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

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ABSTRACT

Whenever a teacher deals with bullying it is also very important for students to have teacher whom they see as taking an active stand against bullying in terms of propagating anti bullying norms and having an efficacious approach to decreasing bullying. But there is also evidence suggesting that teachers might be less effective in dealing with bullying among students in schools. On the other hand, it is not fair to judge or perceive a teacher as less effective or less efficacious when comes to dealing with bullying because the development of teachers' self-efficacy in this matter could be influenced by some variables that serve as sources of efficacy among teachers. As the one who actually engaged in dealing with this destructive behavior, little attention was paid to sources of influence of teachers self-efficacy in dealing with bullying among students in primary school setting. This quantitative research utilizes a correlation method in order to examine the relationship between various sources of influence and teacher sense of efficacy when dealing with bullying among students in rural primary schools. Based on the standardized regression coefficients (βs) indices of direct effects of each predictor variable on each sub scale of teacher self-efficacy in dealing with bullying among students, Verbal Persuasion and Physiological Arousal had significantly predicted Behavioral Self-efficacy, Cognitive Self-efficacy and Emotional Self-efficacy in dealing with bullying among students in primary school. Based on the finding of this study, verbal persuasion and physiological arousal are prominent predictors of teacher self-efficacy in dealing with bullying among students in rural primary schools. It is recommended that teacher preparation or teacher developmental programs regarding the issue of bullying among students in rural primary schools, explicitly address these two influences with specific types of training and educational experiences that focus on mastery building through cognitive and meta cognitive strategies, cultivating self-regulation competencies, and establishing a social support system.

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

Introduction

Even though bullying among students in school is a common phenomenon, all students have the right to attend school where they are free of fear of bullying. When a student is being bullied or feels that he/she is being bullied, it is important to tell a teacher who can help him/her. Whenever a teacher deals with bullying it is also very important for students to have teacher whom they see as taking an active stand against bullying in terms of propagating anti bullying norms and having an efficacious approach to decreasing bullying. Every student wants an ideal class in which the teacher is perceived by the students as having a high degree of efficacy in dealing with bullying. Whenever any bullying case happens in or outside the school, teachers have to face and deal with it once they noticed about it or being informed by other parties (e.g. students, parents, admin staff, friends, etc.). Teachers must always bear in mind that whether they like it or not, as long as it is involving their students (be it the bully or victim), by right they are indirectly accountable and responsible that they have no other choice but to deal with it. Teachers play a vital role in supervised the students so that they do not hurt or bullying other students. As a teacher, students' safety is the main concern. Teachers have to make a stand that bullying is not tolerated and acceptable in classroom, schools and everywhere. Teachers have to ensure that if anyone in the school has a problem with bullying, they must report or have personal talk with the teacher. Teachers must let the students know that they can be trusted and ensure their safety. Teachers should take action immediately once witnesses case bullying in his or her presence. Besides offering protections and immediate actions, teachers are responsible in educate the students about the school bullying. Teachers should set a good example and be a role model among the students. Students tend to observe and imitate teachers' behaviors. Teachers should always let a child feel loved, appreciated and respected. Besides, teachers should promote a sharing and loving culture among the students. Under the Malaysian Education Development Plan (PPPM), education system aspires to ensure that every student in every school in every state achieve full potential and this aspiration could face a great obstacle if students feel uncomfortable, unsafe, insecure, sad, fear, and angry as a result of being bullied.

If teachers are seen to be efficacious, they are likely to prevent bullying (Novick & Isaacs, 2010; Yoon, 2004). Successful teacher intervention in dealing with bullying among students rely on teachers' belief about how efficacious they will be in resolving or undertaking bullying cases or situations (Skinner et. al, 2014). The sense of responsibility of teachers to deal and prevent bullying in the classroom or in the school compound play a very important role (Olweus & Limber, 2010). But there is also evidence suggesting that teachers might be less effective in dealing with bullying among students in schools. Teachers may not aware of bullying, and even when they were judged to be aware of bullying, they did not intervene (Atlas & Pepler, 1998). Thus it is no surprise that victims often perceive teachers as unable to protect them (Novick & Isaacs, 2010). 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. Although most teachers fully understand the need to prevent bullying among students and irrefutable damage that bullying can do, some may still do not know how exactly to deal with it effectively for some reasons.

Again, it is not fair to judge or perceive a teacher as less effective or less efficacious when comes to dealing with bullying because the development of teachers' self-efficacy in this matter could be influenced by some variables that serve as sources of efficacy among teachers. Teachers may in fact respond differently in different situations or setting which indirectly affect their sources of their self-efficacy in dealing with bullying. Therefore, this research paper identifies the sources of influence according to the level of importance that contribute to teacher self-efficacy in dealing with bullying especially in rural primary school in Sarawak, Malaysia. Bandura (1986, 1997) asserted that the initial development of self-efficacy expectations springs from four experiential sources: (1) mastery experiences, (2) vicarious experiences, (3) verbal or social persuasion, and (4) physiological and emotional states. Hence, the paper also explores as well as determines the sources of influence (mastery experience, vicarious experience, verbal persuasion, physiological arousal) that are significant predictors for each subscale of teachers' self-efficacy (behavioral, cognitive, emotional) in dealing with bullying among students in rural primary school, among in-service teachers in Sarawak.

Rational of the Study

With the recognition that bullying among students is a pervasive problem in almost every school around the world, the role of each and every teacher in a school is essential. 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". One cannot denied that acts of bullying among students especially in primary school is still happening across the world and there is no exception for rural primary school in Sarawak as well.

Even though there is no doubt that much good work has been done on addressing and dealing with bullying in schools, apparently, much remains to be done. How rural primary school teachers deal with bullying phenomenon could be different from the one in urban or town area. While research on bullying has increased in recent years, little is known about bullying in rural areas and how teachers actually deal with it is still unclear (Smokowsky et. al, 2013). In Malaysian boarding schools, junior students are frequently victims of bullying by seniors. Bullying incidents in Malaysian boarding school is prevalent and worryingly inculcated into Malaysian boarding school culture (The Star online, 2013). As almost 90% of the rural primary schools in Sarawak involved in this study are boarding primary school, and there are more boarding rural primary schools in Sarawak compared to West Malaysia plus the different geographical factor, thus, Sarawak is considered the right place to actually collecting data from the so called "rural schools'.

Of all thirteen states in Malaysia, Sarawak is the largest and has the most rural primary school. In rural of Sarawak, most primary schools are boarding schools due to the distance that children need to travel to attend class. Typically, the residence is on a Monday-Friday basis with return to longhouse or family home for weekend periods. Rural primary schools are often smaller school located in small towns and villages far away from major cities. Some of the rural schools in Sarawak involved in this study are located in area that can only be reached using limited access road, or even river transport systems. The infrastructure of these schools is often inadequate. Some schools do not have electricity for 24 hours a day or an adequate source of water. Therefore, teaching in this type of school is sometimes hard, and many teachers find themselves leaving and accepting other positions within a few short years.

Bullying Among Students in Primary School

Bullying is a power struggle for many students and can reflect negatively upon the classroom environment and students. Hammel (2008) states that many bullies are being bullied themselves which is why they act the way they do. Bullying among students is understood as repeated, negative acts committed by one or more students against another. These negative acts may be physical or verbal in nature, such as hitting or kicking, teasing or taunting, or they may involve indirect actions such as manipulating friendships or purposely excluding other children from activities. Implicit in this definition is an imbalance in real or perceived power between the bully and victim (James, 2010). Bullying has been defined as purposefully harming another person repeatedly over time (Olweus, 1994), power imbalance and is repeated multiple times (Kantor & Gladden, 2014), aggressive behavior, which can be either physical or psychological, performed repeatedly with a victim and aims to make them feel uncomfortable, insecure, and isolated from those around them (Khalim & Norshidah, 2007), direct actions such as stealing or damaging other learners' belongings or hurting them emotionally, name calling, teasing, taunting, mocking, as well as intimidating other learners (James, 2010). In other words, almost all forms of bullying are torturing, some are degrading, embarrassing and emotionally damaging.

Among the consequences of being bullied are, victims suffered from depression, have low self-esteem, anxiety, having psychosomatic symptoms such as headaches, sleep or feed problems, having interpersonal difficulties, higher school absenteeism and lower academic competence (Martinez, 2014; Sudan, 2016). Bullying behavior can also lead to serious injury

or even death (Wan-Salwina et al., 2014) and this is something that really worried the parents as well as the teachers especially in primary schools. Some countries internationally have reported high incidences of bullying among primary students while others show relatively low figures. James (2010) cites large-scale surveys of bullying around the world whereby Berger (2007) who report victimization rates of between 9 and 32 per cent, and bullying rates of between 3 and 27 per cent. Román and Murillo (2011) report on a large scale study conducted in 2007 by Plan International, a non-governmental organization on school violence in 49 developing and 17 developed countries. The results showed that more than half of sixth-grade primary students had been robbed, insulted or struck by peers at school during the month prior to the data collection. In Northern Ireland, McGuckin et al. (2010) state that previous research carried out in 2002 for the Department of Education in Northern Ireland (DENI) indicated that 40 per cent of primary school pupils and 30 per cent of post-primary school pupils had been bullied in the previous two months from the date of data collection.

There has been frequent reporting in the media on bullying cases that took place in Malaysia which involving primary school students and it seems that concerted efforts is very much needed in order to deal with bullying effectively, especially from the teachers and parents (Sudan, 2016). A Study conducted by Noran et al. (2004) in some public primary schools in Malaysia found that bullying among primary school students are massive and there is a serious need for the relevant parties to investigate further and plan on a long term basis to address this issue. The study also concluded that bullying among students in Malaysian primary schools are common and rampant.

As bullying among students is still one of the major social concern in many parts of the world, the recent case in Malaysia which drew anger on social media was involving a music student whereby he was brutally bullied by his former schoolmates and in relation to this case, four teenagers have been charged with murder (Malaymail online, 2017). This case was the second in less than two weeks whereby a higher institution student died after being inhumanly bullied by his course mates and as a result they were also charged with murder (The Star online, 2017). These two cases really spark outrage and has drawn national attention about the serious consequences of bullying particularly in Malaysia. Even though the bullies (for example, the above two cases) were teenagers, it is likely that they could have been practicing bullying behavior all these while especially when they were young and that behavior could have been prevented or modified during that time, especially at primary school level. Primary school level is the stage where bullying is more common and behavior modification is more likely to happen and attempts to stop bullying should start early in the primary school level before it become worst (Craven, et al., 2007). Evidence that children as young as primary school age engage in bullying behaviors is a clear concern for society and it is now more widely accepted that bullying appears before students actually go to secondary school, college, and university. Some researchers (Haynie et al., 2001) do agreed that bullies are more likely to engage in more serious delinquent behaviors later in adolescence and adulthood.

Self-Efficacy

Self-Efficacy is the optimistic self-belief in our competence or chances of successfully accomplishing a task and producing a favorable outcome. Bandura (1977) introduced the term self-efficacy within the context of social learning. He later incorporated this psychological construct into his social cognitive theory. In his theory, Bandura (1986) proposed a model of learning in which cognition, behavior, and environment influenced one another. Individuals processed information from each of these elements to form thoughts and determine behavior. Self-efficacy functioned as self-referent thought within this model mediating the relationship between cognition and behavior. Bandura (1986) stated, "Perceived self-efficacy is defined as people's judgments of their capabilities to organize and execute courses of actions required to attain designated types of performances" (p.391). From this perspective, individuals hold high levels of self-efficacy when they believe the level of their skills meets or exceeds the demands of the task. He indicated that self-efficacy was not a global trait, but tied to specific tasks and situations. In sports for example, an individual may have a strong sense of self-efficacy for playing tennis and a weak sense of self-efficacy for playing basketball. He also proposed that self-efficacy beliefs could change over time.

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, i) Behavioral Self-Efficacy(BSE), teacher self-belief in his/her capability as a teacher to perform specific actions to deal with specific situations, ii)Cognitive self-efficacy (CSE), teacher self-belief in his/her capability as a teacher to exercise control over one's thinking in specific situations, and ii) Emotional Self-Efficacy (ESE), teacher self-belief in his/her capability as a teacher to exercise control over one's emotions in specific situations.

Sources of Influence on Teachers Self-Efficacy

There are various sources that could contribute or may have an impact on teacher self-efficacy development. Factors Influencing Teacher Self-Efficacy Bandura's (1977) research identified teacher self-efficacy as a cognitive process by which people build beliefs about their capacity to perform at a given level of success. The construct of teacher self-efficacy can strengthen or weaken classroom instruction. Bandura (1997) found that teachers who held expectations of decreased success with certain students were less likely to persevere in planning and delivery of instruction and more likely to withdraw at the first signs of challenge. Understanding the factors that influence Bandura's (1997) construct of teacher self-efficacy deepens the field's knowledge and increases the possibility of encouraging, and developing high levels of teacher self-efficacy. Self-efficacy theory, a viable sub-construct of the social cognitive theory asserts that the behavior of self and others provide various sources of efficacy information that have an effect on one's level of self-efficacy (Bandura,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, the most powerful influence on teacher self-efficacy, occurs when teachers take on and master a new classroom skill or challenge. When individuals successfully master a challenging task, they begin to build a greater sense of self-efficacy. When a teacher later faces a similar experience, they are able to draw on the experience of mastery with a powerful expectation for success. For teachers, mastery experiences come from actual teaching accomplishments with students (Bandura, 1997). If a teacher perceives their teaching experience to be successful, their sense of teacher self-efficacy increases. This contributes to the teacher's expectation that future performance will be successful and experience an increase in motivation. Conversely, if a teacher perceives teaching as a failure, it lowers efficacy beliefs and motivation, contributing to the expectation that future performance also will be a failure.

Bandura (1997) found that vicarious experiences inform and contribute to a teacher's sense of self-efficacy. Vicarious experiences influence the building of self-efficacy by seeing other people successfully complete a task. Seeing that the task is doable helps teachers to feel that they can be successful, as well. However, the influence of vicarious learning becomes minimized if the person thinks that the model does not share similar characteristics. For example, the model possesses distinctive skills or advantage that assists him/her with the task. An important aspect of vicarious experience requires that the task be modeled by someone that the observer of the task can identify or relate to if the experience is to be effective. If the observer closely identifies with the model, then the efficacy beliefs increase. Efficacy beliefs can be diminished when the observer differs with the model in ways that seem significant to the observer, i.e., level of experience, training, race, and gender.

Verbal or social persuasion is another source for influencing teacher self-efficacy. 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. The verbal interaction among teachers , administrators, colleagues, parents, and members of the community can encourage or discourage teacher self-efficacy perceptions. When a trusted colleague tells you that you can be successful with a challenge, you are more likely to approach the task with a high expectation of success.

The fourth efficacy information source which also influence one's sense of efficacy is the psychological arousal or emotional state experienced by the person. When a teacher deals or handles any bullying case and has feelings of joy or pleasure , there can be an increase sense of efficacy. However, if the teacher experiences high levels of stress or anxiety with fear of losing control when dealing with bullying incident, this can result in lower self-efficacy beliefs. 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.

Participants

Participants in the study were 992 teachers (632 women, 360 men) in-service teachers currently teaching or serving in rural primary schools in Sarawak (East Malaysia). Most of them were under the age of 45 and had taught at their current school for five to twelve years. Out of 992 participants, 379 had more than 10 years of total teaching experience and 613 had fewer than 10 years of total teaching experience. Using the *stratified random sampling* the researchers had select six divisions randomly from the population of twelve divisions in Sarawak for example, Serian division, Sri Aman division, Betong division, Mukah division, Kapit division, and Limbang division. After that, the researcher had again randomly selected 20 schools from each division. Meaning that, there were approximately 120 rural primary schools involved in this study. All teachers including senior assistants in selected school had been involved in this study. This is because some rural primary schools in Sarawak may have less than ten teachers. As of 2015, the number of primary schools in the state of Sarawak is 1264 (Malaysian Ministry of Education, 2015). About 75% of the primary schools in the state of Sarawak are considered as rural primary school due to the location of the school from town area.

Instrument

Survey research methods had been employed to accomplish the objectives. A questionnaire 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 Primary School* with 32 self-constructed items. The 32 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 primary school. The 32 items consisted of mastery experience, vicarious experience, verbal persuasion, and physiological arousal. These items were evaluated by two university professors who are expert in the field. There were 9 items assessed mastery experiences (e.g., "My experiences handling several bullying cases in school helped enhance my self-efficacy regarding dealing with bullying"), 8 items assessed vicarious experiences (e.g., "The school administrators and teachers collaborate well in ensuring the school is run effectively and a safe place for students to study "), 9 items assessed verbal persuasion (e.g., " I received positive feedback

from my headmaster or senior assistants regarding my ability in dealing with bullying case among students ”), and 6 items assessed physiological arousal (e.g., “ I usually not worry about my ability to deal with any bullying case in my school ”). Items were both positively and negatively worded. Negatively-worded items were reverse coded prior to analysis. Thought-listing questionnaire from 250 teachers during the pilot test had been carried out. In order to response to sources of influence on teacher self-efficacy scale regarding dealing with bullying in primary school, participants were asked to circle a response corresponding (1-Strongly Disagree, 2- Disagree, 3-Neutral, 4-Agree, 5-Strongly Agree). Exploratory Factor Analysis (EFA) had also been carried out on all the variables (the questions) of to evaluate whether all the items designed to assess the sources of influence on teacher self-efficacy in dealing with bullying among students in primary school. A factor is a hypothetical latent variable that is measured by one or more observable variables. Such analysis can be used to reduce the number of items in a scale to produce a reliable instrument composed of items that are meaningfully related (Netemeyer, Bearden, & Sharma, 2003). Exploratory factor analysis was also appropriate because more than one latent variable could underlie a single source of self-efficacy identified by Bandura (1997). Based on the initial investigations of the internal consistency of the *Sources Of Influence on Teacher Self-Efficacy Scale Regarding Dealing With Bullying in Primary School,* the alpha values were reasonably acceptable, ranging from Cronbach's alpha .73 to .86. Items with weak alpha values were removed. However, based on theoretical foundations, three 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 Primary School* consisted of 32 items.

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 primary school). 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 in primary school. The 18 self-constructed items in the Teacher Sense Of Efficacy Scale Regarding Dealing with Bullying in Primary School, actually consisted of the three sub scale of self-efficacy (Behavioral, Cognitive and Emotional) suggested by Gibbs (2000) in their study. There were 6 items assessed behavioral self-efficacy (e.g., “How confident are you in controlling bullying behavior in the classroom ? ”), 6 items assessed cognitive self-efficacy (e.g., “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 ? ”), and 6 items assessed Emotional self-efficacy (e.g., “How much can you do to influence students to dare to express themselves to others that they are also the victims of bullying? ”). Items were both positively and negatively worded. In order to response to teachers self-efficacy scale regarding dealing with bullying, participants were asked to circle a response corresponding (1-nothing, 2-very little, 3-some influences, 4-Quite a bit, 5-A great deal). Thought-listing questionnaire from 250 teachers during the pilot test had been carried out. Exploratory Factor Analysis (EFA) had also been carried out on all the variables (the questions) of self-efficacy scale on teachers' self-efficacy regarding dealing with bullying in secondary school. Internal consistency for each of the sub-scales was examined using Cronbach's alpha. The alphas were moderate: .72 for Behavioral Self-Efficacy (6 items), .67 for Cognitive Self-Efficacy (6 items), and . 63 for Emotional Self-Efficacy (6 items).

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.

Procedures

After obtaining clearance from the respective authorities, the researcher personally went to the state and with the help from a research assistants appointed by the researcher in the state, the questionnaire had been administered to the participants (primary school teachers currently teaching in rural primary schools in the state of Sarawak, Malaysia) of this study. There were three teachers (part time research assistants) from each division helping the researcher to administer the questionnaire to the participants. Before the administration of the questionnaire, the researchers as well as the three helpers took some times to explain the intent of the study to the participants. Out of 120 schools involved in this study, researchers and part time research assistants only managed went to 74 rural primary schools in all the division involved in this study (Serian division : 20 schools, Sri Aman division : 16 schools, Betong division : 17 schools, Mukah division : 12 schools, Kapit division : 5 schools, and Limbang : division : 4 schools). Other rural schools (46 schools) that could not be reached by the researchers due to some limitations (location, time and budget), an envelope contains the questionnaires, relevant instruction, copy of letters of approval from the Ministry of Education and the State Department as well as letter from the researcher to the Head Master, and empty envelop for the school to send back the questionnaires to the District Education Department had been sent to all the District Education Department in some of the Division in Sarawak. Every District Education Department has all the schools' mail box and for some rural schools, the head masters or the clerks of the schools will collect their mail twice a week.

Findings

Sources of Influence on Teachers' Self-efficacy in Dealing with Bullying in Rural Primary Schools

Table 1.1 shows the overall mean scores and standard deviations comparison of the four sources of influence on rural primary school teacher self-efficacy regarding dealing with bullying among students in primary school. Based on minimum score (2.13) and maximum score (5.00) for all the sub scale, overall mean score between 2.00 - 2.90 indicates low influence, overall mean score between 3.10 – 3.90 indicates moderate influence and overall mean score between 4.00 – 5.00 represents strong influence.

Table 1.1: Overall Mean Scores and Standard Deviations for each Subscales of the Sources of Influence on Teachers' Self-Efficacy in Dealing With Bullying in Rural Primary Schools.

Subscale	*M*	*Influence*	SD
Mastery Experience	3.58	Moderate	0.45
Vicarious Experience	3.87	Moderate	0.40
Verbal Persuasion	3.79	Moderate	0.41
Physiological Arousal	3.71	Moderate	0.46

N =992   Cronbach's Alpha = .87

Based on the above finding, all the four overall mean scores fell between the range of 3.58 up to 3.87. This showed that all four sources generally contributed moderately influence on primary school teachers' self-efficacy in dealing with bullying in school. Vicarious Experience showed the highest source of influence on primary school teachers' self-efficacy in dealing with bullying for the participants in this study with an overall mean of 3.87 (*SD* = 0.40). This is followed by Verbal Persuasion with an overall mean of 3.79 (*SD* = 0.41), Physiological Arousal with an overall mean of 3.71 (*SD* = 0.46), and Mastery Experience with an overall mean of 3.58 (*SD* = 0.45). As expected all the sources were significantly correlated among themselves (Table 1.2). On the other hand, teachers with more than ten years of teaching experience had significantly higher mean scores for mastery experiences than did less experienced teachers. They also had higher mean scores for verbal persuasions than their less experienced counterparts (Table 3).

Table 1.2 : Correlation Between Sources of Teachers' Self-Efficacy in Dealing with Bullying (N=992)

Sources	*M*	SD	1	2	3	4
1. Mastery Experience	3.58	0.45	_	.53**	.63**	.68**
2. Vicarious Experience	3.87	0.40	.53**	_	.68**	.47**
3. Verbal Persuasion	3.79	0.41	.63**	.68**	_	.57**
4. Physiological Arousal	3.71	0.46	.68**	.47**	.57	_

** p < . 001

Table 1.3: Overall Means, Standard Deviations, of the Hypothesized Sources by Teaching Experience

Sources	Teaching Experience	
	(< 10 years) *M (SD)*	(> 10 years) *M (SD)*
1. Mastery Experience	3.57 (0.56)	4.34 (0.47)
2. Vicarious Experience	3.67 (0.43)	3.56 (0.42)
3. Verbal Persuasion	3.76 (0.44)	4.52 (0.45)
4. Physiological Arousal	3.70 (0.46)	3.78 (0.55)

** p < . 001

Relationships between Sources of Influence on Teachers' Self-efficacy in Dealing with Bullying in Rural Primary Schools and Teacher Self-Efficacy Subscale (behavioral, cognitive, emotional)

When Behavioral Self-Efficacy was the dependent variable, all four hypothesized sources were significant predictors of teacher self-efficacy in dealing with bullying among students (Table 1.4). Mastery Experience, Vicarious Experience, Verbal Persuasion, and Physiological Arousal accounting for 7.4%, 6.8%, 9.7 % and 9.5 % of the variance respectively, R^2 = .22, F(1, 987) = 35.153, p < . 001. When Cognitive Self-Efficacy was the dependent variable, all four hypothesized sources were also significant predictors of teacher self-efficacy in dealing with bullying among students. Mastery Experience, Vicarious Experience, Verbal Persuasion, and Physiological Arousal accounting for 5.0%, 6.0%, 8.0 % and 8.4 % of the variance respectively, R^2 = .21, F(1, 987) = 31.709, p < . 001. In the model in which Emotional Self-Efficacy was the dependent variable, all four hypothesized sources were also significant predictors of the teacher self-efficacy in dealing with bullying among students. Mastery Experience, Vicarious Experience, Verbal Persuasion, and Physiological Arousal accounting for 8.0%, 8.4%, 10.4 % and 8.9 % of the variance respectively, R^2 = .22, F(1, 987) = 37.044, p < . 001. In terms of the significance test, the F-ratio was used to test how well the predictors variables collectively correlated with each subscale of teacher self-efficacy in dealing with bullying among students in primary school.

Table 1.4 : Standardized Regression Result for the Prediction of Teachers' Self-Efficacy in Dealing with Bullying Among Students

Sources of Teacher's Self Efficacy	Teacher's Self Efficacy in Dealing With Bullying Among Students		
	Behavioral	Cognitive	Emotional
Mastery Experience (β)	.023	.049	.038
SE	.053	.052	.051
Structure Coefficient	.019	.049	.038
Uniqueness Index	.074	.050	.080
Vicarious Experience (β)	.082	.056	.102
SE	.054	.053	.053
Structure Coefficient	.062	.056	.102
Uniqueness Index	.068	.060	.084
Verbal Persuasion (β)	.200	.184	.151
SE	.059	.058	.057
Structure Coefficient	.155	.184	.151
Uniqueness Index	.097	.080	.089
Physiological Arousal (β)	.021	.192	.138
SE	.047	.046	.046
Structure Coefficient	.178	.192	.089
Uniqueness Index	.950	.084	.089
Model R^2	.22**	.21**	.22**

** $p < .001$.

In terms of direct effects of each predictor, when all the predictors variables were entered into the equation of multiple regression analysis, Verbal Persuasion and Physiological Arousal had positive regression weight indicates that these two variables significantly predicted Behavioral Self-Efficacy (Table 1.5). Physiological Arousal accounted for the highest effect on Behavioral Self-Efficacy in dealing with bullying among students in primary school, with beta weight of .178 at $p < .001$ (t = 4.254). The second direct effect on Behavioral Self-Efficacy in dealing with bullying among students in primary school is Verbal Persuasion, with beta weight of .155 at $p = .001$ (t = 3.397)

Table 1.5 : Coefficients

Predictors Variables	B	Std. Error	β	t	sig.
Mastery Experience	. 023	.053	.019	0.426	.670
Vicarious Experience	. 082	.054	.062	1.504	.133
Verbal Persuasion	. 200	.059	.155	3.397	.001
Physiological Arousal	. 201	.047	.178	4.254	.000

Note : N = 992, R^2 = .22 $p < .001$
Dependent variable : Behavioral Self-Efficacy in dealing with bullying   among students.

Under Cognitive Self-Efficacy in dealing with bullying among students, Verbal Persuasion and Physiological Arousal also showed positive regression weight indicates that these two variables significantly predicted Behavioral Self-Efficacy in dealing with bullying among students in primary school. As can be seen from Table 1.6, results indicate that Physiological Arousal accounted for the highest effect on Cognitive Self-Efficacy in dealing with bullying among students in primary school, with beta weight of .192   at $p < .001$ (t = 4.560). The second direct effect on Cognitive Self-Efficacy in dealing with bullying among students in primary school is Verbal Persuasion, with beta weight of .184 at $p = .001$ (t = 4.004)

Table 1.6 : Coefficients

Predictors Variables	B	Std. Error	β	t	sig.
Mastery Experience	. 056	.052	.049	1.086	.278
Vicarious Experience	. 072	.053	.056	1.358	.175
Verbal Persuasion	. 231	.058	.184	4.004	.000

Physiological Arousal	.210	.046	.192	4.560	.000

Note : $N = 992$, $R^2 = .21$ $p < .001$
Dependent variable : Cognitive Self-Efficacy in dealing with bullying   among students.

For the third subscale that is the Emotional Self-Efficacy, when all the predictors variables were entered into the equation of multiple regression analysis, Verbal Persuasion and Physiological Arousal still showed positive regression weight indicates that these two variables significantly predicted Emotional Self-Efficacy in dealing with bullying among students in primary school compared to Mastery Experience and Vicarious Experience. As can be seen from Table 1.7, results indicate that Verbal Persuasion accounted for the highest effect on Emotional Self-Efficacy in dealing with bullying among students in primary school, with beta weight of .152 at $p \leq .001$ (t = 3.317). The second direct effect on Emotional Self-Efficacy in dealing with bullying among students in primary school is Physiological Arousal, with beta weight of .138 at $p \leq .001$ (t =3.315)

Table 1.7 : Coefficients

Predictors Variables	B	Std. Error	β	t	sig.
Mastery Experience	.044	.051	.038	0.853	.394
Vicarious Experience	.131	.053	.102	2.483	.013
Verbal Persuasion	.189	.057	.151	3.317	.001
Physiological Arousal	.151	.046	.138	3.315	.001

Note : $N = 992$, $R^2 = .21$ $p < .001$
Dependent variable : Emotional Self-Efficacy in dealing with bullying   among students.

Discussion

The results of this study showed that all four sources generally contributed moderately influence on primary school teachers' self-efficacy in dealing with bullying among students in school, with Vicarious Experience   has the highest overall mean scores. This result somewhat contradicted with Bandura's finding (1997) as well as other studies (Tschannen-Moran & Woolfolk Hoy, 2007; Lee, 2015) where mastery experiences was the most important   determinant of self-efficacy. Looking at the demographic information of the participant of this study, more than 50 percent of the participants had fewer than 10 years of total teaching experience. Teachers with more than ten years of teaching experience had significantly higher mean scores for mastery experiences than did less experienced teachers. This could explain why mastery experience was not the most determinant of sources of self-efficacy when come to experience dealing with bullying, in the present study. Another factor could be because of teachers themselves were reluctant or unwilling to actually get themselves involved in any bullying case or intervention and as a result they do not have the experience. As bullying behavior is not always easy to be observed or detected and students are quite accomplished at hiding it from adults (Cross, 2006), not all teachers actually have the experience dealing with bullying. On the other hand, Bandura (1997) did 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.

In terms of direct effects of each predictor variable (Mastery Experience, Vicarious Experience, Verbal Persuasion, and Physiological Arousal) on each subscale (Behavioral Self-Efficacy, Cognitive Self-Efficacy, and Emotional Self-Efficacy) of teachers self-efficacy in dealing with bullying among students, Verbal Persuasion and Physiological Arousal had consistently showed significantly positive regression weight for all the three subscales. Even though Bandura (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. This finding also in away 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) or even parents, should 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 rural primary schools.

As Physiological arousal also had consistently showed significantly positive regression weight for behavioral self-efficacy, cognitive self-efficacy and emotional self-efficacy in dealing with bullying, this again indirectly telling us that this element should be taken into account more seriously by relevant parties or authorities when come to teachers emotional state. Teachers performance in term of dealing with bullying in rural primary school could be associated with their perceived failure with aversive physiological arousal and success with pleasant feeling states.   Thus, when they become aware of unpleasant physiological arousal, they are more likely to doubt their own competence than when their physiological state were pleasant or neutral. Likewise, comfortable physiological sensations are likely to lead them to feel confident in their ability in dealing with any situation or task at hand. In conclusion, with more and better training opportunities that provide the right and useful sources of self-efficacy and clearly articulated whole school policies and intervention programs, teachers will be more or well equipped to face the challenges of bullying phenomena in the future.

It is recommended that teacher preparation or teacher developmental programs regarding the issue of bullying among students in rural primary schools, explicitly address these two influences with specific types of training and educational experiences that

focus on mastery building through cognitive and meta cognitive strategies, cultivating self-regulation competencies, and establishing a social support system. Strengthening teachers' optimistic self-efficacy along with improved skills should be a preventive measure in order to alleviate the problem of bullying in schools and create a healthy environment that provides students with shared values, shared experiences and common aspirations.

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