants   to reflect   and identify experiences they perceived to have an influence on them as a secondary

school teachers and their own judgment of dealing with the various cases of bullying in secondary school. They are mastery experience, vicarious experience, verbal persuasion, physiological arousal and the contextual climate.

The questions consisted of different time dimensions and in the context of their varied experiences. Question no. 1 asked participants to recall three significant others at various stages of their lives whereby these significant others' words of encouragement and support made a difference for them to be confident in dealing with bullying cases in school. This particular question was intended to explore verbal persuasion as a source of teacher self-efficacy regarding dealing with bullying in secondary school, that was, who were the individuals around them whose verbal feedback have differentially reinforced their judgment of confidence in dealing with bullying cases in the school.

Question no.2 required participants to recall three individuals at various stages of their live whereby their observations of these models have served as a sources of efficacy regarding dealing with bullying, for them. Their responses could provide important indicators as to the type vicarious experiences that have contributed to their confidence in dealing with various cases of bullying in school.

Question no.3 was designed to allow participants to describe the type of environment in school which deemed supportive of their professional development. This question actually give opportunity for the participants to describe in their own words or statements the contextual climate that they had perceived to be supportive of their self-efficacy development especially regarding dealing with bullying in secondary school.

Question no. 4 looked into mastery experience as a source of efficacy for the teachers and question no.5 explored into the feelings or emotional state (physiological arousal) that could contribute to their sense of efficacy regarding dealing with bullying

in secondary school. Participants were asked to circle a response corresponding with scales of ; 1(moderately Strong Influence), 2(Strong Influence), 3(Very Strong Influence) to their beliefs about each statement (Question no.1 up to question no.5).

Lastly, as an additional to explore whether participants' analyses of judgment of confidence on their self-efficacy sources regarding dealing with bullying in school, were reasonably accurate, question no.6 required the participants to write down five characteristics of what a teacher should have in order to deal with bullying cases in secondary school successfully. This was done in view of Bandura's (1986) notion that successful execution of task is best served by the individual's reasonably accurate efficacy appraisal. For each characteristic listed down, participants were asked to indicate how well that characteristic described them with scales of; 1(not true of me), 2(somewhat true of me), and 3(very true of me).

The preliminary data collection was conducted on 150 teachers from 5 secondary schools in Kuching, the capital city of Sarawak in January 2010. The objective is to maintain an authentic or genuine source of information from secondary schools teachers in One Malaysia setting. Firstly, the researcher briefed the participants about the intent of the preliminary data collection and the confidentiality of their responses. Then, the participants were asked to think about each question carefully and describe what they general think or feel. The participants also encouraged to seek clarification, write comments or suggestions on any part of the questionnaire. Approximately 35 minutes were taken for the participants to complete the questionnaire.

Finally, based on the indicators and comments or suggestions derived from the thought-listing method and from a review of related literatures, a set of item was generated to measure sources of influence of teacher self-efficacy regarding bullying in secondary school. A summary of the responses from the **Thought-listing Questionnaire** can be referred in Appendix A. The measures designed for this study

used a 5-point scale response format ranging from 1(strongly disagree) to 5(strongly agree) to indicate the respondents' agreement or disagreement about sources that influencing his/her efficacy regarding dealing with bullying cases by circling a response in the light of his/her appraisal of own experience in receiving the various sources of influence on teacher self-efficacy regarding dealing with bullying in secondary school. A 5-point scale was chosen so that responses would be consistent with those used in the *Teacher Sense Of Efficacy Scale Regarding Dealing with Bullying* (18 self-constructed items) which is the second instrument in this study.

Besides using the data collected from the Thought-listing Questionnaire for sources of efficacy information regarding dealing with bullying, the researcher also reviewed existing instruments such as the *Sources of Social Efficacy Scale* developed by Anderson and Betz (2001), the *Interview Protocol and Matrix Categories* used by Zeldin (2000), *Interview Protocol* used by Lee (2000), and *Sources of Maths Efficacy Scale* developed by Lent *et al.*(1991) in order to construct the four theorized sources of influence on self-efficacy. Additionally the researcher made personal correspondence with Dr. Megan Tschanen-Moran at The College of William and Mary School of Education, Williamsburg and also Professor Dr. Ken Rigby at the University of South Australia via e-mail to seek better understanding regarding validity of items. Items for contextual factor, the fifth sources of influence on teacher self-efficacy regarding dealing with bullying in secondary school, were adapted from *School-level Environment Questionnaire* (Rentoul &Fraser, 1983), *Measure of Collaboration* (Chester & Beaudin, 1996) and a combination of literatures on the effect of social organization of schools on teachers' efficacy and satisfaction. According to Fraenkel and Wallen (2007), such steps taken are actually to provide supporting evidence for content validity of the instrument.

Items were constructed using English language and were submitted for discussion with two experienced teacher educators from Batu Lintang Teachers' Training Institute, Kuching, Sarawak and Tun Abdul Razak Teachers' Training Institute, Kota Samarahan, Sarawak. This was to ensure whether the items really reflect the experiences and resources related to the development of teacher self-efficacy regarding dealing with bullying in secondary school as well as to establish face and content validity in the local context. Both teacher educators have more than ten years of teaching experience and are conversant in the English Language. In order to recheck the language fluency and accuracy, the items constructed were also given to an English Language teacher who had been awarded the "*Guru Cemerlang Mata Pelajaran Bahasa Inggeris (DG48)*" in one of the secondary schools in Kuching, Sarawak. This particular English teacher has 25 years of experience in teaching English language. A few experienced discipline teachers and counseling teachers of the secondary schools in Kuching Sarawak, were also involved (discussions and brainstorm the items) to review all the items constructed. Besides that, a very well known researcher in this field (bullying), Prof. Dr. Ken Rigby, from the University of South Australia has agreed and interested (via the internet) to see this particular instrument and give his feedback and comment. Based on their comments and suggestions, item were revised for clarity and conciseness resulting in a pool of 45 items to represent the five dimensions of sources of influence of teacher self-efficacy regarding dealing with bullying in secondary school. Subsequently, the instrument was named the *Sources Of Influence on Teacher Self-Efficacy Scale Regarding Dealing With Bullying in Secondary School.*

Factor Analysis for Sources of Influence on Teacher Self-Efficacy Scale Regarding Dealing with Bullying in Secondary School

After generating 45 questions based on the Thought-listing Questionnaire, the Principal Component Analysis been carried out on all the variables (the questions) of sources of influence on teacher self-efficacy regarding dealing with bullying in secondary school and grouping them into few factors. Principal Component Analysis has been chosen because the nature of the factor to be extracted and the common error variance are not known yet. The questionnaires have been administered over 25 secondary schools throughout Sarawak and 300 completed questionnaires have been collected . In SPSS a convenient option is offered to check whether the sample is big enough: the Kaiser-Meyer-Olkin measure of sampling adequacy (KMO-test). The sample is adequate if the value of KMO is greater than 0.5. All elements on the diagonal of this matrix should be greater than 0.5 if the sample is adequate (Field, 2000).

Initially, the factorability of the 40 items was examined. Several well recognized criteria for the factorability of a correlation were used. Firstly, it was observed that all of the 40 items correlated at least .5 with at least one other item, suggesting reasonable factorability. Secondly, the Kaiser-Meyer-Olkin measure of sampling adequacy was .86, above the commonly recommended value of .6, and Bartlett's test of sphericity was significant ($p < .05$). The diagonals of the anti-image correlation matrix were also all over .5 Finally, the communalities were all above .3 (see Table 3.1), further confirming that each item shared some common variance with other items. Given these overall indicators, factor analysis was deemed to be suitable with all 40 items. Principal components analysis was used because the primary purpose was to identify and compute composite scores for the factors underlying the short version of the sources of influence on teacher self-efficacy scale.

Initial eigen values indicated that the first five factors explained 28%, 15%, 12% , 10% and 5% of the variance respectively. A total of five items were eliminated because they did not contribute to a simple factor structure and failed to meet a minimum criteria of having a primary factor loading of .4 or above, and no cross-loading of .3 or above. Item "The experience gained as a temporary teacher, made me more tough to deal with bullying cases in school" did not load above .3 on any factor. Item " I am a responsible teacher and dealing with bullying is part of my routine in school". Item "My colleagues support and talk to me whenever I deal with bullying cases" had factor loadings between .3 and .4 on both Contextual Climate and Vicarious Experience. "There are many positive models among my family members and they give me sufficient moral supports, regarding dealing with bullying case efficiently" had similar factor loadings, between .4 and .5, on Vicarious Experience and Verbal Persuasion. Finally, "I have 'ready to solve' feeling whenever I deal with bullying cases in school" had a primary factor loading of .52 on the Physiological Arousal factor (which was well defined by 6 other items) and a cross-loading of .27 on Mastery Experience for the varimax solution. In addition, this item had a floor effect, with 40 % of the teachers reporting neutral agreement to this particular statement, resulting in positively skewed data.

For the final stage, a principal components factor analysis of the remaining 40 items, using varimax with Kaiser Normalization rotation, was conducted, with five factors explaining 69% of the variance. All items in this analysis had primary loadings over .5. The factor loading matrix for this final solution is presented in Table 3.3.

Internal consistency for each of the scales was examined using Cronbach's alpha. The alphas were moderate: .68 for Mastery Experience (9 items), .60 for Vicarious Experience (8 items), .57 for Verbal Persuasion (9 items), .77 for Physiological Arousal (6 items), and .74 for Contextual Climate (8 items). No

substantial increases in alpha for any of the scales could have been achieved by eliminating more items. Composite scores were created for each of the five factors, based on the mean of the items which had their primary loadings on each factor. Higher scores indicated strong influence on Sources Of Influence on Teachers Self-efficacy Scale Regarding Dealing With Bullying in Secondary School.

Table 3.1

*Factor loadings and communalities based on a principal components analysis with Varimax with Kaiser Normalization rotation for 40 items of Sources Of Influence on Teachers Self-Efficacy Scale Regarding Dealing With Bullying in Secondary School (*N =300)

	Verbal Persuasion	Vicarious Experience	Mastery Experience	Physiologi-Cal Arousal Arousal	Contextual Climate	Communalit-ies
SOIQ 13	.97					.99
SOIQ 3	.97					.98
SOIQ 34	.96					.95
SOIQ 23	.95					.95
SOIQ 38	.95					.93
SOIQ 28	.94					.93
SOIQ 18	.94					.92
SOIQ 8	.93					.91
SOIQ 32	.84					.83
SOIQ 22		.98				.95
SOIQ 2		.95				.91
SOIQ 12		.92				.85
SOIQ 17		.89				.81
SOIQ 7		.81				.66
SOIQ 37		.81				.66
SOIQ 31		.79				.64
SOIQ 27		.79				.64
SOIQ 21			.88			.77
SOIQ 16			.82			.67
SOIQ 30			.77			.61
SOIQ 26			.76			.59
SOIQ 6			.75			.57
SOIQ 10			.74			.56

Factor loadings and communalities based on a principal components analysis with Varimax with Kaiser Normalization rotation for 40 items of Sources Of Influence on Teachers Self-Efficacy Scale Regarding Dealing With Bullying in Secondary School (N =300)

	Verbal Persuasion	Vicarious Experience	Mastery Experience	Physiologi-Cal Arousal	Contextual Climate	Communalit-ies
SOIQ 11			.64			.42
SOIQ 36			.58			.35
SOIQ 1			.58			.34
SOIQ 19				.81		.91
SOIQ 24				.78		.73
SOIQ 4				.76		.89
SOIQ 9				.75		.91
SOIQ 14				.72		.77
SOIQ 39				.65		.64
SOIQ 5					.92	.85
SOIQ 15					.87	.76
SOIQ 25					.79	.63
SOIQ 40					.76	.62
SOIQ 20					.74	.58
SOIQ 35					.73	.53
SOIQ 29					.68	.47
SOIQ 33					.51	.29

Note. Factor loadings < .2 are suppressed.

SOIQ – Sources Of Influence on Teacher Self-Efficacy Regarding Dealing With Bullying, Questionnaire.

Table 3.2

Code	Descriptions

Verbal Persuasion

SOIQ 13 - *I received words of encouragement from my colleagues whenever I dealt with bullying case which involved my own students.*

SOIQ 3 - *My family members are proud that I am a teacher and encouraged me to take bullying problem among students, as a serious problem that need to be handled immediately and effectively.*

SOIQ 34 - *I received positive feedback from my principal or senior assistants regarding my ability in dealing with bullying case among the students in the school.*

SOIQ 23 - *I received "thank you" card and words of appreciation from students especially those who been involved in disciplinary cases that I dealt with.*

SOIQ 38 - *I received positive feedback from my colleagues regarding my ability in dealing with bullying case among the students in the school*

SOIQ 28 - *People I know often encourage me to become a responsible and dedicated person especially when dealing with students' problems.*

SOIQ 18 - *My school principal gave sufficient moral support where dealing with bullying in school among students is concerned.*

SOIQ 8 - *I have teacher friends who often grieve over or lament about handling problematic students or any disciplinary case created by students, especially bullying among students.*

SOIQ 32 - *My parents/spouse are supportive whenever I talked or discuss my problem with them, especially regarding bullying phenomena in my school.*

Vicarious Experience

SOIQ 22 - *There are a lot of positive role models among the teachers in my school, regarding dealing with bullying case efficiently*

SOIQ 2 - *When I was a student, normally most of my friends do not like being bullied and they know what to do whenever they were being bullied and this inspired me.*

SOIQ 12 - *My mother is an exemplary "responsible teacher" to me.*

SOIQ 17 - *My father is an exemplary "responsible teacher" to me.*

SOIQ 7 - *My supervising lecturer (when I was a training teacher) possessed exemplary qualities of a dedicated and responsible teacher, which would like to emulate or follow.*

SOIQ 37 - *There are some responsible teachers in my school that would help the victims of bully (e. g helping the victim to achieve greater self-esteem, encourage the victim to show that he or she could not be intimidated etc.) and these teachers are the right role models to follow*

SOIQ 31 - *My mentor teacher (when I was a training teacher) is a positive role model to me, especially when dealing with disciplinary cases in school.*

SOIQ 27 - *There are positive role models within my own family or relatives who are also teacher.*

Mastery Experience

SOIQ 21 - *I am proud of the SKT (Sasaran Kerja Tahunan) mark that I received for my yearly performance in the school.*

SOIQ 16 - *When I came across a difficult bullying case, I never gave up and dealt with it successfully.*

SOIQ 30 - *When I was a student in secondary school, I was usually at ease when facing with bullying incident or when someone wanted to bully me.*

SOIQ 26 - *I have previously received award/recognition due to my outstanding performance especially regarding dealing with problematic students in my school.*

SOIQ 6 - *Dealing with problematic, defiant, rebellious, and stubborn students, who are involved In bullying cases has always been quite a difficult situation for me.*

SOIQ 10 - *My experiences handling several bullying cases in school helped enhance my self-efficacy regarding dealing with bullying.*

SOIQ 11 - *During my school days (secondary), I received praises from my teacher for informing him/her about bullying incident among my classmates or other students in my school.*

SOIQ 36 - *My experiences dealing with certain bullying cases made me know and understand more about bullying phenomena in school and I feel confidence to deal with it.*

SOIQ 1 - *The experiences gained during my practicum training (trainee teacher) has adequately prepared me to face the challenges of dealing with bullying among students in school.*

Physiological Arousal

SOIQ 19 - *I am calm when dealing with difficult or complex bullying case.*

SOIQ 24 - *My mind goes blank and I am unable to think clearly or rationally when dealing with difficult bullying case.*

SOIQ 4 - *I always have this sense of confidence in approaching and dealing with various problems of bullying cases among students in my school.*

SOIQ 9 - *I have this enthusiastic feeling whenever I deal with bullying cases in school.*

SOIQ 14 - *I usually don't worry about my ability to deal with any bullying case in my school.*

SOIQ 39 - *Each time I managed to settle a bullying case, I would feel very proud and happy because realized that, I have done something good as well as carrying out my responsibility as a teacher.*

Contextual Climate

SOIQ 5 - *Decisions about how to handle bullying cases in my school are usually made by the principal and a small group of teachers.*

SOIQ 15 - *There is good communication between staff members and the school administrators which in a way created a comfortable environment for me to be more confident in dealing bullying cases in school.*

SOIQ 25 - *The school administrators and teachers collaborate well in ensuring the school is run effectively and a safe place for students to study.*

SOIQ 40 - *Most of the parents of my students are always be ready to discuss and suggest ways they could help in order to improve the disciplinary problems in the school.*

SOIQ 20 - *There are often opportunities to reflect or discuss bullying case with more experienced teachers.*

SOIQ 35 - *I do not have sufficient input from the school administrators regarding important decisions that I should take or could affect me, when dealing with bullying case among students.*

SOIQ 29 - *I often feel lonely, left out and being ignored in the staff room even though I'm dealing with serious bullying case.*

SOIQ 33 - *I could easily get along well with other teachers in the school and discuss with them any disciplinary problem among students especially bullying case.*

Table 3.3

*Descriptive statistics for Sources Of Influence on Teachers Self-Efficacy Scale Regarding Dealing With Bullying in Secondary School (*N =*300)*

	No. of Items	*M(SD*)	Skewness	Kurtosis	Cronbach's α
Mastery Experience	9	3.67 (.88)	0.38	0.20	.68
Vicarious Experience	8	3.13 (.92)	-0.64	0.47	.60
Verbal Persuasion	9	3.34 (1.03)	0.43	-0.34	.57
Physiological Arousal	6	2.94 (.78)	0.39	-0.26	.77
Contextual Climate	8	3.03(1.12)	0.52	-0.33	.74

Based on the initial investigations of the internal consistency of the *Sources Of Influence on Teacher Self-Efficacy Scale Regarding Dealing With Bullying in Secondary School,* the alpha values were reasonably acceptable, ranging from Cronbach's alpha .57 to .77. Items with weak alpha values were removed. However, based on theoretical foundations, four items that were statistically weak were retained after revisiting its wordings to increase clarity and conciseness. The revised *Sources Of Influence on Teacher Self-Efficacy Scale Regarding Dealing With Bullying in Secondary* consisted of 40 items.

(ii) Teacher Self-Efficacy Scale Regarding Dealing with Bullying in Secondary School

The measure for teacher self-efficacy scale regarding dealing with bullying in secondary school is also a self-constructed questionnaire. In order to establish the its validity and reliability, this particular instrument then given to an English Language lecturer who is currently teaching TESL (*Teaching English as a Second Language*) in one of the local universities in Sarawak (*Universiti Malaysia Sarawak -UNIMAS*) to check for language fluency and accuracy. Besides that, the instrument was also given to a *Guru Cemerlang Mata Pelajaran Bahasa Inggeris (DG48)* in one of the secondary schools in Kuching, Sarawak, just to double check that the language particularly the grammar used is correct and accurate. Item revision and modification were made as suggested to ensure clarity, conciseness and content appropriateness. The face validity of the instrument was further established by asking an experienced college lecturer of educational psychology in one of the private university (HELP University) in West Malaysia. A few experienced discipline teachers and counseling teachers of the secondary schools in Kuching Sarawak, were also involved (discussions and brainstorm the items) to review all the items constructed. Besides that, a very well known researcher in this field (bullying), Prof. Dr. Ken Rigby, from the University of South Australia has agreed and interested (via the internet) to see this instrument and give his feedback and comment. Based on their comments and suggestions, item were revised for clarity and conciseness.

This particular instrument consists of   20   self-statements   which require participants to read and indicate their agreement or disagreement to the statements about their self-efficacy regarding dealing with bullying. The statements were either positively worded or negatively worded.

The pilot testing of the instrument with a representative sample (n= 300) was carried out in the month of February 2010. The questionnaires have been administered over 25 secondary schools throughout Sarawak and 300 completed questionnaires have been collected. The purpose of the pilot study is to establish content validity and reliability of the questionnaire and to improve the questions, format and scales (Creswell, 1994; Fraenkel & Wallen, 2007). To ensure participants' full cooperation, they were briefed about the intent of the study and were confidentiality of their responses. The participants also have been paid (as a token of appreciation) in order to motivate them. After the participants have finished responding to the items, a discussion with them was made, soliciting back about their interpretations of the items' meaning. The feedback and suggestions have provided important information for improving the quality of the instrument. The whole process of the pilot study regarding the data collection using the instrument *"Teacher Self-Efficacy Scale Regarding Dealing With Bullying in Secondary School"* took approximately 30 minutes.

After the factor analysis had been carried out, this particular instrument also known as *The Teacher Self-Efficacy Scale Regarding Dealing With Bullying in Secondary School* had been developed based on the total or combination of the three criteria: i) **behavioural self-efficacy** (BSE) as a teacher - is the self-belief in one's capability as a teacher to perform specific actions to deal with specific situations, in this case bullying; ii) **cognitive self-efficacy** (CSE) as a teacher - is the self-belief in one's capability as a teacher to exercise control over one's thinking in specific situations and (iii) **emotional self-efficacy** (ESE) as a teacher - is the self-belief in one's capability as a teacher to exercise control over one's emotions in specific situations. Participants of this study were responded to the 5-point response format anchors of 1 (*nothing*) to 5 (*a great deal*) to indicate judgment of their own capabilities in various situations regarding dealing with bullying in secondary school.

Participants were asked to circle a response corresponding to their beliefs about each statement. Indicators for the level of the Teacher Sense of Efficacy (Table 3.4) based on the participants' mean scores ranged from minimum of 1.00 to a maximum of 5.00 on the *Teacher Sense of Efficacy Scale in Dealing with bullying in Secondary School,* which had been carried out in this study.

Table 3.4
Level of Teacher Self-Efficacy in Dealing With Bullying in Secondary School

Scores Range	Level
1.00 – 2.33	Low
2.34 – 3.67	Moderate
3.68 – 5.00	High

Factor Analysis for Teacher Self-Efficacy Scale Regarding Dealing with Bullying in Secondary School

After generating 20 questions from the "thought listing questionnaire" " and administer them over 25 secondary schools throughout Sarawak, 300 completed questionnaires have been collected. The Principal Component Analysis been carried out on all the variables (the questions) of Teacher Self-Efficacy Scale Regarding Dealing with Bullying in Secondary School and grouping them into few factors. Principal Component Analysis has been chosen because the nature of the factor to be extracted and the common error variance are not known yet. In SPSS a convenient option is offered to check whether the sample is big enough: the Kaiser-Meyer-Olkin measure of sampling adequacy (KMO-test). The sample is adequate if the value of KMO is greater than 0.5. All elements on the diagonal of this matrix should be greater than 0.5 if the sample is adequate (Field, 2000).

Initially, the factorability of the 18 items was examined. Several well-recognized criteria for the factorability of a correlation were used. Firstly, it was observed that all of the 18 items correlated at least .5 with at least one other item, suggesting reasonable factorability. Secondly, the Kaiser-Meyer-Olkin measure of sampling adequacy was .81, above the commonly recommended value of .6, and Bartlett's test of sphericity was significant ($p < .05$). The diagonals of the anti-image correlation matrix were also all over .5. Finally, the communalities were all above .3 (see Table 3.5), further confirming that each item shared some common variance with other items. Given these overall indicators, factor analysis was deemed to be suitable with all 18 items. Principal components analysis was used because the primary purpose was to identify and compute composite scores for the factors underlying the short version of the Teacher Self-Efficacy Scale Regarding Dealing with Bullying in Secondary School.

Initial eigen values indicated that the first three factors explained 25%, 20%, and 16% of the variance respectively. A total of two items were eliminated because they did not contribute to a simple factor structure and failed to meet a minimum criteria of having a primary factor loading of .4 or above, and no cross-loading of .3 or above. Item "How much can you do to get students understand your instructions" did not load above .3 on any factor. Item "How much can you do to make the students see and understand that they are human being and also have feeling" had similar factor loadings, between .4 and .5, on Cognitive self-efficacy and Behavioural self-efficacy. For the final stage, a principal components factor analysis of the remaining 18 items, using varimax with Kaiser Normalization rotation, was conducted, with three factors explaining 61% of the variance. All items in this analysis had primary loadings over .5. The factor loading matrix for this final solution is presented in Table 3.6.

Internal consistency for each of the scales was examined using Cronbach's alpha. The alphas were moderate: .68 for Behavioural Self-Efficacy (6 items), .60 for Cognitive Self-Efficacy (6 items), and .57 for Emotional Self-Efficacy (6 items). No substantial increases in alpha for any of the scales could have been achieved by eliminating more items. Composite scores were created for each of the three factors, based on the mean of the items which had their primary loadings on each factor. Higher scores indicated high level of teacher self-efficacy in dealing with bullying in secondary school.

Table 3.5

Factor loadings and communalities based on a principal components analysis with Varimax with Kaiser Normalization rotation for 18 items of Teacher Self-Efficacy Scale Regarding Dealing With Bullying in Secondary School (N =300)

	Behaviuoral Self-Efficacy	Cognitive Self-Efficacy	Emotional Self-Efficacy	Communalit-ies
TSOESQ 1	.97			.94
TSOESQ 9	.90			.81
TSOES Q12	.89			.80
TSOES Q 8	.83			.68
TSOES Q 5	.81			.67
TSOES Q 6	.78			.61
TSOES Q 4		.90		.80
TSOES Q14		.87		.75
TSOES Q18		.84		.71
TSOES Q15		.71		.52
TSOES Q 2		.68		.47
TSOESQ 10		.52		.30
TSOESQ 7			.91	.83
TSOESQ 17			.76	.59
TSOESQ 16			.76	.60
TSOESQ 3			.67	.45
TSOESQ 11			.65	.43
TSOESQ 13			.50	.30

Note. Factor loadings < .2 are suppressed.

TSOESQ – Teacher Sense Of Efficacy Scale Regarding Dealing With Bullying, Questionnaire.

Table 3.6

Code	Descriptions

Behavioural Self-Efficacy

TSOESQ 1 - *How confident are you in controlling bullying behavior in the classroom ?*

TSOESQ 9 - *How well can you establish a system or a strategy in your classroom to avoid bullying among students ?*

TSOES Q 12 - *How much can you do to improve the elf esteem of victims of bullying ?*

TSOES Q 8 - *How much can you do to calm a student who had been bullied badly ?*

TSOES Q 5 - *How much can you do to make the students to overcome their feeling of helplessness following the bullying incident ?*

TSOES Q 6 - *How well can you respond to difficult situation (e. g suicide attempt, depression)involving bullying?*

Cognitive Self-Efficacy

TSOES Q 4 - *How much can you do to help your students value their dignity ?*

TSOES Q14 - *How much can you do to express strong disapproval of bullying, that students know that you don't condone any kind of harassment or mistreatment of others ?*

TSOES Q18 - *How much can you do to get students to believe that teachers are the most reliable persons to be informed when bullying incident occurs in school ?*

TSOES Q15 - *To what extent can you demonstrates to students that everyone is valued and respected in your classroom ?*

TSOES Q 2 - *How much can you do to influence the students to inform you, once bullying incident occurs?*

TSOESQ 10 - *How much can you use the variety of strategies in handling bullying cases ?*

Emotional Self-Efficacy

TSOESQ 7 - *How much can you do to get students to follow school rules ?*

TSOESQ 17 - *How much can you do to influence students to dare to express themselves to others that they are also the victims of bullying ?*

TSOESQ 16 - *How much can you do to make the students trust that, you are the one that they can rely on or talk to especially when they are really sad or depressed when being bullied ?*

TSOESQ 3 - *To what extent can you get the victims of bullies to cope with their frustrations, anxieties, and pain ?*

TSOESQ 11- *To what extent can you provide advise or guidance when students are being bullied ?*

TSOESQ 13 - *How well can you implement anti-bullying programs in your classroom ?*

Table 3.7

Descriptive statistics for the three Adolescent Coping Scale factors (N = 300)

	No. of Items	*M(SD)*	Skewness	Kurtosis	Cronbach's α
Behavioural Sel-Efficacy	6	4.07 (.91)	0.53	0.31	.86
Cognitive Self-Efficacy	6	3.63 (.86)	0.67	0.43	.69
Emotional Self-Efficacy	6	3.32 (.87)	0.53	0.32	.72

Based on the initial investigations of the internal consistency of the *Teacher Self-Efficacy Scale Regarding Dealing With Bullying in Secondary School,* the alpha values were reasonably acceptable, ranging from Cronbach's alpha .69 to .86. Items with weak alpha values were removed. The revised *Teacher Self-Efficacy Scale Regarding Dealing With Bullying in Secondary* consisted of 18 items. Table 3.8 shows a summary of the survey instruments that were used in this study.

Table 3.8

Construct Dimensions, Variable Type and Level of Measurement of the Survey Items

Section	Name of Scale	Construct Dimensions	No.of Items	Variables Type	Measurement Level
A	Sources of Influence on Teacher Self-Efficacy Scale Regarding Dealing with Bullying in Secondary School	Mastery Experience	9	Predictors	Metric
		Vicarious Experience	8		
		Verbal Persuasion	9		
		Physiological Arousal	6		
		Contextual Climate	8		
B	Teacher Self-Efficacy Scale Regarding Dealing with Bullying in Secondary School	Behaviuoral	6	Criterion	Metric
		Cognitive	6		
		Emotional	6		
C	Demographic Information	Gender, Age,	1	Predictors	Non Metric
		Post Holding,	1		

Procedure

After testing for validity and reliability as well as the factor analysis of both instruments the revised questionnaire had been administered to the actual samples of the study in the month of June 2010. The researcher had sought written permission from the Educational Planning and Research Division, Ministry of Education, Malaysia, to conduct the study. Upon approval, consent letter had been sought from each of the State Educational Director of all the five states (Kedah, Pahang, Selangor/Wilayah Persekutuan Kuala Lumpur, Johor, and Sarawak) which involved in this study.

After obtaining clearance from the respective authorities, the researcher personally went to each state and with the help from a few teachers (researcher's friends) in each state, the questionnaire had been administered to the participants of this study. There were two teachers from each state (2 X 4) helping the researcher to administer the questionnaire to the participants. With the help of the two teachers, the researcher managed to collect all the data from all the twenty schools in each state within 5 weeks. Each of the two teachers in four states in West Malaysia had been given some money as a token of appreciation and in a away, hopefully it will motivate them to really committed in the process of collecting the data. With the help of four teachers, the researcher managed to cover forty schools in East Malaysia (20 from Sarawak and 20 from Sabah). The other eight teachers (two from each state) from four different state in West Malaysia (Kedah, Pahang, Selangor/Wilayah Persekutuan Kuala Lumpur, Johor) had been covering 80 schools.

Before the administration of the questionnaire, the researcher as well as the two helpers had taken some times to explain the intent of the study to the participants. Based on the pilot testing done earlier, most of the participants took approximately forty minutes to complete the survey questionnaires.

The questionnaires have been administered over 25 secondary schools throughout Sarawak and 300 completed questionnaires have been collected .

Pilot Test

Two pilot tests have been carried out which involved 25 secondary schools throughout Sarawak. The first pilot test involved 150 teachers (40 discipline teacher, 40 senior assistant, 10 counselors, and 60 ordinary teacher) from ten secondary schools in Kuching Division, Sarawak. The second pilot test which also involved 150 teachers (40 senior assistants, 40 discipline teachers, 10 counselors, and 60 ordinary teachers) from twelve secondary schools in Sri Aman, Sarikei, and Sibu Division, Sarawak. The purpose of the pilot test is to establish content validity and reliability of the questionnaires (*Sources of Influence On Teachers Self-Efficacy Scale Regarding Dealing With Bullying and Teacher Self-Efficacy Scale Regarding Dealing With Bullying*) as well as to improve the questions, format and scales.

To ensure the participants' full cooperation, they were briefed about the intent of the study and were assured confidentiality of their responses. During the process of the responding to the items, participants were encouraged to write any comment or suggestion below or next to the items or questions. They were also encouraged to seek further explanation from the researcher, if necessary and the researcher attended to them personally. Minor adjustments in the wording and structure of questions were made in order to improve the internal consistency of the questionnaires. The whole process of the pilot studies took 12 days (two weeks) because the researcher only approached the respondents only during their free teaching period or their free time.

Data Analysis

The quantitative data were entered into the Statistical Packages for the Social Sciences version 20.0 (SPSS 20.0) for the purpose of analysis of the data collected.

In order to describe the various sources that could be influencing teachers self-efficacy regarding dealing with bullying in secondary school and the levels of teachers' self-efficacy regarding dealing with bullying in secondary school, among in-service teachers, descriptive statistic such as frequencies, percentages, means and standard deviations had been used to report the level of agreement of the respondent.

Inferential statistics, the independent t test were used to determine whether teacher self-efficacy regarding dealing with bullying in secondary school would differ significantly by gender.

Because this study also intend to compare more than two groups of scores, each of which is from entirely separate group of people (senior assistant teachers, discipline teachers, counseling teachers, ordinary teachers), the statistical procedure that had been used, was the analysis of variance abbreviated as ANOVA.   In this study a *one-way analysis of variance* was performed. The variation among the means scores compared in this study were the scores on 5-point rating scale of teacher's self-efficacy, prior to the post they are holding (senior assistant teachers, discipline teachers, counseling teachers, ordinary teachers).

A correlation matrix was then computed to examine the intercorrelation among predictor variables and the criterions measures. The hypothesized sources of influence served as predictor variables and teacher self-efficacy regarding dealing with bullying, as   criterion variable. Additionally, variables were examined for assumptions underlying multivariate analysis such as normality, independence, and multicolleniarity.

In order to examine the amount of variance contributed by each of the hypothesized sources in determining teacher self-efficacy regarding dealing with bullying in secondary school, standard multiple regression strategy was employed. Multiple regression analysis provides a means of objectively assessing the magnitude and direction (positive and negative) of each independent variable's relationship (Hair *et al.,* 1998). Specifically, the assessment of unique and collective contributions made by each variable from demographic information, mastery experience, vicarious experience, verbal persuasion, physiological arousal, and contextual climate to explain the variability in teacher self-efficacy regarding dealing with bullying in secondary school, involved using multiple regression. The order of entry for the variables reflects Bandura's (1986, 1997) theoretical description of their relative strength in determining self-efficacy. In order to determine the generalizability of results to the population, significant test of regression coefficients will also be conducted using *F*-ratio test.

Summary

This chapter discussed on a general description of the methodology that was used to determine teachers' self-efficacy and its' sources of influence when they deal with bullying in secondary school.

This chapter presents the statistical analyses that had been carried out in order to present the result or data collected using the questionnaires. All analyses were performed using Statistical Package for the Social Sciences Personal Computer (SPPSS) for window version 20.0. Several methods were also employed in order to analyze the quantitative data for the study.

CHAPTER FOUR

FINDINGS

There are two primary purposes in this study. Firstly, the purpose of this study is to identify various sources that could be influencing teachers self-efficacy regarding dealing with bullying in secondary school (mastery experience, vicarious experience, verbal persuasion, physiological arousal, contextual climate, and demographic information) and secondly, is to identify the relatives strength of these sources of influence on teacher self-efficacy regarding dealing with bullying in secondary school.

This chapter presents the results of statistical analyses used in this study. All analyses were performed using Statistical Package for the Social Sciences Personal Computer (SPSS/PC) for window version 20.0. Several methods were employed to analyze the quantitative data for the study.

In order to report the sources of influence on teacher self-efficacy regarding dealing with bullying in secondary school and teacher self-efficacy scores regarding dealing with bullying in secondary school, descriptive statistics were used.

This study also seeks to investigate the relationships and the potential predictive associations between sources of influence on teacher self-efficacy regarding dealing with bullying in secondary school and teacher self-efficacy scores regarding dealing with bullying in secondary school. The next section discusses the result of Pearson correlation among the predictor variables (mastery experience, vicarious experience, verbal persuasion, physiological arousal, contextual climate, demographic information) and between the predictor and the criterion variables. After that, the outcomes of the multiple regression analysis were presented and discussed. In order to further investigate the simultaneous impact of the efficacy

sources on teacher self-efficacy regarding dealing with bullying in secondary school, the standardized regression coefficients (*β*s) were indices of direct effects of each predictor variable on teacher self-efficacy in dealing with bullying among students.

Descriptive Statistics

In this particular section, the results of the study are presented in table-form and highlights of significant outcome from the comparison of data with reference to research question one and two.

Sources of influence on Teacher Self-efficacy in Dealing with Bullying in Secondary School .

In Section A of the questionnaire, participants responded to 40 statements about sources influencing teacher self-efficacy regarding dealing with bullying. Participants indicated the degree of agreement or disagreement with the statements by responding to a 5-point Likert scale ranging from 1*(strongly disagree)* to 5 *(strongly agree).* The results for sources of influence on teacher self-efficacy are presented and described according to mastery experience, vicarious experience, verbal persuasion, physiological arousal, and contextual climate.

Table 4.1 shows the overall percentages, mean scores and standard deviations comparison of the five sources of influence on teacher self-efficacy regarding dealing with bullying in secondary school. The overall mean was calculated for each subscale by dividing the total mean for the particular subscale with the number of items available for that subscale. A mean score of 3.00 was used as the mid-point to determine whether the participants agree or disagree with the statement. A mean score of 3.00 represents neutral influence on teacher self-efficacy regarding dealing

with bullying; a score less than 3.00 indicates weak influence and a score of more than 3.00 represents strong influence.

Table 4.1

Overall Mean Scores and Standard Deviations for each Subscales of the Sources of Influence on Teacher Self-Efficacy Regarding Dealing With Bullying in Secondary School.

Subscale	*M*	*Influence*	*SD*
Mastery Experience	3.88	Strong	0.90
Verbal Persuasion	3.75	Strong	0.94
Contextual Climate	3.54	Strong	1.07
Physiological Arousal	3.46	Strong	0.97
Vicarious Experience	3.40	Strong	0.95

N = 1920

Cronbach's Alpha = .98

It was found that all the five mean scores fell between the range of 3.40 up to 3.87. This showed that all five factors generally contributed positively as strong sources of influence on teacher self-efficacy in dealing with bullying in secondary school. Based on the above results, Mastery Experience showed the highest source of influence on teacher self-efficacy in dealing with bullying for the participants in this study with an overall mean of 3.87 ($SD = 1.06$). This is followed by Verbal Persuasion with an overall mean of 3.75 ($SD = 1.18$), Contextual Climate with an overall mean of 3.54 ($SD = 1.11$), physiological arousal with an overall mean of 3.46 ($SD = 1.22$), and Vicarious Experience with an overall mean of 3.40 ($SD = 0.88$).

Mastery Experience. There were nine statements that reflected Mastery Experience as a source of influence on teacher self-efficacy in dealing with bullying in secondary school. The results regarding agreement and disagreement for these nine items have been compiled into Table 4.2.

Actually, scales 1 and 2 were shrunken to show general disagreement and scale 4 and 5 were shrunken to show general agreement for each of the statement regarding Mastery Experience as a source of influence on teacher self-efficacy in dealing with bullying in secondary school. The middle scale (scale 3) represented neutrality. An analysis of data revealed that experiences dealing with certain bullying cases have the strongest influence among all mastery experiences with quite a high mean of 4.35 *(SD=1.79).* The participants experiences dealing with certain bullying cases which made them know and understand more about bullying phenomena in school as well as made them feel confidence to deal with it, also yielded a high mean of 4.32 *(SD = 1.34).*

Table 4.2

General Agreement and Disagreement on Mastery Experience as A Source of Influence on Teacher Self-Efficacy in Dealing With Bullying in Secondary School: Collapsed Columns

Item #	Disagree	Neutral Frequency (Percentage)	Agree	M	SD
1. The experiences gained during my practicum training (trainee teacher) has adequately prepared me to face the challenges of dealing with bullying among students in school.	333 (17.34)	347 (18.07)	1240 (64.58)	3.88	1.02
6. * Dealing with problematic, defiant, rebellious, and stubborn students, who are involved in bullying cases has always been quite a difficult situation for me.	307 (15.99)	360 (18.75)	1253 (65.26)	3.89	1.00
10. My experiences handling several bullying cases in school helped enhance my self-efficacy regarding dealing with bullying.	93 (4.84)	102 (5.31)	1725 (89.84)	4.35	1.09
11. During my school days (secondary), I received praises from my teacher for informing him/her about bullying incident among my classmates or others students in my school.	533 (27.76)	327 (17.03)	1060 (55.21)	3.68	1.03
16. When I came across a difficult bullying case, I never gave up and dealt with it successfully.	130 (6.77)	361 (18.80)	1429 (74.43)	4.08	1.07
21. I am proud of the SKT (*Sasaran Kerja Tahunan*) mark that I received for my yearly performance in the school.	201 (10.47)	439 (22.86)	1280 (66.67)	3.91	1.13
26. I have previously received award/recognition due to my outstanding performance especially regarding dealing with problematic students in my school.	892 (46.46)	296 (15.42)	732 (38.12)	3.33	1.12
30. When I was a student in secondary school, I was usually at ease when facing with bullying incident or when someone wanted to bully me.	744 (38.75)	401 (20.89)	775 (40.36)	3.41	1.01
36. My experiences dealing with certain bullying cases made me know and understand more about bullying phenomena in school and I feel confidence to deal with it.	96 (5.00)	104 (5.42)	1720 (89.58)	4.32	1.04

Mastery Experience Mean = 3.88 (*SD = 0.90*)   * Negative item
N = 1920
Cronbach's Alpha = .98

On the basis of findings presented in Table 4.2, there seemed to be a general agreement that mastery experience contributed a strong influence towards teacher self-efficacy in dealing with bullying among students in secondary school. An analysis of data revealed that experiences dealing with certain bullying cases have the strongest influence among all mastery experiences with quite a high mean of 4.35 *(SD=1.79).* The participants experiences dealing with certain bullying cases which made them know and understand more about bullying phenomena in school as well as made them feel confidence to deal   with it, also yielded a high mean of 4.32 *(SD = 1.34).*   More than fifty percent of the participants (N=1920) agreed that: (1)The experiences gained during their practicum   training (trainee teacher) has adequately prepared them to face the challenges of dealing with bullying among students in school (sixty four point five eight percent); (2)whenever they came across a difficult bullying case, they never gave up   and dealt   with it   successfully (seventy four point four three percent); (3)during their school days (secondary), they received praises from their teachers for informing him/her about bullying incident among my classmates or others students in their school (fifty five point two one percent)   Nevertheless, sixty five point two six percent of the participants agreed that   dealing with problematic, defiant, rebellious, stubborn students, who are involved in   bullying cases has always been quite a difficult situation for them.

Verbal persuasion. There were nine statements that reflected verbal persuasion as a source of influence on teacher self-efficacy in dealing with bullying in secondary school. The results regarding agreement and disagreement for these nine items have been compiled into Table 4.3.

An analysis of data revealed that positive feedback received from school principal or senior assistants regarding teacher's ability in dealing with bullying case among the students in the school, has the strongest influence among all verbal persuasions with a high mean score of 4.26 (*SD*=1.23). Besides that, sufficient moral support given by the school principal where dealing with bullying in school among students is concerned, has also influence teacher's self-efficacy in dealing with bullying case among the students in the school, with a mean score of 4.16 (*SD*=1.52).

Table 4.3
General Agreement and Disagreement on Verbal Persuasion as Source of Influence on Teacher Self-Efficacy in Dealing With Bullying in Secondary School: Collapsed Columns

Item #	Disagree	Neutral Frequency (Percentage)	Agree	M	SD
3. My family members are proud that I am a teacher and encouraged me to take bullying problem among students, as a serious problem that need to be handled immediately and effectively.	212 (11.04)	436 (22.70)	1272 (66.25)	3.93	1.08
8. *I have teacher friends who often grieve over or lament about handling problematic students or any disciplinary case created by students, especially bullying among students.	774 (40.31)	255 (13.28)	891 (46.41)	3.40	1.17
13. I received words of encouragement from my colleagues whenever I dealt with bullying case which involved my own students.	845 (44.01)	381 (19.84)	694 (36.15)	3.32	1.12
18. My school principal gave sufficient moral support where dealing with bullying in school among students is concerned.	70 (3.65)	331 (17.23)	1519 (79.11)	4.16	1.52
23. I received "thank you" card and words of appreciation from students especially those who been involved in disciplinary cases that I dealt with.	1089 (56.72)	360 (18.75)	471 (24.53)	3.08	1.08

28. People I know often encourage me to become a responsible and dedicated person especially when dealing with students' problems.	256 (13.33)	548 (28.54)	1116 (58.13)	3.80	1.12
32. My parents/spouse are supportive whenever I talked or discuss my problem with them, especially regarding bullying phenomena in my school.	362 (18.86)	304 (15.83)	1254 (65.31)	3.88	1.33
34. I received positive feedback from my principal or senior assistants regarding my ability in dealing with bullying case among the students in the school.	113 (5.89)	158 (8.22)	1649 (85.88)	4.26	1.23
38. I received positive feedback from my colleagues regarding my ability in dealing with bullying case among the students in the school.	251 (13.07)	319 (16.61)	1350 (70.31)	3.99	0.98

Verbal Persuasion Mean = 3.75 *(SD=0.94)*   * Negative item
N = 1920
Cronbach's Alpha = .98

Looking at the findings presented in Table 4.3, there seemed to be a general agreement that verbal persuasion contributed positively towards teacher self-efficacy in dealing with bullying in secondary school. More than 50% of the participants (*N* =1920) agreed that:

(i) their family members are proud that they are teachers and encouraged them to take bullying problem among students, as a serious problem that need to be handled immediately and effectively (66.25%); (ii) people they know often encourage them to become a responsible and dedicated person especially when dealing with students' problems(58.13%); (iii) their parents/spouse are supportive whenever they talked or discuss their problem with them, especially regarding bullying phenomena in their school (65.31%); (iv) they received positive feedback from their colleagues regarding their ability in dealing with bullying case among the students in the school (70.31%).

Nevertheless, of the 1920 participants responded to the questionnaire, only 36.15 % of the participants of this study agreed that they received words of encouragement from their colleagues whenever they dealt with bullying case which involved their

own students. More than half (Fifty six point seven two percent) of the participants disagree that they received "thank you" card and words of appreciation from students especially those that they dealt with. This indicates that "thank you" card and words of appreciation from students is not a strong contributory factor to teacher self-efficacy in dealing with bullying case among the students in secondary school.

Contextual Climate. Among the five efficacy information of sources regarding dealing with bullying, based on the finding of this particular study, Contextual Climate was ranked the third important influence on teacher self-efficacy among the participants in this particular study. There were eight statements that measured Contextual Climate as a source of influence on teacher self-efficacy in dealing with bullying whereby participants were required to respond to each statement on 5-point scale ranging from 1 *(strongly disagree)* to 5 *(strongly agree)*. Table 4.4 presents the collapsed version of frequencies, means and standard deviations of the participants regarding their agreement, disagreement and neutrality with each of the statement.

From the analysis of result of the data, it is revealed that generally participants viewed working relationship among other teachers as influential in shaping their confidence in dealing with bullying cases in secondary school. For example, in item 33 - "getting along well with other teachers", item 15 – "good communication between staff members and the school administrators , and item 20 –" often opportunities to reflect or discuss bullying case with more experienced teachers" have quite a high mean scores of 4.01 (SD=1.23), 3.67 (SD=0.98), and 3.75 (SD=0.97) with over 50 percent of the participants agreeing to all the statements in those items. Item 5 and item 25 revealed that the relationship between the administrative and teachers could be an important element in shaping teachers confidence in dealing with bullying cases in secondary school. Looking at item 5, more than 50 percent of the participants agreed that their principal involved a small group of teachers in the decisions about how to

handle bullying cases and for item 25, also more than 50 percent of the participants agreed that the school administrators and teachers collaborate well in ensuring the school is run effectively and a safe place for students to study.

(Table 4.4)

General Agreement and Disagreement on Contextual Climate as A Source of Influence on Teacher Self-Efficacy in Dealing With Bullying in Secondary School: Collapsed Columns

Item #	Disagree	Neutral Frequency (Percentage)	Agree	M	SD
5. Decisions about how to handle bullying cases in my school are usually made by the principal and a small group of teachers.	453 (23.60)	442 (23.02)	1025 (53.38)	3.68	1.15
15. There is good communication between staff members and the school administrators which in a way created a comfortable environment for me to be more confident in dealing bullying cases in school.	632 (32.92)	214 (11.15)	1074 (55.93)	3.67	0.98
20. There are often opportunities to reflect or discuss bullying case with more experienced teachers.	510 (26.56)	267 (13.91)	1143 (59.53)	3.75	0.97
25. The school administrators and teachers collaborate well in ensuring the school is run effectively and a safe place for students to study.	519 (27.03)	386 (20.10)	1015 (52.86)	3.66	1.06
29. * I often feel lonely, left out and being ignored in the staff room even though I'm dealing with serious bullying case.	1492 (77.71)	254 (13.23)	174 (9.06)	2.74	1.16
33. I could easily get along well with other teachers in the school and discuss with them any disciplinary problem among students especially bullying case.	266 (13.85)	264 (13.75)	1390 (72.40)	4.01	1.23
35. * I do not have sufficient input from the school administrators regarding important decisions that I should take or could affect me, when dealing with bullying case among students.	756 (39.38)	717 (37.34)	447 (23.28)	3.15	1.08
40. Most of the parents of my students are always be ready to discuss and suggest ways they could help in order to improve the disciplinary problems in the school	376 (19.58)	579 (30.16)	965 (50.26)	3.66	1.24

Contextual Climate Mean = 3.54 *(SD=1.07)*   * Negative item
N = 1920
Cronbach's Alpha = .98

Physiological   Arousal.   Physiological   Arousal   was ranked the fourth important influence on teacher self-efficacy in dealing with bullying.   Items 4, 9, 14, 19, 24 and 39 of the questionnaire were statements that reflected physiological arousal as a source of influence on teacher self-efficacy in dealing with bullying in secondary school. Frequency distributions and percentages of responses on a 5-point scale were   analyzed and collapsed into three columns to depict participants' agreement, disagreement and neutrality   with each of the statements.   The result obtained for these six item are presented in Table 4.5.

Table 4.5
General Agreement and Disagreement on Physiological Arousal as A Source of
Influence on Teacher Self-Efficacy in Dealing With Bullying in Secondary School:
Collapsed Columns

Item #	Disagree	Neutral Frequency (Percentage)	Agree	M	SD
4. I always have this sense of confidence in approaching and dealing with various problems of bullying cases among students in my school.	344 (17.92)	295 (15.36)	1281 (66.72)	3.87	0.95
9. I have this enthusiastic feeling whenever I deal with bullying cases in school.	477 (24.84)	400 (20.83)	1043 (54.33)	3.69	1.17
14. I usually don't worry about my ability to deal with any bullying case in my school.	554 (28.85)	406 (21.15)	960 (50.00)	3.61	1.65
19. I am calm when dealing with difficult or complex bullying case	1041 (54.21)	425 (22.14)	454 (23.65)	3.08	1.43
24. * My mind goes blank and I am unable to think clearly or rationally when dealing with difficult bullying case.	903 (47.03)	399 (20.78)	618 (32.19)	3.24	1.16
39. Each time I managed to settle a bullying case, I would feel very proud and happy because I realized that, I have done something good as well as carrying out my responsibility as a teacher.	667 (34.74)	718 (37.40)	535 (27.86)	3.24	0.98

Physiological Arousal   Mean = 3.46 (*SD= 0.97*)   * Negative item
N = 1920
Cronbach's Alpha = .98

On the average, more than forty percent of the participants agreed that their emotional state has an influence on their self-efficacy in dealing with bullying among students in secondary school. Item 4 has the highest percentage of participants (sixty six point seven two percent) who agreed that "they have sense of confidence in approaching and dealing with various problems of bullying cases among students in their respective school" was important contributory factor towards their sense of efficacy (*M=3.87; SD=0.95*). Even though more than fifty percent of the participants agreed that they have enthusiastic feeling and do not worry about their ability whenever they deal with any bullying case in their school, surprisingly only some of them (twenty three point six five percent) were calm when dealing with difficult and complex bullying case. Out of the six statements, the state of "my mind goes blank and I am unable to think clearly or rationally when dealing with difficult bullying case" showed a moderate mean score *(M=3.24; SD=1.16)* suggesting that attributes "mind" and "think clearly" were also considered as a prevalent physiological arousal factor affecting teacher self-efficacy in dealing with bullying among students in secondary school. Almost half of the respondent disagree that their mind goes blank and they were unable to think clearly or rationally when dealing with difficult bullying case.

Vicarious experience. There were eight statements in the questionnaire that measured vicarious experience as a source of influence on teacher self-efficacy in dealing with bullying. As shown in Table 4.6, the frequencies and percentages of responses on a 5-point scales were shrunken into three columns to show general agreement, disagreement, and neutrality for each of the statement regarding vicarious experience as a source of influence on teacher self-efficacy in dealing with bullying in secondary school. The middle scale (scale 3) represented neutrality.

Table 4.6

General Agreement and Disagreement on Vicarious Experience as A Source of Influence on Teacher Self-Efficacy in Dealing With Bullying in Secondary School: Collapsed Columns

Item #	Disagree	Neutral Frequency (Percentage)	Agree	M	SD
2. When I was a student, most of my friends do not like being bullied and they know what to do whenever they were being bullied and this inspired me.	793 (41.30)	539 (28.07)	588 (30.63)	3.25	1.02
7. My supervising lecturer (when I was a training teacher) possessed exemplary qualities of a dedicated and responsible teacher, which I would like to emulate or follow.	382 (19.90)	458 (23.85)	1080 (56.25)	3.74	1.09
12. My mother is an exemplary "responsible teacher" to me.	160 (8.33)	338 (17.61)	1422 (74.06)	4.06	0.16
17. My father is an exemplary "responsible teacher" to me.	158 (8.23)	492 (25.63)	1270 (66.14)	3.95	1.02
22. There are a lot of positive role models among the teachers in my school, regarding dealing with bullying case efficiently.	1562 (81.35)	208 (10.84)	150 (7.81)	2.71	0.89
27. There are positive role models within my own family or relatives who are also teacher.	1140 (59.38)	350 (18.22)	430 (22.40)	3.30	0.98
31. My mentor teacher (when I was a training teacher) is a positive role model to me, especially when dealing with disciplinary cases in school.	467 (24.33)	835 (43.49)	618 (32.18)	3.36	1.03
37. There are some responsible teachers in my school that would help the victims of bully (e. g helping the victim to achieve greater self-esteem, encourage the victim to show that he or she could not be intimidated etc.) and these teachers are the right role models to follow.	1268 (66.04)	450 (23.44)	202 (10.52)	2.83	0.83

Vicarious Experience Mean = 3.40 *(SD=0.95)*
N = 1920
Cronbach's Alpha = .98

Items 12 and 17 yielded a high mean score of 4.06 (*SD=0.16*) and 3.95 (*SD=1.02*), whereby 1422 (seventy four point zero six percent) of the participants responded favorably, indicating that their mother were exemplary "responsible teacher" for them. Additionally, responses to item 17 also revealed that more than sixty percent of the participants viewed their father as typical "teachers" who reinforced their self-efficacy perceptions regarding dealing with bullying in secondary

school. Looking at item 22, with a low mean score of 2.71, more than eighty percent of the participants indicated that there were not many positive role models among their teachers in their school when come to dealing with bullying case efficiently. Besides lack of positive role model in the school, item 37 shows that only ten point five two percent (*M= 3.36, SD= 1.03*) of the participants indicating that there are some responsible teachers in their school that would help the victims of bully (e. g helping the victim to achieve greater self-esteem, encourage the victim to show that he or she could not be intimidated etc.) and to them, these teachers are the right role models to follow. Looking at item 27, more than fifty percent of the participants disagreed that there are positive role models within their own family or relatives who are also teacher which could have influenced them regarding dealing with bullying in secondary school. Even though more than fifty percent of the participants agreed that their supervising lecturers possessed a positive role model, exemplary qualities of a dedicated and responsible teacher, for them to emulate (item 7), only thirty percent of the participants agreed that their mentor teachers (when they were a training teacher) are positive role models to them especially when dealing with disciplinary cases in school. With mean score of 3.25 (*SD=1.02*) only thirty point six three percent of the 1920 participants who responded to the questionnaire, agreed that their friends (when they were a student) do not like being bullied and they know what to do whenever they were being bullied.

Teachers' Self-efficacy regarding Dealing with Bullying among Students in Secondary School, among In-service Teacher.

In Section B of the questionnaire, there are actually 18 items that measure the level of teacher self-efficacy regarding dealing with bullying in secondary school, among in-service teacher. Participants responded to 18 statements (self-constructed items) on a 5-point scale ranging from 1(*nothing)* to 5 (*a great deal)* based on judgment of their own capabilities in three criteria: (i) behavioural, (ii) cognitive and (iii) emotional. The *Teacher Sense of Efficacy Scale (TSES)* developed by Tschannen-Moran and Woolfolk Hoy (2001) has been used as the main references in order to develop the 18 self-constructed items in the *Teacher Sense Of Efficacy Scale Regarding Dealing with Bullying,* for the purpose of measuring the participants' level of teacher self-efficacy regarding dealing with bullying in secondary school. Permission to use the *TSES* as a reference was granted by the authors via the e-mail correspondence dated March, 11, 2009 (see Appendix E). The 18 self-constructed items in the *Teacher Sense Of Efficacy Scale Regarding Dealing with Bullying,* also developed based on the three criteria suggested by Gibbs (2000) in their study.

Table 4.7 displays data concerning the frequencies and percentages distributions of participants perceived level of self-efficacy regarding dealing with bullying among students in secondary school. The mean score of teacher self-efficacy for each participant was computed without categorizing into the three criteria. The possible scores ranged from 1.00 to 5.00. A mean score from scales 1.00 to 2.33 indicates low level of teacher self-efficacy in dealing with bullying; 2.34 to 3.67 indicates moderate level of teacher self-efficacy in dealing with bullying and 3.68 to 5.00 indicates high level of teacher self-efficacy in dealing with bullying. The participants' mean scores ranged from minimum of 1.00 to a maximum of 5.00 on the *Teacher Sense of Efficacy Scale in Dealing with bullying in Secondary School.*

Table 4.7

Teacher Self-efficacy Level Regarding dealing with bullying among students in secondary school: Frequency and Percentage Response on Likert Scale .

Scores Range	Level	Frequency	Percentage	Mean
1.00 – 2.33	Low	76	3.96	1.61
2.34 – 3.67	Moderate	581	30.26	3.27
3.68 – 5.00	High	1263	65.78	4.22

Overall Mean = 3.83 (*SD*= .79)

Of the 1920 participants took part in this study, only seventy six participants (three point nine six percent) fell into the low level of teacher self-efficacy in dealing with bullying among students in secondary school category, with a mean of 1.61. There were seven participants (zero point three six percent) participants who expressed maximum confidence in dealing with bullying among student in secondary school. Five hundred and eighty one or about thirty point two six percent of the participant possessed moderate level of teacher self-efficacy in dealing with bullying, that is, within the mean of 2.34 to 3.67, and their mean is 3.27. The majority of participants (*n=1263*) or sixty five point seven eight percent were reported to be in high sense of teacher self-efficacy in dealing with bullying among students in secondary school, with over all mean of 4.22. This implies that majority of the in-service teachers were very confidence of themselves in having the ability to successfully perform their duty or responsibility in dealing with bullying among students in secondary school.

The overall mean score for level of teacher self-efficacy in dealing with bullying among students in secondary school was 3.83, with a standard deviation of

.78, which indicated moderately high level of teacher self-efficacy in dealing with bullying among students in secondary school, among the participants in this study.

For analysis purpose, the eighteen statements were then categorized according to three criteria: behavioural, cognitive, and emotional. A mean was calculated for each subscale. Table 4.9, 4.10, and 4.11 display each subscale at three different criteria of teacher self-efficacy in dealing with bullying among student.

Table 4.8 shows the overall percentages, mean scores and standard deviations comparison of the three criteria; (i) behavioural, (ii) cognitive and (iii) emotional on teacher self-efficacy regarding dealing with bullying in secondary school.

Table 4.8
Overall Mean Scores and Standard Deviations for each Subscales of Level of Behavioural Self-efficacy (BSE), Level of Cognitive Self-efficacy (CSE), and Level of Emotional Self-efficacy (ESE,) Regarding Dealing With Bullying in Secondary School.

Subscale	*M*	*SD*
Behavioural Self-Efficacy	4.11	0.91
Cognitive Self-efficacy	3.86	0.87
Emotional Self-efficacy	3.52	0.81

Overall Mean = 3.83 (*SD*= .78)   *Cronbach's Alpha = .86*
N = 1920

Looking at Table 4.8, all the three (Behavioural, Cognitive and Emotional self-efficacy) mean scores fell between the range of 3.52 up to 4.11. Behavioural Self-Efficacy has the highest overall mean among them all with an overall mean of 4.11 (*SD* = 0.91). This is followed by Cognitive Self-efficacy with an overall mean of 3.86 (*SD* = 0.87), and Emotional Self-efficacy with an overall mean of 3.52 (*SD* = 0.81).

Behavioural Self-Efficacy (Table 4.9). There were six statements that reflected Behavioural self-efficacy in dealing with bullying in secondary school. Item 1 yielded the highest mean score of 4.78 (*SD*= 0.89) whereby more than three quarter (91.98%) of the participants *(N=1920)* were most confident that they could control bullying behavior among students in the classroom. Participants in this study also showed a mean score of 4.38 (*SD*=0.77) for item 12, whereby more than three quarter (82.71%) of the participants *(N=1920)* have high confident that they could improve the self esteem of victim of bullying. For item no.8, with a mean score of 4.11 (*SD*=1.02*)*, more than eighty percent (85.16%) of participants have a high confident that they could calm any student in the school should he/she been bullied badly. Item 9 and item 6 have the same mean score of 3.87 (*SD*=0.94 and 1.04*)* whereby 83.80 % participants have a high confident in establishing a system or a strategy in your classroom to avoid bullying among students, and 86.98 % were confident that they are able to respond to difficult situation (e.g. suicide attempt, depression) involving bullying. When asked about how much the participants can do to make the students overcome their feeling of helplessness following the bullying incident, most of them (81.98%) showed a high level of confident with a mean score of 3.67 (*SD*=0.77*)*.

(Table 4.9)

Level of Behavioural Self-efficacy (BSE) of Teachers Regarding dealing with bullying among students in secondary school

Item #	Low	Moderate Frequency (Percentage)	High	*M*	*SD*
1. How confident are you in controlling bullying behavior in the classroom ?	56 (2.92)	98 (5.10)	1766 (91.98)	4.78	0.89
5. How much can you do to make the students to overcome their feeling of helplessness following the bullying incident ?	56 (2.92)	290 (15.10)	1574 (81.98)	3.67	0.77
6. How well can you respond to difficult situation (e. g suicide attempt, depression) involving bullying?	100 (5.20)	150 (7.81)	1670 (86.98)	3.87	1.04
8. How much can you do to calm a student who had been bullied badly ?	82 (4.27)	203 (10.57)	1635 (85.16)	4.11	1.02
9. How well can you establish a system or a strategy in your classroom to avoid bullying among students ?	61 (3.18)	250 (13.02)	1609 (83.80)	3.87	0.94
12. How much can you do to improve the self esteem of victims of bullying ?	76 (3.96)	256 (13.33)	1588 (82.71)	4.38	0.77

Behavioural Self-efficacy Mean = 4.11, *SD* = 0.91
N = 1920
Cronbach's Alpha = .86

Cognitive self-efficacy (Table 4.10) was ranked the second highest level of teacher self-efficacy in dealing with bullying. Item 2 and item 18 yielded mean scores of 4.56 (*SD*= 0.67) and 4.33 (*SD*=0.77), whereby more than eighty percent of the participants responded favorably, indicating that they can influence the students to inform them once bullying incident occurs (82.60 %) and get students to believe that teachers are the most reliable persons to be informed when bullying incident occurs in school (85.57%). For item 15, with a mean score of 3.76 (*SD* =0.83), eighty eight point six five percent of the participants (*N*=1920) showed a high confident that they can demonstrates to students that everyone is valued and respected

in a classroom. When asked about how much can the participants do to help their students value their dignity (item 4), most of them (83.02%)

showed a high confident with a mean score of 3.67 (*SD* = 0.88). In terms of how much the participants can do to express strong disapproval of bullying, that students know that they don't condone any kind of harassment or mistreatment of others (item 14), more than half (75.42%) of the participants showed a high confident, with a mean score of 3.50 (*SD* = 1.10). For item 10, with a mean score of 3.39 (*SD* = 0.98) more than half (74.42%) of the participants showed high confident in using the variety of strategies in handling bullying cases in school.

Table 4.10
Level of Cognitive Self-efficacy (CSE) of Teachers Regarding dealing with bullying among students in secondary school

Item #	Low	Moderate Frequency (Percentage)	High	*M*	*SD*
2. How much can you do to influence the students to inform you, once bullying incident occurs?	124 (6.46)	210 (10.94)	1586 (82.60)	4.56	0.67
4. How much can you do to help your students value their dignity?	96 (5.00)	230 (11.98)	1594 (83.02)	3.67	0.88
10. How much can you use the variety of strategies in handling bullying cases ?	180 (9.38)	311 (16.20)	1429 (74.42)	3.39	0.98
14. How much can you do to express strong disapproval of bullying, that students know that you don't condone any kind of harassment or mistreatment of others ?	130 (6.77)	342 (17.81)	1448 (75.42)	3.50	1.10
15. To what extent can you demonstrates to students that everyone is valued and respected in your classroom ?	33 (1.72)	185 (9.64)	1702 (88.65)	3.76	0.83
18. How much can you do to get students to believe that teachers are the most reliable persons to be informed when bullying incident occurs in school ?	63 (3.28)	214 (11.15)	1643 (85.57)	4.33	0.77

Cognitive Self-efficacy Mean = 3.86, *SD* = 0.87
N = 1920
Cronbach's Alpha = .86

Emotional Self-Efficacy (Table 4.11). Just like Behavioural and Cognitive Self-efficacy, there were six statements that represent emotional self-efficacy in dealing with bullying in secondary school. Item 7 yielded the highest mean score of 3.66 (*SD*= 0.54) whereby more than three quarter (83.07%) of the participants *(N=1920)* had a high confident that they can get the students to follow school rules. As the second highest mean score (3.64, *SD* =0.88), item 17 showed more than eighty percent (83.85%) of the participants had high confident in influencing students to dare to express themselves to others that they are also the victims of bullying. When asked about how much participants can do to make the students trust that, they are the one that they can rely on or talk to especially when they are really sad or depressed when being bullied (item 16), most of the participants (84.48%) showed a high confident, with a mean score of 3.61 (*SD* = 0.78). For item 11, with a mean score of 3.49 (*SD* = 1.01), more than three quarter (81.30%) of the participants (*N*=1920) showed a high confident in providing advise or guidance when students are being bully. More than half (59.42%) of the participants(*N*=1920) showed a high self-efficacy in getting the victims of bullies to cope with their frustrations, anxiety, and pain (item 3), with a mean score of 3.44 (*SD* = 0.98.). With a mean score of 3.27 (*SD* = 0.67), majority (72.76%) of the participants of this study showed a high confident in implementing anti-bullying programs in their classrooms (item 13).

Table 4.11

Level of Emotional Self-efficacy (ESE) of Teachers Regarding dealing with bullying among students in secondary school

Item #	Low	Moderate Frequency (Percentage)	High	M	SD
3. To what extent can you get the victims of bullies to cope with their frustrations, anxieties, and pain ?	196 (10.21)	583 (30.36)	1141 (59.42)	3.44	0.98
7. How much can you do to get students to follow school rules ?	104 (5.42)	221 (11.51)	1595 (83.07)	3.66	0.56
11. To what extent can you provide advise or guidance when students are being bullied ?	107 (5.57)	252 (13.13)	1561 (81.30)	3.49	1.01
13. How well can you implement anti-bullying programs in your classroom ?	150 (7.81)	373 (19.43)	1397 (72.76)	3.27	0.67
16. How much can you do to make the students trust that, you are the one that they can rely on or talk to especially when they are really sad or depressed when being bullied ?	56 (2.92)	242 (12.60)	1622 (84.48)	3.61	0.78
17. How much can you do to influence students to dare to express themselves to others that they are also the victims of bullying ?	98 (5.10)	212 (11.42)	1610 (83.85)	3.64	0.88

Emotional Self-efficacy Mean = 3.52, *SD* = 0.81
N = 1920
Cronbach's Alpha = .86

Teacher Self- Efficacy in dealing with bullying among students in Secondary School according to post they are holding (senior assistant teachers, discipline teachers, counseling teachers, academic teachers)

Table 4.12

Overall Mean Scores and Standard Deviations for Teacher Self-Efficacy in Dealing with Bullying Among Students prior to post they are holding

Post	*N*	*M*	*SD*
Senior Assistant	480	4.13	0.77
Discipline teachers	480	3.91	0.84
Counseling teachers	480	3.74	0.83
Academic teachers	480	3.53	0.79

Overall Mean = 3.83 (*SD*= .80)
N = 1920
Cronbach's Alpha = .86

The result presented in Table 4.12 showed that Senior assistants yielded the highest overall mean score of 4.13 (*SD*=0.77), followed by Discipline teachers (*M* = 3.91, *SD*=0.84), and Counseling Teachers (*M* = 3.74, *SD*=0.83). Academic teachers have the lowest of them all with overall mean score of 3.53 (*SD*=0.79).

Senior Assistant. The results of the level of self-efficacy of Senior Assistant regarding dealing with bullying among students in secondary school have been compiled into Table 4.13. An analysis of data revealed that more than ninety percent of the senior assistants have high self-efficacy that they can (i) respond to difficult situation (e. g suicide attempt, depression) involving bullying (94.80%), with a mean score of 4.60 (*SD=0.66);* (ii) establish a system or a strategy in your classroom to avoid bullying among students (91.67%), with a mean score of 4.87 (SD= 0.74); (iii)

express strong disapproval of bullying, that students know that you don't condone any kind of harassment or mistreatment of others (93.75%), with a mean score of 4.50 (SD= 0.89); (iv) make the students trust that, they are the one that they can rely on or talk to especially when they are really sad or depressed when being bullied (96.25%), with a mean score of 4.61 (SD= 0.77); (v) influence students to dare to express themselves to others that they are also the victims of bullying (91.46%), with a mean score of 3.67 (SD= 0.92); and (vi) get students to believe that teachers are the most reliable persons to be informed when bullying incident occurs in school (90.21%), with a mean score of 3.33 (SD= 0.65).

Most of the senior assistants (more than 80 %) also showed a high level of self-efficacy that they are able to (i) control bullying behavior in the classroom (89.59%), with a mean score of 4.89 (SD= 0.69); (ii) influence the students to inform them, once bullying incident occurs (83.34%), with a mean score of 4.56 (SD= 0.67); (iii) get the victims of bullies to cope with their frustrations (85.00%), with a mean score of 3.97(SD= 0.83); (iv) get the students to follow school rules (85.00%), with a mean score of 4.66 (SD= 0.56); (v) use the variety of strategies in handling bullying cases (87.29%), with a mean score of 4.51 (SD= 0.87) and (vi) demonstrates to students that everyone is valued and respected in their classroom (89.38%), with a mean score of 4.76 (SD= 0.93).

Only half (54.16%) of the senior assistants responded that they have high self-efficacy in order to calm the students when they had been bullied badly, with a mean score of 4.11 ($SD = 0.62$), and almost half (47.91) of them showed high self-efficacy to help their students to value their dignity, with a mean score of 3.17 ($SD = 0.88$). Senior assistants in this study showed that half of them have moderate level of self-efficacy that they can (i) make the students to overcome their feeling of helplessness

following   the bullying incident, with a mean score of 3.21 (SD= 0.61); (ii) provide

advise or guidance when students are being bullied, with a mean score of 3.29 (SD=

0.83) and (iii) improve the self esteem of victims of bullying, with a mean score of

3.38 (SD= 0.87)

Table 4.13
*Level of Self-Efficacy of **Senior Assistants** regarding dealing with bullying among
students in secondary school*

Item #	Low	Moderate Frequency (Percentage)	High	M	SD
1. How confident are you in controlling bullying behavior in the classroom ?	12 (2.50)	38 (7.91)	430 (89.59)	4.89	0.69
2. How much can you do to influence the students to inform you, once bullying incident occurs?	40 (8.33)	40 (8.33)	400 (83.34)	4.56	0.67
3. To what extent can you get the victims of bullies to cope with their frustrations, anxieties, and pain ?	19 (3.95)	53 (11.05)	408 (85.00)	3.97	0.83
4. How much can you do to help your students value their dignity?	96 (20.00)	154 (32.09)	230 (47.91)	3.17	0.88
5. How much can you do to make the students to overcome their feeling of helplessness following the bullying incident ?	66 (13.75)	290 (60.42)	124 (25.83)	3.21	0.61
6. How well can you respond to difficult situation (e. g suicide attempt, depression) involving bullying?	10 (2.09)	15 (3.13)	455 (94.80)	4.60	0.66
7. How much can you do to get students to follow school rules ?	50 (10.42)	22 (4.59)	408 (85.00)	4.66	0.56
8. How much can you do to calm a student who had been bullied badly ?	120 (25.00)	100 (20.83)	260 (54.16)	4.11	0.62
9. How well can you establish a system or a strategy in your classroom to avoid bullying among students ?	15 (3.13)	25 (5.21)	440 (91.67)	4.87	0.74
10. How much can you use the variety of strategies in handling bullying cases ?	30 (6.25)	31 (6.46)	419 (87.29)	4.51	0.87
11. To what extent can you provide advise or guidance when students are being bullied ?	100 (20.84)	250 (52.09)	130 (27.09)	3.29	0.83
12. How much can you do to improve the self esteem of victims of bullying ?	166 (34.59)	256 (53.34)	58 (12.09)	3.38	0.87

13. How well can you implement anti-bullying programs in your classroom ?	10 (2.09)	37 (7.71)	433 (90.21)	4.27	0.87
14. How much can you do to express strong disapproval of bullying, that students know that you don't condone any kind of harassment or mistreatment of others ?	10 (2.09)	20 (4.17)	450 (93.75)	4.50	0.89
15. To what extent can you demonstrates to students that everyone is valued and respected in your classroom ?	33 (6.87)	18 (3.75)	429 (89.38)	4.76	0.93
16. How much can you do to make the students trust that, you are the one that they can rely on or talk to especially when they are really sad or depressed when being bullied ?	6 (1.25)	12 (2.50)	462 (96.25)	4.61	0.77
17. How much can you do to influence students to dare to express themselves to others that they are also the victims of bullying ?	19 (3.96)	22 (4.59)	439 (91.46)	3.67	0.92
18. How much can you do to get students to believe that teachers are the most reliable persons to be informed when bullying incident occurs in school ?	23 (4.80)	24 (5.00)	433 (90.21)	3.33	0.65

Overall Mean = 4.13, *SD* = 0.77
N = 480
Cronbach's Alpha = .86

Discipline teachers. The results of the level of self-efficacy of Discipline Teachers regarding dealing with bullying among students in secondary school have been compiled into Table 4.14. An analysis of data revealed that more than ninety percent of discipline teachers have high self-efficacy that they can (i) control bullying behavior in the classroom (95.41%), with a mean score of 4.39 (*SD=0.89);* (ii) get the students to follow school rules (91.25%), with a mean score of 4.88 (*SD=0.76);* (iii) establish a system or a strategy in their classroom to avoid bullying among students (96.88%), with a mean score of 4.65 (*SD=0.64); and* (iv) implement anti-bullying programs in their classroom (93.95%), with a mean score of 4.17 (*SD=0.77).*

Most of the discipline teachers (more than 80 %) also showed a high level of self-efficacy that they are able to (i) influence the students to inform them, once

bullying incident occurs (87.50%), with a mean score of 4.06 (SD= 0.97); (ii) respond to difficult situation (e. g suicide attempt, depression) involving bullying (88.54%), with a mean score of 4.50 (SD= 0.86); (iii) use the variety of strategies in handling bullying cases (87.50%), with a mean score of 4.73 (SD= 0.87); (iv) express strong disapproval of bullying, that students know that you don't condone any kind of harassment or mistreatment of others (81.25%), with a mean score of 4.35 (SD= 0.92); (v) demonstrates to students that everyone is valued and respected in their classroom (81.04%), with a mean score of 4.03 (SD= 0.97); and (vi) make the students trust that, discipline teachers are the one that the students can rely on or talk to especially when they are really sad or depressed when being bullied (81.67%), with a mean score of 4.03 (SD= 0.87).   Only half of the discipline teachers responded that they have high self-efficacy in order to (i) calm the students when they had been bullied badly, with a mean score of 4.31 ($SD = 0.62$), and (ii) influence students to dare to express themselves to others that they are also the victims of bullying, with a mean score of 3.13 ($SD = 0.82$).

Discipline teachers in this study showed that more than forty percent of them have moderate level of self-efficacy that they can (i) help their students to value their dignity, with a mean score of 2.79 (SD= 0.87); (ii) make the students to overcome their feeling of helplessness following the bullying incident, with a mean score of 2.98 (SD= 0.91); (iii) following   the bullying incident or guidance when students are being bullied, with a mean score of 3.09 (SD= 0.93);   and (iv) improve the self esteem of victims of bullying, with a mean score of 3.08 (SD= 0.82)

Table 4.14

*Level of Self-Efficacy of **Discipline teachers** regarding dealing with bullying among students in secondary school*

Item #	Low	Moderate Frequency (Percentage)	High	M	SD
1. How confident are you in controlling bullying behavior in the classroom ?	10 (2.80)	12 (2.50)	458 (95.41)	4.39	0.89
2. How much can you do to influence the students to inform you, once bullying incident occurs?	35 (7.29)	25 (5.20)	420 (87.50)	4.06	0.97
3. To what extent can you get the victims of bullies to cope with their frustrations, anxieties, and pain ?	89 (18.54)	153 (31.87)	238 (49.58)	3.07	0.93
4. How much can you do to help your students value their dignity?	196 (40.83)	204 (42.50)	80 (16.67)	2.79	0.87
5. How much can you do to make the students to overcome their feeling of helplessness following the bullying incident ?	166 (34.58)	200 (41.67)	114 (23.75)	2.98	0.91
6. How well can you respond to difficult situation (e. g suicide attempt, depression) involving bullying?	20 (4.16)	35 (7.29)	425 (88.54)	4.50	0.86
7. How much can you do to get students to follow school rules ?	30 (6.25)	12 (2.50)	438 (91.25)	4.88	0.76
8. How much can you do to calm a student who had been bullied badly ?	100 (20.83)	98 (20.42)	282 (58.75)	4.31	0.62
9. How well can you establish a system or a strategy in your classroom to avoid bullying among students ?	10 (2.08)	5 (1.04)	465 (96.88)	4.65	0.64
10. How much can you use the variety of strategies in handling bullying cases ?	20 (4.17)	40 (8.33)	420 (87.50)	4.73	0.87
11. To what extent can you provide advise or guidance when students are being bullied ?	150 (31.25)	263 (54.79)	67 (13.95)	3.09	0.93
12. How much can you do to improve the self esteem of victims of bullying ?	66 (13.75)	370 (77.08)	44 (9.17)	3.08	0.82
13. How well can you implement anti-bullying programs in your classroom ?	12 (2.50)	17 (3.54)	451 (93.95)	4.17	0.77
14. How much can you do to express strong disapproval of bullying, that students know that you don't condone any kind of harassment or mistreatment of others ?	30 (6.25)	60 (12.50)	390 (81.25)	4.35	0.92
15. To what extent can you demonstrates to students that everyone is valued and respected in your classroom ?	13 (2.71)	78 (16.25)	389 (81.04)	4.03	0.97

16. How much can you do to make the students trust that, you are the one that they can rely on or talk to especially when they are really sad or depressed when being bullied ?	16 (3.33)	72 (15.00)	392 (81.67)	4.03	0.87
17. How much can you do to influence students to dare to express themselves to others that they are also the victims of bullying ?	99 (20.63)	112 (23.33)	269 (56.04)	3.13	0.82
18. How much can you do to get students to believe that teachers are the most reliable persons to be informed when bullying incident occurs in school ?	43 (8.96)	74 (15.42)	363 (75.63)	4.13	0.75

Overall Mean = 3.91, *SD* = 0.84
N = 480
Cronbach's Alpha = .86

Counseling Teachers. Counseling Teacher was ranked the third highest overall mean score of 3.74 (*SD*=0.83) for teacher self-efficacy in dealing with bullying among students in secondary school. The results of the level of self-efficacy of Counseling Teachers regarding dealing with bullying among students in secondary school have been compiled into Table 4.15. An analysis of data revealed that more than ninety percent of counseling teachers have high self-efficacy that they can (i) get the victims of bullies to cope with their frustrations, anxieties, and pain, with a mean score of 3.71 (*SD=0.96);* (ii) help their students to value their dignity, with a mean score of 3.35 (*SD=0.89);* (iii) make the students to overcome their feeling of helplessness following the bullying incident, with a mean score of 3.92 (*SD=0.97);* (iv) respond to difficult situation (e. g suicide attempt, depression) involving bullying, with a mean score of 3.73 (*SD=0.76);* (v) calm a student who had been bullied badly, with a mean score of 3.91 (*SD=0.68;* (vi) provide advise or guidance when students are being bullied, with a mean score of 4.56 (*SD=0.88),* (vii)express strong disapproval of bullying, that students know that counseling teachers don't condone any kind of harassment or mistreatment of others, with a mean score of 3.59 (*SD=0.82)* and (viii) make the students trust that, counseling teachers the one that they can rely on or talk

to especially when they are really sad or depressed when being bullied, with a mean

score of 3.87 (*SD=0.97.*)

Table 4.15
Level of Self-Efficacy of **Counselling teachers** *regarding dealing with bullying among students in secondary school*

Item #	Low	Moderate Frequency (Percentage)	High	*M*	*SD*
1. How confident are you in controlling bullying behavior in the classroom ?	70 (14.58)	82 (17.08)	328 (68.33)	3.43	0.93
2. How much can you do to influence the students to inform you, once bullying incident occurs?	55 (11.45)	55 (11.45)	370 (77.08)	3.80	0.87
3. To what extent can you get the victims of bullies to cope with their frustrations, anxieties, and pain ?	29 (6.04)	15 (3.13)	436 (90.83)	3.71	0.96
4. How much can you do to help your students value their dignity?	6 (1.25)	18 (3.75)	456 (95.00)	3.35	0.89
5. How much can you do to make the students to overcome their feeling of helplessness following the bullying incident ?	10 (2.08)	20 (4.17)	450 (93.75)	3.92	0.97
6. How well can you respond to difficult situation (e. g suicide attempt, depression) involving bullying?	10 (2.08)	5 (1.04)	465 (96.88)	3.73	0.76
7. How much can you do to get students to follow school rules ?	130 (27.08)	229 (47.71)	121 (25.21)	3.17	0.86
8. How much can you do to calm a student who had been bullied badly ?	20 (4.16)	11 (2.29)	449 (93.54)	3.91	0.68
9. How well can you establish a system or a strategy in your classroom to avoid bullying among students ?	110 (22.92)	205 (42.71)	165 (34.38)	2.97	0.94
10. How much can you use the variety of strategies in handling bullying cases ?	60 (12.50)	140 (29.17)	280 (58.33)	3.77	0.92
11. To what extent can you provide advise or guidance when students are being bullied ?	15 (3.13)	8 (1.67)	457 (95.21)	4.56	0.88
12. How much can you do to improve the self esteem of victims of bullying ?	36 (7.50)	50 (10.41)	394 (82.08)	4.18	0.81
13. How well can you implement anti-bullying programs in your classroom ?	92 (19.17)	57 (11.88)	331 (68.95)	3.51	0.87
14. How much can you do to express strong disapproval of bullying, that students know that you don't condone any kind of harassment or mistreatment of others ?	20 (4.17)	20 (4.17)	440 (91.67)	3.59	0.82

15. To what extent can you demonstrates to students that everyone is valued and respected in your classroom ?	58 (12.08)	118 (24.58)	304 (63.33)	4.29	0.92
16. How much can you do to make the students trust that, you are the one that they can rely on or talk to especially when they are really sad or depressed when being bullied ?	15 (3.13)	12 (2.50)	453 (94.38)	3.87	0.97
17. How much can you do to influence students to dare to express themselves to others that they are also the victims of bullying ?	30 (6.25)	22 (4.58)	428 (89.17)	3.87	0.93
18. How much can you do to get students to believe that teachers are the most reliable persons to be informed when bullying incident occurs in school ?	63 (13.13)	315 (65.63)	102 (21.25)	3.74	0.78

Overall Mean = 3.74, *SD* = 0.83
N = 480
Cronbach's Alpha = .86

Academic Teachers. Academic Teacher was ranked the lowest overall mean score of 3.53 (*SD=0.79*) for teacher self-efficacy in dealing with bullying among students in secondary school. The results of the level of self-efficacy of Counseling Teachers regarding dealing with bullying among students in secondary school have been compiled into Table 4.16. An analysis of data revealed that more or less half of the academic teachers showed high self-efficacy that they can (i) control bullying behavior in the classroom, with a mean score of 3.22 (*SD=0.63);* (ii) influence the students to inform the teachers, once bullying incident occurs, with a mean score of 3.59 (*SD=0.67)*; (iii)get the victims of bullies to cope with their frustrations, anxieties, and pain, with a mean score of 3.50 (*SD=0.86;* (iv) calm a student who had been bullied badly, with a mean score of 3.70 (*SD=0.88);* (v) use the variety of strategies in handling bullying cases with a mean score of 3.56 (*SD=0.91);*(vi) provide advise or guidance when students are being bullied, with a mean score of 4.35(*SD=0.68);*(vii) demonstrate to students that everyone is valued and respected in their classroom, with

a mean score of 4.08 (*SD=0.62);* (viii) express strong disapproval of bullying, that students know that teachers do not condone any kind of harassment or mistreatment of others, with a mean score of 3.38 (*SD=0.92), (ix)* demonstrates to students that everyone is valued and respected in their classroom, with a mean score of 4.08(*SD=0.62),* and (x) influence students to dare to express themselves to others that they are also the victims of bullying, with a mean score of 3.66 (*SD=0.83.)*

Seventy five percent of the academic teachers showed high self-efficacy that they can make the students trust that, they are the one that students can rely on or talk to especially when the students are really sad or depressed when being bullied, with a mean score of 3.66 (*SD=0.67). Sixty percent of the academic teacher were confident that they can* get the students to believe that teachers are the most reliable persons to be informed when bullying incident occurs in school, with a mean score of 3.53 (*SD=0.83.)*

Table 4.16
Level of Self-Efficacy of **Academic teachers** *regarding dealing with bullying among students in secondary school*

Item #	Low	Moderate Frequency (Percentage)	High	*M*	*SD*
1. How confident are you in controlling bullying behavior in the classroom ?	120 (25.00)	99 (20.63)	261 (54.38)	3.22	0.63
2. How much can you do to influence the students to inform you, once bullying incident occurs?	155 (32.29)	98 (20.42)	227 (47.29)	3.59	0.67
3. To what extent can you get the victims of bullies to cope with their frustrations, anxieties, and pain ?	129 (26.88)	115 (23.96)	236 (49.17)	3.50	0.86
4. How much can you do to help your students value their dignity?	166 (34.58)	208 (43.33)	106 (22.08)	3.14	0.69
5. How much can you do to make the students to overcome their feeling of helplessness following the bullying incident ?	210 (43.75)	90 (18.75)	180 (37.50)	3.71	0.87

Item				Mean	SD
6. How well can you respond to difficult situation (e. g suicide attempt, depression) involving bullying?	110 (22.92)	195 (40.63)	197 (41.04)	3.52	0.96
7. How much can you do to get students to follow school rules ?	230 (47.92)	129 (26.88)	121 (25.21)	2.96	0.76
8. How much can you do to calm a student who had been bullied badly ?	120 (25.00)	129 (26.88)	231 (48.13)	3.70	0.88
9. How well can you establish a system or a strategy in your classroom to avoid bullying among students ?	130 (27.08)	225 (46.88)	135 (28.13)	2.76	0.97
10. How much can you use the variety of strategies in handling bullying cases ?	70 (14.58)	150 (31.25)	260 (54.17)	3.56	0.91
11. To what extent can you provide advise or guidance when students are being bullied ?	94 (19.58)	128 (26.67)	258 (53.75)	4.35	0.68
12. How much can you do to improve the self esteem of victims of bullying ?	126 (26.25)	185 (38.54)	169 (35.21)	3.97	0.81
13. How well can you implement anti-bullying programs in your classroom ?	261 (54.38)	98 (20.42)	121 (25.21)	3.30	0.68
14. How much can you do to express strong disapproval of bullying, that students know that you don't condone any kind of harassment or mistreatment of others ?	120 (25.00)	120 (25.00)	240 (50.00)	3.38	0.92
15. To what extent can you demonstrates to students that everyone is valued and respected in your classroom ?	118 (24.58)	103 (21.46)	259 (53.96)	4.08	0.62
16. How much can you do to make the students trust that, you are the one that they can rely on or talk to especially when they are really sad or depressed when being bullied ?	75 (15.63)	42 (8.75)	363 (75.63)	3.66	0.67
17. How much can you do to influence students to dare to express themselves to others that they are also the victims of bullying ?	130 (27.08)	122 (25.42)	228 (47.50)	3.66	0.83
18. How much can you do to get students to believe that teachers are the most reliable persons to be informed when bullying incident occurs in school ?	113 (23.54)	75 (15.63)	292 (60.83)	3.53	0.83

Overall Mean = 3.53, *SD = 0.79*
N = 480
Cronbach's Alpha = .86

Inferential Statistics

Differences in Teacher Self- Efficacy in dealing with bullying according to post they are holding (senior assistant teachers, discipline teachers, counseling teachers, academic teachers)

In order to investigate if there were any differences between teacher self-efficacy in dealing with bullying among students and the post they are holding; namely Senior Assistant, Discipline teachers, Counseling teachers, and Academic teachers, one-way analysis of variance (ANOVA) was computed. The one-way, between-subjects analysis of variance (Table 4.17) revealed that a reliable effect of different post on teacher self-efficacy in dealing with bullying in secondary school, $F(3, 1916) = 52.416$, $p < .001$, $\alpha = .05$. That is, there is an evidence to claim that there is a significant difference $(p < .001)$ within comparisons of teacher self-efficacy in dealing with bullying, among the four different post that the teachers are holding.

Table 4.17
One-Way Analysis of Variance (ANOVA): Differences in Teacher Self-Efficacy in dealing with Bullying in Secondary School by Post they are Holding(senior assistant, discipline teachers, counseling teachers, academic teachers)

Teacher Self-Efficacy	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	89.793	3	29.931	52.416	.000
Within Groups	1094.088	1916	.571		
Total	1183. 882	1919			

Differences in Teacher Self- Efficacy in dealing with bullying by Gender

An independent samples *t*-test was conducted to compare teacher self-efficacy in dealing with bullying levels between male and female participants. Based on Table 4.18, a *t* test failed to reveal a statistically reliable difference between the mean number of male and female participants of this study regarding their self-efficacy in dealing with bullying, that the female teacher has (M = 3.84, *SD=0.79*) and that the male teacher has (M = 3.80, *SD=0.86*), $t(1918) = 1.06$, $p = 0.29$, $\alpha = .05$. These results suggest that gender does not have an effect on teacher self-efficacy in dealing with bullying among students in secondary school.

Table 4.18
Independent Samples t-Test: Differences in Teacher Self-Efficacy in dealing with bullying in secondary school by Gender

Gender	*N*	Mean	SD	df	t	p
Male	621	3.80	0.86	1918	1.06	.287
Female	1299	3.84	0.79			

The relationship between Sources of Influence (mastery experience, vicarious experience, verbal persuasion, physiological arousal, contextual climate, demographic information) and Teacher Self-Efficacy in Dealing with bullying.

Prior to regression analysis, all predictors variables (mastery experience, vicarious experience, verbal persuasion, physiological arousal, contextual climate, demographic information) and the criterion variable (teacher self-efficacy in dealing with bullying) were examined for accuracy of data entry, statistical power, and the presence of nonmetric variables. Following that, univariate tests for normality and linearity were conducted. Data were further tested for assumptions underlying multivariate analysis: (a) normality, (b) linearity, (c) homoscedasticity , and (d) independence of residuals. Other issues addressed in regression analysis were multicollinearity and validation of the analysis.

(i) Data entry, sample size and statistical power

Tabachnick and Fidell (2004) suggested that simple rules of thumb of $N \geq 50 + 8$ M for testing multiple correlations and $N \geq 40 + M$ for testing individual predictors (where M is the number of independent variables). Hair *et al.* (1998) recommended between 15 to 20 observations for each independent variable (IV). As for this study, the ratio of cases to IVs (1920 cases and nine IVs) was sufficient for multiple regression to detect regression coefficient (R^2) values of 6% or greater at a power of .80, and a significant level of .05. One thousand nine hundred and eighty five (N=1985) responses were obtained from the survey. After careful examination of data prior to running the main analysis, 65 cases of incomplete responses to the questionnaire were identified. All of them did not completed the demographic information. Because they were only a few of them or only three percent, they were drop from the study, meaning that there are 1920 achieved samples. The ratio of cases to independent variables (1920 cases and six predictor variables) was considered as

sufficient for multiple regression to detect regression coefficient (R^2) values of 6% or greater at a power of .80 and significant level of .05.

(ii) Non-metric variables.

Multiple regression requires that the criterion variable be metric and the predictor variables be metric or dichotomous. If there is a non-metric or categorical variable, it can be translated or incorporated into the analysis by changing or converting the categorical variable to a set of dichotomous, dummy-coded variables. In using dummy variables, the underlying assumption is that the regression models for different dummy variables would differ only in the intercepts but to have the same slope coefficients (Dancey& Reidy, 2004). The regression coefficients for the dummy variables represent differences between mean for each group of respondent formed by a dummy variable from the omitted group (Hair *et al.,* 1998).

Since demographic variable (gender) was categorical data, dummy variable coding with number 0 and number 1 were used to represent it for the purpose of multiple regression analysis. The dummy variables that were used for demographic information (gender) to perform the regression equation which represented the dichotomy between male and female are number 0 for female, and number 1 for male

(ii) Univariate test for normality

Normality refers to the shape of the data distribution that corresponds to the normal distribution. Univariate normality for single variable can be assessed by statistical and graphical means (Dancey& Reidy, 2004). Graphical methods include the histogram and normality plot. Two statistical components of normality are skewness and kurtosis of the distributions. Skewness has to do with the symmetry of the

distribution; a skewed variable is a variable whose mean is not in the center of the distribution. Kurtosis has to do with the peakedness of a distribution; a distribution is either too peaked or too flat. As for this study univariate normality was assessed by statistical and graphical means. Z-scores for skewness and kurtosis were obtained by dividing the values by their respective standard error. A z-value for skewness or kurtosis that exceed $\pm$ 2.58 critical value indicates that the assumption about the normality of the distribution at .01 probability level can be rejected (Hair *et al.,* 1998). Statistical analysis revealed that all the variables (mastery experience, vicarious experience, verbal persuasion, physiological arousal, and contextual climate) did not exceed the critical value (Table 4.19). In this case, the assumption about the normality of the distributions at .01 for all the variables are accepted. A kurtosis check also revealed that the distributions for mastery experience, vicarious experience, verbal persuasion, physiological arousal, and contextual climate did not exceed the critical value. Graphical analyses of normality were then conducted by visually checking the histograms and probability plot. From Figure 4.1, all the variable displayed a normal distribution shape.

The normality plot was then used to compare the cumulative distribution of actual data values with the cumulative distribution of a normal distribution (Hair *et al.*, 1998). Figure UN2 shows normality plots of mastery experience, vicarious experience, verbal persuasion, physiological arousal, contextual climate and the corresponding univariate distribution of the variables. A visual check reveal that all the variables showed that all their values are closely concentrated along the diagonal indicating normality of the data.

Table 4.19
Skewness and Kurtosis

	Skewness	Std.Error	$Z_{skewness}$	Kurtosis	Std.Error	$Z_{kurtosis}$
MS	.81	.752	1.08	.64	1.481	0.43
VC	.25	.752	.33	.80	1.481	0.54
VP	1.50	.752	1.99	2.44	1.481	1.60
PA	1.48	.845	1.75	2.42	1.741	1.39
CC	1.27	.752	1.69	.46	1.481	0.31
TSEDW BULLY LEVEL	.96	.752	1.27	1.52	1.481	1.03

Note : MS – Mastery Experience   VC – Vicarious Experience
VP – Verbal Persuasion   PA – Physiological Arousal
CC – Contextual Climate
TSEDWBULLY – Teacher Self-Efficacy in Dealing With Bullying.
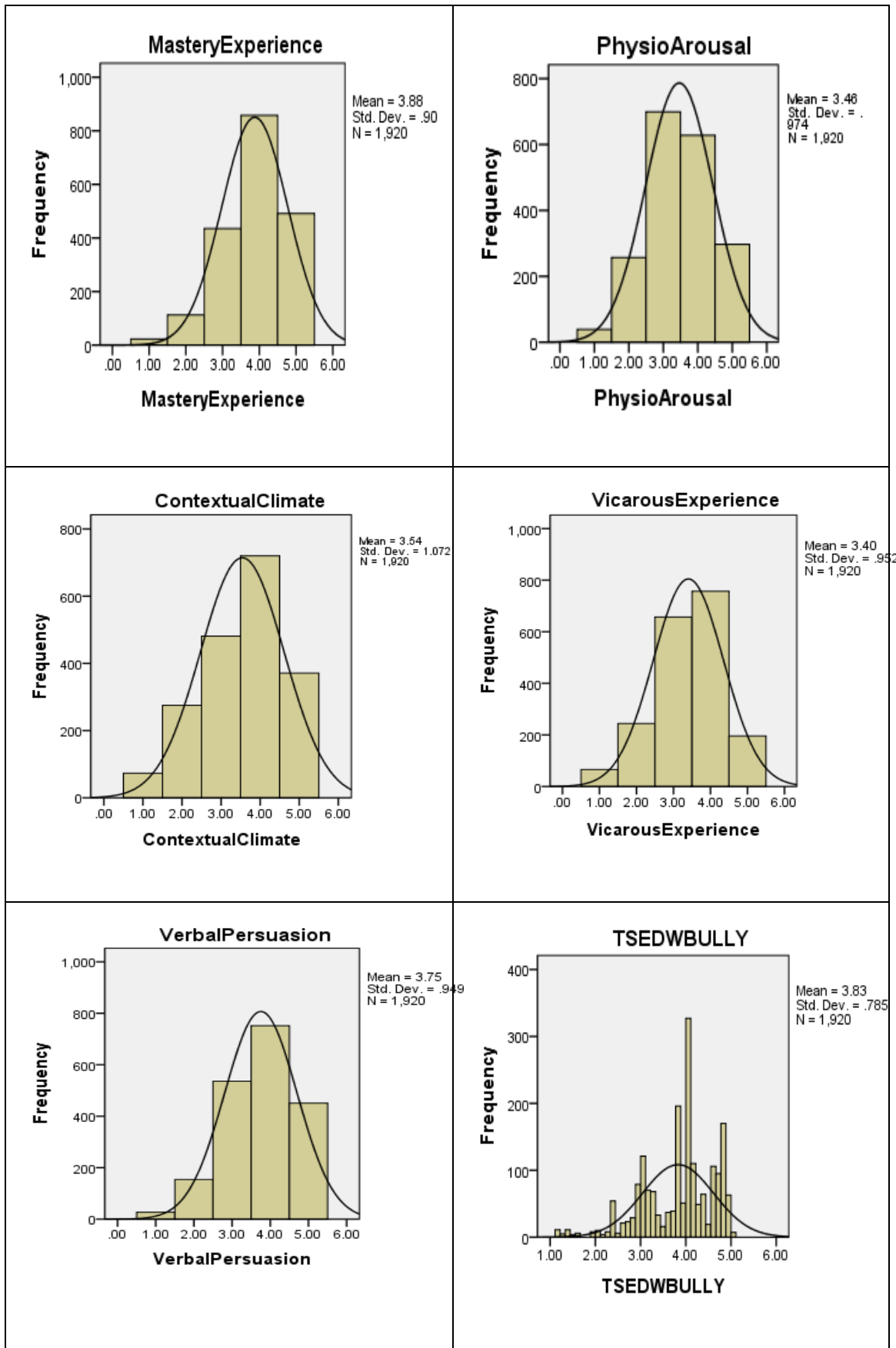
Figure 4.1. Graphical representation of Univariate distribution: The Histogram
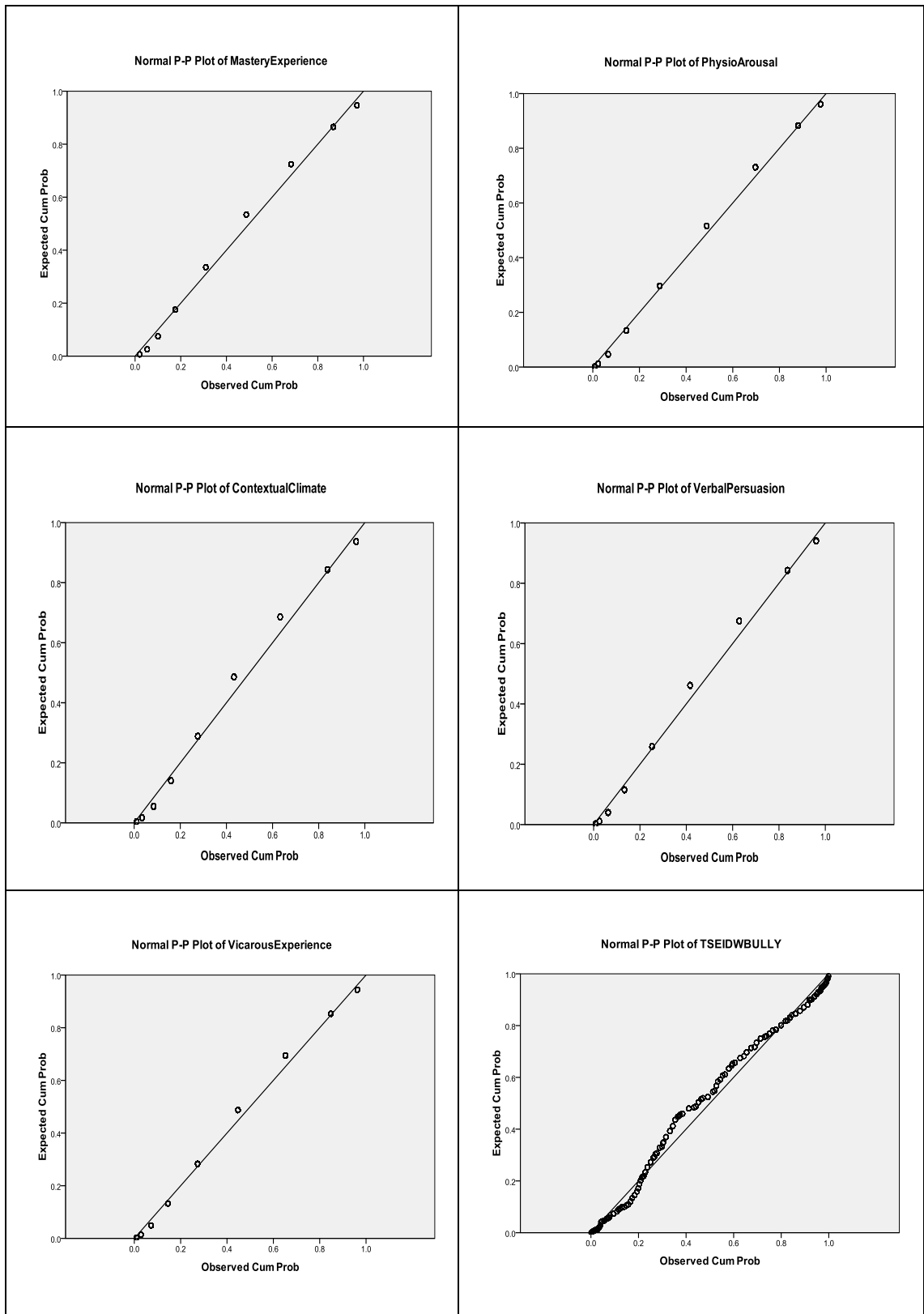
Figure 4.2 Normal Probability plots and corresponding univariate distributions

(iii) Univariate test for Linearity

Test for linearity is essential because multiple regression analysis is based on correlational measures of association.   Nonlinear effects   will result   in an underestimation of the actual strength of the relationship (Hair *et al.*, 1998). There are both graphical and statistical methods for evaluating linearity. Graphical methods include the examination of scatter plots, overlaid with trend line.
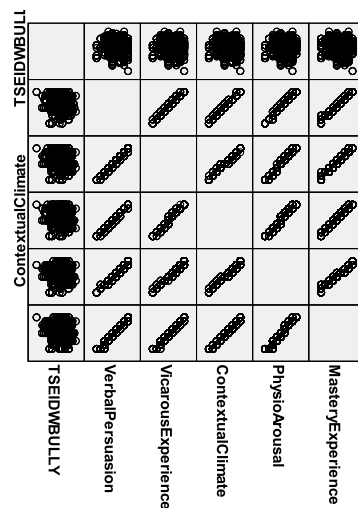
N = 1920

Figure 4.3 . Bivariate scatter plots to examine linearity.

Statistical method for linearity was done by examining the pattern of correlation coefficients. Pearson product-moment correlation coefficients has been computed for this purpose. The relationship between   mastery experience, vicarious experience, verbal persuasion, physiological arousal, contextual climate and teacher self-efficacy in dealing with bullying, indicated that the relationships were considered linear because the probabilities associated with the correlation coefficients for all the relationships were statistically significant at p < .01. As such, all the predictor variables were assumed to satisfy the assumption linearity.

Table 4.20

Pearson Product-Moment Correlations Of Sources Of Influence and Teacher Self-Efficacy in Dealing With Bullying Among Students.

	1	2	3	4	5	6
Predictors						
1. Gender	-					
2. Mastery Experience	.03	.88**				
3. Vicarious Experience	.03	.07**	.78**			
4. Verbal Persuasion	.04	.07**	.77**	.88**		
5. Physiological Arousal	.04	.06*	.77**	.78**	.77**	
6. Contextual Climate	.03	.07**	.77**	.78**	.78**	.88**
Criterion						
7. Teacher Self-efficacy in dealing with bullying among students	.02	.47**	.14**	.42**	.11**	.35**
Means	-	3.87	3.40	3.75	3.46	3.54
Standard Deviations	-	1.06	1.85	1.81	1.74	0.99

Note. $N=1920$ (621 male, 1299 female). For gender, male was coded *1;* Female was coded *0.* Other predictor variables scores ranged from *1*(Strongly disagree) to 5 (strongly agree). Criterion variable scores ranged from *1* (Nothing) to 5 (A great deal).

* $p < 0.05$*; ** $p < 0.01$

(iv) Multivariate assumptions

In multiple regression, an alternative to screening variables prior to analysis is conducting the analysis and then screening the residuals (Tabachnick & Fidell, 2000). Residuals are the differences between the predicted and obtained dependent variable. Plotting the residuals versus the predicted dependent or independent value is a basic method of identifying assumption violations for the overall relationship (Hair *et al.,*1998). In this study, screening of assumptions for multivariate *normality, linearity and homoscedasticity* (collective effect of the variate) were made by examining standardized residuals scatter plots between predicted teacher self-efficacy in dealing with bullying scores and the error of predictions.

Scatterplot

Dependent Variable: TSEIDWBULLY
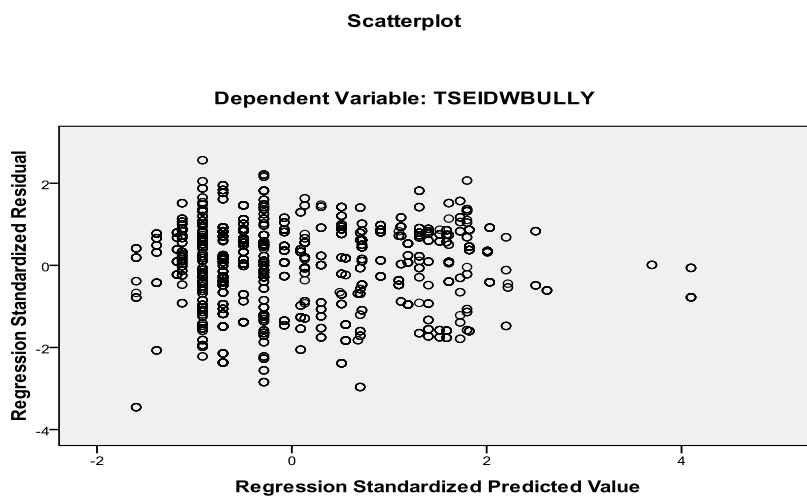
N=1920
Figure 4.4 Relationship between predicted and residual of teacher self-efficacy in dealing with bullying scores.

In terms of *normality,* from Figure MV1, it is apparent that the residuals are normally and independently distributed. The shape of the plots resembles the null plot, i. e., random plots with relatively equal dispersion about zero and no strong tendency

to be either greater or less than zero. As such, it can be assumed that there was no violation of assumptions for multivariate normality, linearity, and homoscedasticity.

In terms of *linearity,* by examined through an analysis of residual and partial regression plots to determine the relationship between dependent variable (criterion) and independent variables (predictors), Figure MV1 does not exhibit any nonlinear pattern to the residuals. The residuals are scattered randomly with relatively equal dispersion about zero; thus ensuring that the overall equation is linear.

(v) Multicollinearity

The best situation occurs when the explanatory variables have high correlations with the criterion variable, but not with each other (Dancey & Reidy, 2004). Correlational matrix can be inspected before multiple regression is performed, and when some variables correlate highly with each other (.90 and higher) this situation is called multicollinearity. In other words all the variables are obviously measuring much the same thing. Tabachnick and Fidell (2000) cautioned researchers about the possible statistical problems created by multicollinearity at bivariate correlations of .90 and higher. Table 4.20 presents the Pearson product-moment correlations among the five predictor variables and their correlations with the criterion variable of this study.

An examination of intercorrelations among sources of influence reveals that the correlation between verbal persuasion with mastery experience and contextual climate were the highest at .88. Because intercorrelations among sources of influence ranged from .03 to .88, there was no possible threat of multicollinearity. Multicollinearity is indicated when the tolerance value is less than .10 and variance inflation factor (VIF) is greater than 10. An examination of the collinearity statistic showed that the assumptions were not violated and there was no cause for concern. Tolerance and

Variance Inflation Factor values for sources of influence are as follow; (Tolerance = .99, .99, .99., .99, .99, .99; VIF = 1.01, 1.01, 1.01, 1.00, 1.01, 1.00).

(vi) Zero-order correlations

An examination of zero-order which also known as nothing partialled (see Table 4.20). correlations among sources of influence and teacher self-efficacy in dealing with bullying among students revealed that each predictor of interest (mastery experience, vicarious experience, verbal persuasion, physiological arousal, and contextual climate) was significantly ($p < 0.01$) and substantially related to teacher self-efficacy in dealing with bullying among students. Mastery experience was most closely related with teacher self-efficacy in dealing with bullying among students ($r = .47$), followed by Verbal Persuasion

($r = .42$), Contextual Climate ($r = .35$), Vicarious Experience ($r = .14$) and Physiological Arousal ($r = .11$). Examination of inter-correlations revealed that the five sources of influence to teacher self-efficacy in dealing with bullying among students, were themselves interrelated.

(vi) Independent of errors

Multiple regression assumes that the residuals or errors in prediction are independent and there is no serial correlation. The assumption of independence of errors was tested through the Durbin-Watson statistic. The value of the Durbin-Watson statistic ranges from 0 to 4. As a general rule of the thump, the residuals are not correlated if the Durbin–Watson statistic is approximately 2, and acceptable range is between 1.00 to 3.00 (Field, 2000). The Durbin-Watson statistic for this study was

2.98 which fell within the acceptable range.   As such it can be concluded that there

was no violation of regression assumption.

(vii) Multiple regression outcomes (Standard model) for variables predicting Teacher Self- Efficacy in dealing with bullying among students

Table 4.21
Variables Entered/Removed

Model Method	Variables Entered	Variables Removed	
1	Gender, Physiological Arousal, Mastery Experience, Verbal Persuasion, Vicarious Experience Contextual Climate,		Enter

Dependent Variable: TSEDWBULLY
Note. TSEDWBULLY (Teacher Self-Efficacy In Dealing With Bullying)

Table 4.22
Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.878	.770	.769	.377

Predictors:(Constant), Contextual Climate, Gender, Physiological Arousal, Mastery Experience, Verbal Persuasion, Vicarious Experience
Dependent Variable: TSEDWBULLY (Teacher Self-Efficacy In Dealing With Bullying)

In terms of the significance test, the F –ratio was used to test how well the predictor variables collectively correlated with teacher self-efficacy in dealing with bullying among students. The multiple regression model with all six predictors produced R^2 = .770, F(6, 1913) = 1068.705, p < .001. Specifically, looking at Table 4.23, the F –ratio was quite large (F=1068.705) and highly significant ($p < .001$). This showed that there are significant relationship between all the predictor variables with teacher self-efficacy in dealing with bullying among students (Multiple R = 0.88). The R^2 value of .770 also showed that all the six variables (Physiological Arousal, Mastery Experience, Verbal Persuasion, Various Experience, Contextual Climate and gender) together significantly predicted teacher self-efficacy in dealing with bullying among students.

Table 4.23
Anova

Model	Sum of Square	df	Mean Square	F	Sig.
1 Regression	911.094	6	151.849	1068.705	.000
Residual	271.812	1913	.142		
Total	1182.906	1919			

$P < .001$
Predictors: (Constant), Contextual Climate, Gender, Physiological Arousal, Mastery Experience, Verbal Persuasion, Vicarious Experience
Dependent Variable: TSEDWBULLY(Teacher Self-Efficacy In Dealing With Bullying)

When all the variables were entered into the equation of multiple regression analysis, only Mastery Experience, Verbal Persuasion, and Contextual Climate had significant positive regression weights (Table 4.24), indicating that all these three variables significantly predicted teacher self-efficacy in dealing with bullying among students. Gender, vicarious experience, and physiological arousal did not contribute to the multiple regression model.

The standardized regression coefficients (βs) are indices of direct effects of each predictor variable on teacher self-efficacy in dealing with bullying among students. As can be seen from Table 4.24, results indicate that Mastery Experience accounted for the highest direct effect on teacher self-efficacy in dealing with bullying among students, with beta weight of .454 at $p < .001$ ($t = 30.730$). The second direct effect on teacher self-efficacy in dealing with bullying among students is Verbal Persuasion, with beta weight of .318 at $p < .001$ ($t = 21.927$). With beta weight of .153 at $p < .001$ ($t = 10.405$) Contextual Climate yielded the third direct effect on teacher self-efficacy in dealing with bullying among students

in secondary school.

Table 4.24
Coefficients

Predictors Variables	*B*	*Std.Error*	β	*t*	sig.
Constant	.764	.043		17.915	.000
Verbal Persuasion	.254	.012	.318	21.927	.000
Vicarious Experience	.057	.013	.070	4.480	.000
Contextual Climate	.128	.012	.153	10.405	.000
Physiological Arousal	.064	.012	.084	5.448	.000
Mastery Experience	.364	.012	.454	30.730	.000
Gender	-.056	.018	-.034	-3.066	.002

Note. $N = 1920$; $R^2 = .770$; Adjusted $R^2 = .769$ $p < .001$
Dependent Variable: TSEDWBULLY (Teacher Self-Efficacy In Dealing With Bullying)

Summary

Based on the results presented in this chapter, three factors (Mastery Experience, Verbal Persuasion, and Contextual Climate) contributed positively as sources of influence on teacher self-efficacy in dealing with bullying in secondary school. By using descriptive statistics to report the sources of influence on teacher self-efficacy regarding dealing with bullying in secondary school, Mastery Experience has the highest overall mean scores followed by Verbal Persuasion, Contextual Climate, Physiological Arousal and Vicarious Experience.

Based on the overall mean scores, the level of teacher self-efficacy efficacy in dealing with bullying among students in secondary school indicated moderately high level of teacher self-efficacy. In terms of level of teacher self-efficacy efficacy in dealing with bullying based on the three criteria, Behavioural Self-Efficacy has the highest overall mean scores followed by Cognitive Self-Efficacy and and Emotional Self-Efficacy.

The result of this particular study also indicate that Senior assistant teachers has the highest overall mean scores when dealing with bullying in secondary school, followed by Discipline teachers, Counseling teachers and lastly Academic teachers. Based on the investigation on the relationships between sources of influence on teacher self-efficacy and teacher self-efficacy scores regarding dealing with bullying in secondary school, result shows that there are significant relationship between all the predictor variables (Contextual Climate, Physiological Arousal, Mastery Experience, Verbal Persuasion, Vicarious Experience) with teacher self-efficacy in dealing with bullying among students.

Based on the standardized regression coefficients (βs) indices of direct effects of each predictor variable on teacher self-efficacy in dealing with bullying among students, Mastery experience contributed the highest direct effect or influence on

teacher self-efficacy in dealing with bullying among students, followed by Verbal

Persuasion and Contextual Climate.

CHAPTER FIVE

DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS

This particular study on teacher self-efficacy in dealing with bullying among students in secondary school actually based on the principal or idea, derived from Bandura social cognitive theory (1977, 1986, 1997), that self-efficacy is determined largely by exposures to the interactions with various sources of efficacy information, namely, mastery experience, vicarious experience, verbal persuasion, and physiological arousal during the different stages of socializing and learning process.

This study utilizes a survey design to determine the major sources of influence that contribute to teacher self-efficacy in dealing with bullying among students in secondary schools, among in-service teacher and to investigate the relative strength of these sources in predicting teacher self-efficacy in dealing with bullying among students in secondary schools. Even though previous studies in this area (self-efficacy) which have typically used the four sources of efficacy information postulated by Bandura, this particular study takes account of demographic information (gender) and contextual climate to add specificity in the exploration of teacher self-efficacy in dealing with bullying among students, among in-service teacher. The criterion variables examined are the sources of influence and the level of teacher self-efficacy in dealing with bullying among students in secondary school.

The statistical procedures for data analyses and results were reported in Chapter Four. This chapter presents a discussion of the findings and conclusions as they relate to the research questions about sources of influence on teacher self-efficacy in dealing with bullying among students in secondary schools, among in-service teachers. This followed by an exploration of theoretical and practical implications for educational practice. Recommendations for further research is presented in the final section.

Summary of Results

1. Mastery Experience has the highest overall mean scores among all other sources of influence on teacher self-efficacy in dealing with bullying among students ($M = 3.88$).

2. The overall mean scores for level of teacher self-efficacy (Behavioural, Cognitive and Emotional) in dealing with bullying with bullying among students, was moderately high ($M = 3.83$). Behavioural Self-Efficacy has the highest overall mean among them all with an overall mean of 4.11 ($SD = 0.91$), followed by Cognitive Self-efficacy with an overall mean of 3.86 ($SD = 0.87$), and Emotional Self-efficacy with an overall mean of 3.52 ($SD = 0.81$).

3. There were no significant differences between teacher self-efficacy in dealing with bullying among students and gender.

4. There is a significant difference *($p < .001$)* within comparisons of teacher self-efficacy in dealing with bullying, among the four different post that the teachers are holding (senior assistant, discipline teachers, counseling teachers, academic teachers). Senior assistants yielded the highest overall mean score, followed by Discipline teachers, Counseling Teachers, and Academic teachers.

5. Mastery Experience contributed the highest direct effect or influence on teacher self-efficacy in dealing with bullying among students.

6. Verbal Persuasion contributed the second highest direct effect or influence on teacher self-efficacy in dealing with bullying among students.

7. Contextual Climate contributed the third highest direct effect or influence on teacher self-efficacy in dealing with bullying among students.

8. There are significant relationship between all the predictor variables (Contextual Climate, Gender, Physiological Arousal, Mastery Experience, Verbal Persuasion, Vicarious Experience) with teacher self-efficacy in dealing with bullying among students in secondary school.

Discussion

This discussion begins with the result of the descriptive data on sources of influence on teacher self-efficacy in dealing with bullying among students in secondary schools and teachers self-efficacy in dealing with bullying among students, scores with plausible explanations in relation to prior research studies. After that, the discussion touches on the difference in demographic variables between groups that affect teacher self-efficacy in dealing with bullying among students. Then, relationships between predictor variables and teacher self-efficacy in dealing with bullying among students are further discussed. Conclusions are drawn based on the analyses of data collected in this study and the related research literatures.

(a) Descriptive results on Sources of Influence on Teacher Self-Efficacy in dealing with bullying among students.

After all the relevant data regarding sources of influence (mastery experience, vicarious experience, verbal persuasion, physiological arousal, contextual climate, demographic information) on teacher self-efficacy in dealing with bullying among students being collected and analyzed, it was obvious that all the relevant self-efficacy sources contributed positively towards teacher self-efficacy in dealing with bullying among students in secondary schools. Based on a 5-point Likert scale ranging from 1(*strongly disagree*) to 5 (*strongly agree)*, the overall participants' mean scores yielded between 3.40 to 3.87, which in a way, this figures represent a strong influence on teacher self-efficacy in dealing with bullying among students in secondary schools.

Of all the sources of influence, Mastery Experience has the highest overall mean scores of 3.87 (*SD* = 1.06*).* This result is in line with Bandura's finding (1977, 1997) where he had identified that mastery experience as the most important determinant of self-efficacy. Looking at the results from the collected data, experiences dealing with

certain bullying cases viewed as the most important element that can influence teacher self-efficacy in dealing with bullying among students, with almost three-quarter of the participants agreeing to it. This explains why the same number of participants agreed that whenever they came across a difficult bullying case, they never gave up and dealt with it   successfully. Besides that, experiences dealing with certain bullying cases made them know and understand more about bullying phenomena in school and they feel confidence to deal with it. More than half of the participants also agreed that their experiences gained   during their practicum training (trainee teacher) has adequately prepared them   to face the challenges of dealing with bullying among students   in school. This finding supports studies carried out by Hoy and Woolfolk (1990) and Li (2000) who reported that pre-service teachers found actual student teaching experience impacted positively on their personal teaching efficacy.

Even though majority of the participants of this study seems to agreed that experience dealing with bullying would influence their self-efficacy in dealing with bullying among students, more than half of them agreed that dealing with problematic, defiant, rebellious, stubborn students, who are involved in   bullying cases has always been quite a difficult situation for them. As teachers it expected that they not only dealing with normal or simple bullying cases but it is sometimes beyond that.   It is important to note that in-service teacher not only needed to experience various types of bullying cases, but they needed to experience some kind of "successful" dealing with especially difficult bullying situation. This is because Bandura (1997) emphasized that self-efficacy arose not only from mastery experience (or other efficacy sources) but also from continuous   cognitive and   metacognitive processing of relevant information around them. Therefore, the ministry of education   must be mindful of how these sources of influence on teacher self-efficacy in dealing with bullying, are weighted and

interpreted by in-service teacher that in turn affect their self-efficacy level when dealing with bullying in schools.

Even though Bandura (1977,1997) viewed verbal persuasion as a comparatively weak sources of efficacy information, he also again noted that if persuaders are important significant others in one's life, they can play an important parts in the development of self-efficacy. In this study, among family members, friends, school principals, other teachers, students and teachers' lecturer when they were in teacher's training college or university; verbal persuasion received from school principal or senior assistants regarding teacher's ability in dealing with bullying case among the students in the school, has the strongest influence among all verbal persuasions. Family members, their school principal gave sufficient moral support where dealing with bullying in school among students is concerned. Besides that, most of the teachers' parents or their spouses are supportive whenever they talked or discuss their problem with them, especially regarding bullying phenomena in their school.

The results of this study indicate that they received positive feedback from their colleagues regarding their ability in dealing with bullying case among the students in the school. People whom they know also often encourage them to become a responsible and dedicated person especially when dealing with students' problems. Verbal or social persuasion such as words of encouragement or moral support from other people regarding one's performance could have modified one's perceptions of efficacy. This means that, positive or encouraging verbal messages or social persuasion can influence someone or individual in the sense that, it exerts extra effort or demonstrates persistent behaviour necessary to succeed when facing difficult or much more challenging tasks.

Even though teachers have been putting efforts in dealing with bullying cases among students, this does not mean that all students involved directly or indirectly will

appreciate what the teachers have done for them. Results from this study indicated that teachers seldom received "thank you" card and words of appreciation from students especially those that they have dealt with. Perhaps this could explain why more than half of the respondents of this study often grieve over or lament about handling problematic students or any disciplinary case created by students, especially bullying among students. This shows that there is also possibility that positive social persuasion such as gestures of approval, a smile or simple "thank you" card from students themselves were all important or essential in shaping teacher self-efficacy in dealing with bullying among students.

Based on the results of the data collected, contextual climate has the third highest overall mean scores. Most of the participants in this study agreed that working relationship among other teachers as influential in shaping their confidence in dealing with bullying cases in secondary school. According to Brofenbrenner (1976) and Ashton (1985), the social and institutional context in which teaching takes place should not be ignored because the context has an influence on one's thought and actions, and this could be true in terms of this study. Results indicate that about more than three-quarter of the participants attributed collaboration and good communication among teachers and school administrators to develop self-efficacy in dealing with bullying among students in secondary schools. Relationship between the administrative and teachers seems to be an important element in shaping teachers confidence in dealing with bullying cases in secondary school especially the involvements from the principals. More than three-quarter of the participants agreed that their principals involved teachers in the decisions about how to handle bullying cases and this type of practice or culture in handling bullying cases is among the most crucial factors in promoting the development of teacher self-efficacy. This finding is in line with other literature and studies which revealed that schools norms, collegial relations, principal leadership, and

decision-making structure were systematically related to the difference in teacher self-efficacy among schools (Chester & Beaudin, 1996; Hoy & Woolfolk, 1993; Lee *et al.*, 1991). Good relationship among other teachers as well as good collaboration among teachers and school administrators can be sources of influence of contextual climate on teacher self-efficacy in dealing with bullying among students. In this study it could be due to the fact that most of the teachers were permanent staff or served in that particular school for at least more than two or three years. As such, it is important to draw the attention of in-service teachers, as well as the administrators regarding the environmental influence on their self-efficacy in dealing with bullying among students. By doing this, in-service teachers including the school administrators would be more prepared and confident when dealing with bullying cases among students, in the context within which they function.

In terms of physiological arousal, large majority of the participants of this study have sense of confidence in approaching and dealing with various problems of bullying cases among students in their respective school. Results of this study shows that most of the respondents were not worried whenever they were dealing with bullying cases among students. Findings by Li (2000) indicated that pr-eservice teacher with low teaching anxiety levels had significantly higher teaching efficacy scores and also shows higher personal teacher efficacy scores. This could be explained by Bandura's (1997) contention that moderate level of arousal (feelings of excitement or anxiety) positively influence performance by focusing attention and energy on the task given. However, high level of affective state could impair human functioning and interfere with making the best use of one's skills and capabilities.

Results from the data collected in terms of physiological arousal also revealed that most of the participants of this study feel very proud and happy that they realized that they had done something good once they managed to settle any bullying case

among students. This shows that the emotional states' of most the participants in this study when they were dealing with any bullying case among students, were positive. This positive emotional state actually in away raised their self-efficacy in dealing with bullying among students. According to Bandura (1997), typically, self-efficacy is raised in a positive emotional state and on the other hand, lowered in a negative emotional state.

When dealing with difficult bullying case, almost half of participants had clear mind and were able to think clearly or rationally. This suggesting that attributes "mind" and "think clearly" can be considered as a prevalent physiological arousal factor affecting teacher self-efficacy in dealing with bullying among students in secondary school. In this study, the arousal state among in-service teachers received moderately high overall mean of 3.46, and this has kept them feeling enthusiastic as they dealing with any bullying cases among students in secondary schools. Most of the respondents of this study also have the feeling of enthusiastic whenever they were dealing with bullying cases among students. This suggests that the moderately high level of physiological arousal has impacted positively on teachers sense of efficacy in dealing with bullying among students in secondary schools.

Even though vicarious experience yielded the fifth overall mean scores after Physiological Arousal, the difference is very small (0.06). Bandura (1977, 1997) had identified vicarious experience as the second most potent influence on one's sense of efficacy and based on the result of this study, it almost support his contention. By observing and identifying oneself with efficacious models, the learner gathers information necessary to make judgment about his or her own capabilities. This is especially influential in circumstances where the model is perceived to be similar to the observer or the observer has little experience in performing the task in question (Bandura, 1977 & 1997). The results of this study revealed that more than three quarter

of the respondents agreed that there are many positive role models among the teachers in their school when come to dealing with bullying case efficiently. They also indicated that there are some responsible teachers in their school that would help the victims of bully (e. g helping the victim to achieve greater self-esteem, encourage the victim to show that he or she could not be intimidated etc.) and to them, these teachers are the right role models to follow. According to Bandura (1997), people who were exposed to exemplary or symbolic models could promote self-efficacy. Teachers who visualized themselves applying the modeled behavior successfully would help strengthen their beliefs that they could also perform the similar tasks successfully, in this case, dealing with bullying among students in secondary schools. Surprisingly, more or less, three-quarter of the respondents of this study revealed that their mothers were exemplary "responsible teacher" for them, and they also viewed their father as typical "teachers" who reinforced their self-efficacy perceptions regarding dealing with bullying in schools. In the present study, even though not that encouraging, vicarious experience was also drawn from their friends, supervising lecturers and mentor teachers (during their teaching practices). Because the majority of the participants had at least a few years of prior experience (Prior Dealing With Bullying Experience Mean = 5.3 years) dealing with bullying among students in secondary schools, they became more efficient and sensitive to any bullying incident or case among students, and this of course boost their self-efficacy in dealing with it.

(b) Descriptive results on Teacher Self-Efficacy in dealing with bullying among students' levels.

   The levels of teacher self-efficacy in dealing with bullying among in-service teachers were measured by a self-constructed questionnaire. The *Teacher Sense of Efficacy Scale (TSES)* developed by Tschannen-Moran and Woolfolk Hoy (2001) and the three criteria suggested by Gibbs (2000) in their study have been used as the main references in order to develop this particular self-constructed questionnaire. Participants of this study will also response to the 5-point response format anchors of 1 (*nothing*) to 5 (*a great deal*) to indicate judgment of their own capabilities in dealing with bullying among students in secondary school. The 18-item instrument is a total or combination of the three criteria: (i) behavioural self-efficacy (BSE) as a teacher, (ii) cognitive self-efficacy (CSE) as a teacher, and emotional self-efficacy (ESE) as a teacher. The participants' mean scores ranged from a minimum of 1.00 to a maximum of 5.00 on the *Teacher Sense of Efficacy Scale in Dealing with bullying in Secondary School.*

   In the present study, the majority of the participants (65.70%) were reported to fall into the high sense of teacher self-efficacy in dealing with bullying among students in secondary school, category (3.68 – 5.00). This suggests that majority of the in-service teachers were very confidence of themselves in having the ability to successfully perform their duty or responsibility in dealing with bullying cases among students in secondary school. The overall mean score was 3.83, with a standard deviation of .98, which indicated moderately high level of teacher self-efficacy in dealing with bullying among students, among the participants in this study. This can be considered a healthy level for our in-service teachers. Perhaps in-service teachers in the presents study, armed with a basic university degree, in-house training, with at least three years of experience as a teacher and their mean age of 38 years, are more likely to

exhibit higher degree of confidence and maturity in facing any challenges regarding disciplinary problems created by students.

This result (moderately high level of teacher self-efficacy in dealing with bullying among students) also proved that teachers in the present study are more confidence and know what to do or what they are doing whenever they are facing bullying cases among students. This also in a way had defended the accusation that had been made by some students and parents that, teachers are lack of confidence in managing bullying cases among students. In the year 1997, Boulton reported that most teachers, although concerned about bullying, lack the confidence in managing it. Previous researches have shown that teachers are sometimes unaware or do not effectively respond to bullying (Skiba & Fontanini, 2000). Perhaps, findings made by some researchers a few years back when they touched on the lack of ability of teachers in dealing with bullying (Atlas & Pepler, 1998; Olweus, 1993; Leff, Kupersmidt, Patterson, & Power, 1999; Stockdale, Hangaduambo, Duys, Larson, & Sarvela, 2002) had in a way alerted the teachers community, principals, teacher educators, and other authorities concerned, that something need to be done about it. Looking at the results of the present study regarding teachers' level of self-efficacy in dealing with bullying, it seems that all the efforts such as in-house training, courses, and other activities, put up for teachers are worthwhile.

Bandura (1986, 1997) pointed out clearly that self-efficacy may be most malleable or easily influenced during the early years of teaching. Bear in mind that the participants of this study are in-service teachers with at least three years of experience and there could be some factors that contributed to the changes (up or down) of teachers self-efficacy, and this could happen. Although not a focus of this study, it is imperative to look beyond their early year as a trained teacher and into the second, third, fourth, and so on, of experience handling or facing students with disciplinary problems,

especially bullying. Even though not merely dealing with bullying but related to self-efficacy of teachers, Woolfolk Hoy (2000) conducted a study on the changes of teacher self-efficacy during the early years of teaching. The researcher used three measures of teacher self-efficacy (*Gibson & Dembo Short Form, Bandura's Teacher Self-Efficacy Scale* and *OSU Teaching Confidence Scale)* to look at the development of teacher self-efficacy at different stages of teacher development: beginning of teacher preparation, after students teaching and after students first year of teaching. Results from the three measures revealed similar patterns in the changes in teachers self-efficacy. Personal teaching efficacy rose after completing student teaching but fell after a year of teaching as an employed teacher or trained teacher.

In another research, Knobloch (2002) explored the effects caused by the first ten weeks of the school year on teacher self-efficacy revealed similar patterns in the changes on teacher self-efficacy. The researcher measured the initial teacher self-efficacy and final teacher self-efficacy (after ten weeks) of students teachers and novice teacher (first year, second year, and third year into teaching) using the *Teacher Sense of Efficacy Scale* (Tschannen-Moran & Woolfolk Hoy, 2001). Students teachers reported the highest final teacher self-efficacy scores (7.03) and the largest change (+ . 11) at the time of posttest. Novice teachers reported a drop in teacher self-efficacy level after ten weeks into the school year, at a decreasing rate: first-year teachers (- . 29), second-year teachers (- .13), and third-year teachers (- . 06). The first year novice teachers had the lowest teacher self-efficacy level (6.55) but rose gradually for those in second and third year of teaching. This may also be reasonable explanation for the moderately high level of teacher self-efficacy in dealing with bullying among students, among the participants in the present study.

Woolfolk and Hoy (1990) pointed out that pre-service and newly appointed teachers often underestimated the complexity of the teaching task and their own ability to manage different agendas simultaneously. After their first year or second year of teaching, they became disappointed with the gap between the standards they have set for themselves and their own performance, resulting in lower level of teaching efficacy to meet the realities of teaching. Knobloch (2002) concluded that the work environment of isolation, incessant demands, psychological dilemmas and frustrations, and inadequate induction could have contributed to the decline of teacher self-efficacy for first year teachers. Additionally, Woolfolk and Hoy (2000) found that changes in teacher self-efficacy during the first year of teaching were positively related to participants' satisfaction with their professional performance and their perception of support available (by the administration, colleagues, parents, community and other resources).

Based on the overall mean scores which indicated moderately high level of teacher self-efficacy in dealing with bullying among students, among the participants in this study, with majority of them were reported to fall into the high sense of teacher self-efficacy in dealing with bullying, it is evident that teachers in the present study appeared to have magnified perception of their ability to deal with bullying cases among students in their respective schools. It is possible that in-service teachers in the present study were mostly working or in a conducive, supportive, and under controlled environment. Such environments may have boosted their self-efficacy in dealing with any problem caused by the students especially the problem of bullying among them. Britner and Pajares (2001) had advised against attempts to lower the strength of a person's self-belief to a more "realistic" level. This is because teachers who believe that they can be successful on a given task are more likely to be so by adopting challenging goals, try harder to achieve them, persist despite setbacks and develop

coping mechanism for managing their emotional states. Therefore in order to sustain the existing high level of teacher self-efficacy in dealing with bullying among students, focus should be given to nourish and encourage more professional development, physiological coping and establishing a social support system in the school organization.

(c) Teacher Self-Efficacy and Demographic Information

The third research question of this study is to examined if there were any significance differences in the level of teacher self-efficacy in dealing with bullying according to (a) post they are holding (senior assistant teachers, discipline teachers, counseling teachers, academic teachers) and (b) gender. Results from the one-way analysis of variance (ANOVA) revealed that there is a significant difference *(p < .001)* within comparisons of teacher self-efficacy in dealing with bullying, among the four different post that the teachers are holding. Examination of level of teacher self-efficacy in dealing with bullying for the four different groups (senior assistant teachers, discipline teachers, counseling teachers, academic teachers) yielded some variance in teacher self-efficacy differences among the groups. This implies that in-service teachers in secondary schools, with difference post, would perform or demonstrate difference level of teacher self-efficacy in dealing with bullying among students in secondary schools. Looking at the result of the present study, Senior assistants yielded the highest overall mean score (4.13) and Academic teachers has the lowest overall mean score (3.53). Discipline teachers ranked the second with mean score (3.91) slightly lower than Senior Assistants' mean score, and Counseling Teachers ranked the third with mean score of 3.74.

As expected, Senior assistants demonstrated the highest level of teacher self-efficacy in dealing with bullying among students in the present study, could be due to

certain factors. Whenever there is a disciplinary case, the first person that the teachers would think of will be either discipline teacher or senior assistants of the school. Because discipline teachers also have to teach, so the best choice would be the senior assistants of the school. It does not mean that the rest of the teachers do not care about the students. It just that, sometimes because of the teaching process or a lot of paper works to do, teachers tend to send or let the senior assistants (especially senior assistant of student's affair) to handle some of the disciplinary problems caused by the students. Senior assistants normally have less teaching hours compare to other teachers and even though they have some administrative works to deal with, teachers would think that senior assistants have more free time and with that mind set, teachers will sometimes automatically ask their students to see senior assistants of that school whenever there is a disciplinary case involving the students. Most teachers would also send difficult disciplinary case to Senior assistants and normally their reason would be because Senior assistants have the authority to punish them. Perhaps this can explain why senior assistants of the present study have the highest mean score of teacher self-efficacy in dealing with bullying.

Based on the result of the present study, the mean score of the level of teacher self-efficacy in dealing with bullying among students for discipline teachers is slightly lower than the mean score of senior assistants, with a small difference of 0.06. Discipline teachers are actually academic teachers whose had been appointed by the school administrative (normally the school's principal) as discipline teachers and given the authority to handle or deal with disciplinary problems created by the students. Discipline teachers also given the authority by the school's principal to punish the students if they are found guilty. With that mandate, discipline teachers are the most sought person besides senior assistants whenever disciplinary case arise.

Compared to academic teachers, counseling teachers have higher mean score of teacher self-efficacy in dealing with bullying among students with a difference of 0.21. One likely explanation could be due to the reason that counseling teachers deal with more problematic students compared to academic teachers. In general they are three types of students (clients) go to see counseling teachers; (i) the one been referred (by academic teachers, discipline teachers, senior assistants, and principal), (ii) the volunteer one and (iii) the one called by the counseling teacher. Not all the disciplinary cases will be referred to the counseling teachers. The role of counseling teachers in terms of disciplinary problems such as bullying among students is more on rationalizing students with social, emotional and behavioural difficulties.

In terms of whether there is any difference in gender on teacher self-efficacy in dealing with bullying among students in secondary schools, results from the independent samples t-test indicate no significant difference ($p < .05$) between male participants and female participants of this study. This suggests that male and female reported equivalent levels of teacher self-efficacy in dealing with bullying among students in secondary schools. The non-significant difference could have been due to the relative homogeneity in the sample as all participants were all in-service teacher with at least three years of teaching experience and they all have been involved direct or indirectly in all the continuous anti bullying programs introduced by the Ministry of Education a few years back. Results regarding gender in the present study appeared to be congruent with the findings did by Betz and Hackett (1983) about two decades ago. Based on the finding of their study, Betz and Hackett (1983), concluded that women do not differ from men, nor surpass them in their efficacy to perform the same quantitative activities in stereotypically feminine tasks. In another research carried out by Hoy and Woolfolk (1993), they found out that age, gender and years of teaching experience did not significantly predict personal teaching efficacy. Hoy and Woolfolk (1993), actually

investigated the relationship between teacher efficacy and the organizational health of schools. Similarly, Tschannen-Moran and Woolfolk Hoy (2002) found there was no significant difference in teacher self-efficacy based on gender in a study that examined the role of support in the development of teacher self-efficacy among novice and experienced teachers. When demographic information was regressed on teacher self-efficacy in dealing with bullying, the variable gender was not a significant predictors of teacher self-efficacy in dealing with bullying among students in secondary schools, thus were removed from the regression model.

Even though it is concluded there was no impact in terms of gender differences on teacher self-efficacy in dealing with bullying in the present study, numerous researchers are of the view that gender differences could be a function of factor such as past accomplishment, response biases(over-confidence/under-confidence) and gender orientation beliefs (Pajares & Miller, 1994; Wigfield *et al.*, 1996; Zeldin, 2000). Lent, Brown & Gore (1996) reported that gender differences in academic self-efficacy diminish when male and female students have comparable prior coursework experiences. When tasks are associated with gender-role dominant (Mathematics, for instance), male consistently expressed higher self-efficacy belief than female but when tasks are perceived to be gender-neutral (verbal, for instance), self-efficacy do not differ significantly (Betz & Hackett, 1983; Hacket *et al.,* 1990).

*(d) The Relationships between Predictor Variables and Teacher Self-Efficacy in
Dealing with Bullying among Students in Secondary Schools.*

Result from the bivariate analysis (see Table 4.20) demonstrates that master experience, vicarious experience, verbal persuasion, physiological arousal, contextual climate, and demographic information accounted for some variability in teacher self-efficacy in dealing with bullying among students. Mastery experience has the highest correlation with teacher-self-efficacy in dealing with bullying among students in secondary schools.

The Pearson Correlations analyses established that the correlations between verbal persuasion and vicarious experience and between verbal persuasion and contextual climate were rather considered as strong. The correlations between verbal persuasion and vicarious experience could be explained in the context of skills development in terms of how to deal with bullying cases more efficiently, among in-service teachers. For example, in order to gain knowledge or skills on how to deal with bullying cases among students, in-service teachers observed other responsible teachers' performance (role model to follow) such as, how they helped the victim of bully to achieve greater self-esteem and how they encouraged the victim of bully to show that he or she could not be intimidated. It could be these same models who gave them positive feedback and support regarding their ability in dealing with bullying case among the students in the school. In addition, the correlations between verbal persuasion and vicarious experience could also be explained in terms of character building among in-service teachers. For instance, besides possessed a positive role model, exemplary qualities of a dedicated and responsible person (which in a way reinforce their self-efficacy perceptions), their parents also give supports and encouraged them to become a responsible and dedicated person especially when dealing with bullying cases among students in school. As Bandura (1997) noted that

models do not behave like mute automatons. Instead, they modeled efficacy through words as well as through actions.

Likewise, a strong correlations between verbal persuasion and contextual climate possibly imply that people who offered verbal and moral support (verbal persuasion) were also the same people who contributed towards a positive working climate(contextual climate) for in-service teachers(participants of this study) to strap up or harness their ability as well as their self-efficacy in dealing with bullying cases among students. These two factors may have intertwined in in-service teachers' perceptions, thus explaining their strong correlations between these two variables. In the present study, in terms of the school environment where the participants work, their school principal as well as their colleagues not only give positive feedback and sufficient moral support, they also in away provided good and positive working environment. For example, more than three quarter of the participants of this study agreed that there is a good communication between staff members and the school administrators , and there is also often opportunities to reflect or discuss bullying case with more experienced teachers.

When all the predictor variables were regressed (using multiple regression), results revealed that there were significant relationship between all the predictor variables with teacher self-efficacy in dealing with bullying among students. In other words results of multiple regression analyses generally supports the hypothesized relations of the sources of influence on teacher self-efficacy in dealing with bullying among students. This confirms Bandura's contention that self-efficacy beliefs are develop through four information sources: mastery experience, vicarious experience, verbal persuasion, and physiological arousal; though not in the order of potency as postulated by Bandura.

When all the variables were entered into the equation of multiple regression analysis, only Mastery Experience, Verbal Persuasion and Contextual Climate yielded

significant relationship with teacher self-efficacy in dealing with bullying among students. Gender, vicarious experience, and physiological arousal did not significantly explain additional variance to teacher self-efficacy in dealing with bullying among students. This findings appeared to be congruent with the findings did by Anderson and Betz (2001) when they found only mastery experience had significant incremental variance on social self-efficacy. Similarly, the study on Math self-efficacy by Lopez and Lent (1992) revealed that only mastery experience explained unique variance.

Based on the results of the multiple regression, mastery experience made most independent contribution to teacher self-efficacy in dealing with bullying among students. This means that enactive experience appeared to have the strongest impact on in-service teachers' perceptions of their self-efficacy in dealing with bullying among students, independently. In this particular study, in-service teachers preconceptions of their capabilities in dealing with bullying cases among students, mainly drawn from their experiences dealing with certain bullying cases, which also involving different type of students (problematic, defiant, rebellious, and stubborn students) before. These teachers were actually engage in the process of handling or dealing with several bullying cases among students. When in-service teachers are convinced that they have what it takes to succeed, they are more resilient and flexible of adversity of bullying phenomena involving students, and these teachers quickly rebound from setbacks or any obstacles. This finding is in keeping with Bandura's (1986,1997) theoretical framework and previous empirical studies that enactive mastery experience consistently makes the largest contribution to self-efficacy beliefs (Betz & Hackett, 1981; Lopez & Lent, 1992; Zeldin, 2000).

In interpreting these findings, educational interventions that focus on enactive experience-related factors would be particularly useful for boosting in-service teachers with low sense of teacher self-efficacy in dealing with bullying among students, or

those teachers who do not bother to care or take bullying cases among students seriously. For example, intervention strategies that challenge in-service teachers to monitor performance achievements through self-regulation and motivation may offer additional impact for efficacy enhancement. Milner (2003) did a qualitative investigation on the sources of influence on teacher self-efficacy of a teacher who worked in an unsupportive school environment where social and collegial isolation prevail. That teacher, being one of only three African American teachers in the school testified that when she felt threatened, she consciously reminded herself of her past accomplishment and testimonies of respect from people who mattered most to her. Her teacher self-efficacy was sustained when she consciously transferred her past success to the current context or situation as she worked to persist and keep on.

The fact that verbal persuasion also contributed direct effect to teacher self-efficacy in dealing with bullying among students, reflected the importance of positive performance feedback and encouragement especially from evaluators who were viewed as competent, important and have authority or power. Given this situation, it is especially crucial that school principals and colleagues with higher positions (e. g heads of departments) pay more attention or focus on constructive feedback highlighting some of the teachers capabilities in terms of dealing with bullying cases among students in the schools. A supportive social system whereby meaningful interactions and positive gestures will definitely leave lasting impressions, in away urging as well as influence in-service teachers to put in extra effort when carrying out their duty as teachers in combating the nonstop bullying cases among students especially in secondary schools.

Implications and Suggestions for Educational Practice

Findings for the present investigation have implications for the design of educational interventions in teacher preparation programs as well as teachers development programs that support and strengthen the development of teacher self-efficacy especially in dealing with bullying among students. Although there is no documented record of local research studies that examines the sources of influence on teacher self-efficacy in dealing with bullying among students, one clear finding that arises from this study is that mastery experience, and verbal persuasion are prominent predictors of teacher self-efficacy in dealing with bullying among students in secondary schools. In addition, the interrelated and mediating roles of these two efficacy sources indicate that, to some extent, they function interdependently as in-service teachers gain new ways or maybe new skills in relation to deal with various bullying cases among students in secondary schools. It is recommended that teacher preparation or teacher developmental programs regarding the issue of bullying among students in secondary schools, explicitly address these two influences with specific types of training and educational experiences that focus on mastery building through cognitive and metacognitive strategies, cultivating self-regulation competencies, and establishing a social support system. Such strategies may offer useful treatment ingredients aimed at modifying self-efficacy in dealing with bullying among students, among in-service teachers in secondary schools.

As noted earlier, the findings of this study show that mastery experience consistently remained a crucial source of influence on teacher self-efficacy in dealing with bullying among students. Therefore, training for teachers as well as in-house training for in-service teachers, should focus on acquiring self-regulatory competence so that teachers are able to monitor their own performances. This would provide an important mastery building opportunity for self-efficacy enhancement. Self-regulated

learning is a deliberate planning and monitoring of cognitive, affective and behavioural processes to successfully complete a given task (Pintrich & De Groot, 1990). It involves taking charge of one's own learning, making accurate assessments of how one is doing and how one might improve. In keeping with Bandura's (1986, 1997) triadic view that personal processes, environmental and behaviuoral events operate interactively, learners who use self-regulatory strategies   are actively involved in regulating three different types of processes : (i) regulating   personal   processes involved goal setting and planning, managing   time,   selecting and organizing information (Zimmerman, 1994); (ii) learners consciously regulate their own behaviour by doing self-evaluation, self-monitoring and self-reaction (Bandura, 1986; Schunk, 1990); and (iii) learners actively interact with their learning environment such as seeking peer or adult assistance and social environmental structuring in order to optimize acquisition of skills (Zimmerman & Martinez-Pons, 1990).

Researches on self-regulated learning advocate that learning goals to be self-set. Whenever in-service teachers deal with any bullying cases among students (students reported to them or may the principals asked them to deal with it) in their respective schools, are given freedom to decide their own ways, motivation to self-regulated will be sustained. In an organization such as school, teachers and the administrators especially the school principals could encourage each other to clarify or to infer any bullying case (especially the complicated one) and set proximal goals/objective in order to solve the problem. Schunk (1990) maintained that specificity, proximity and difficult level of goal setting could affect one's sense of efficacy. Specific and proximal goals enhance self-efficacy because their progress is easier to gauge than wide-ranging or general ones. Goal accomplishment is not only an indicator of improved capability but also accounts for the intercession or mediational role of teacher self-efficacy (in this case, teacher self-efficacy in dealing with bullying among

students) in influencing teacher motivation as well as their performance. As in-service teachers expend or put their effort and persevere towards achieving a goal at a given level of difficulty, their efficacy could be strengthened. Through careful planning and noble intentional goal setting, in-service teachers could have a guided direction towards controlled situation of bullying cases among students, that will eventually lead to meaningful enactive experience and feedback.

From a social cognitive perspective, individuals are actively analyzing information around them through cognitive and metacognitive processes, causing them to alter or adjust their thinking and behaviour accordingly. Teachers have the cognitive capacities to self-regulate, self-reflect and self motivate (Schunk & Zimmerman, 1989). To smooth the progress of improvements in their self-efficacy (in dealing with bullying), in-service teachers can be encouraged or supported to develop an awareness of their own cognitive process. Self-monitoring of their own performance could be deliberated through self-reflective strategies such as journal or log writing during staffs meeting or special meeting with the school principal regarding bullying cases or disciplinary problems. Such strategies will help in-service teachers to focus their attention on past success and failure, and at the same time discriminate or differentiate between effective and ineffective performance of dealing with bullying cases among students, hence, monitoring their own progress. There is a substantial body of research that emphasize the importance of journal or log writing in helping teachers progress through cognitive developmental states and become more reflective (Hanipah, 2001; Lee, 1998; Ross, 1990; Wong *et al.*, 2000; Yinger & Clark, 1981). However, the use of journal or log writing as an instrument for reflective thinking must take into account that journal or log writing will only be affective in promoting self-reflection when: (i) teachers know or have the appropriate techniques or procedures (for example, what questions to ask) that will encourage thoughtful reflective writing, and

(ii) teachers are given meaningful and thoughtful feedback about the content of their entries (Copeland, 1986). Although this requires an investment of time and effort from in-service teachers and other teachers or the school principals, it could be a powerful instrument for increasing in-service teachers' efficacy beliefs about their capabilities in dealing with bullying among students, and of course for the betterment and wellbeing of our future generation. Thus, it is strongly recommended that in-service teachers should have reflective practice of their performance of involvement (directly or indirectly) in dealing with bullying cases among students in secondary schools. This is essential because it can provide specific influence on the development of their beliefs regarding their ability in dealing with bullying cases among students, especially if they question themselves and reflect on how they handle or deal with various bullying cases among students.

The findings of this study indicate that verbal persuasion has the second highest effect on teacher self-efficacy in dealing with bullying level. As noted by Woolfolk Hoy (2000), perceptions of support available such as from the administrators, colleagues, parents, and the community shaped teachers' sense of competence. Results of the present study show that besides parents and family members, colleagues and school principals were most influential sources on their self-efficacy in dealing with bullying cases among students in secondary schools. School principals are viewed as more important persuaders as compared to colleagues in the development of teacher self-efficacy in dealing with bullying among students in secondary schools. School principals who have contact with in-service teachers at a personal level especially when dealing with particular bullying case, should aware of these findings because negative appraisals weakened self-efficacy beliefs much easier than the strengthening of self-efficacy through verbal support and encouragement. School principals could be guided genuine or realistic feedbacks and not to confuse in-service teachers with imprudent

praise or blank encouraging conversations. Regularity and immediacy of feedback could also help to create higher perceptions of personal capabilities. Bandura (1997) noted that the impact of verbal persuasion on self-efficacy is only as strong as the receiver's confidence in the person who issues them.

A social support system could be encouraged in schools for in-service teachers especially the newly posted teachers. Informal social support from school principals, senior assistants, and colleagues could complement the existing formal support by veteran teachers or seniors in the schools. Gray and Gray (1985) reported that 92% of the new teachers do not directly seek help form colleagues except indirectly by swapping stories about personal experiences. The researchers stated that "more experience swapping is needed; a sense of community must be established, consisting of interdependency, shared concern, a sense of common fate, and a sense that others 'stand by' when one is under stress of uncertainty about what to do" (p.43).

With today's technological and electronic networking advancement, teacher networks and virtual learning communities can be established among teachers to bring together like-minded individuals in a non-evaluative environment for support. It would be a brilliant and smart move if the ministry of Education, Malaysia can initiate an e-community between all teachers and all schools in the country, whereby educators in general, with new teachers as recipients, can form groups of discussion or forum to support each other by exchanging success stories (e.g bullying cases that they managed to solved in their schools), resources and ideas regarding bullying phenomena, air grievances or frustrations regarding dealing with bullying cases, and so on. By using e-mails, online discussion boards or chat sessions, the interrelated communities of teachers (in-service teachers as well as those who had retired) can provide a forum for meaningful and rewarding teacher growth and development.

Recommendations for Future Research

A number of directions for further research might be noted.

1.   Two variables (predictor variables for teacher self-efficacy in dealing with bullying in secondary schools) were found to have stronger effect on the present group of in-service teachers, are mastery experience and verbal persuasion. Some inconsistencies were noted in the relationship between the three others predictor variables (vicarious experience, physiological arousal and contextual climate) and teacher self-efficacy in dealing with bullying among students in secondary schools. This could be due to methodological weakness in the test items. Exploratory factor analysis can be conducted to determine if there exists a different set of underlying constructs. It is important that more research is needed to investigate this possibility.

2.   It is obvious that this study is on a single occasion involving in-service teachers currently serving in their respective secondary schools. All of them can be considered as experienced teachers with at least three years of teaching experience. As such, longitudinal studies should be conducted in order to follow a group of newly posted teachers from the first year they were posted up to certain years (three to five years maybe). Such data will provide some invaluable insights to the malleability or rigidity at different dimensions of time and place.

3. Additional research methods such as structured interviews and direct observations should be conducted to be further understand the extent or level of influence these efficacy sources (mastery experience, vicarious experience, verbal persuasion, physiological arousal, and contextual climate) have on teacher self-efficacy in dealing with bullying among students in secondary schools.

4. It could be useful to explore in greater depths the complex interplay between the antecedents of teacher self-efficacy in dealing with bullying among students, particularly from the cultural and historical perspectives. Furthermore, this will be a good opportunity to investigate how efficacy sources regarding this matter(dealing with bullying among students) are processed cognitively, weighed and interpreted to affects any teacher's sense of personal efficacy in dealing with bullying cases among students.

5. Different teachers could have different personality traits and this could also affect teacher self-efficacy in dealing with bullying among students. So it is worth to examine the link between teacher personality traits and teacher self-efficacy in dealing with bullying among students. An established personality inventory could be used to examine if there is any significant difference between the variables. This could be one of the important components that can be used by the Ministry of Education in order to evaluate teachers' performance (dealing with disciplinary problems among students in schools) when they apply for a higher promotion or post.

6. Experimental research designs for intervention strategies such as systematically structured mastery experience, modeling, persuasion and arousal reduction may be useful to assess their predictive utility on teachers self-efficacy in dealing with bullying among students in schools.

7. A replication of the present study with different groups of teachers from different settings (primary schools, kindergarten, boarding schools, selected schools, schools with only one gender, colleges and so forth) which could give different findings or may as well confirm the initial findings of the present study.

References

Addison, W. E. (1986). Agonistic behavior in preschool children: a comparison of

same- sex versus opposite –sex interactions, *Bulletin of the Psychonomic*

Society, *24*(1), 44-46.

Ahmad, Y., & Smith, P. K. (1994). Bullying in schools and the issue of sex differences.

In: J. Archer (Ed.) *Male violence*, 70-83 (London, Routledge).

Akiba, M. (2004). Nature and correlates of Ijime-Bullying in Japanese middle school.

International Journal of Educational Research 41, 216-236.

Allinder, R. M. (1994). The relationship between efficacy and the instructional practices

of special education teachers and consultants. *Teacher Education and Special*

Education, *17*, 86-95.

Allinder, R. M. (1995). An examination of the relationship between teacher efficacy and

curriculum-based measurement and student achievement. *Remedial &*

Special Education, *27*, 141-152.

Ambert, A. M. (1994). A qualitative study of peer abuse and its effects: Theoretical

and empirical implications, *Journal of Marriage and the Family*, *56*, 119-130.

Anderson, S. L., & Betz, N. E. (2001). Sources of social self-efficacy expectations:

Their measurement and relation to career development. *Journal of Vocational*

Behavior, *58*, 98-117.

Archer, J., Pearson, N. A., & Westerman, K. E. (1988). Aggressive behaviour of

children Aged 6-11: gender differences and their magnitude, *British Journal*

of Social Psychology, *27*(1), 371-384.

Armor, D. J., Corny-Oseguera, P., Cox, M. A., King, N., McDonnell, L. M., Pascal, A. H., Pauly, E., & Zellman, G. (1976). *Analysis of the school preferred reading program in selected Los Angeles minority schools.* (Report R-2007-LAUSD). Santa Monica, CA: Rand.

Ashton, P. T., Webb, R.B., & Doda, C. (1983). *A study of teachers' sense of efficacy* (final report, Executive Summary). Gainsville: University of Florida.

Ashton, P. T. (1985). Motivation and teachers' sense of efficacy. In C. Ames, & R. Ames (EDs), *Research on motivation in education, Vol.2: The classroom milieu.* (pp. 141-171). New York: Academic Press.

Ashton, P. T., & Webb, R. B. (1986). *Making a difference: Teachers' sense of efficacy and student achievement.* New York: Longman.

Astor, R. A., Meyer, H. A., & Behre, W. J. (1999). Unowned places and times: Maps and interviews about violence in high schools. *America Educational Research Journal*, *36*(1), 3-42.

Atlas, R. S., & Pepler, D. J. (1998). Observations of bullying in the classroom. *The Journal of Educational Research*, *92*(2), 86-99.

Austin, S., & Joseph, S. (1996). Assessment of bully/victim problems in 8 to 11 year-olds. *British Journals of Educational Psychology*, *66*, 447-456.

Bandura, A. (1977). Self-efficacy: Toward a unifying theory of behavioral change. *Psychological Review*, *84*, 191-215.

Bandura, A. (1986). *Social foundations of thought and action: A social cognitive theory.* Englewood Cliffs, NJ: Prentice-Hall.

Bandura, A. (1986a). The explanatory and predictive scope of self-efficacy theory. *Journal of Social and Clinical Psychology*, *4*(3), 359-373.

Bandura, A. (1986b). The explanatory and predictive scope of self-efficacy theory.

Journal of Social and Clinical Psychology, *4* (3), 359-373.

Bandura, A. (1993). Perceived self-efficacy in cognitive development and functioning.

Educational Psychologist, 28, 117-148.

Bandura, A. (1995). *Self-efficacy in Changing Societies*. New York: Cambridge

University Press.

Bandura, A. (1997). *Self-efficacy: The exercise of control.* New York: W.H. Freeman &

Co.

Bandura, A. (2001a). *Guide for Constructing Self-Efficacy Scales.* (Monograph)

Stanford, CA: Stanford University. Retrieved August 18, 2008, from

http://www.emory.edu/EDUCATION/mfp

Bandura, A. (2001b). Social cognitive theory: An agentive perspective. *Annual*

Review of Psychology, *52*, 1-26.

Banks, R. (1997). *Bullying in schools.* Eric Digest. EDO-PS-97-17.

Banks, R. (2000). Bullying in schools. *ERIC Review, 7*(1), 12-14, Retrieved February

18, 2007, from http://ericcass.uncg.edu/virtuallib/bullying/1036.html

Batsche, G. M., & Knoff, H. M. (1994). Bullies and their victims-understanding a

pervasive problem in the schools. *School Psychology Review*, *23*(2), 165-174.

Bauman, S., Rigby, K., & Hoppa, K. (2008). US teachers' and school counsellors'

strategies for handling school bullying incidents. *Educational Psychology*, *28*,

837–856.

Bauman, S. (2008). The role of elementary school counselors in reducing school

bullying. *The Elementary School Journal, 108*(5), 362-375.

Belsey, B. (2006). Bullying .org: A learning journey. *Bulletin- Newfoundland and*

Labrador Teachers Association, *49*(4), 20.

Berman, P., McLaughlin, M., Bass, G., Pauly, E., & Zellman, G. (1977). Federal

   programs supporting educational change (Vol. 3): *Factors affecting*

   implementation and continuation (Report no R-1589/8-Hew). Santa Monica,

   CA: Rand. (ERIC Document reproduction service no: ED 140 432).

Berthold, K. A. (1996). Bullying: perceptions of students in Grades 4-6 in a mid-sized

   Midwestern public school district (Doctoral dissertation, University of North

   Dakota, 1996). *Dissertation Abstracts International*, *57*, 4265A.

Besag, V. E. (1989). *Bullies and victims in schools.* Milton Keynes, UK: Open

   University Press.

Betz, N. E., & Hackett, G. (1981). The relationship of career-related self-efficacy

   expectations to perceived career options in college women and men. *Journal*

   of Counseling Psychology, *28*, 399-410.

Betz, N. E., & Hackett, G. (1983). The relationship of mathematics self-efficacy

   expectations to the selection of science-based college majors. *Journal of*

   Vocational Behavior, *23*, 329-345.

Bjorkvist, K., Elkman, K., & Lagerspetz, K. (1982). Bullies and victims: their ego

   picture, ideal picture and normative ego picture. *Scandinavian Journal of*

   Psychology, *23*, 307-313.

Bjorkvist, K., Lagerspetz, K. M. J., & Kaukiainen, A. (1992). Do girls manipulate and

   boys fight? Developmental trends in regard to direct and indirect aggression.

   Aggressive Behavior, *18*, 117-127.

Borg, M. G. (1998). The emotional reactions of school bullies and their victims.

   Educational Psychology, *18*(4), 433-444.

Borg, M. G., (1999). The extent and nature of bullying among primary and secondary

   schoolchildren. *Research in Education.*

Borg, M. G., & Falzon, J. M. (1989). Primary school teachers' perceptions of pupils'

 undesirable behaviours. *Educational Studies*, *15*(1), 251-260.

Borko, H., & Putnam, R. T. (1996). Learning to teach. In D. C. Berliner & R. C. Calfee

 (Eds.), *Handbook of Educational Psychology* (pp. 673-708). New York:

 Macmillan.

Boulton, M. J., & Underwood, K. (1992). Bully/victim problems among middle school

 children. *British Journal of Educational Psychology*, *62*(1), 73-87.

Boulton, M. J., & Smith, P.K. (1994). Bully/victim problems in middle-school children:

 stability, self-perceived competence, peer perceptions and peer acceptance.

 British Journal of Developmental Psychology, *12*, 315-329.

Boulton, M. J. (1997). Teachers' views on bullying: Definitions, attitudes, and ability to

 cope. *British Journal of Educational Psychology*, *67*, 223-233.

Branwhite, T. (1994). Bullying and student distress: Beneath the tip of the iceberg.

 Educational Psychology: An International Journal of Experimental

 Educational Psychology, *14*, 59-71.

Brian, P., Gendron, K. R., Williams, & Nancy, G. G. (2011). An analysis of bullying

 among students within schools: Estimating the effects of individual

 normative beliefs, self-Esteem, and school climate. *Journal of School*

 Violence, *10*(2), 150-164.

Britner, S. L. & Pajares, F. (2001). Self-efficacy beliefs, motivation, race and gender in

 middle school Science. *Journal of Women and Minorities in Science*

 and Engineering 7, 271-285.

Bronfenbrenner, U. (1976). The experimental ecology of education. *Educational*

 Researcher, 5, 5-15.

Brookover, W., Beady, C., Flood, P., Schweitzer, J., & Wisenbaker, J. (1979). *School*

    social systems and student achievement: Schools can make a difference.

    New York: Bergin .

Bussey, K., & Bandura, A. (1999). Social cognitive theory of gender development and

    differentiation. *Psychology Review*, *106*, 676-713.

Calderhead, J. (1996). Teachers: Beliefs and knowledge. In D. C. Berliner & R. C.

    Calfee (Eds.), *Handbook of Educational Psychology* (pp. 709-725). New

    York: Macmillan.

Campbell, M. (2005). Cyberbullying: an older problem in a new guise? *Australian*

    Journal Of Guidance and Counselling, *15*(1), 68-76.

Carney, J. V. (2000). Bullied to death : perceptions of peer abuse and suicidal behavior

    during adolescence. *School Psychology International*, *21*, 44-54.

Carney, A. G. and Merrell, K. W. (2001) Perspectives on understanding and preventing

    an international problem. *School Psychology International*, *22*, 364-82.

Carney, J. V.(2008). Perceptions of bullying and associated trauma during adolescence.

    Professional School Counseling, 11, 179-187.

Charach, A., Pepler, D., & Ziegler, S. (1995). Bullying at school: A Canadian

    perspective. *Education Canada*, *35*, 12-18.

Cheng, Y., Newman, I., Qu, M., Mbulo, L., Chai, Y., Chen, Y., & Shell, D. (2010).

    Being bullied and psychological adjustment among middle school students

    in China. *Journal of School Health, 80*(4), 193-199.

Cherniss, C. (1993). Role of professional self-efficacy in the etiology and amelioration

    of burnout. In W. B. Schaufeli, C. Maslach, & T. Marek (Eds.),

    Professional burnout (pp. 135- 150). Washington, DC: Taylor & Francis.

Chester, M. D., & Beaudin, B. Q. (1996). Efficacy beliefs of newly hired teachers in urban schools. *American Educational Research Journal*, *33*(1), 233-257.

Choy, T. C. (2000). *Occupational stress and job satisfaction.* Unpublished Masters Thesis (M.sc), Universiti Malaysia Sarawak (UNIMAS), Sarawak.

Clark, A. M., & Peterson, P. L. (1986). Teachers' thought processes. In M. C. Wittrock (Ed.), *Handbook on research on teaching* (3rd ed.). New York: Macmillan.

Clarke, A. (2001). Characteristics of co-operating teachers. *Canadian Journal of Education*, *26*(2), 237-256.

Clarke, E. A., & Kiselica, M. S. (1997). A systematic counseling approach to the problem of bullying. *Elementary School Guidance and Counseling*, *31*(1), 310-315.

Cooper, H. M., & Burger, J. M. (1980). How teachers explain students' academic performance: A categorization of free response academic attribution. *American Educational Research Journal*, *17*, 95-109.

Copeland, W. D. (1986). The RITE framework for teacher education: Pre-service applications. In J. V. Hoofman & S.A. Ewards (Eds.), *Reality and reform in clinical teacher education* (pp. 25- 44). New York: Random House.

Cousins, J. B., & Walker, C. A. (2000). Predictors of educators' valuing of systematic inquiry in schools. *Canadian Journal of Program Evaluation*, *Special Issue*, 25-53.

Cowie, H. (2002). Not bystanding but standing by: Strategies for pupils to cope with bullying. *New Era in Education*, *83*(2), 41-43.

Cox, T. (1995). Stress, coping and physical health. In A. Broome & S. Llewelyn (Eds.), *Health Psychology: Process applications,* 2nd ed., pp. 21-53. London: Singular Publication Group.

Craig, W. M. (1993). Naturalistic observations of bullies and victims in the school yard

    (Doctoral dissertation, York University, 1993), *Dissertation Abstracts*

    International, *55*, 4139A.

Craig, W. M., Pepler, D., Connolly, J., & Henderson, K. (2001). Developmental context

    of peer harassment in early adolescence: The role of puberty and the peer

    group. In J. Juvonen, & S. Graham (Eds.), *Peer harassment in school: The*

    plight of the vulnerable and vivtimized (pp. 242-261). New York and

    London: The Gulford Press.

Crick, N. R., & Grotpeter, J. K. (1995). Relational aggression, gender and social-

    psychological adjustment. *Child Development*, *66*, 710-722.

Dake, J. A., Price, J. H., Telljohann, S. K., & Funk, J. B. (2003). Teacher perceptions

    and practices regarding school bullying prevention. *Journal of School*

    Health, *73*(9), 347-355.

Daily Express. (2009). *Student, 15, victim of bullies again at SMK Kinarut.* Retrieved

    Mac 2, 2009, from http://www.dailyexpress.com.my/local.cfm

Dancey, C. P., & Reidy, J. (2004). *Statistics without maths for psychology.* Harlow,

    England: Prentice Hall.

Dawkins, J. (1995). Bullying in schools: Doctors' responsibilities. *British Medical*

    Journal, *310*(6975), 274-275.

De Forest, P. A., & Hughes, J. N. (1992). Effect of teacher involvement and teacher

    self-efficacy on ratings of consultant effectiveness and intervention

    acceptability. *Journal of Educational & Psychological Consultation*, *3*, 301-

    316.

 Delta Kappa International. Retrieved Mac 18, 2007, from

    http://www.pdkintl.org/whatis/ff12bully.htm.

Dembo, M. H., & Gibson, S. (1985). Teachers' sense of efficacy: An important factor in school improvement. *Elementary School Journal*, *86*, 173-184.

DeVoe, J. F., Peter, K., Kaufman, P., Miller, A., Noonan, M., Snyder, T. D., & Baum, K. (2004). *Indicators of School Crime and Safety: 2004* (NCES 2005–002/NCJ 205290). U.S. Departments of Education and Justice. Washington, DC: U.S. Government Printing Office.

Dietz, B. (1994). *Effects on subsequent heterosexual shyness and depression of peer victimization at school.* Paper presented at International Conference on Peer Relations, University of South Australia, Adelaide.

Dodge, K. A., Coie, J. D., Pettit, G. S., & Price, J. M. (1990). Peer status and aggression in boys groups. Developmental and contextual analyses. *Child Development*, *61,* 1289-1309.

Duncan, N. (1999). *Sexual bullying: Gender conflict and pupil culture in secondary schools.* London and New York: Routledge.

Elliot, D. S.m Hamburg, B., & Williams, K. R. (1998). Violence in American schools: an overview. In: D. S. Elliot, B. A. Hamburg, & K. R. Williams (Eds.) *Violence in American schools.* Cambridge: Cambridge University Press, 3-28.

Ellis, A. A., & Shute, R. (2007). Teacher responses to bullying in relation to moral orientation and seriousness of bullying. *British Journal of Educational Psychology*, *77*, 649-663.

Emmer, E., & Hickman, J. (1991). *Teacher decision making as a function of efficacy, attribution, and reasoned action.* Paper presented at the annual meeting of the American Educational Research Association, Boston, MA.

Emmer, E., & Hickman, J. (1991). Teacher efficacy in classroom management and discipline. *Educational & Psychological Measurement*, *51*, 755-765.

Enochs, L. G., & Riggs, I. M. (1990). Further development of an elementary science teaching efficacy beliefs instrument: a preservice elementary scale. *School Science and Mathematics*, *90*, 695-706.

Eron, L. D., & Huesmann, L. R. (1984). The control of aggressive behavior by changes in attitudes, values, and the conditions of learning. In: R. J. Blanchard, & D.C. Blanchard (Eds.), *Advances in the study of aggression* (pp.139-171). Orlando, FL: Academic.

Eron, L. D., Huesmann, L. R., Dubow, E., Romanoff, R., & Yarmel, P. W. (1987). Aggression and its correlates over 22 years. In: D. H. Crowell, & I. M. Evans, (Eds.), *Childhood aggression and violence: Sources of influence, prevention, and control* (pp. 249-262). New York: Plenum.

Eslea, M., & Smith, P. K. (1996). *If anybody bites you, bite them back! Parent and pupil attitudes towards bullying in primary schools.* Paper presented at the 14th meeting of the ISSBD, Quebec, August.

Espelage, D. L., & Swearer S. M. (2003). Research on school bullying and victimization: What have we learned and where do we go from here? *School Psychology Review*, *32*(3), 365-383.

Fairbairn, G. (2002). Suicide and bullying in schools. *New Era in Education*, *83*(2), 34-36.

Faridah Daud. (2004). Masalah buli di kalangan pelajar sekolah di sebuah sekolah menengah di daerah Bentong, Pahang. Unpublished Masters Thesis, (M.ed), Malaya University, Kuala Lumpur.

Farmer, T. W. (2000). Microconceptions of peer rejection and problem behavior: Understanding aggression in students with mild disabilities. *Remedial and Special Education*, *21*, 194-208.

Farrington, D. P. (1991). Childhood aggression and adult violence: Early precursors and

    later outcomes. In: Pepler, D.J. & Rubin, K.H. (Eds), *The development and*

    treatment of childhood aggression (pp. 5-29). Hillsdale, NJ: Erlbaum.

Farrington, D. P. & Ttofi, M. M. (2009). *Effectiveness of programs to reduce school*

    bullying. Systematic Review for: The Campbell Collaboration Crime and

    Justice Group.

Fekkes, M., Pijpers, F. I. M., & Verloove-Vanhorick, S. P. (2005). Bullying: Who does

    what, when , and where? Involvement of children, teachers, and parents, in

    bullying behavior. *Health Education Research*, *20*, 81-91.

Field, A. (2000). *Discovering statistic using SPSS for windows.* London: Sage

    Publications.

Frey, K., Edstrom, L. V. S., & Hirschstein, M. (2005). The Steps to Respect program

    uses a multilevel approach to reduce playground bullying and destructive

    bystander behaviors. In D. L. White, M. K. Faber, & B. C. Glenn (Eds.),

    Proceedings of Persistently Safe Schools 2005, (pp. 47-56). Washington,

    DC: Hamilton Fish Institute, George Washington University.

Ghaith, G., & Yaghi, H. (1997). Relationships among experience, teacher efficacy, and

    attitudes toward the implementation of instructional innovation. *Teaching*

    and Teacher Education, *13*, 451-458.

Gibbs, C. J. (2000). Self-efficacious teachers*:* New directions in the reconstruction of

    teacher education. In: G. Colin (Eds.) *Effective teaching: exercising self-*

    efficacy and thought control of action. Paper presented at the Annual

    Conference of the British Educational Research Association, University of

    Exeter, England, 12-14 September 2002.

Gibson, S., & Dembo, M. H. (1984). Teacher efficacy: A construct validation. *Journal of Educational Psychology*, *76*, 569-582.

Gillis, C. (2006). Cyberbullying is on the rise. Who can stop it? *Maclean's*, *119*(2), 35.

Gilmartin, B. G. (1987). Peer group antecedents of severe love-shyness in males. *Journal of Personality*, *55*, 467-489.

Guskey, T., & Passaro, P. (1994). Teacher efficacy: A study of construct dimensions. *American Educational Research Journal*, *31*(3), 627-643.

Glover, D., Cartwright, N., & Gleeson, D. (1998). *Towards bully-free schools: Interventions in action.* Philadelphia: Open University Press.

Gray, W. A., & Gray, M. M. (November, 1985). Synthesis of research on mentoring beginning teachers. *Educational Leaderships*, 37- 43.

Greenbaum, S. (1988). What can we do about schoolyard bullying?. *Principal*, *67*(2), 21-24.

Greene, M. (2001). *Put downs, insults, bullying: The beginning of the violence continuum.* PowerPoint presentation at the Northwest Regional Educational Laboratory's Education Now and in the Future Conference, Portland, OR.

Greenwood, G. E., Olejnik, S. F., & Parkay, F. W. (1990). Relationships between four teacher efficacy belief patterns and selected teacher characteristics. *Journal of Research & Development in Education*, *23*, 102-106.

Griffiths, C. (1996). *Dealing with bullying.* Kids Help, Milton, Brisbane.

Guskey, T. R., & Passaro, P. D. (1994). Teacher efficacy: A study of construct dimensions. *American Educational Research Journal*, *31*, 627-643.

Guskey, T. R. (1988). Context variables that affect measures of teacher efficacy. *Journal of Educational Research*, *81*(1), 41-47.

Hackett, G., Betz, N. E., O' Halloran, M. S., & Romac, D. S. (1990). Effects of verbal and mathematics task performance on task and career self-efficacy and interest. *Journal of Counseling Psychology*, *37*, 167-177.

Hahady-Wilton, M. M. (1997). *Emotional regulation and display in classroom victims and bullies: Characteristics expressions of affect, coping styles and relevant contextual factors*. Unpublished master's thesis, Queen's University, Kingston, Canada.

Hair, J. F. Jr., Anderson, R. E., Tathum, R. L., & Black, W. C. (1998). *Multivariate data analysis* (5th ed.). Upper Saddle River, NJ: Prentice Hall.

Hanipah, H. (2001). *Peningkatan profesionalisma: Guru pengamal refleksi.* Kuala Lumpur: Teacher Training Division, Ministry of Education Malaysia.

Harris, S., & Willoughby, W. (2003). Teacher perceptions of student bullying behaviors. *ERS Spectrum*, *21*(3), 11-18.

Hattie, J. (1992). *Self-concept.* Hillsdale, NJ: Lawrence Erlbaum Associates.

Haynie, D. L., Nansel, T. R., & Eitel, P. (2001). Bullies, victims, and bully/victims: Distinct groups of youth-at-risk. *Journal of Early Adolescence*, *21*, 29-50.

Hazler, R. J. (1994). Bullying breeds violence. You can stop it!. *Learning*, *22*(6), 38-41.

Hazler, R. J. (1996). *Breaking the cycle of violence: Interventions for bullying and victimization.* Bristol, Pa.: Accelerated Development.

Hazler, R. J. (1997). Bystanders: an overlooked factor in peer-on-peer abuse. *Journal for the Professional counselor*, *11*, 11-21.

Hazler, R. J., Hoover, J. H., & Oliver, R. (1992). What kids say about bullying. *Executive Educator*, *1*(1), 20-22.

Healey, J. (2001). Bullying and youth violence. *Issues in Society*. Volume 154.

Henson, R. K. (2001). Teacher Self-Efficacy: Substantive implications and

    measurement. Paper presented at the annual meeting of the Educational

    Research Exchange, Texas A&M University, College Station, Texas, January.

Hinduja, S, & Patchin, J. W. (2013) Social influences on cyberbullying behaviors

    among middle and high school students. *Journal of Youth and Adolescence,*

    42(5), 711-722.

Hinduja, S. & Patchin, J. W. (2012). *School Climate 2.0*: *Preventing cyber bullying*

    and sexting one classroom at a time. Thousand Oaks, CA : Sage.

Hinkley, J. W., Marsh, H. W., Craven, R. G., Mclnerney, D. M, & Parada, R. (2002).

    Social identity and Navajo high school students : is a strong identity important

    in the school social context? In Lonner, W. J., Dinnel, D. L., Hayes S. A., &

    Sattler (Eds.) *Online Readings in Psychology and Culture*, *3*(5). Retrieved

    August 18, 2007, from http://www.wwu.edu/~culture

Hoover-Dempsey, K. V., Bassler, O. C., & Brissie, J. S. (1987). Parent involvement:

    Contributions to teacher efficacy, school socioeconomic status, and other

    school characteristics. *American Educational Research Journal 24*, 417-435.

Hoover, J. H., Oliver, R., & Hazler, R. J. (1992). Bullying: perceptions of adolescent

    victims in the Midwestern USA. *School Psychology International*, *13*, 5-16.

Hoover, J. H. & Juul, K. (1993). Bullying in Europe and the United States. *Journal of*

    Emotional and Behavioral Problems, *2*(1), 25-29.

Hoover, J. H., & Oliver, R. (1996). *The bullying prevention handbook: A guide for*

    principals, teachers, and counselors. Bloomington, IN : National Educational

    Service.

Hoy, W. K., & Woolfolk, A. E. (1993). Teachers' sense of efficacy and the

    organizational health of schools. *Elementary School Journal 93*(4), 355-372.

Hughes, J. N., Barker, D., Kemeoff, S., & Hart, M. (1993). Problem ownership, causal attributions, and self-efficacy as predictors of teachers' referral decisions. *Journal of Educational & Psychological Consultation*, *4*, 369-384.

Hyman, I., Kay, B., Tabori, A., Weber, M., Mahon, M., & Cohen, I. (2006). Bullying: Theory, research, and interventions. In C. M. Evertson, & C. S. Weinstein (Eds.), *Handbook of classroom management : Research, practice, and contemporary issues* (pp. 855-884). Mahwah, NJ: Erlbaum.

Jones, S. H., & Smith, P. K. (1999). Self-reports of short and long-term effect of bullying on children who stammer. *British Journal of Educational Psychology*, *69*, 141-158.

Juariah Yunus. (2005). Kajian insiden buli di dua buah sekolah menengah di Melaka. Unpublished Masters Thesis, (M.ed), Malaya University, Kuala Lumpur.

Junaidah Abdul Jamil. (1995). Perceived teachers' stress in selected secondary school in Kuala Lumpur. Unpublished Masters Thesis (M.ed). Houstan/IAB Training Program.

Juvonen, J., & Nishina, A. (2000). Peer harassment, psychological adjustment, and school functioning in early adolescence. *Journal of Educational Psychology*, *92*, 349-359.

Juvonen, J., Graham, S., & Schuster, M. A. (2003). Bullying among young adolescents: The strong, the weak, and the troubled. Pediatrics 112: 1231–1237. Retrieved February 28, 2009, from http://www.journal.pone.0001585.htm.

Juvonen, J., & Graham, S. (2004). Research-based interventions on bullying. In C. E. Sanders, & G. D. Phye (Eds.). *Bullying: Implications for the classroom* (pp. 229-255). London: Elsevier.

Kallestad, J. H., & Olweus, D. (2003). Predicting teachers' and schools'

    implementation of the Olweus bullying prevention program: A multilevel

    study. *Prevention and Treatment*, *6*(21).

Kaukiainen, A., Bjorkqvist, K., Lagerspetz, K. M. J., Osterman, K., Salmivalli, C.,

    Forsblom, S., & Ahlbom, A. (1999). The relationships between social

    intelligence, empathy, and three types of aggression. *Aggressive Behavior*,

    25, 81-89.

Kennedy, M.M. (1990). Choosing a goal for professional education. In W.R. Houston

    (Eds.), *Handbook of research on teacher education*. NewYork: Macmillan.

Kenway, J., Willis, S., Blackmore, J., & Rennie, L. (1998). *Answering back.* London

    and New York: Routledge.

Kim, Y. S., & Corn, K. L. (1998). The effects of teachers' charactistics on placement

    recommendations for students with visual impairments. *Journal of Visual*

    Impairment & Blindness, *92*, 491-502.

Kim, Y. S., Leventhal, B. L., Koh, Y. J., & Boyce, W. T. (2009). Bullying increased

    suicide risk: prospective study of Korean adolescents. *Archives of Suicide*

    Research, *13*, 15-30.

King, K. A. (1997). Self-concept and self-esteem: A clarification of term. *Journal of*

    School Health, *67*(2), 68-83. Retrieved June 9, 2008 from INFOTRAC.

Klomek, A. B., Marrocco, F., Kleinman, M., Schonfeld, I. S. & Gould, M. S. (2007).

    Bullying, depression, and suicidality in adolescents. *Journal of the American*

    Academy of Child and Adolescent Psychiatry, *46*, 40-49.

Knobloch, N. A. (2002). *Exploration of effects caused by the first ten weeks of the school year on teacher efficacy of student teachers and novice teachers in agriculture education in Ohio.* Unpublished doctoral dissertation. The Ohio State University, Columbus.

Kochenderfer, B., & Ladd, G. (1996). Peer victimization: Cause and consequence of school maladjustment?. *Child Development*, *67*(1), 1293-1305.

Kochenderfer, B., & Wardrop, J. L. (2003). Chronicity and instability of children's peer victimization experiences as predictors of loneliness and social satisfaction trajectories. *Child Developmental*, *72*, 134-151.

Kruger, L. J. (1997). Social support and self-efficacy in problem solving among teacher assistance teams and school staff. *Journal of Educational Research*, *90*, 164-168.

Kruse, S. D. (1997). Reflective activity in practice: Vignettes of teachers' deliberative work. *Journal of Research and Development in Education*, *31*, 46-60.

Kudva, P. (2002). "It's only ragging" : Bullying in Indian educational institutions. *New Era in Education*, *83*(2), 37-38.

Kui, W. K. (1999). Stress level of teachers and factors that contribute to their job stress. Unpublished Masters Thesis (M.sc), Universiti Malaysia Sarawak (UNIMAS), Sarawak.

Kumpulainen, K., Rasanen, E., & Henttonen, I. (1999). Children involved in bullying: psychological disturbance and the persistence of the involvement. *Child Abuse and Neglect*, *23*(12), 1253-1262.

Lagerspetz, K. M., Bjorqvist, K., & Peltonen, T. (1988). Is indirect aggression more typical of females? Gender differences in aggressiveness in 11 and 12-year old children. *Aggressive Behaviour*, *14*, 403-414.

Lampert, J. B. (1997). 'Voices and visions: adolescent girls' experiences as bullies, target, and bystanders' (Doctoral dissertation, Northern Illinois University, 1997), *Dissertation Abstracts International*, 58, 2986A.

Landrum, T. J., & Kauffman, J. M. (2006). Behavioral approaches to classroom management. In C.M. Evertson & C.S. Weinstein (Eds.), *Handbook of classroom management: Research, practice, and contemporary issues* (pp. 47-71). Mahwah, NJ: Erlbaum.

Lane, D. A. (1989). Violent histories: bullying and criminality. In D. P.Tattum, & D.A. Lane (Eds.), *Bullying in schools.* Stoke-on-Trent: Trentham Books.

Lee, S. S. (1998). *Levels of reflection: A study based on journal written by English option teacher trainees.* Unpublished Research Report funded by Teacher Training Division, Ministry of Education Malaysia.

Lee, V. E., Dedrick, R. F., & Smith, J. B. (1991). The effect of the social organization of schools on teachers' efficacy and satisfaction. *Sociology of Education*, *64*, 190-208.

Leff, S. S., Kupersmidt, J. B., Patterson, C. J., & Power, T. J. (1999). factors influencing teacher identification of peer bullies and victims. *School Psychology Review*, *28*, 505-517.

Leff, S. S., Power, T. J., & Goldstein, A. B. (2004). Outcome measures to assess the effectiveness of bullying-prevention programs in the schools. In D. L. Espelage & S. M. Swearer (Eds.), *Bullying in American schools: A social-ecological perspective on prevention and intervention* (pp. 269- 293)*. Mahwah: NJ: Erlbaum.

Lent, R. W., Lopez, F. G., Brown, S. D., Gore, P. A. (1996). Latent structure of the sources ofmathematics self-efficacy. *Journal of Vocational Behavior*, *49*, 292-308.

Li, X. (2000). *Effects of early field experience on pre-service elementary teachers' efficacy beliefs.* Unpublished doctoral dissertation. Indiana University of Pennsylvania, PA.

Lin, H., & Gorrell, J. (1998). Preservice teachers' efficacy beliefs in Taiwan. *Journal of Research & Development in Education*, *32*, 17-25.

Lochman, J. E. (1992). Cognitive behavioral intervention with aggressive boys: three-year follow up and prevention effects. *Journal of Consulting and Clinical Psychology*, *60*(1), 426-432.

Locke, E. A., & Latham, G. P. (1990). *A theory of goal setting and task performance.* Englewood Cliffs, NJ: Prentice Hall.

Lopez, F. G.,& Lent, R. W. (1992). Sources of mathematics self-efficacy in high school students. *Career Development Quarterly*, *41*, 3-12.

Mac An Ghaill, M. (1994). *The making of men: Masculinities, sexualities and schooling.* Buckingham: Open University Press.

MacLeod, M., & Morris, S. (1996). *Why me?* London: Childline.

Mahadi bin Hj. Khalid. (2007). Tingkah laku buli dalam kalangan pelajar sekolah menengah agama di Sarawak. Seminar presented at Seminar Penyelidikan Pendidikan Institut Perguruan Batu Lintang, Kuching, Sarawak.

Marsh, H. W., Parada, R. H., Craven, R. G., & Finger. L. (2004). In the looking glass: A reciprocal effect model elucidating the complex nature of bullying, psychological determinants, and the central role of self-concept. . In C. E. Sanders, & G. D. Phye (Eds.), *Bullying: Implications for the classroom* (pp. 63-109). London: Elsevier.

Matsui, T., Tsuzuki, Y., Kakuyama, T., & Onglatco, M. L. (1996). Long term outcomes of early victimization by peers among Japanese male university students: Models of a vicious cycle. *Psychological Reports*, *79*, 711-720.

McCarthy, T. G. (1997). Bullies and their victims: The killing ground. In: Ma, X., Stewin, L. L., & Mah, D. L. (2001). Bullying in school: nature, effects and remedies. *Research Papres in Education*, *16*(3), 247-270.

McDonald, G. (2010). *Cyber-bullying defies traditional stereotype: Girls are more likely than boys to engage in this new trend, research suggests.* In Wikipedia. Retrieved September 1, 2010 from http://ww2.fairfaxtimes.com/cmc/story.php?id=2078

McDonald, T., & Siegall, M. (1993). The effects of technological self-efficacy and job focus on job performance, attitudes, and withdrawal behaviors. *Journal of Psychology*, *5*, 465-475.

McKinney, M., Sexton, T., & Meyerson, M. J. (1999). Validating the efficacy-based change model. *Teaching and Teacher Education*, *15*, 471-485.

McLaughlin, M. W., & Marsh, D. D. (1978). Staff development and school change. *Teachers College Record*, *80*, 70-94.

McTaggert, M. (1995). Signposts on the road to hell. *Times Educational Supplement*, *5*, 1-3.

Meijer, D., & Foster, S. (1988). The effect of teacher self-efficacy on referral chance. *Journal of Special Education*, *22*, 378-385.

Mendoza, D. L., & Ramirez, J. M. (1985). Ethological observations of aggressive and coersive behaviours during play hours, *Aggressive Behavior*, *11*(1), 303-315.

Menesini, E., Fonzi, A., & Genta, M. L. (1996). *Bullying behaviour and attitudes among Italian school children.* Paper presented at the European Congress on Educational Research (ECER), Seville, September.

Meraviglia, M. G., Becker, H., Rosenbluth, B., Sanchez, E., & Robertson, T. (2003). The Expect Respect project: Creating a positive elementary school climate. *Journal of Interpersonal Violence*, *18*, 1347-1360.

Merrett, F., & Wheldall, K. (1993). How do teachers learn to manage classroom behaviour? A study of teachers' opinions about their initial training with special reference to classroom behaviour management. *Educational Studies*, *19*(1), 91- 106.

Midgely, C., Feldlaufer, H., & Eccles, J. S. (1989). Change in teacher efficacy and student self- and task-related beliefs in mathematics during the transition to junior high school. *Journal of Educational Psychology*, *81* (2), 247-258.

Milner, H. R., & Woolfolk Hoy, A. (2003). A case study of an African American teacher's self-efficacy, stereotype threat, and persistence. *Teaching and Teacher Education*, *19*, 263-276.

Mokhtar Ahmad. (1998). Tekanan kerja di kalangan guru sekolah menengah: satu kajian di daerah Kulim, Bandar Baharu, Kedah darul Aman. Unpublished Masters Thesis (M.sc), Universiti Malaysia Sarawak (UNIMAS), Sarawak.

Morita, Y., Soeda, H. Soeda, K., & Taki, M. (1999). Japan. In: P.K. Smith, Y. Morita, J.

Junger-Tas, D. Olweus, R. Catalano, & P. Slee (Eds.) *The nature of school*

bullying: a cross-national perspective. New York: Routledge, 309-323.

Murakami, Y. (1995). Bullies in the classroom. *Japan Quarterly*, *32*, *407-409.*

Nansel, T. R., Haynie, D. L., & Simons-Morton. (2003). The association of bullying and

victimization with middle school adjustment. In M. J. Elias, & J. E. Zins (Eds.),

Bullying, peer harassment, and victimization in the schools: The next

generation of prevention (pp. 45-61). NY: Haworth Press.

Nansel, T. R., Overpeck, M., Pilla R. S., Ruan, W. J., Simons-Morton, B., & Scheidt, P.

(2001). Bullying behaviors among U. S. youth. *The Journal of the American*

Medical Association 285: 2094-2100.

Naylor, P., Cowei, H., Cossins, F., de Bcttencourt, R., & Lemme, F. (2006). Teachers'

and pupils' definitions of bullying. *British Journal of Educational Psychology*,

76, 553-576.

New Straits Times. (2009). *Education boss, but last to know of bullying incident*.

Retrieved March, 4, 2009, from http://www.nst.com.my/Current_News/NST/

Section/index_html?mysec=National

New Straits Times. (2009). *Seniors gang up on boy*. Retrieved

March, 4, 2009, from http://www.nst.com.my/Current_News/NST/

Section/index_html?mysec=National

Newman, R. S., & Murray, B. J. (2005). How students and teachers view the

seriousness of peer harassment: When is it appropriate to seek help? *Journal*

of Educational Psychology, *97*, 347-365.

Newman, R. S., & Murray, B. J., & Lussier, C. (2001). Confrontation with aggressive peers at school: Students' reluctance to seek help from the teacher. *Journal of Educational Psychology*, *93*(2), 398-410.

Nicolaides, S., Toda, Y., & Smith, P. K. (2002). Knowledge and attitudes about school bullying in trainee teachers. *British Journal of Educational Psychology*, *72*, 105-118.

Noran Fauziah Yaakub.(2001). *Bullying among Malaysian Elementary school children*. *7*, 1-2. Retrieved March 3, 2009, from http://www.mahdzan.com/papers/bully/bully.asp

Okoli, Enuma, C., Ettu, & Ucheoma, T. (2012). Effects of treatments on attitude to and involvement in bullying among senior secondary students in Owerri, Nigeria. *Journal of Rducational Review, 5*(2), 81.

Oliver, R. L., Young, T. A., & Lasalle, S. M. (1994). Early lessons in bullying and victimization: The help and hindrance of children's literature. *School Counselor*, *42*, 137-146.

Olweus, D. (1978). *Aggression in the schools: Bullies and whipping boys.* Washington, DC: Hemisphere.

Olweus, D. (1991a). Bully/victim problems among school children: Basic facts and effects of a school based intervention program. In: D. J. Pepler, & K. H. Rubin (Eds.) *The development and treatment of childhood aggression.* Hillsdale, NJ: Erlbaum, 411-148.

Olweus, D. (1991b). *Victimization among school children*. In R. Baenniger, Target of violence and aggression. Amsterdam: North-Holland.

Olweus, D. (1993a). *Bullying in Schools: What We Know and What We Can Do*. Cambridge, MA: Blackwell.

Olweus, D. (1993b). Victimization by peers: Antecedents and long-term outcomes. In

    K.H. Rubin, & J. B. Asendrof (Eds.) *Social withdrawal, inhibition, and shyness*

    in childhood. London: Erlbaum, 315-341.

Olweus, D. (1994). Annotation: bullying at school: basic facts and effects of a school

    based intervention program. *Journal of Child Psychology and Psychiatry*,

    35(1), 1171-1190.

Olweus, D. (1996). Bully/victim problems at school: facts and effective intervention.

    Journal of Emotional and Behavioral Problems, *5*, 15-22.

Ormrod, J. E. (2008). *Educational psychology* (6th ed.). Upper Saddle River, NJ:

    Merrill/Prentice Hall.

Pajares, F. (1992). Teachers' beliefs and educational research: Cleaning up a messy

    construct. *Review of Educational Research*, *62*, 307-332.

Pajares, F. (1996a). *Current directions in self research: Self-efficacy.* Paper presented

    at the Annual Meeting of the American Educational Research Association,

    New York. Retrieved August, 18, 2008,

    from http://www.emory.edu/EDUCATION/mfp

Pajares, F. (1996b). Self-efficacy beliefs in academic setting. *Review of Educational*

    Research, *66*(4), 543-578.

Pajares, F. (2001). *Overview of self-efficacy.* Retrieved March, 23, 2008, from

    http://www.emory.edu/EDUCATION/mfp

Pajares, F., & Miller, M. D. (1994). Role of self-efficacy and self-concept beliefs in

    Mathematical problem solving: A path analysis. *Journal of Educational*

    Psychology, *86*(2), 193-203.

Pajares, F., & Schunk, D. H. (2001). Self-belief and school success: Self-efficacy, self-concept, And school achievement. In R. Riding & S. Rayner (Eds.), *Perception,* (pp. 239-266). London: Ablex Publishing. Retrieved August, 16, 2008, from http:www.aare.edu/00pap/pha0022htm

Parada, R. (2002). *Beyond bullying secondary schools program: Cpnsultant's handbook.* Publication Unit, Self-concept Enhancement and Learning Facilitation (SELF) Research Cenntre, University of Western Sydney.

Parkay, F. W., Greenwood, G., Olejnik, S., & Proller, N. (1988). A study of the relationships among teacher efficacy, locus of control, and stress. *Journal of Research and Development in Education*, *21*, 13-22.

Paul, J. J., & Cillessen, A. H. N. (2003). Dynamics of peer victimization in early adolescence: Results from a four-year longitudinal study. *Journal of Applied School Psychology*, *19*, 25-43.

Pellegrini, A. D. (2001). The roles of dominance and bullying in the development of early heterosexual relationships. In R. A. Geffner, M. Loring, & C. Young (Eds.), *Bullying behavior: Current issues, research, and interventions* (pp. 63-73). New York: The Haworth Press.

Pellegrini, A. D. (2002). Bullying, victimization, and sexual harassment during the transition to middle school. *Educational Psychologyist*, *37*,151-163.

Pepler, D. (1996). *A peek behind the fence : what we have learned about bullying.* paper presented at the conference " Putting the brakes on violence", York University, Toronto, August.

Pepler, D., Craig, W., Yuile, A., & Connolly, J. (2004). Girls who bully: A

    developmental and relational perspective. In M. Putallaz, & K.L. Bierman

    (Eds.), *Aggression, antisocial behavior, and violence among girls: A*

    development persepective (pp. 90-109). New York: Guilford.

Perry, D. G., Kusel, S. J., & Perry, L. C. (1988). Victims of peer aggression.

    Developmental Psychology, *24*(1), 807-814.

Perry, D. G., Williard, J., & Perry, L. C. (1988). Peers' perceptions of the consequences

    that victimized children provide aggressors. *Child Development*, *61*, 1310-

    1325.

Pintrich, P. R. & De Groot, E. V. (1990). Motivational and self-regulated learning

    components of classroom academic performance. *Journal of Educational*

    Psychology, *82*, 33-40.

Podell, D., & Soodak, L. (1993). Teacher efficacy and bias in special education

    referrals. *Journal of Educational Research*, *86*, 247-253.

Pulkkinen, L., & Pitkanen, T. (1993). Continuities in aggressive behavior from

    childhood to adulthood. *Aggressive Behavior*, *19*(1), 249-263.

Randall, P. (1997). *Adult bullying: Perpetrators and victims.* London:Routledge.

Remboldt, C. (1994). *Violence in schools: The enabling factor.* Minneapolis, MN:

    Johnson Institute.

Rivers, I., & Smith, P. K. (1994). Types of bullying behaviour and their correlates.

    Aggressive Behavior, *20*(1), *359-368.*

Rigby, K., & Slee, P. (1991). Bullying among Australian school children: reported

    behaviour and attitudes to victims. *Journal of Social Psychology*, *22*(1), 1-15.

Rigby, K. (1994). School Bullies. *Independent Teacher*, *April*, 8-9.

Rigby, K. (1995). What schools can do about bullying. *The Professional Reading Guide for Educational Administrators, 17* (1), 1-5. Retrieved August, 8, 2007, from http://ericcass.uncg.edu/virtuallib/bullying/1043.html

Rigby, K. (1996). *Bullying in Australian schools and what to do about it.* Melbourne:ACER.

Rigby, K. (1997a). *.Bullying in Australian schools and what to do about it.* London: Jessica Kingsley.

Rigby, K. (1997b). What children tell us about bullying in schools. *Children Australia*, *22*(2), 28-34.

Rigby, K., & Slee, P. T. (1993). Dimensions of interpersonal relations among Australian school children and their implications for psychological well-being. *Journal of Social Psychology*, *133*(1), 33-42.

Rigby, K., & Slee, P.T. (1999). Suicidal ideation among adolescent school children, involvement in bully-victim problems, and perceived social support. *Suicidal and Life Threatening Behavior*, *29*, 119-130.

Rigby, K. (2000). Sharks of many shapes and colours. *Prime Focus*, *22*, 3-5.

Rigby, K. (2002). *A meta-evaluation of methods and approaches to reducing bullying in preschools and early primary school in Australia.* National Crime Prevention, Canberra: Attorney General's department.

Rigby, K., & Barnes, A. (2002). To tell or not to tell: the victimised student's dilemma. *Youth Studies Australia*, *21*, 33-36.

Rigby, K. (2003). Consequences of bullying in schools. *Canadian Journal of Psychia*try, *48*, 583-590.

Rigby, K. (2004). Bullying in childhood. In P. K. Smith, & C. H. Hart (Eds.), *Blackwell*

   handbook of childhood social development (pp. 549-568). Malden, MA:

   Blackwell.

Rigby, K. (2008). *Children and bullying. How parents and educators can reduce bullying*

   at school. Boston: Blackwell/Wiley.

Rigby, K. & Slee, P. T. (2008) Interventions to reduce bullying. *International Journal*

   of Adolescent Medicine and Health, *20*, 165-83.

Rigby, K. (2010). *Bullying interventions: Six basic methods*. Camberwell: ACER.

Rigby, K. & Thomas, E.B. (2010) *How schools counter bullying: policies and*

   procedures in selected Australian schools (Revised edition). Camberwell:

   ACER.

Rigby, K. (2011). What can schools do about cases of bullying? *Pastoral Care in*

   Education., 29, 4, 273 -285.

Rigby, K., & Smith, P.K. (2011). Is school bullying really on the rise? *Social*

   Psychology of Education. 14, 4, 441-455.

Rigby, K. (2012) Bullying in Schools: Addressing Desires, Not Only Behaviours.

   Educational Psychology Review, 24, 339-348.

Rodkin, E., & Galloway, D. (2002). Classroom influences on bullying. *Educational*

   Research, *44*, 299-312.

Rodkin, P. C., & Hodges, E. V. (2003). Bullies and victim in the peer ecology: Four

   questions for psychologists and school professionals. *School Psychology*

   Review, *32*, 384-400.

Roeser, R. W., Marachi, R., & Gehlbach, H. (2002). A goal theory perspective on

    teachers' professional identities and the contexts of teaching. In C. Midgley

    (Ed.), *Goals, goal structures, and patterns of adaptive learning* (pp. 205-241).

    Mahwah, NJ: Erlbaum.

Rohrbach, L. A., Graham, J. W., & Hansen, W. B. (1993). Diffusion of a school-based

    substance abuse prevention program: Predictors of program implementation.

    Preventative Medicine:An International Devoted to Practice & Theory, *22*,

    237-260.

Roland, E. (2000). Bullying in school: Three national innovations in Norwegian

    schools in 15 years. *Aggressive Behavior*, *26*(1), 135-143.

Rosna, A. H. (1999). *The effects of state and trait worry, self-efficacy and effort on*

    statistic achievement of Malay and Chinese undergraduates in Malaysia: A

    causal modeling approach. Unpublished doctoral dissertation. University of

    Southern California, CA.

Ross, D. D. (1990). Programmatic structures for the preparation of reflective teachers.

    In R. T. Clift, W. R. Houston & M. C. Pugach (Eds.). *Encouraging*

    reflective practice in education: An analysis of issues and programs, (pp. 97-

    117). New York: Teachers College Press.

Ross, J. A. (1992). Teacher efficacy and the effects of coaching on student achievement.

    Canadian Journal of Education, *17*, 51-65.

Ross, J. A. (1994). The impact of an inservice to promote cooperative learning on the

    stability of teacher efficacy. *Teaching & Teacher Education*, *10*, 381-394.

Saklofske, D. H., Michayluk, J. O, & Randhawa, B. S. (1988). Teachers' efficacy and

    teaching behaviors. *Psychological Reports*, *63*, 407-414.

Salmivalli, C., Lagerspetz, K., Bjorkqvist, K., Osterman, K., & Kaukiainen, A. (1996). Bullying as a group process: participant roles and their relations to social status within the group. *Aggressive Behavior*, *22*, 1-15.

Salmivalli, C., Huttunen, A., & Lagerspetz, M. J. (1997). Peer networks and bullying in schools. *Scandinavian Journal of Psychology*, *38*, 305-312.

Salmivalli, C., & Voeten, M. (2004). Connection between attitudes, group norms, and behavior in bullying situations. *International Journal of Behavioral Development*, *28*, 246-258.

Samples, F. L. (2004). Evaluating curriculum-based intervention programs: An examination of preschool, primary, and elementary school intervention programs. In C. E. Sanders, & G. D. Phye (Eds.). *Bullying: Implications for the classroom* (pp. 203-227). London: Elsevier.

Schafer, M., Korn, S., Brodbeck, F. C., Wolke, D. & Schulz, H. (2005). Bullying roles in changing contexts: The stability of victim and bully roles from primary to secondary school. *International Journal of Behavioral Development*, *29*,323-335.

Schoon, K. J., & Boone, W. J. (1998). Self-efficacy and alternative conceptions of science of preservice elementary teachers. *Science Education*, *82*, 553-568.

Schunk, D. H. (1990). Goal setting and self-efficacy during self-regulated learning. *Educational Psychologist*, *25*(1), 71-86.

Schunk, D. H., & Zimmerman, B. J. (1989). *Self-regulated learning and academic achievement: Theory, research and practice.* New York: Springer-Verlag.

Schuster, B. (1996). Rejection, exclusion, and harassment at work and in school: an intergration of result from research on mobbing, bullying and peer rejection. *European Psychologist*, *1*(1), 293-317.

Schwartz, D. (1993). *Antecedents of aggression and peer victimization.* Paper presented

    at Conference for Research in Child Development, New Orleans, La., USA,

    March.

Schwartz, D., Dodge, K. A., & Coie, J. D. (1993). The emergence of chronic peer

    victimization in boys' play groups. *Child Development*, *64*, 1755-1772.

Sciutto, M. J., Terjesen, M. D., & Bender Frank, A. S. (2000). Teachers' knowledge and

    misperceptions of Attention-Deficit/Hyperactivity Disorder. *Psychology in the*

    Schools, *37*, 115-122.

Shariff, S. (2005). Cyber-dilemmas in the new millennium. *McGill Journal of*

    Education, 40(3), 467-487.

Siann, S., Callaghan, M., Glissov, P., Lockhart, R., & Rawson, L. (1994). Bullying:

    teachers' views and school effects. *Educational Studies*, *19*(3), 307-321.

Skiba, R., & Fontanini, A. (2000). *Fast facts: Bullying prevention.* Bloomington, IN:

    Phi Delta Kappa International. Retrieved August, 18, 2007, from

    http://www.pdkintl.org/whatis/ff12bully.htm

Shakoor, S., Jaffee, S. R., Bowes, L., Quellet-Morin, I., Andreou, P., Happe, F.,

    Moffitt, T., & Arseneault, L. (2012). A prospective longitudinal study of

    children's theory of mind and adolescent involvement in bullying. *Journal of*

    Child Psychology and Psychiatry, 53(3), 254-261

Slee, P. T., & Rigby, K. (1993). The relationship of Eysenck's personality factors and

    self-esteem to bully/victim behaviour in Australian school boys. *Personality*

    and Individual Differences, *14*, 371-373.

Slee, P. T. & Rigby, K. (1994). Peer victimization at school. *Australian Journal of*

    Early Childhood, *19*, 3-10.

Slee, P. T. (1994). Situational and interpersonal correlates of anxiety associated with

    peer victimization. *Child Psychology and Human Development*, *25*(1), 97-107.

    Smilansky, J. (1984). External and internal correlates of teachers' satisfaction

    and willingness to report stress. *British Journal of Educational Psychology*,

    54(1), 84-92.

Smith, A. (2002, September). Bullying at school: secondary students' experiences of

    bullying at school and their suggestions for dealing with it. *Youth Studies*

    Australia, Retrieved January, 12, 2007, from

    http//www.aare.edu.au/05pap/hea05443.pdf

Smith, P. K., & Thompson, D. (1991). *Practical Approaches to Bullying.* London:

    David Fulton.

Smith, P. K., Boulton, M. J., & Cowie, H. (1993). The impact of cooperative group

    work on ethnic relations in middle school. *School Psychology International*,

    14, 21-42.

Smith, P. K., Morita, Y., Junger-Tas, J., Olweus, D., Catalano, R. F., & Slee, P. (Eds.).

    (1999). *The nature of school bullying: A cross-national perspective*. London:

    Routledge.

Smith, P. K., & Sharp, S. (1994). The problem of school bullying. In: P. K. Smith, & S.

    Sharp (Eds.), *School Bullying: Insights and Perspectives.* London: Routledge.

Smith, P. K., Ananiadou, K., & Cowie, H. (2003). Interventions to reduce school

    bullying. *Canadian Journal of Psychiatry*, *48*, 295-303.

Smith, P. K. (2004) Bullying: recent developments. *Child and Adolescent Mental*

    Health, *9*(3), 98-103.

Smokowski, P.R., & Kopasz, K.H. (2005). Bullying in school: An overview of types, effects, family characteristics, and intervention strategies. *Children & Schools*, *27*(2), 101-10.

Soodak, L., & Podell, D. (1993). Teacher efficacy and student problems as factors in special education referral. *Journal of Special Education*, *12*, 66-81.

Solberg, M. E., Olweus, D., & Endresen, M. (2007). Bullies and victims at school: Are they the same pupils? *British Journal of Educational Psychology*, *77*, 441-464.

Sourander, A., Ronning, J., Brunstein-Klomek, A., Gyllenberg, D., Kumpulainen, K., Niemela, S., Helenius, H., Sillanmaki, L., Ristkari, T., Tamminen, T., Moilanen, I., Piha, J., & Almqvist, F. (2009). Childhood Bullying Behavior and Later Psychiatric Hospital and Psychopharmacologic Treatment: Findings From the Finnish 1981 Birth Cohort Study. *Archives of General Psychiatry*, *66* (9), 1005-1012 .

Stein, M. K., & Wang, M. C. (1988). Teacher development and school improvement: the process of teacher change. *Teaching & Teacher Education*, *4*, 171-187.

Stephens, T. M., & Braun, B. J. (1990). Measures of regular classroom teachers' attitudes toward handicapped children. *Exceptional Children*, *46*, 292-294.

Stevens, V., de Bourdeaudhuij, I., & Van Oost, P. (2001). Anti-bullying interventions at school: Aspects of programme adaptation and critical issues for further programme development. *Health Promotion International*, *16*(2), 155-167.

Stillion, J. M. (1994). Suicide: understanding those considering premature exits. In: I.B. Corless, B. B. Germino, & M. Pittman (Eds.) *Dying, death, and bereavement: Theoretical perspectives and other ways of knowing.* Boston, Mass: Jones and Bartlett, 273-298.

Stockdale, M. S., Hangaduambo, S., Duys, D., Larson, K., & Sarvela, P. D. (2002). Rural elementary students', parents', and techers' perceptions of bullying. *American Journal of Health Behavior*, *26*, 266-277.

Sullivan, K. (2000). *The Anti-Bullying Handbook*. Auckland: New Zealand: Oxford University Press.

Suseela Malakolunthu. (1994). *A study of teachers stress and its correlates*. Unpublished Masters Thesis (M.ed), Malaya University, Kuala Lumpur.

Sutton, J., Smith, P. K., & Swettenham, J. (1999). Bullying and "theory of mind": A critique of the 'social skills deficit' view of anti-social behavior. *Social Development*, *8*(1), 117-127.

Swearer, S. M., Espelage, D. L., Vaillancourt, T., & Hymel, S. (2010). What can be done about school bullying?: Linking research to educational practice. *Educational Researcher, 39*, 38-47.

Swearer, S. M., & Cary, T. (2003). Perceptions and attitudes toward bullying in middle school youth: A developmental examination across the bully/victim continuum. In M. J. Elias, & J. E. Zins (Eds.) *Bullying, peer harassment, and victimization in the schools: The next generation of prevention* (pp. 63-79). NY: Haworth Press. *the 8th international symposium: Proceedings of a symposium held 21-26 August.*

Tabachnick, B. G., & Fidell, L. S. (2000). *Using multivariate statistics.* (4th ed.). Needham Heights, MA: Allyn & Bacon.

Tattum, D. P. (1992). *Bullying a positive response.* Paper given at a seminar on school bullying at the Australia Catholic University, Mitchelton Campus, Brisbane.

The Star. (2006). *All out to check bullying*. Retrieved March, 3, 2009, from http://www.corpun.com/archin06.htm

Ting, L., Sanders, S., & Smith, P. L. (2002). The teachers' reactions to school violence

    scale: Psychometric properties and scale development. *Educational and*

    Psychological Measurement, *62*(6), 1006-1019.

Tomada, G., & Schneider, B. H. (1997). Relational aggression, gender, and peer

    acceptance: invariance across culture, stability over time, and concordance

    among informants. *Developmental Psychology*, *33*, 601-609.

Trentham, L., Silvern, S., & Brogdon, R., (1985). Teacher efficacy and teacher

    competency ratings. *Psychology in the Schools*, *22*(3), 343-352.

Troy, M., & Sroufe, L. A. (1987). Victimization among preschoolers: Role of

    attachment relationship history. *Journal of the American Academy of Child*

    and Adolescent Psychiatry, *26*(1), 166-172.

Tschannen-Moran, M., Woolfolk Hoy, A., & Hoy, W. K. (1998). Teacher efficacy: Its

    meaning and measure. *Review of Educational Research*, *68*, 202-248.

Tschannen-Moran, M., & Woolfolk Hoy, A. (2001). Teacher efficacy: Capturing an

    elusive construct. *Teaching and Teacher Education*, *17*(7), 783-805.

Tschannen-Moran, M., & Woolfolk Hoy, A. (April 2, 2002). *The influence of resources*

    and support on teachers' efficacy beliefs. Paper presented at the annual

    meeting of the American Educational Research Association, New Orleans,

    LA. Retrieved Disember 23, 2008 from

    http://www.emory.edu/EDUCATION/mfp.

Tuckman, B. W., & Sexton, T. L. (1990). The relationship between self-beliefs and self-

    regulated performance. *Journal of Social Behavior and Personality*, *5*, 465-

    472.

Twemlow, S. W., Fonagy, P., Sacco, F. C., Gies, M. L., Evans, R., & Ewbank, R. (2001). Creating a peaceful school learning environment: A controlled study of an elementary school intervention to reduce violence. *American Journal of Psychiatry*, *158*, 808-810.

Underwood, M. K. (2002). Sticks and stones and social exclusion: Aggression among girls and boys. In P.K. Smith, & C.H. Hart (Eds.), *Blackwell handbook of childhood social development*, pg. 533-548. Oxford: Blackwell.

UNICEF Malaysia. (2007). *Fighting the bullies with education and skills.* Retrieved January, 18, 2009, from http://www.unicef.org/malaysia/reallives.html

Unnever, J., & Cornell, D. (2004). *Middle school victims of bullying*: Who reports. Vaillancourt, T., Hymel, S., & McDougall, P. (2003). Bullying is power: Implications for schoolbased intervention strategies. *Journal of Applied Social Psychology*, *19*,157-176.

Van der Wal, M. F., de Wit, C. A. M., & Hirasing, R. A. (2003). Psychosocial health among young victims and offenders of direct and indirect bullying. *Pediatrics*, *111*, 1312-1317.

Vanek, E. P., Snyder, C. W., Hull, A. L., & Hekelman, F. P. (1996). The relationship between teachers' confidence and use of clinical teaching skills in ambulatory care settings. *Teaching & Learning in Medicine*, *8*, 137-141.

Vernberg, E. M. & Gamm, B. K. (2003). Resistance to violence prevention interventions   in schools: Barriers and solutions. *Journal of Applied Psychoanalytic Studies*, *5*(2), 125-138.

Whitted, K.S., & Dupper, D.R. (2005). Best practices for preventing or reducing bullying in schools. *Children & Schools*, *27*(1), 167-173.

Whitney, I. & Smith, P. K. (1993). A survey of the nature and extent of bullying in

    junior/middle and secondary schools. *Educational Research*, *35*(1), 3-25.

Wigfield, A., Eccles, J. S., & Pintrich, P. R. (1996). Development between the age of 11

    and 25. In D.C. Berliner & R. C. Calfee (Eds.) *Handbook of educational*

    psychology, (pp. 148-185). New York: Simon & Schuster macmillan.

Willard, N. (2006). Flame Retardant. *School Library Journal. 52*(4), 55-56.

Williams, K., & Kennedy, J. H. (2012) Bullying behaviors and attachment styles.

    North American Journal of Psychology, 14(2), 321-338.

Winters, D. L. (1997). levels of violence in Pennsylvania public schools and efforts to

    control and prevent violence (Doctoral dissertation, Temple University, 1997),

    Dissertation Abstracts International, 58, 2020A.

Wong, K. W., Chong, L. K., Low, S. K., Tan, A. L., & Salmiyah, M. (October, 4,

    2000). *Penulisan jurnal kea rah pembentukan guru pelatih yang reflektif:*

    Satu kajian kes di kalangan guru pelatih maktab perguruan. Paper presented

    at the National Seminar for Research and Development in Education,

    Teacher Training Division, Ministry of Education Malaysia, Kuala Lumpur.

Woolfook Hoy, A. (April, 28, 2000). *Changes in teacher efficacy during the early*

    years of teaching. Paper presented at the annual meeting of the American

    Educational Research Association, New Orleans, LA. Retrieved December,

    23, 2008, from htp://www.emory.edu/EDUCATION/mfp

Woolfolk, A. E., Rosoff, B., & Hoy, W. K. (1990). Teachers' sense of efficacy and

    their beliefs about managing students. *Teaching & Teacher Education*, *6*, 137-

    148.

Woolfolk, A. E., & Hoy, W. K. (1990). Prospective teachers' sense of efficacy and

    beliefs about control. *Journal of Educational Psychology*, *82*, 81-91.

Yinger, R., & Clark, C. (1981). *Reflective journal writing: Theory ad practice.* (Occasional paper No.50). East Lansing, MI: Institute for Research on Teaching.

Yoon, J. S. (2004). Predicting teacher interventions in bullying situations. *Education and Treatment of Children*, *27*(1), 37-45.

Zeidner, M. (1988). The relative severity of common classroom management strategies: The student's perspective. *British Journal of Educational Psychology*, *58*, 69-77.

Zeldin, A. L. (2000). *Sources and effects of the self-efficacy beliefs of men with careers in Mathematics, Science, and Technology.* Unpublished doctoral dissertation, Emory University, Atlanta, GA.

Zimmerman, B. J. (1996, April). *Measuring and mis-measuring academic self-efficacy:Dimensions, problems and misconceptions.* Symposium presented at the Annual Meeting of the America Educational Research Association, New York.

Zimmerman, B. J. (1994). Dimensions of academic self-regulation: A conceptual framework for education. In D. H. Schunk & B. J. Zimmerman (Eds.). *Self-regulation of learning and performance: Issues and educational implications*, (pp. 3 – 21). Hillsdale, NJ: Lawrence Erlbaum Associates Inc.

Zimmerman, B. J., & Martinez-Pons, M. (1990). Students differences in self-regulated learning: Relating grade, sex, and giftedness to self-efficacy and strategy use. *Journal of Educational Psychology*, *82*(1), 51-59.

PRELIMINARY DATA COLLECTION FOR:
"TEACHERS' SELF-EFFICACY IN DEALING WITH BULLYING AMONG SECONDARY SCHOOL STUDENTS"

A THOUGHT-LISTING QUESTIONNAIRE

Dear Teachers,

In order to gain a better understanding on the sources of influence on teacher self-efficacy regarding dealing with bullying cases in secondary school, this thought listing questionnaire is very important to gather teachers opinion/view or relevant information. All the information given by teachers will only be used as references or ideas in order to assist the researcher to develop an instrument regarding source of influence on teacher self-efficacy when they deal with bullying cases in secondary school.

Please give your generous support and cooperation and think about each question carefully as well as indicate your opinion or view in the space provided. Your opinion or your responses are **confidential** and will not be associated with you personally. Should you have any queries regarding the questions, please ask the researcher for assistance.

Thank you very much and God Blessed

Lee Jun Choi,
Fakulti Pendidikan,
Universiti Malaya, Kuala Lumpur.

Sources of Influence on Teacher Self-Efficacy Regarding Dealing With Bullying

1. At different stages of your life, you may have received some words of support and

encouragement with regard to dealing with bullying cases in school.

Can you name three important persons whereby their words of support and encouragement made a difference for you to become a confident teacher when dealing with bullying cases in your school?	Please circle where appropriate 1 (Moderately Strong influence) 2 (Strong Influence) 3 (Very Strong Influence)		
During your schooling years (secondary school)			
(i)	1	2	3
(ii)	1	2	3
(iii)	1	2	3
During your teaching practice			
(i)	1	2	3
(ii)	1	2	3
(iii)	1	2	3
During your teaching term/working time			
(i)	1	2	3
(ii)	1	2	3
(iii)	1	2	3

2. Positive role models

Can you name three persons whom you admire and inspired you to become a responsible and dedicated teacher ?	Please circle where appropriate 1(Moderately Strong influence) 2 (Strong Influence) 3 (Very Strong Influence)
(i)	1 2 3
(ii)	1 2 3
(iii)	1 2 3

3. Environmental Factor

Can you describe the type of environment (school climate, norms, communication) in your workplace or in the school that you have served/posted, that you perceived to have supported you in order to deal or handling any bullying case?	Please circle where appropriate 1(Moderately Strong influence) 2 (Strong Influence) 3(Very Strong Influence)
(i)	1 2 3
(ii)	1 2 3
(iii)	1 2 3
(iv)	1 2 3

4. Direct experience refers to your personal involvement/experience/contributions in engaging in bullying cases or incidents associated to students and your ability to deal with it.

Please list down your direct experiences that you perceived as have helped enhanced your confidence as well as your ability in dealing with bullying cases in secondary school.	Please circle where appropriate 1(Moderately Strong influence) 2 (Strong Influence) 3 (Very Strong Influence)		
(i)	1	2	3
(ii)	1	2	3
(iii)	1	2	3
(iv)	1	2	3
(v)	1	2	3

5.

How would you describe your feeling or your emotional state in the situations noted below?	Please circle where appropriate 1(Moderately Strong influence) 2 (Strong Influence) 3 (Very Strong Influence)
(i) When you saw or noticed that bullying incident is happening among your students. _____	1 2 3
(ii) When you knew a student being bullied badly or seriously. _____	1 2 3
(iii) When you're asked to handle a bullying case in your school. _____	1 2 3
(iv) When handling difficult students whom engaging in bullying case? _____	1 2 3
(v) Is there any other bullying incidents/ situations that affected you emotionally? If there are, please describe. _____ _____ _____ _____ _____	

6.

In your opinion, what are the characteristics that a teacher should have in order to deal with bullying case in secondary school, successfully?	For each characteristic listed please circle the scale that best describe you. 1 (Not true of me) 2 (True of me) 3 (Very true of me)		
(i)	1	2	3
(ii)	1	2	3
(iii)	1	2	3
(iv)	1	2	3
(v)	1	2	3

Summary of Results from the Thought-Listing Questionnaire

Question 1	Verbal Persuasion		
	Levels	Counts	Total
Close or best friends	1 2 3	16 10 24	50
Teachers	1 2 3	3 6 2	11
Guidance and Counseling teachers	1 2 3	3 16 18	37
Lecturers	1 2 3	24 6 5	35
Course mates	1 2 3	10 18 20	48
Colleagues	1 2 3	3 8 15	26
School Administrators	1 2 3	12 12 19	43
Others	1 2 3	2 4 6	12

Level 1   Moderately Strong Influence

Level 2   Strong Influence

Level 3   Very Strong Influence

Question 2	Vicarious		
	Levels	Counts	Total
Close friends	1 2 3	7 18 5	30
Teachers	1 2 3	7 17 22	46
Guidance and Counseling teachers	1 2 3	 10 22	32
Lecturers	1 2 3	2 15 15	32
Course mates	1 2 3	2 16 7	25
Colleagues	1 2 3	7 18 7	32
School Administrators	1 2 3	6 4 2	12
Others	1 2 3	2 2 2	6

Level 1   Moderately Strong Influence

Level 2   Strong Influence

Level 3   Very Strong Influence

Question 3	Contextual Influence		
	Levels	Counts	Total
Two way communications among colleagues	1 2 3	7 8 18	23
Approachable school administrators	1 2 3	2 10 3	15
Friendly and helpful colleagues	1 2 3	5 5 30	40
Helpful teachers	1 2 3	2 13 18	33
Committed and efficient administrators	1 2 3	2 15 20	37
Safe and comfortable environment	1 2 3	3 18 9	30
Students who are responsible, dedicated and kind	1 2 3	11 6 5	22
Active Parents and Teachers Association	1 2 3	3 6 11	20
Others	1 2 3	2 1 1	4

Level 1   Moderately Strong Influence

Level 2   Strong Influence

Level 3   Very Strong Influence

Question 4	Mastery Experience		
	Levels	Counts	Total
During practicum (as trainee teacher)	1 2 3	5 12 17	 34
Prior handling bullying cases	1 2 3	2 16 28	46
Involvement in handling disciplinary cases (directly)	1 2 3	11 8 29	48
Helping colleagues to deal with bullying cases	1 2 3	9 9 2	20
Involvement in handling disciplinary cases (indirectly)	1 2 3	3 16 16	35

Level 1   Moderately Strong Influence

Level 2   Strong Influence

Level 3   Very String Influence

Question 5		Physiological and Emotional arousal	
	Levels	Counts	Total
Not confident	1 2 3	 17 12	29
Happy	1 2 3	12 10 3	25
Worry	1 2 3	12 18 5	35
Enthusiastic	1 2 3	3 2 5	10
Pressured	1 2 3	1 2 8	11
confused	1 2 3	2 12 8	22
angry/revenge	1 2 3	20 8 19	47
not fair	1 2 3	12 6 6	20
confident	1 2 3	5 7 37	49

Level 1   Moderately Strong Influence

Level 2   Strong Influence

Level 3   Very Strong Influence

Question 6	Characteristics a teacher should have in order to deal with bullying cases successfully		
	Levels	Counts	Total
Brave	1	5	38
	2	16	
	3	17	
Caring	1	10	50
	2	9	
	3	31	
Dedicated	1	7	49
	2	18	
	3	24	
Understanding	1	11	50
	2	8	
	3	31	
Responsible	1	9	50
	2	12	
	3	29	
Committed	1	4	35
	2	23	
	3	8	
Sincere	1	12	22
	2	5	
	3	5	
Know what to do	1	11	42
	2	2	
	3	29	
Patient and reliable	1	3	40
	2	13	
	3	24	

Level 1   Not True of me

Level 2   True of me

Level 3   Very true of me

FRᴜStRAᴛɪᴏɴ HURᴛꜱ

ᴄᴏᴍMItꜱᴜɪᴄɪᴅᴇ ᴋɪʟʟᴛʜᴇᴍ

ʜᴀᴛᴇ ᴅɪᴇ ɴIGHᴛᴍᴀʀᴇ ꜱᴛʀᴇꜱꜱ

STʀᴇSS ʟᴏꜱᴛ HOPE

Nᴏᴛꜰᴀɪʀ ABᴜꜱᴇ ʙʀᴜɪꜱᴇ

ʙʟOᴏD ʜᴜᴍɪʟɪᴀᴛᴇ ʀᴇVᴇNɢᴇ

UNʜᴀᴘᴘʏ LONEʟʏ ꜱᴛᴜᴘɪᴅ

ᴡᴇᴀᴋ NOBᴏᴅʏ ᴄᴀʀᴇ

….. ᴀꜰʀAID RUNᴀᴡᴀʏ
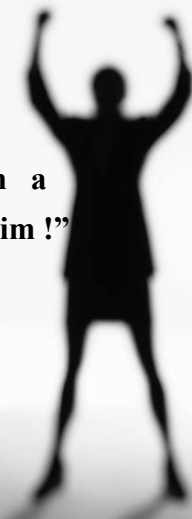
"I'm a victim !"

"TEACHERS' SELF-EFFICACY IN DEALING WITH BULLYING AMONG SECONDARY SCHOOL STUDENTS"

A QUESTIONNAIRE FOR TEACHERS

"TEACHERS' SELF-EFFICACY IN DEALING WITH BULLYING AMONG SECONDARY SCHOOL STUDENTS"

Dear Teachers,

This questionnaire is designed to help the researcher gain a better understanding of the kind of things that are influential in the development of teacher self-efficacy regarding dealing with bullying. Teacher self-efficacy is described as the belief that he/she has the confidence in dealing with bullying cases in secondary school.

This questionnaire consists of three sections:

(a) Sources of Influence on Teacher Self-Efficacy Regarding Dealing With Bullying

(b) Teachers' Sense of Efficacy Scale Regarding Dealing With Bullying in Secondary School

(c) Demographic Information

Please consider each statement/question carefully and indicate your opinion by circling the scale given. Your answers will be treated as to the **strictest confidentiality** and will not be related to you as an individual. Your sincere response is very much appreciated and will serve as important input in order to make this research a success.

Thank you very much and God Blessed.

Lee Jun Choi,
Fakulti Pendidikan,
Universiti Malaya, Kuala Lumpur.

SECTION A

Sources of Influence on Teacher Self-Efficacy Regarding Dealing With Bullying

Directions : Please circle the appropriate scale	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
1. The experiences gained during my practicum training (trainee teacher) has adequately prepared me to face the challenges of dealing with bullying among students in school.	1	2	3	4	5
2. When I was a student, normally most of my friends do not like being bullied and they know what to do whenever they were being bullied and this inspired me.	1	2	3	4	5
3. My family members are proud that I am a teacher and encouraged me to take bullying problem among students, as a serious problem that need to be handled immediately and effectively.	1	2	3	4	5
4. I always have this sense of confidence in approaching and dealing with various problems of bullying cases among students in my school.	1	2	3	4	5
5. Decisions about how to handle bullying cases in my school are usually made by the principal and a small group of teachers.	1	2	3	4	5
6. Dealing with problematic, defiant, rebellious, and stubborn students, who are involved in bullying cases has always been quite a difficult situation for me.	1	2	3	4	5
7. My supervising lecturer (when I was a training teacher) possessed exemplary qualities of a dedicated and responsible teacher, which I would like to emulate or follow.	1	2	3	4	5
8. I have teacher friends who often grieve over or lament about handling problematic students or any disciplinary case created by students, especially bullying among students.	1	2	3	4	5

Directions : Please circle the appropriate scale	Strongly disagree	Disagree	Neutrale	Agree	Strongly agree
9. I have this enthusiastic feeling whenever I deal with bullying cases in school.	1	2	3	4	5
10. My experiences handling several bullying cases in school helped enhance my self-efficacy regarding dealing with bullying.	1	2	3	4	5
11. During my school days (secondary), I received praises from my teacher for informing him/her about bullying incident among my classmates or others students in my school.	1	2	3	4	5
12. My mother is an exemplary "responsible teacher" to me.	1	2	3	4	5
13. I seldom receive words of encouragement from my colleagues whenever I dealt with bullying case which involved my own students.	1	2	3	4	5
14. I usually don't worry about my ability to deal with any bullying case in my school.	1	2	3	4	5
15. There is good communication between staff members and the school administrators which in a way created a comfortable environment for me to be more confident in dealing bullying cases in school.	1	2	3	4	5
16. When I came across a difficult bullying case, I never gave up and dealt with it successfully.	1	2	3	4	5
17. My father is an exemplary "responsible teacher" to me.	1	2	3	4	5
18. My school principal gave sufficient moral support where dealing with bullying in school among students is concerned	1	2	3	4	5
19. I am calm when dealing with difficult or complex bullying case	1	2	3	4	5
20. There are often opportunities to reflect or discuss bullying case with more experienced teachers.	1	2	3	4	5

Directions : Please circle the appropriate scale	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
21. I am proud of the SKT (*Sasaran Kerja Tahunan*) mark that I received for my yearly performance in the school.	1	2	3	4	5
22. There are not many positive role models among the teachers in my school, regarding dealing with bullying case efficiently.	1	2	3	4	5
23. I received "thank you" card and words of appreciation from students especially those who been involved in disciplinary cases that I dealt with.	1	2	3	4	5
24. My mind goes blank and I am unable to think clearly or rationally when dealing with difficult bullying case.	1	2	3	4	5
25. The school administrators and teachers collaborate well in ensuring the school is run effectively and a safe place for students to study.	1	2	3	4	5
26. I have previously received award/recognition due to my outstanding performance especially regarding dealing with problematic students in my school.	1	2	3	4	5
27. There are positive role models within my own family or relatives who are also teacher.	1	2	3	4	5
28. People I know often encourage me to become a responsible and dedicated person especially when dealing with students' problems.	1	2	3	4	5
29. I often feel lonely, left out and being ignored in the staff room even though I'm dealing with serious bullying case.	1	2	3	4	5
30. When I was a student in secondary school, I was usually at ease when facing with bullying incident or when someone wanted to bully me.	1	2	3	4	5

Directions : Please circle the appropriate scale	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
31. My mentor teacher (when I was a training teacher) is a positive role model to me, especially when dealing with disciplinary cases in school.	1	2	3	4	5
32. My parents/spouse are supportive whenever I talked or discuss my problem with them, especially regarding bullying phenomena in my school.	1	2	3	4	5
33. I could easily get along well with other teachers in the school and discuss with them any disciplinary problem among students especially bullying case.	1	2	3	4	5
34. I received positive feedback from my principal or senior assistants regarding my ability in dealing with bullying case among the students in the school.	1	2	3	4	5
35. I do not have sufficient input from the school administrators regarding important decisions that I should take or could affect me, when dealing with bullying case among students.	1	2	3	4	5
36. My experiences dealing with certain bullying cases made me know and understand more about bullying phenomena in school and I feel confidence to deal with it.	1	2	3	4	5
37. There some responsible teachers in my school that would help the victims of bully (e. g helping the victim to achieve greater self-esteem, encourage the victim to show that he or she could not be intimidated etc.) and these teachers are the right role models to follow.	1	2	3	4	5
38. I received positive feedback from my colleagues regarding my ability in dealing with bullying case among the students in the school.	1	2	3	4	5
39. Each time I managed to settle a bullying case, I would feel very proud and happy because I realized that, I have done something good as well as carrying out my responsibility as a teacher.	1	2	3	4	5
40. Most of the parents of my students are always be ready to discuss and suggest ways they could help in order to improve the disciplinary problems in the school	1	2	3	4	5

SECTION B
Teachers' Sense of Efficacy Scale Regarding Dealing With Bullying in Secondary School

OWhen ever bullying takes place in your school, indicate what your stand is about each of the statements below, especially when dealing with the incidents of bullying in your school. Please circle the appropriate scale below

Directions : Please circle the appropriate scale	Nothing	Very Little	Some Influence	Quite A Bit	A great deal
1. How confident are you in controlling bullying behavior in the classroom ?	1	2	3	4	5
2. How much can you do to influence the students to inform you, once bullying incident occurs ?	1	2	3	4	5
3. To what extent can you get the victims of bullies to cope with their frustrations, anxieties, and pain ?	1	2	3	4	5
4. How much can you do to help your students value their dignity?	1	2	3	4	5
5. How much can you do to make the students to overcome their feeling of helplessness following the bullying incident ?	1	2	3	4	5
6. How well can you respond to difficult situation (e. g suicide attempt, depression) involving bullying?	1	2	3	4	5

Directions : Please circle the appropriate scale	Nothing	Very Little	Some Influence	Quite A Bit	A great deal
7. How much can you do to get students to follow school rules ?	1	2	3	4	5
8. How much can you do to calm a student who had been bullied badly ?	1	2	3	4	5
9. How well can you establish a system or a strategy in your classroom to avoid bullying among students ?	1	2	3	4	5
10. How much can you use the variety of strategies in handling bullying cases ?	1	2	3	4	5
11. To what extent can you provide advise or guidance when students are being bullied ?	1	2	3	4	5
12. How much can you do to improve the self esteem of victims of bullying ?	1	2	3	4	5
13. How well can you implement anti-bullying programs in your classroom ?	1	2	3	4	5
14. How much can you do to express strong disapproval of bullying, that students know that you don't condone any kind of harassment or mistreatment of others ?	1	2	3	4	5

Directions : Please circle the appropriate scale	Nothing	Very Little	Some Influence	Quite A Bit	A great deal
15. To what extent can you demonstrates to students that everyone is valued and respected in your classroom ?	1	2	3	4	5
16. How much can you do to make the students trust that, you are the one that they can rely on or talk to especially when they are really sad or depressed when being bullied ?	1	2	3	4	5
17. How much can you do to influence students to dare to express themselves to others that they are also the victims of bullying ?	1	2	3	4	5
18. How much can you do to get students to believe that teachers are the most reliable persons to be informed when bullying incident occurs in school ?	1	2	3	4	5

SECTION C

Demographic Information

Instructions : Please complete the personal information requested on this form by filling the spaces provided or by *tick* (√) against the appropriate option for each item.

Your Job / Position : (i) Senior Assistants: -   Curriculum (GPK 1) ☐

         - Students Affair (GPK HEM) ☐

         - Co-curriculum (GPK KK) ☐

         - Afternoon Supervisor ☐

(ii) Discipline Teacher ☐

(iii) School Counselor ☐

(iv) Academic Teacher ☐

===

Gender : Male ☐   Female ☐

Age   : 24 - 28 ☐   29 - 33 ☐   34 - 38 ☐   39 - 43 ☐

       44 - 48 ☐   49 – 53 ☐   54 - 58 ☐

" Thank you for your patience and co-operation,

Factor Analysis For Sources Of Influence On Teacher Self-Efficacy Scale Regarding Dealing With Bullying in Secondary School

Descriptive Statistics

	Mean	Std. Deviation	Analysis N
SOIQ1	4.7567	.85238	300
SOIQ2	3.9300	.50921	300
SOIQ3	4.5767	.82445	300
SOIQ4	4.5733	.74821	300
SOIQ5	3.0333	.25647	300
SOIQ6	4.7967	.75535	300
SOIQ7	3.8767	.64512	300
SOIQ8	4.5767	.82445	300
SOIQ9	4.5633	.76678	300
SOIQ10	4.7633	.79756	300
SOIQ11	4.8067	.73331	300
SOIQ12	3.9233	.54631	300
SOIQ13	4.5700	.82505	300
SOIQ14	4.5467	.78945	300
SOIQ15	3.0433	.27393	300
SOIQ16	4.8633	.59932	300
SOIQ17	3.9033	.56128	300
SOIQ18	4.5633	.84955	300
SOIQ19	4.5633	.76240	300
SOIQ20	3.0067	.44791	300
SOIQ21	4.8667	.60838	300
SOIQ22	3.9333	.49972	300
SOIQ23	4.5700	.83712	300
SOIQ24	4.4800	.90498	300
SOIQ25	3.0333	.33556	300
SOIQ26	4.7867	.81447	300
SOIQ27	3.8667	.65599	300
SOIQ28	4.5633	.84955	300
SOIQ29	3.0133	.50399	300
SOIQ30	4.8533	.64799	300
SOIQ31	3.8633	.66794	300
SOIQ32	4.5733	.82880	300
SOIQ33	3.0700	.54106	300
SOIQ34	4.5767	.82445	300
SOIQ35	3.0333	.43916	300
SOIQ36	4.7300	.84031	300
SOIQ37	3.8700	.65920	300
SOIQ38	4.5767	.82445	300
SOIQ39	4.5267	.83963	300
SOIQ40	3.0133	.42476	300

Correlation Matrix[a]

a. Determinant = 1.587E-025

KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.856
Bartlett's Test of Sphericity	Approx. Chi-Square	16264.749
	Df	780
	Sig.	.000

Communalities

	Initial	Extraction
SOIQ1	1.000	.342
SOIQ2	1.000	.913
SOIQ3	1.000	.984
SOIQ4	1.000	.894
SOIQ5	1.000	.850
SOIQ6	1.000	.574
SOIQ7	1.000	.657
SOIQ8	1.000	.906
SOIQ9	1.000	.781
SOIQ10	1.000	.562
SOIQ11	1.000	.418
SOIQ12	1.000	.846
SOIQ13	1.000	.986
SOIQ14	1.000	.787
SOIQ15	1.000	.763
SOIQ16	1.000	.674
SOIQ17	1.000	.806
SOIQ18	1.000	.924
SOIQ19	1.000	.913
SOIQ20	1.000	.580
SOIQ21	1.000	.772
SOIQ22	1.000	.951
SOIQ23	1.000	.945
SOIQ24	1.000	.733
SOIQ25	1.000	.632
SOIQ26	1.000	.596
SOIQ27	1.000	.636
SOIQ28	1.000	.933
SOIQ29	1.000	.465
SOIQ30	1.000	.610[a]

SOIQ31	1.000	.639
SOIQ32	1.000	.825
SOIQ33	1.000	.289
SOIQ34	1.000	.953
SOIQ35	1.000	.530
SOIQ36	1.000	.348
SOIQ37	1.000	.655
SOIQ38	1.000	.931
SOIQ39	1.000	.643
SOIQ40	1.000	.616

Extraction Method: Principal
Component Analysis.

Total Variance Explained

Compo nent	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	11.496	28.741	28.741	11.496	28.741	28.741	9.321	23.303	23.303
2	6.254	15.635	44.376	6.254	15.635	44.376	6.153	15.383	38.686
3	4.928	12.319	56.695	4.928	12.319	56.695	4.836	12.091	50.777
4	4.361	10.902	67.597	4.361	10.902	67.597	4.664	11.660	62.437
5	1.822	4.555	72.153	1.822	4.555	72.153	3.886	9.715	72.153
6	1.266	3.164	75.317						
7	1.077	2.693	78.010						
8	.918	2.294	80.305						
9	.804	2.010	82.315						
10	.719	1.796	84.111						
11	.674	1.685	85.796						
12	.564	1.409	87.205						
13	.509	1.273	88.479						
14	.497	1.242	89.721						
15	.439	1.097	90.818						
16	.373	.932	91.749						
17	.358	.896	92.645						
18	.338	.846	93.491						
19	.308	.771	94.261						
20	.273	.683	94.945						
21	.269	.673	95.617						
22	.259	.648	96.265						
23	.211	.529	96.794						
24	.203	.508	97.302						
25	.187	.467	97.769						
26	.141	.352	98.122						
27	.113	.282	98.404						
28	.107	.268	98.671						
29	.104	.261	98.932						
30	.089	.222	99.155						
31	.072	.179	99.334						
32	.061	.153	99.487						
33	.053	.133	99.620						
34	.043	.107	99.727						
35	.038	.095	99.822						
36	.024	.060	99.883						
37	.020	.049	99.932						
38	.015	.037	99.969						
39	.010	.026	99.995						
40	.002	.005	100.000						

Extraction Method: Principal Component Analysis.

Scree Plot
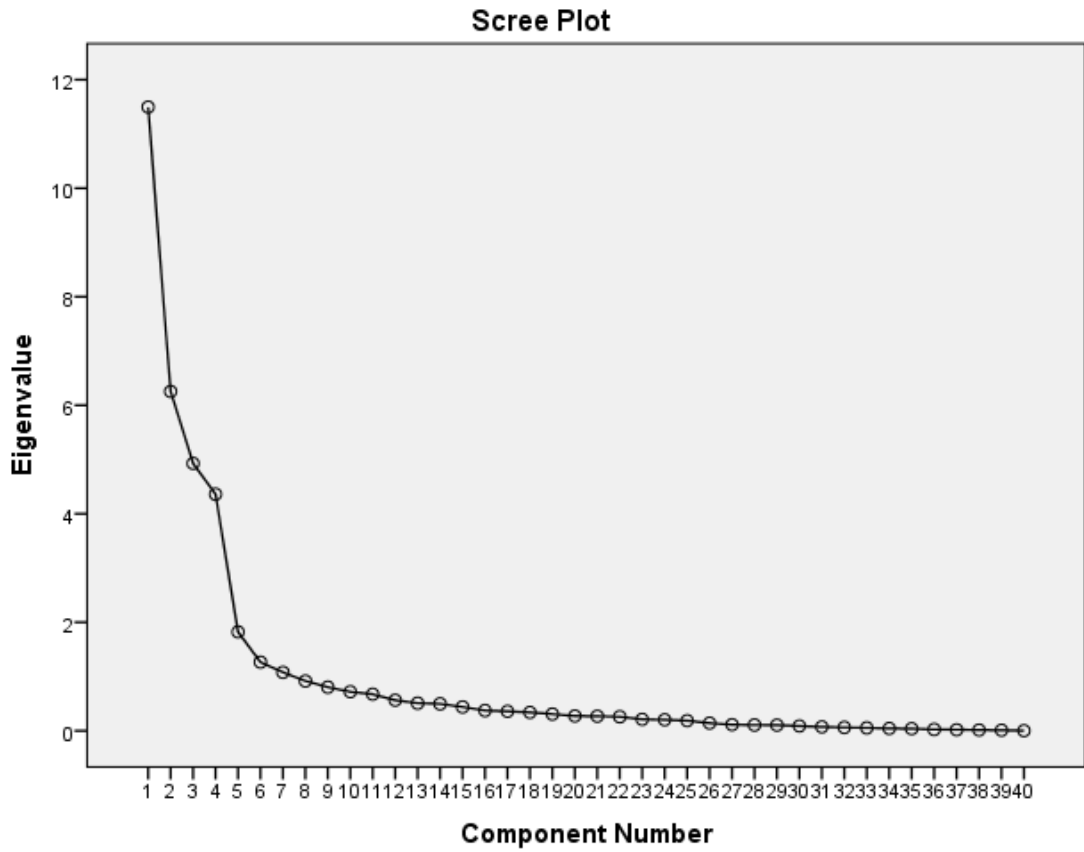
Component Matrix[a]

	Component				
	1	2	3	4	5
SOIQ1		-.167	.488	-.258	
SOIQ2	.106	.926		-.203	
SOIQ3	.951				-.260
SOIQ4	.851				.409
SOIQ5	-.162	.162	.495	.743	
SOIQ6		-.120	.667	-.334	
SOIQ7		.778		-.165	-.113
SOIQ8	.913			.102	-.244
SOIQ9	.754				.452
SOIQ10		-.153	.643	-.345	
SOIQ11		-.145	.555	-.277	
SOIQ12		.894		-.203	
SOIQ13	.953			.102	-.255
SOIQ14	.791				.398
SOIQ15	-.145	.144	.473	.705	
SOIQ16		-.147	.712	-.373	
SOIQ17	.102	.868		-.183	
SOIQ18	.920				-.256
SOIQ19	.823				.484
SOIQ20		.330	.385	.558	
SOIQ21		-.180	.753	-.413	

	1	2	3	4	5
SOIQ22		.945		-.212	
SOIQ23	.934			.116	-.240
SOIQ24	.672				.525
SOIQ25	-.136		.417	.656	
SOIQ26		-.171	.661	-.341	
SOIQ27	.109	.751	.114	-.198	
SOIQ28	.924			.119	-.253
SOIQ29			.376	.546	
SOIQ30		-.176	.650	-.360	-.158
SOIQ31	.137	.777		-.120	
SOIQ32	.895			.132	
SOIQ33	-.189		.216	.451	
SOIQ34	.932				-.265
SOIQ35		.185	.403	.573	
SOIQ36		-.177	.486	-.271	
SOIQ37		.766		-.234	
SOIQ38	.910	-.104			-.290
SOIQ39	.706				.362
SOIQ40		.343	.402	.571	

Extraction Method: Principal Component Analysis.

a. 5 components extracted.

Rotated Component Matrix[a]

	Component				
	1	2	3	4	5
SOIQ13	.969				.211
SOIQ3	.969				.205
SOIQ34	.955				.193
SOIQ23	.947				.215
SOIQ38	.947				.163
SOIQ28	.944				.199
SOIQ18	.940				.194
SOIQ8	.929				.202
SOIQ32	.837				.351
SOIQ22		.974			
SOIQ2		.954			
SOIQ12		.918			
SOIQ17		.893			
SOIQ7		.805			
SOIQ37		.803			
SOIQ31		.791			
SOIQ27		.785			.129
SOIQ21			.878		
SOIQ16			.820		
SOIQ30			.772		-.118
SOIQ26			.756		.152
SOIQ6			.751		
SOIQ10			.738		.119
SOIQ11			.642		
SOIQ36			.583		
SOIQ1			.578		
SOIQ5				.919	
SOIQ15				.868	
SOIQ25				.790	

	1	2	3	4	5
SOIQ40		.200		.759	
SOIQ20		.189		.737	
SOIQ35				.725	
SOIQ29				.678	
SOIQ33	-.116			.514	
SOIQ19	.500				.810
SOIQ24	.348				.779
SOIQ4	.555			-.110	.756
SOIQ9	.448			-.131	.750
SOIQ14	.518				.719
SOIQ39	.462				.648

Extraction Method: Principal Component Analysis.
Rotation Method: Varimax with Kaiser Normalization.
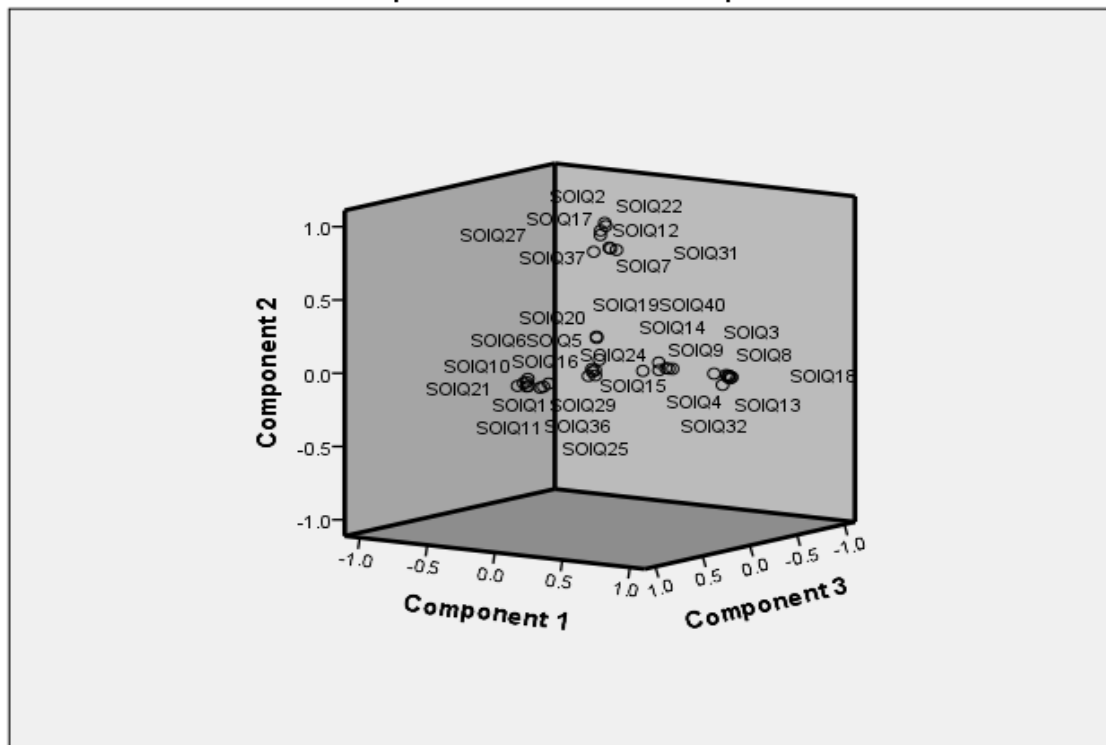a. Rotation converged in 5 iterations.

Component Transformation Matrix

Component	1	2	3	4	5
1	.876	.088	.015	-.112	.461
2	-.060	.958	-.196	.198	-.015
3	.020	.071	.854	.512	.045
4	.156	-.259	-.476	.826	-.030
5	-.452	-.042	-.071	.063	.886

Extraction Method: Principal Component Analysis.
Rotation Method: Varimax with Kaiser Normalization.

Component Plot in Rotated Space

Factor Analysis For Teacher Sense Of Efficacy Scale Regarding Dealing With Bullying in Secondary School

Descriptive Statistics

	Mean	Std. Deviation	Analysis N	Missing N
TSOESQ1	4.7200	.88556	300	0
TSOESQ2	4.6200	.85910	300	0
TSOESQ3	3.5300	1.05490	300	0
TSOESQ4	4.5733	.74821	300	0
TSOESQ5	4.6767	.96708	300	0
TSOESQ6	4.7267	.89141	300	0
TSOESQ7	3.8767	.64512	300	0
TSOESQ8	4.5933	1.09175	300	0
TSOESQ9	4.6567	.97053	300	0
TSOESQ10	4.5000	1.03936	300	0
TSOESQ11	3.5467	1.03508	300	0
TSOESQ12	4.6367	.97012	300	0
TSOESQ13	3.3933	1.08438	300	0
TSOESQ14	4.5467	.78945	300	0
TSOESQ15	4.3667	1.08141	300	0
TSOESQ16	3.7833	.92334	300	0
TSOESQ17	3.9033	.56128	300	0
TSOESQ18	4.5633	.84955	300	0

Correlation Matrix^a

a. Determinant = 1.272E-005

KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.813
Bartlett's Test of Sphericity	Approx. Chi-Square	3293.400
	Df	153
	Sig.	.000

Communalities

	Initial	Extraction
TSOESQ1	1.000	.936
TSOESQ2	1.000	.472
TSOESQ3	1.000	.449
TSOESQ4	1.000	.801
TSOESQ5	1.000	.666
TSOESQ6	1.000	.605
TSOESQ7	1.000	.828
TSOESQ8	1.000	.682
TSOESQ9	1.000	.813
TSOESQ10	1.000	.276
TSOESQ11	1.000	.425
TSOESQ12	1.000	.798
TSOESQ13	1.000	.254
TSOESQ14	1.000	.753
TSOESQ15	1.000	.515

TSOESQ16	1.000	.594
TSOESQ17	1.000	.582
TSOESQ18	1.000	.714

Extraction Method: Principal
Component Analysis.

Total Variance Explained

Compo-nent	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	4.524	25.133	25.133	4.524	25.133	25.133	4.513	25.074	25.074
2	3.654	20.301	45.434	3.654	20.301	45.434	3.515	19.528	44.602
3	2.988	16.601	62.035	2.988	16.601	62.035	3.138	17.433	62.035
4	.979	5.437	67.472						
5	.846	4.700	72.172						
6	.773	4.293	76.465						
7	.703	3.904	80.369						
8	.635	3.531	83.899						
9	.530	2.946	86.845						
10	.466	2.591	89.437						
11	.418	2.321	91.757						
12	.375	2.084	93.842						
13	.292	1.621	95.463						
14	.235	1.304	96.766						
15	.197	1.092	97.859						
16	.172	.957	98.816						
17	.143	.795	99.611						
18	.070	.389	100.000						

Extraction Method: Principal Component Analysis.

Scree Plot
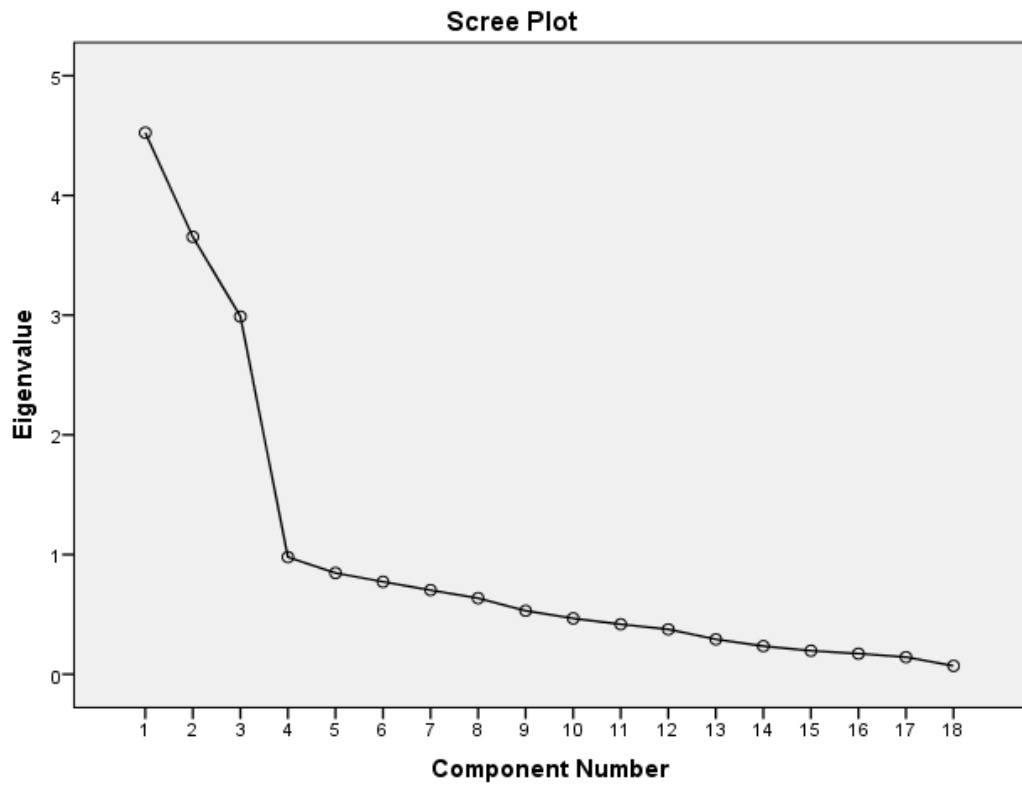
Component Matrix[a]

	Component		
	1	2	3
TSOESQ1	.964		
TSOESQ9	.897		
TSOESQ12	.893		
TSOESQ8	.818		
TSOESQ5	.812		
TSOESQ6	.777		
TSOESQ4		.804	-.387
TSOESQ14		.782	-.376
TSOESQ18		.780	-.324
TSOESQ15		.670	-.254
TSOESQ2		.639	-.248
TSOESQ10		.419	-.317
TSOESQ7	-.139	.436	.787
TSOESQ17	-.103	.362	.664
TSOESQ16	-.131	.438	.621
TSOESQ3		.295	.601
TSOESQ11		.266	.592
TSOESQ13		.260	.432

Extraction Method: Principal Component Analysis.

a. 3 components extracted.

Rotated Component Matrix[a]

	Component		
	1	2	3
TSOESQ1	.968		
TSOESQ9	.902		
TSOESQ12	.891		
TSOESQ8	.825		
TSOESQ5	.816		
TSOESQ6	.777		
TSOESQ4		.893	
TSOESQ14		.868	
TSOESQ18		.842	
TSOESQ15		.711	
TSOESQ2		.683	
TSOESQ10		.517	
TSOESQ7			.908
TSOESQ17			.762
TSOESQ16		.107	.761
TSOESQ3			.669
TSOESQ11			.651
TSOESQ13			.501

Extraction Method: Principal Component Analysis.
Rotation Method: Varimax with Kaiser Normalization.

a. Rotation converged in 4 iterations.

Component Transformation Matrix

Component	1	2	3
1	.996	-.015	-.089
2	.054	.889	.455
3	.072	-.457	.886

Extraction Method: Principal Component Analysis.
Rotation Method: Varimax with Kaiser Normalization.

Component Plot in Rotated Space
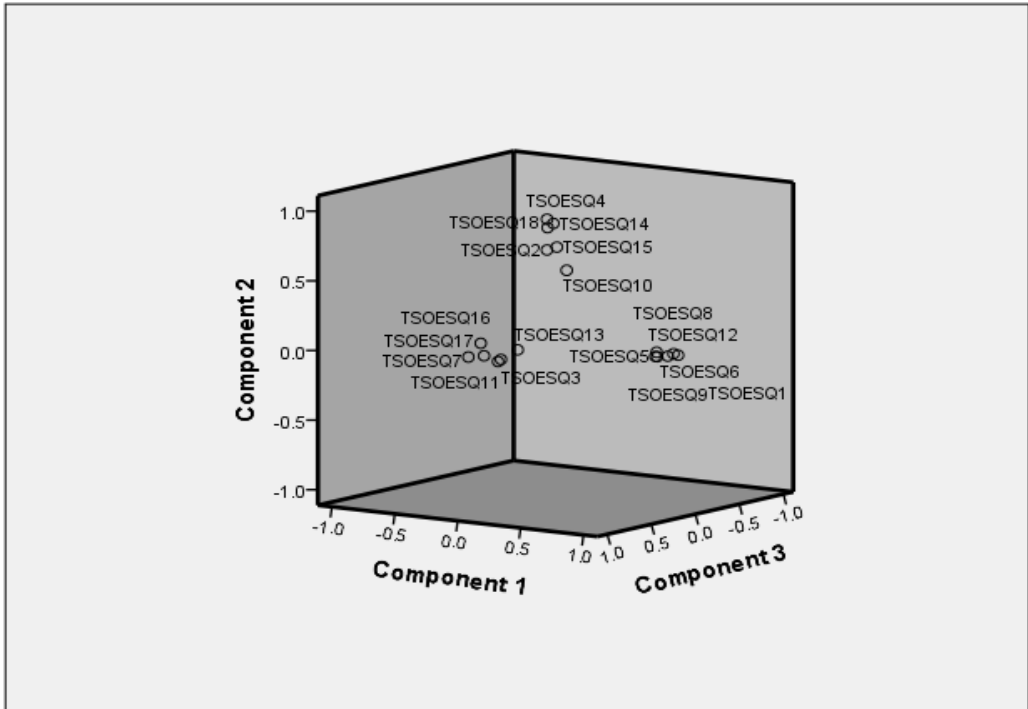
Permission to use and modify some of the terms in the TSES from the Authors

Windows Live Hotmail Print Message   Page 1 of 1

RE: Teacher efficacy instrument

From: **Megan Tschannen-Moran** (MeganTM@aol.com)
Sent: Wednesday, 11 Mar, 2009 4: 21 AM
To: 'lee choi (jyijzhi@hotmail.com)

Dear Mr. Lee Jun Choi,

You have my permission to use the Teachers Sense of Efficacy Scale that I developed with Dr. Anita Woolfolk Hoy in your research. Please use the following citation when referencing the scale:

Tschannen-Moran, M & Woolfolk Hoy, A. (2001). Teacher efficacy: Capturing an elusive construct. Teaching and Teacher Education, 17, 783-805.

Although the name has been changed since that article was published, the contents of the scale remain the same.

You may download a copy of the instrument and directions for administration from my website at http://mxtsch.people.wm.edu .. There is no cost for use of the instrument or for modifying it to meet your purposes. You will just want to test the construct validity and reliability of your modified scale.

I would like to receive a brief summary of your results when you are finished.

All the best,

Megan Tschannen-Moran

The College of William and Mary
School of Education
PO Box 8795
Williamsburg, VA 23187-8795
Telephone: 757-221-2187
http://mxtsch.people.wm.edu

> **From:** lee choi [mailto:jyijzhi@hotmail.com]
> **Sent:** Monday, March 02, 2009 9:45 PM
> **To:** megantm@aol.com
> **Subject:** Teacher efficacy instrument
>
>
> Dear Prof,
>   My name is Mr. Lee Jun Choi, a phd student from Malaya University, Kuala Lumpur, Malaysia. Now, I am in the process of up-grading my thesis proposal and the title of my study is " Teachers' self-efficacy and it's relation to knowledge regarding bullying in secondary school". The sample of my research would be in-service
> secondary school teachers currently teaching in Malaysia. One of the instruments that I'll be using is the "Teacher Sense of Efficacy Scale/TSES (Tcchannen-Moran and Woolfolk Hoy-2001)". I have seen the actual instrument and I found it very impressive and of a good quality and I would like to ask your permission to use it. I will also modify the items of that instrument (the sentence/phrase) so that it is relevant to my study. I don't mind if you want me to pay (money) you for using and modifying the instrument.
>   I hope that you will consider my application. I also have you address that I got from the internet and I will write a formal letter to you (to ask for a permission to use this particular instrument) if you want me to. Thanks and may God bless you.
>
> Rgrds,
>
> Mr. Lee Jun Choi
> (tel: 013 5673951)

What can you do with the new Windows Live? Find out
=

BAHAGIAN PERANCANGAN DAN PENYELIDIKAN DASAR PENDIDIKAN
KEMENTERIAN PELAJARAN MALAYSIA
ARAS 1 - 4, BLOK E - 8,
KOMPLEKS KERAJAAN PARCEL E
PUSAT PENTADBIRAN KERAJAAN PERSEKUTUAN
62604 PUTRAJAYA

Telefon : 03-88846591
Faks   : 03-88846579

Rujukan kami : KP(BPPDP)603/5/JLD.12 (135)
Tarikh :   12 Dis 2009

Encik   Lee Jun Choi   IC: 710115135295
1120, Kenyalang Park.Lrg Chong Kiun Kong 2
93300   Kuching
Sarawak

Tuan/Puan,

Kelulusan Untuk Menjalankan Kajian Di Sekolah, Institut Perguruan, Jabatan Pelajaran Negeri dan Bahagian-Bahagian di Bawah Kementerian Pelajaran Malaysia

Adalah saya dengan hormatnya diarah memaklumkan bahawa permohonan tuan/puan untuk menjalankan kajian bertajuk:

Teachers' Self-Efficacy And It's Relation To Knowledge Regarding Bullying In Seconday School

diluluskan.

2.   Kelulusan ini adalah berdasarkan kepada cadangan penyelidikan dan instrumen kajian yang tuan/puan kemukakan ke Bahagian ini. Kebenaran bagi menggunakan sampel kajian perlu diperoleh dari Ketua Bahagian / Pengarah Pelajaran Negeri yang berkenaan.

3.   Sila tuan/puan kemukakan ke Bahagian ini senaskah laporan akhir kajian setelah selesai kelak. Tuan/Puan juga diingatkan supaya mendapat kebenaran terlebih dahulu daripada Bahagian ini sekiranya sebahagian atau sepenuhnya dapatan kajian tersebut hendak dibentangkan di mana-mana forum atau seminar atau diumumkan kepada media

Sekian untuk makluman dan tindakan tuan/puan selanjutnya. Terima kasih.

"BERKHIDMAT UNTUK NEGARA"

Saya yang menurut perintah,

(DR. SOON SENG THAH)
Ketua Sektor,
Sektor Penyelidikan dan Penilaian
b.p. Pengarah
Bahagian Perancangan dan Penyelidikan
Dasar Pendidikan
Kementerian Pelajaran Malaysia

JABATAN PELAJARAN NEGERI SARAWAK
BANGUNAN TUN DATUK PATINGGI
TUANKU HAJI BUJANG
JALAN SIMPANG TIGA
93604 KUCHING
SARAWAK

Telefon: 082-243201
FAX: 082-246750
Kawat : PENDIDIKAN

Ruj Kami : JPS(W)/SPPP/(Lat)153/08/02/05/Jld. 32 (4o)

Tarikh   : 2 6 MAY 2010

Lee Jun Choi

1120, Kenyalang Park
Lorong Chong Kiun Kong 2
93300 Kuching
Sarawak

Tuan/puan

KEBENARAN UNTUK MENJALANKAN KAJIAN DI SEKOLAH-SEKOLAH, INSTITUT-INSTITUT PERGURUAN, JABATAN-JABATAN PELAJARAN DAN BAHAGIAN-BAHAGIAN DI BAWAH KEMENTERIAN PELAJARAN MALAYSIA

Dengan hormatnya saya diarah merujuk kepada perkara di atas.

2.   Sukacita dimaklumkan bahawa pada dasarnya Jabatan Pelajaran Negeri Sarawak tiada sebarang halangan untuk membenarkan tuan menjalankan kajian bertajuk :

" **Teachers' Self-Efficacy And It's Relation To Knowledge Regarding Bullying In Secondary School** "

3.   Sukacita diingatkan bahawa sepanjang tempoh kajian tersebut, tuan adalah tertakluk kepada peraturan yang sedang berkuatkuasa dan menjalankan kajian seperti tajuk yang diluluskan oleh Bahagian Perancangan dan Penyelidikan Dasar Pendidikan, Kementerian Pelajaran Malaysia bil. KP(BPPDP)603/5/JLD12(135) bertarikh 12.12.2009.

4.   Jabatan ini memohon agar sesalinan laporan kajian dihantar ke Unit Latihan Dan Kemajuan Staf, Jabatan Pelajaran Negeri Sarawak sebaik sahaja selesai untuk tujuan rekod dan rujukan. Dengan surat ini, Pegawai berkenaan adalah dimohon untuk memberi bantuan dan kerjasama yang sewajarnya bagi menjayakan kajian tersebut.

Sekian. Terima kasih.

"BERKHIDMAT UNTUK NEGARA"

Saya yang menurut perintah,

[KUSWADY BIN CHIL]
Sektor Khidmat Pengurusan Dan Pembangunan
b.p Pengarah Pelajaran
Sarawak.

UNIT PERHUBUNGAN DAN PENDAFTARAN
SEKTOR PENGURUSAN SEKOLAH
JABATAN PELAJARAN PAHANG
BANDAR INDERA MAHKOTA
25604 KUANTAN

Telefon : 09-5715700

Faks : 09-5734857

Rujukan Kami : JPNP . 04 / 01 / 0009 / Jld. 25 (03)
Tarikh : 17 Jun 2010
: 4 Rejab 1431 H

Lee Jun Choi
1120, Kenyalang Park,
Lorong Chong Kiun Kong 2
93300 KUCHING
SARAWAK

Tuan,

KEBENARAN MENJALANKAN KAJIAN DI SEKOLAH-SEKOLAH MENENGAH KERAJAAN DI BAWAH JABATAN PELAJARAN NEGERI PAHANG

Dengan segala hormatnya, saya diarah merujuk perkara di atas dan surat tuan bertarikh 2 Jun 2010 dirujuk.

2. Sehubungan dengan itu, pihak kami tiada berhalangan untuk memberikan keizinan atas permohonan pihak tuan. Semoga apa yang dirancang beroleh kejayaan.

3. Bersama-sama ini disertakan alamat sekolah-sekolah terlibat untuk makluman dan tindakan tuan selanjutnya.

Sekian, terima kasih.

"BERKHIDMAT UNTUK NEGARA"

Saya yang menurut perintah,

SARUCHI BIN SAWAL
Unit Perhubungan dan Pendaftaran
Jabatan Pelajaran Pahang
b.p. Pengarah Pelajaran Pahang

s.k. : Pengarah Pelajaran Pahang
: Timbalan Pengarah Pelajaran Pahang
: Fail Timbul

(Sila Catatkan Rujukan Jabatan Ini Apabila Berhubung)

Rujukan Tuan :
Rujukan Kami :   JPNS/SPS/PPN/A25090/06/25/JLD 61/ (56)
Tarikh   :   15/06/2010

ENCIK LEE JUN CHOI,
1120 KENYALANG PARK,
LORONG CHONG KIUN KONG 2,
93300 KUCHING,
SARAWAK.

Tuan,

TEACHERS' SELF-EFFICACY AND IT'S RELATION TO KNOWLEDGE REGARDING BULLYING IN SECONDARY SCHOOL

Dengan segala hormatnya perkara di atas dirujuk.

2.   Jabatan ini tiada halangan untuk pihak tuan menjalankan kajian / penyelidikan tersebut di sekolah-sekolah dalam Negeri Selangor seperti yang dinyatakan dalam surat permohonan.

3.   Pihak tuan diingatkan agar mendapat persetujuan daripada Pengetua / Guru Besar supaya beliau dapat bekerjasama dan seterusnya memastikan bahawa penyelidikan dijalankan hanya bertujuan seperti yang dipohon. Kajian / Penyelidikan yang dijalankan juga tidak mengganggu perjalanan sekolah serta tiada sebarang unsur paksaan.

4.   Tuan juga diminta menghantar senaskah hasil kajian ke Unit Perhubungan & Pendaftaran Jabatan Pelajaran Selangor sebaik selesai penyelidikan / kajian.

Sekian, terima kasih.

"BERKHIDMAT UNTUK NEGARA"

"KEJUJURAN DAN KETEKUNAN"

Saya yang menurut perintah,

(MOHD SALLEH BIN MOHD KASSIM)
Penolong Pendaftar Institusi Pendidikan,
b.p. Pendaftar Institusi Pendidikan Dan Guru,
Jabatan Pelajaran Selangor.

s.k. 1. Fail

Rujukan Kami : JPWP 12-21/Jld.8-10/(152)
Tarikh   : 9 JUN 2010

Lee Jun Choi
1120, Kenyalang Park,
Lorong Chong Kiun Kong 2,
93300 Kuching Sarawak

Y. Bhg. Dato/Datin/Tuan/Puan,

KEBENARAN UNTUK MENJALANKAN KAJIAN DI SEKOLAH-SEKOLAH, MAKTAB-MAKTAB PERGURUAN, JABATAN-JABATAN PELAJARAN DAN BAHAGIAN-BAHAGIAN DI BAWAH KEMENTERIAN PELAJARAN MALAYSIA

Dengan hormatnya saya diarah memaklumkan bahawa permohonan Y. Bhg. Dato/Datin/Tuan/Puan untuk menjalankan kajian bertajuk :-

" Teachers' Self - Efficacy And It' s Relation To Knowledge Regarding Bullying In Secondary School "
adalah diluluskan tertakluk kepada syarat-syarat berikut:-

a) Kelulusan ini adalah berdasarkan kepada apa yang terkandung di dalam cadangan penyelidikan yang telah diluluskan oleh Kementerian Pendidikan Malaysia.ila kemukakan surat kebenaran ini ketika berurusan dengan Pengetua/Guru Besar sekolah berkenaan.
b) Kelulusan ini untuk sekolah-sekolah di Wilayah Persekutuan Kuala Lumpur sahaja
c) Y. Bhg. Dato/Datin/Tuan/Puan dikehendaki mengemukakan senaskah hasil kajian tuan/puan ke Jabatan ini sebaik sahaja ianya siap sepenuhnya.
d) Kebenaran ini sah sehingga 31.12.2010

Sekian, terima kasih.

"BERKHIDMAT UNTUK NEGARA"

Saya yang menurut perintah,

(SITI HALIMAH BT SYED NORDIN)
Penolong Pendaftar Institusi Pendidikan
Jabatan Pelajaran Wilayah Persekutuan
b.p   Ketua Pendaftar Institusi Pendidikan & Guru
Kementerian Pelajaran Malaysia

CERTIFIED TO ISO 9001:2000, CERT NO : AR 4166

"CEMERLANG DALAM KALANGAN YANG CEMERLANG"

(Sila catatkan no. rujukan Jabatan ini apabila berurusan)

JABATAN PELAJARAN NEGERI KEDAH DARUL AMAN
KOMPLEKS PENDIDIKAN, JALAN STADIUM
05604 ALOR SETAR
KEDAH DARUL AMAN
TELEFON - A.S. 04 733 1311 NO. FAX :

Ruj Tuan:
Ruj Kami : JPK03-07/3212(58)Jld 2
Tarikh   : 28Jun 2010
              15 Rejab 1431

Lee Jun Choi
1120 Kenyalang Park
Lorong Chong Kiun Kong 2
93300 KUCHING, SARAWAK

Tuan/Puan,

**Kebenaran Untuk Menjalankan Kajian/Soal Selidik di Jabatan Pelajaran Negeri /
Pejabat Pelajaran Daerah dan Sekolah – Sekolah di Negeri Kedah Darulaman**

Saya dengan hormatnya diarah merujuk kepada perkara tersebut di atas.

2.   Dimaklumkan bahawa permohonan tuan/puan untuk menjalankan kajian / soal selidik di sekolah-sekolah di Negeri Kedah bertajuk *" teachers self efficacy and it's relation to knowledge regarding bullying in secondary school "* telah di **luluskan.** Senarai sekolah yang telibat dilampirkan:-

3.   Kelulusan ini adalah berdasarkan kepada apa yang terkandung di dalam cadangan penyelidikan yang tuan/puan kemukakan ke Kementerian Pelajaran Malaysia. Tuan/Puan dikehendaki mengemukakan senaskah laporan akhir kajian setelah selesai kelak dan diingatkan supaya mendapat kebenaran terlebih dahulu daripada Jabatan ini sekiranya sebahagian atau sepenuhnya dapatan kajian tersebut hendak dibentangkan di mana-mana forum, seminar atau diumumkan kepada media.

4.   Kebenaran ini adalah tertakluk kepada persetujuan Pengetua/Guru Besar sekolah berkenaan dan adalah **sah sehingga 31 Oktober 2010.**

Sekian, terima kasih.

" BERKHIDMAT UNTUK NEGARA "
" PENDIDIKAN CEMERLANG KEDAH TERBILANG "

Saya yang menurut perintah,

(ROZAINI BIN AHMAD, BCK)
Penolong Pengarah Kanan
Unit Perhubungan dan Pendaftaran
Sektor Pengurusan Sekolah,
b.p. Pengarah Pelajaran Negeri Kedah Darul Aman.

.ina/ppps/kajian2010/91

Rujukan Kami : JPNJ/31/1128/Jld.04 (3)
Tarikh   : 10 Jun 2010

Encik Lee Jun Choi
1120, Kenyalang Park
Lorong Chong Kiun Kong 2
93300 Kuching
Selangor.

Tuan,

Kebenaran Untuk Menjalankan Kajian Di Sekolah-Sekolah, Institut Perguruan, Jabatan Pelajaran Negeri Dan Bahagian-Bahagian Di Bawah Kementerian Pelajaran Malaysia.

Dengan hormatnya surat daripada KPM Bil: KP(BPPDP)603/5/Jld.12(135) bertarikh 12 Disember 2009 berkaitan permohonan adalah di rujuk.

2.   Sukacita dimaklumkan bahawa Jabatan ini tiada apa-apa halangan bagi membenarkan tuan menjalankan kajian ke sekolah-sekolah **Kerajaan dan Swasta Negeri Johor** bertajuk:

" Teachers' Self-Efficacy And It's Relation To Knowledge Regarding Bullying In Seconday School "

3.   Sehubungan dengan itu, tuan boleh berhubung terus dengan Pengetua / Guru Besar sekolah berkenaan bagi mendapatkan maklumat dan tindakan selanjutnya.

4.   Sila bawa surat ini semasa membuat kajian.

Sekian, terima kasih.

" BERKHIDMAT UNTUK NEGARA "

Saya yang menurut perintah,

(HJ. MOHD KAMAL BIN AHMAD UNTONG)
Sektor Pengurusan Sekolah
b.p. Pengarah Pelajaran Johor

Zul/Surat Kelulusan/09