

**TEACHERS' SELF-EFFICACY IN DEALING WITH BULLYING  
AMONG SECONDARY SCHOOL STUDENTS**

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## **DEDICATION**

This thesis is dedicated to my wife Wong Siaw Min,  
my sons Jason Lee Tian Yi and Jerry Lee Tian Zhi, and my daughter Jane Lee Qing  
who have supported me all the way since the beginning of my studies and enabling  
such a study to take place today. I also would like to dedicated this thesis to all those  
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in the richness of learning.

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## Synopsis

Evidences from a number of studies suggest that generally teachers are not very effective when they address or deal with cases of bullying in schools. Although there are 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 schools. 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, particularly in Malaysia. 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 arena. The source of influence is predicted to be from behaviour factors (i.e. mastery experience); environmental factors (i.e. vicarious experience, verbal persuasion, and contextual climate) and personal factors (i.e. demographic information, and psychological arousal.) The first purpose of this study was to identify what are the levels of in-service teachers' self-efficacy in terms of dealing with bullying in secondary schools. The second purpose of this study was to identify whether there is any significant difference in the level of teacher self-efficacy in dealing with bullying according to (a) post they are holding (i.e. senior assistant teachers, discipline teachers, counseling teachers, academic teachers), and (b) gender . The third purpose of this study was to identify the overall source of influence that contributes to teacher self-efficacy among in-service teachers regarding dealing with bullying in secondary school. The fourth purpose of this study was to identify which of the following influences (i.e. mastery experience, vicarious experience, verbal persuasion, physiological arousal, contextual climate, demographic information) are significant predictors of teacher self-efficacy in dealing with bullying. This quantitative research utilizes a correlation method in order to examine the relationship between various sources of influence and

teacher sense of efficacy when dealing with bullying among students in secondary schools. The measurement for sources of influence on teacher self-efficacy scale in dealing with bullying and the measurement of teacher self-efficacy level when dealing with bullying in secondary school are validated through self-constructed questionnaire. Based on the finding of this study, the levels of teachers' self-efficacy in terms of dealing with bullying in secondary school among in-service teachers was moderately high ( $M = 3.83, SD = 0.79$ ). This implies that majority of the in-service teachers were somewhat confident of themselves in having the ability to successfully perform their duty or responsibility in dealing with bullying among students in secondary school. This study also found that there was a significant difference [ $F(3, 1916) = 52.416, p < .001, \alpha = .05$ ] in the level of teacher self-efficacy in dealing with bullying according to the post they are holding, whereby senior assistants yielded the highest overall mean score of 4.13 ( $SD = 0.77$ ) and academic teachers have the lowest of them all with overall mean score of 3.53 ( $SD = 0.79$ ). Based on the standardized regression coefficients ( $\beta$ s) 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. Although there is no documented record of local research that examine 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 meta cognitive 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 showed 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.



## *Sinopsis*

*Bukti daripada beberapa kajian lepas menyatakan bahawa kebanyakan guru tidak dapat menangani kes-kes buli di sekolah secara berkesan. Walaupun dewasa ini terdapat banyak kajian tentang bagaimana dan apa yang pihak sekolah boleh lakukan dalam menangani kes-kes buli, namun masih terlalu sedikit maklumat berkaitan dengan apa yang sebenarnya guru rasa, fikir, dan lakukan setiap kali mereka berhadapan dengan kes buli dalam kalangan pelajar di sekolah. Selain daripada itu, didapati terlalu sedikit atau terhad perhatian yang diberikan kepada efikasi diri guru dan apakah sebenarnya keupayaan diri guru berkaitan dengan perkara ini, khususnya di Malaysia. Maklumat berkaitan dengan impak sumber-sumber pengaruh terhadap efikasi diri guru dalam menangani kes-kes buli di sekolah juga terlalu sedikit. Tujuan utama kajian ini adalah untuk mengenal pasti pengaruh-pengaruh utama yang menyumbang kepada aras efikasi diri guru dalam mengendalikan kes-kes buli dalam kalangan pelajar sekolah menengah. Kajian ini juga bertujuan untuk mengenal pasti tahap efikasi diri guru apabila mereka mengendalikan kes-kes buli di sekolah menengah. Tujuan ketiga kajian ini ialah untuk mengenal pasti sama ada terdapat sebarang perbezaan dari segi tahap efikasi diri guru apabila mereka mengendalikan kes-kes buli, bagi guru yang memegang jawatan atau portfolio tertentu iaitu (a) jawatan yang mereka sandang di sekolah (iaitu penolong kanan, guru disiplin, guru kaunseling, dan guru akademik), dan (b) jantina. Tujuan keempat kajian ini pula ialah untuk mengenalpasti yang manakah di antara pengaruh-pengaruh berikut (i.e. pengalaman masteri, pengalaman vikarious, pujukan verbal, rangsangan fisiologikal, suasana konteks, dan maklumat demografi) merupakan peramal yang signifikan berkaitan dengan efikasi diri guru apabila mengendalikan kes buli. Kajian kuantitatif ini menggunakan reka bentuk korelasi dengan tujuan untuk mengkaji hubungan di*

antara pelbagai sumber pengaruh efikasi diri dengan efikasi diri guru dalam mengendalikan kes buli pelajar sekolah menengah. Skala pengukuran sumber-sumber pengaruh efikasi diri guru dan tahap efikasi diri guru dalam menangani kes buli pelajar sekolah menengah adalah dibina sendiri oleh penyelidik dan telahpun disahkan. Berdasarkan dapatan kajian ini, tahap efikasi diri guru dalam menangani kes buli di sekolah menengah adalah sederhana tinggi ( $M = 3.83$ ,  $SD = 0.79$ ). Ini menunjukkan bahawa kebanyakan guru-guru yang sedang berkhidmat mempunyai keyakinan serta kemampuan diri di dalam menjalankan tugas dan tanggungjawab mereka menangani kes buli di dalam kalangan pelajar di sekolah menengah. Kajian ini juga mendapati bahawa terdapat perbezaan yang signifikan [ $F(3, 1916) = 52.416$ ,  $p < .001$ ,  $\alpha = .05$ ] di dalam tahap efikasi diri guru apabila mereka menangani kes buli berdasarkan jawatan yang mereka pegang, yang mana penolong kanan menunjukkan skor markah purata yang tertinggi iaitu 4.13 ( $SD = 0.77$ ) dan guru akademik mempunyai skor markah purata yang terendah dengan skor markah purata keseluruhan sebanyak 3.53 ( $SD = 0.79$ ). Berdasarkan kesan langsung “standardized regression coefficients ( $\beta$ s) indices” terhadap setiap pembolehubah peramal (predictor) untuk efikasi diri guru di dalam menangani masalah buli di dalam kalangan pelajar, Pengalaman Masteri telah menyumbang kesan langsung atau mempunyai pengaruh yang tinggi ke atas efikasi diri guru di dalam menangani masalah buli di dalam kalangan pelajar, diikuti oleh Pujukan Verbal dan Suasana Konteks. Walaupun tidak terdapat sebarang dokumentasi pada kajian tempatan yang mengenalpasti sumber-sumber efikasi diri guru dalam menangani kes buli di dalam kalangan pelajar, satu penemuan ketara hasil kajian ini ialah Pengalaman Masteri dan Pujukan Verbal adalah dua peramal penting terhadap efikasi diri guru dalam menangani kes buli di dalam kalangan pelajar di sekolah menengah. Tambahan pula, hubungan serta peranan perantara kedua-dua sumber efikasi ini menunjukkan, sampai ke satu tahap, yang mana kedua-duanya berfungsi

*dengan sendirinya sewaktu guru-guru dalam perkhidmatan memperoleh cara baru atau mungkin kemahiran baru berkaitan dengan menangani pelbagai kes buli di dalam kalangan pelajar di sekolah menengah. Oleh itu, dicadangkan bahawa penekanan yang lebih ketara terhadap kedua-dua sumber ini adalah perlu sekiranya sesuatu program peningkatan diri guru berkaitan dengan isu buli di sekolah menengah diadakan. Dengan memberi latihan yang spesifik dan juga pengalaman pendidikan yang berfokuskan pembinaan masteri melalui strategi kognitif dan metakognitif, pemupukan kompetensi regulasi diri, dan pengukuhan sistem sokongan sosial, berkemungkinan besar menawarkan komponen yang berguna ke arah modifikasi efikasi diri guru dalam menangani kes buli di dalam kalangan pelajar sekolah menengah. Seperti yang pernah disentuh, dapatan kajian ini menunjukkan bahawa pengalaman masteri adalah secara konsisten merupakan sumber pengaruh terhadap efikasi diri guru dalam menangani kes buli di dalam kalangan pelajar, yang sangat penting. Oleh itu, latihan perguruan serta latihan dalaman untuk guru dalam perkhidmatan seharusnya memberi fokus ke arah memperoleh kompetensi regulasi diri agar para guru dapat memantau prestasi diri mereka. Ini sudah tentu akan menyediakan peluang pembinaan masteri untuk peningkatan efikasi diri seseorang guru tersebut.*

