

RELATIONSHIP BETWEEN BULLYING BEHAVIOR, GENDER, BULLIES
AND VICTIMS AMONG PRIMARY SCHOOL STUDENTS IN THE STATE OF
JOHOR

SHALINI A/P N BHASKARAN

A project report submitted in partial fulfilment of the
requirements for the award of the degree of
Master of Education (Educational Psychology)

School of Education
Faculty of Social Sciences and Humanities
Universiti Teknologi Malaysia

AUGUST 2021

DEDICATION

This project report is dedicated to my father, who taught me that the best kind of knowledge to have is that which is learned for its own sake. It is also dedicated to my mother, who taught me that even the largest task can be accomplished if it is done one step at a time.

ACKNOWLEDGEMENT

In preparing this thesis, I was in contact with many people, researchers, academicians, and practitioners. They have contributed towards my understanding and thoughts. In particular, I wish to express my sincere appreciation to my main thesis supervisor, Professor Yeo Kee Jiar, for encouragement, guidance, critics and friendship. Without her continued support and interest, this thesis would not have been the same as presented here.

Librarians at UTM, Cardiff University of Wales and the National University of Singapore also deserve special thanks for their assistance in supplying the relevant literatures.

My fellow postgraduate student should also be recognised for their support. My sincere appreciation also extends to all my colleagues and others who have provided assistance at various occasions. Their views and tips are useful indeed. Unfortunately, it is not possible to list all of them in this limited space. I am grateful to all my family member.

ABSTRACT

The purpose of this research is to study relationship between bullying behavior, gender, bullies and victims among primary school students. Bullying issues are usually undetected and reported because many people see bullying as an unnatural part of their lives, especially in primary school, because most people think it is normal for children to fight and learn how to protect themselves hard. This study aimed to determine the level of bullying and gender differences. The study involved 132 respondents at four selected Malay medium national primary schools at Kluang, Johor areas. The respondents were consisted of both male and female who from Year 5. The survey data was gathered using modified School Life Survey by Chan, Myron and Crawshaw (2005) and Peer Interactions in Primary School Questionnaire originated by Thomas Tarshis, MD (2007). The collected data was then analysed thoroughly by score of descriptive statistics (frequency and percentage) and inferential statistics (Mann-Whitney U Test and Spearman Correlation). Overall the findings show the level of bullying and victimization are low and there is no gender differences in bullying. However, there are significant differences in some types of bullying behaviour and there is a significant relationship between bullying and victimization. The significant findings in this study imply that future research on the issue of bullying behaviour, should be carried out with more improvement based on the recommendations discussed.

ABSTRAK

Matlamat kajian ini adalah untuk mengkaji hubungan antara tingkah laku buli, jantina, pembuli dan mangsa dalam kalangan pelajar sekolah rendah. Masalah buli biasanya tidak dapat dikesan dan dilaporkan kerana ramai orang melihat buli sebagai perkara yang tidak wajar dalam kehidupan mereka, terutamanya di sekolah rendah, hal ini kerana, kebanyakan orang menganggap adalah perkara biasa bagi kanak-kanak untuk bertengkar dan belajar bagaimana melindungi diri mereka dengan sukar. Kajian ini bertujuan untuk mengetahui tahap buli dan perbezaan jantina. Kajian ini melibatkan 132 responden di empat sekolah rendah kebangsaan terpilih di daerah Kluang, Johor. Responden terdiri daripada lelaki dan perempuan dari Tahun 5. Data tinjauan dikumpulkan dengan menggunakan School Life Survey oleh Chan, Myron dan Crawshaw (2005) dan Peer Interactions in Primary School Questionnaire yang berasal dari Thomas Tarshis, MD (2007). Data yang dikumpulkan kemudian dianalisis secara menyeluruh dengan skor statistik deskriptif (frekuensi dan peratusan) dan statistik inferensi (Mann-Whitney U Test dan Spearman Correlation). Secara keseluruhan penemuan menunjukkan tahap buli dan mangsa adalah rendah dan tidak ada perbezaan jantina dalam buli. Walau bagaimanapun, terdapat perbezaan yang signifikan dalam beberapa jenis tingkah laku buli dan terdapat hubungan yang signifikan antara buli dengan mangsa. Kajian ini menunjukkan bahawa penyelidikan masa depan mengenai masalah tingkah laku buli, harus dilakukan dengan lebih banyak berdasarkan saranan yang dibincangkan.

TABLE OF CONTENTS

TITLE PAGE	
DECLARATION	ii
DEDICATION	iii
ACKNOWLEDGEMENT	iv
ABSTRACT	v
ABSTRAK	vi
TABLE OF CONTENTS	vii
LIST OF TABLES	ix
LIST OF FIGURES	x
CHAPTER 1 INTRODUCTION	1
1.1 Introduction	1
1.2 Problem Background	4
1.3 Problem Statement	6
1.4 Research Objective	8
1.5 Research Questions	8
1.6 Research Hypothesis	9
1.7 Significance of Study	9
1.8 Theoretical Framework	10
1.9 Conceptual Framework	12
1.10 Scope of the Study	14
1.11 Delimitation	14
1.12 Definition of Terms	15
1.13 Summary	16

CHAPTER 2 LITERATURE REVIEW	17
2.1 Introduction	17
2.2 Social Cognitive Theory	17
2.3 Cognitive Development Theory	19
2.4 Definition of Bullying Behaviour	20
2.5 Types of Bullying Behaviour	21
2.6 Gender Differences	24
2.7 Empirical Studies	26
2.8 Summary	29
CHAPTER 3 RESEARCH METHODOLOGY	30
3.1 Introduction	30
3.2 Research Design	30
3.3 Population and Sample	31
3.3.1 Population and Sample	31
3.3.2 Sample	32
3.3.3 Sample Size	33
3.4 Research Instrument	35
3.4.1 Instrument Measuring Types of Bullying Behaviour among Bullies and Victimization	35
3.4.2 Scoring of the Instruments	37
3.4.3 Questionnaires	37
3.4.4 Validity of the Instruments	39
3.4.5 Reliability of the Instruments	39
3.4.6 Pilot Test	40
3.5 Data Collection Process	42
3.6 Data Analysis	43
3.6.1 Descriptive Analysis	43
3.6.2 Inferential Analysis	45
3.7 Summary	46
CHAPTER 4 DATA ANALYSIS AND FINDINGS	47
4.1 Introduction	47

4.2	Descriptive Analysis of Respondents' Demography	47
4.2.1	Gender	47
4.2.2	School	48
4.3	Descriptive Analysis of the Research Questions	50
4.3.1	Dominant types of bullying behavior	50
(a)	Physical Bullying	50
(b)	Verbal Bullying	51
(c)	Social Bullying	52
(d)	Physical Victimization	53
(e)	Verbal Victimization	54
(f)	Social Victimization	55
4.3.2	Level of the types of bullying behavior	56
4.4	Inferential Analysis	58
4.4.1	Is there any significant differences in bullying behavior between male and female students?	58
4.4.2	Is there any relationship between bullying and victimization?	60
4.5	Summary	60
CHAPTER 5 SUMMARY, DISCUSISON, IMPLICATION, RECOMMENDATION		61
5.1	Introduction	61
5.2	Summary of the Findings	61
5.3	Discussion	62
5.3.1	The dominant types of bullying behaviour	62
5.3.2	The level of bullying behaviour	64
5.3.3	Differences in bullying behaviour between male and female students	65
5.3.4	Relationship between bullying and victimization	66
5.4	Implication	66
5.4.1	Theoretical Implications	67
5.4.2	Practical Implications	68
5.5	Limitation	69
5.6	Recommendations for Future Research	69

5.7	Conclusion of the study	70
	REFERENCES	78

LIST OF TABLES

TABLE NO.	TITLE	PAGE
3.1	Sampling Techniques	37
3.2	Constructs of School Life Survey	39
3.3	Constructs of Peer Interactions in Primary School Questionnaire	40
3.4	The items in the questionnaires	41
3.5	Cronbach Alpha Reliability Value Analysis Results	45
3.6	Data analysis for descriptive statistics.	47
3.7	Level of Bullying	48
3.8	Level of Victimization	48
3.9	Rule of Thumb for Interpreting the Size of Correlation Coefficient	49
3.10	Data analysis for inferential statistics	49
4.1	Frequency and percentage distribution of the respondents' gender	52
4.2	Frequency and percentage distribution of the respondents' school	53
4.3	Frequency of physical bullying behavior	55
4.4	Frequency of verbal bullying behavior	56
4.5	Frequency of social bullying behavior	57
4.6	Frequency of physical victimization	58
4.7	Frequency of verbal victimization	59
4.8	Frequency of social victimization	60

TABLE NO.	TITLE	PAGE
4.9	Level of bullying behavior	62
4.10	Level of Victimization	62
4.11	Analysis of differences in bullying behavior of male and female	63
4.12	Correlation analysis between bullying and victimization	64

LIST OF FIGURES

FIGURE NO.	TITLE	PAGE
1.1	Theoretical framework of bullying behaviour	13
1.2	Conceptual framework of the bullying behaviour	14
3.1	The sampling procedure of this study	36
3.2	Krejcie and Morgan's (1970) table	37
3.3	The data collection procedure of this study	46
4.1	Percentage of the age of the respondents	52
4.2	Percentage of the school of the respondents	53

LIST OF APPENDICES

APPENDIX	TITLE	PAGE
A	Questionnaire (Malay Language)	90

CHAPTER 1

INTRODUCTION

1.1 Introduction

Schools are significant institutions in the country. Malaysia's education system includes centres for early childhood education, primary and secondary schools and pre-university and tertiary institutions. All of these educational institutions are either owned or managed by the government or private entities. According to Article 15 of the 1996 Education Act, Malaysia's public primary schools are divided into two categories: state schools and state schools (Sekolah Rendah Jenis Kebangsaan). The former is a Malay secondary school with Malay as the main language, while the latter uses Chinese or Tamil. There are also government-funded Islamic schools for Muslims to consider (Clark, 2014). These schools are called Sekolah Rendah Agama. Private institutions are private schools, home schools and learning centres. According to the 1996 Education Act, all private institutions must adopt the National Curriculum (KSSR). On the other hand, home schools can adopt different international courses, but they can adopt government courses. They have the right to set up teaching programs. There are currently three types of home school environments in Malaysia. For example, parents are teachers, families, and like-minded parents are teachers and learning centres.

The Malaysian school curriculum is dedicated to the comprehensive development of children from the three aspects of nationality, education, spirit, emotion and body, which is reflected in the National Education Philosophy. According to the National Education Blueprint for 2013-2015, the Ministry of Education prioritizes the quality of science, technology, engineering and mathematics (STEM) education in primary schools. This will ensure that a comprehensive curriculum based on international standards is provided, so that

students have the skills needed to compete at the international level. In addition, newspaper reports (Wani Muthiah, 2018) stated that our ex-education minister Dr Maszlee Malik had acknowledged and emphasized the 3Rs (reading, writing and arithmetic) scheme to the primary schools which play a pivotal role in inculcating good values in students. The role of school is to shape and educate children in conjunction with the vision of the country. Maximum talent growing and requiring a high level of learning demands an optimum level of safety in the environment (Toosi, Gorji, Kolaee, & Rokni, 2015).

Teachers play a vital role in maintaining discipline among students. They will monitor students' academic performance as well as their adherence to rules and regulations in the schools and the classroom settings. However, press and newspaper reports (Yaacob, 2018) shows an increase in the number of bullying cases in schools. Statistics report from the Ministry of Education indicated that there were more than 14,000 cases of bullying in schools between 2012 and 2015. It is the fact that the issue of school bullying is not only a problem faced by Malaysia alone but also a problem faced by many countries around the world. According to Jan and Husain (2015), school bullying has made schools no longer a safe place for students and it is considered a serious problem in the school system. Indirectly, this phenomenon creates fear among students who miss safety in the school.

There are many definitions for bullying behaviour. Bullying is a behavioural phenomenon which is a repetitive aggressive behaviour cause harm to others especially students. It is also defined as repeated or negative behavior by one or more students against students who are difficult to defend themselves (Salwina et al., 2011). Bullying is an act of beating and making fun, and the most passive form is rejection of social activities. Most students who were bullied did not receive any obvious provocations. It is intended to make them feel insecure, vulnerable, and alienated from others around them. In the Malaysian context, the word 'bullying' has not been mentioned in any of the sections of the Penal Code. However, this does not mean that the bullies will escape any legal consequences of their actions. This is because based on the definitions, bullying consists of a number of elements that may fall under offending provisions of the Penal Code (Rajamanickam, Ramli, Na'aim, Hassan, & Hashim, 2019).

Yaakub, Nagappan and Jusoh (2014) completed an investigation on 2528 primary school children from 29 schools. The results showed that a high percentage of bullying occurred in the classroom and also took place on the way back from school. Past researches had found out that the bullying cases among primary school students in Malaysia increasing as in secondary schools. Based on the research by Yahaya, Yusofboon, Hashim, Mustaffa and Muhamad (2018) stated that primary school students in Malaysia are more often involved in physical bullying behavior, verbal and antisocial compared to high school students. These findings indicated that bullying behavior is more common among more students their young age. Bullying in primary schools should be taken seriously as in secondary schools. Although, primary school students are younger than high school students, incidents bullying is still rampant among students who attended primary school.

Bullying is a negative attitude, which makes others a victim and may make them sick and anxious (Salleh & Zainal, 2014). Apart from that, the victim of bullying is suffering from depression, feeling alone, feeling nervous and having suicidal thoughts. Not unexpectedly, more research on primary school bullying and their effect is widespread in many countries such as China, Austria, Canada, Finland, Italy, Japan, South Korea, and the United States and these research consistently show that school bullying is a global phenomenon and harms students.

Bullying and aggressive expressions have shown gender patterns over time. Early research and a recent meta-analysis (Casper & Card, 2017) concluded that boys' victimization (direct, physical) is less to moderate than girls' victimization, and there is no significant difference between boys and girls in relational victimization. It pointed out that boys are generally more vulnerable to bullying than girls, and the role of gender in the rate of victims was found to be inconsistent. The difference between boys and girls is small, but it still shows that boys are more likely to be victims than girls. Some researchers clarify the gender differences in bullying by showing that boys are more tending to use direct physical aggression in social aspects, while girls have learned to use less aggression or indirectly eliminate aggression.

In this study, the focus was on the issue of bullying among primary school students including both male and female students. The researcher would like to draw attention to this bullying behaviour which is a core topic in the field of educational psychology and has become an important issue to be investigated. In this chapter, the

background and the problem statement of the study will be elaborated. The seriousness of the topic of primary school bullying will be explained, which next lead to the objectives of this study. There are also some questions listed to be answered in this study. Throughout this chapter, readers will get a clearer picture on the intention of constructing this research.

1.2 Problem Background

Bullying in school is a global issue and our country is not exempted. Malaysia has been bugged by bullying issues since long ago. Resolving conflicts among teenagers is a normal part of their maturation process, and they often exhibit bullying behavior, which threatens other students who may be considered vulnerable or weak (Carter, 2011). This behavior is recognized as traditional bullying. Because bullying occurs during the growth phase, researchers determined that bullying may increase in the elementary school (Yusuf, Hassan, and Ibrahim, 2018). Bullying issues are usually undetected and reported because many people see bullying as an unnatural part of their lives, especially in elementary school, because most people think it is normal for children to fight and learn how to protect themselves hard. The increase in the number of incidents of bullying which involving primary school students has raised concerns among different layers of society especially parents.

There have been few studies on school bullying that have been conducted in Malaysia even though bullying cases appear to be prevalent in Malaysian. However, a study conducted by Sudan (2016) stated that bullying in Malaysian schools is widespread and in an alarming condition. It shows that bullying among school students is prevalent and there is a serious need for relevant parties such as schools and parents to further analyse and prepare on a long-term basis to resolve this problem. If this issue of bullying is not curbed, it will lead to serious consequences in the future. Based on statistics revealed by Musu-Gillete et al. (2017) concerning the incident bullying among students aged between 13 to 14 years, Malaysia is ranked 7th the highest of the 53 countries participating in the study. Sadly, statistics on bullying behaviour between students aged 9-10 not well recorded and cannot be obtained anywhere in the web. Isa, Ismail, & Noor (2019) stated that although no

data was taken from primary school students, the trend exhibited in the study gives the impression that the number may be higher if obtained.

There is also an increase in cases of bullying among school students in Johor. As far as the researcher is concerned, the Ministry of Education has never recently revealed the exact number of cases of bullying in Johor. The most recent number available is from a newspaper clip published by Suradi (2019) in Johorkini, which found 88 cases of school bullying in Johor State from 2017 until 2019. We do not and will not know the exact number of bullying cases that goes unreported by school. There are also reported cases of bullying in Kluang involving teens aged 18-20 years (Kili, 2018). However, there is also no specific statistics showing cases of bullying among school students in the Kluang district. Inadequacy of statistics on bullying cases leads to a lack of awareness among parents who send their children to school. Bullying cases in Malaysia is quite worrying, since the government and the Ministry of Education Malaysia is less committed to eradicating symptoms bullying among school students (Ab Aziz, Ab Hamid, & Mohamad Amin, 2020).

In addition, Otopa (2016) pointed out that the main type of bullying in schools is physical bullying, which is common in almost all schools. It shows that physical bullying is the most obvious method of bullying used by almost all bullies. Research has also shown that verbal bullying is widely used in schools that involve trick-or-treating, kicking and pushing. According to (Coloroso, 2008), middle school students commonly use social bullying, also known as relationship bullying, which involves psychological damage and exploitation of the social system. Fisher (2015) also argued that physical bullying is the most dangerous of other forms of bullying and in many cases of serious criminal often began with physical bullying.

According to Swearer (2011), the factors that lead to bullying behavior involve individuals, peers, schools, families and society. These causes often do not act on their own, but the combination of all of them triggers an individual's intrinsic nature of bullying. Bullies generally come from families with low cohesion, low comfort, absent fathers, high power needs, violent behaviour, physical violence, weak family functioning, and authoritarian parenting. Mohammad Salleh & Zainal, (2014) stated that students commit bullying not because of money problems. However, they feels satisfied when managed to earn money by force and bullying victim. Bullying that occurs among primary school students in Malaysia also due to

feelings of envy and resentment towards peers, lack of attention from parents causing students to act aggressively to get attention. Some students act aggressively because of following the behavior of the parents who did domestic violence (Nachiappan et al., 2018). Most incidents of bullying occur in schools, and in a dormitory room (Abdalqader, et al., 2018).

Research by Iossi Silva et al. (2013) shows that boys are more likely to be both bullies and victims of bullying, especially in terms of physical expressions, because girls are more likely to be involved in indirect bullying situations, such as mocking or gossip with peers. The study found that in addition to indirect expressions of this phenomenon, boys are more likely to participate in various bullying cases than girls. The National Health and Morbidity Survey (NHMS) 2017, found that male students are more likely to be 10.6% victims in terms of physical bullying. For females, their chances of being physically bullied were 4.6 per cent lower in 2017. It clearly shows that there are typically two forms of bullying which are direct and indirect (Smith et al., 2018).

Based on the statistics and findings of the above study, it can be concluded that bullying behavior is a serious disciplinary problem in schools today. The problem of bullying behavior if not curbed will lead to bad consequences in the future. Bullying behavior among primary school students are necessary issues given attention by all the parties for students' safety. The problem of bullying behavior needs to be addressed as best as possible so that it is not a problem that can have an impact on academic development and student personality. To conclude, the researcher explored bullying behaviour and the level of bullying. In addition to that, the researcher explore the dominant types of bullying and victimization. This study also aimed to identify the differences in bullying behaviour between male and female students. Students were randomly selected from Malay Medium National primary schools in Kluang district.

1.3 Problem Statement

Primary school students in Malaysia spend about six to eight hours in school on a day that is a compulsory six-year period. They are expected to be academically

stable and outfitted with social skills to further their education in their future school life. As far as education is concerned, they should have mastered 3R reading, writing and arithmetic (Ministry of Education, 2012). In addition, students are projected to have the necessary character to build that which is essential for their secondary education. Generally, students should be good at academic level and well-trained to succeed at school.

However, many primary school students often involved in bullying cases. This is an issue that has to be looked into as a serious problem which leads to many other problems such as academic failure. If not considered, these problem in school may escalate into big social issues. Over the past years several studies were conducted to identify the dominant factors of bullying behaviour among the students. Basically, the factors include individuals, peers, schools, families and society as well which include neighbourhood type. Low family income factor opens the door to the creation of aggressive attitudes among male and female students (Swearer, 2011).

Although many researches were carried out identify the dominant types of bullying, most of them were gathered and carried out in secondary school level. Aulia (2016) acknowledged that there has been considerably less and insufficient research on bullying among primary school students in Malaysia. In this case, the primary school students' context on bullying is still very much neglected when it comes to identifying the types and factors of bullying behaviours. Since the bullying cases identified in the primary schools, the problem needs to be addressed to their better future.

Apart from that, although many bullying behavior researches were carried out in Malaysia, there was no research conducted in the area of Kluang. Based on the PIBG reports from the selected schools, it stated that there was bullying behavior occurred among the students. In this case, students from these selected schools were neglected to determine the dominant types of bullying behavior and the level of bullying types as well.

This research aimed to better understand the issue from primary school students' context. This current study also aimed to point out the dominant types of bullying among students at primary school level, as well as the level of bullying

among them. Lastly, this study also looked into the significance differences in bullying behaviour between male and female students.

1.4 Research Objective

The objective of this study was to examine the bullying behaviour among primary school students in Kluang, Johor. The study was carried out to achieve the following objectives:

- (a) To determine the dominant types of bullying behaviour.
- (b) To determine the level of the types of bullying behaviour.
- (c) To examine any significant differences in bullying behaviour between male and female students.
- (d) To explore the significant relationship between bullying and victimization.

1.5 Research Questions

This study was conducted to answer several questions below:

- (a) What are the dominant types of bullying behaviour?
- (b) What is the level of the types of bullying behaviour?
- (c) Is there any significant differences in bullying behaviour between male and female students?
- (d) Is there any significant relationship between bullying and victimization?

1.6 Research Hypothesis

A hypothesis is an educated guess or prediction that indicates what the researcher thinks the result will be before conducting the research (McMillan, 2000). In this study, the following null hypothesis was tested at the 0.05 alpha significance level.

H₀ 1: There is no significant difference in bullying behaviours between male and female primary school students.

H₀ 2: There is no significant relationship between bullying and victimization.

1.7 Significance of Study

The aim of this study was to explore the dominant types and the level of the types of bullying behaviour. The findings and conclusions of this study provide knowledge regarding bullying behaviour in primary school. The findings in this study is beneficial and provide in-depth insights to all stakeholders (teachers, parents, school administration and the government) for several reasons. This study may increase the awareness of teachers and students on this issue. Teachers might need to pay more attention on the dominant types of bullying by bully and the victim as well and they also can get some knowledge regarding the significance difference between male and female in bullying.

Firstly, this study is expected to shed new light on this issue. Previous studies were mostly carried out to explore bullying behavior only in secondary schools. Not much research was carried out to determine the bullying behavior among primary school students. Hence, this study might provide insights into the dominant type of bullying behavior. This study will also provide new information regarding bullying behavior among primary school students in Malaysia especially in Kluang, Johor.

Next, this study could increase the awareness of all parties on this issue of bullying, especially for those who can make a change. Firstly, parents may be realise and aware of the importance of their role in shaping children and preventing

bullying, especially in schools. Second, teachers could also learn that they are at the core of teaching and play a vital role in controlling student bullying in school. They can overcome and prevent bullying problems that occur in the classroom as well. The Ministry of Education, as national curriculum planners and policymakers, could also benefit from this study by learning that a meaningful curriculum is needed to meet the needs of all students which can make them more successful in the future.

Finally, through Social Cognitive Theory and Cognitive Development Theory to understand this problem, all stakeholders can reflect on the types of bullying that play an important role in the bullying of primary school students, instead of accusing them and criticized a party that happened.

1.8 Theoretical Framework

This current study applied two theories when developing the theoretical framework to assist the researcher in understanding the problem in research of the answers of the research questions. Albert Bandura's Social Cognitive Theory and Sigmund Freud Psychoanalytic Theory were used as a reference for this research, particularly when analysing the types of bullying. Other than that, they also served as a guide to identify the significant differences in bullying behaviour between male and female students.

Social cognitive theory focuses on learning that occurs in a social environment. It believes that people can learn from each other, including concepts such as observational learning, imitation and modeling (Nabavi, 2012). This theory has been used in explaining phenomena of occurrence bullying among school students. This is because overall bullying is a form of social interaction. Many incidents of bullying are triggered as a result of imitation and observation of the behavior of others. Students who initially became observers of bullying, will then be involved as a bully (Olweus, 1978). Victims of bullying will also turned into a bully as a result of imitation as well. They will let go anger towards the weaker victim and in turn do what he has the experience (in this case is bullying).

The use of social cognitive theory is appropriate because bullying behavior is also a consequence of social interaction. Bullying behavior involves social manipulation to bring about harm to the acceptance of a person by a group of friends. Imitation and observations of peer behavior will determine the types of bullying. They will tend to do the same thing to get it accepted by peers. Even so, Social Cognitive Theory does not ignore the role of cognition. Individuals still have their own choices when deciding their behavior. The cognitive role can be explained by functioning in determining the target or victim to be bullied. Most bullies will choose a victim who is weaker than him.

In addition, Cognitive Development Theory was used to understand more on gender differences in bullying behaviour among primary school students. According to cognitive development theory, gender identity is assumed to be the basic organizer and moderator of children's gender learning (Kohlberg, 1966). Children develop gender stereotypes from what they see and hear around them. Once they achieve gender constancy—believe that their own gender is fixed and irreversible—they will actively value their gender identity, and seek to act only in a way that is consistent with the concept. Cognitive consistency is satisfactory, so individuals try to act in a way that is consistent with their self-concept. Kohlberg proposed the following cognitive process to create and maintain this consistency: "I am a boy, so I want to do boy things, so the opportunity to do boy things (and get approval) is worthwhile" (Kohlberg, 1966), page 89). In this view, most of the behavior of children is to confirm their gender identity. The reciprocal interplay between one's conduct (acting like a girl) and ideas (I am a girl) leads to stable gender identity, or in cognitive-developmental theory terminology, gender constancy, for children who have established knowledge of their gender.

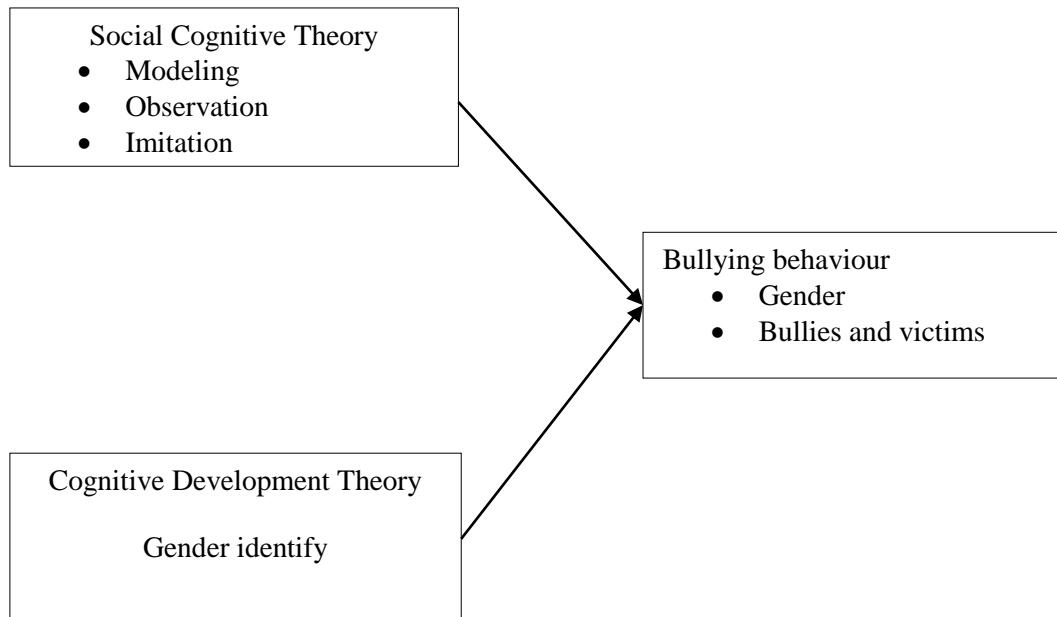


Figure 1.1: Theoretical framework of bullying behaviour

1.9 Conceptual Framework

A conceptual framework is a structure which the researcher believes can best explain the natural progression of the phenomenon to be studied (Adom and Hussein, 2018). The conceptual framework provides many benefits for research. For example, it can help the researcher determine and construct his or her world view of the phenomenon under investigation. This current study provides a perspective on the bullying behaviour among primary school students. It was conducted in national primary schools in Kluang, Johor. Students were asked the views on bullying behaviour specifically on the bullying types. The types of bullying behaviour explored to identify the level of their bullying behaviour among bully/victim. Figure 1.2 shows a conceptual framework illustrating the main components for this study.

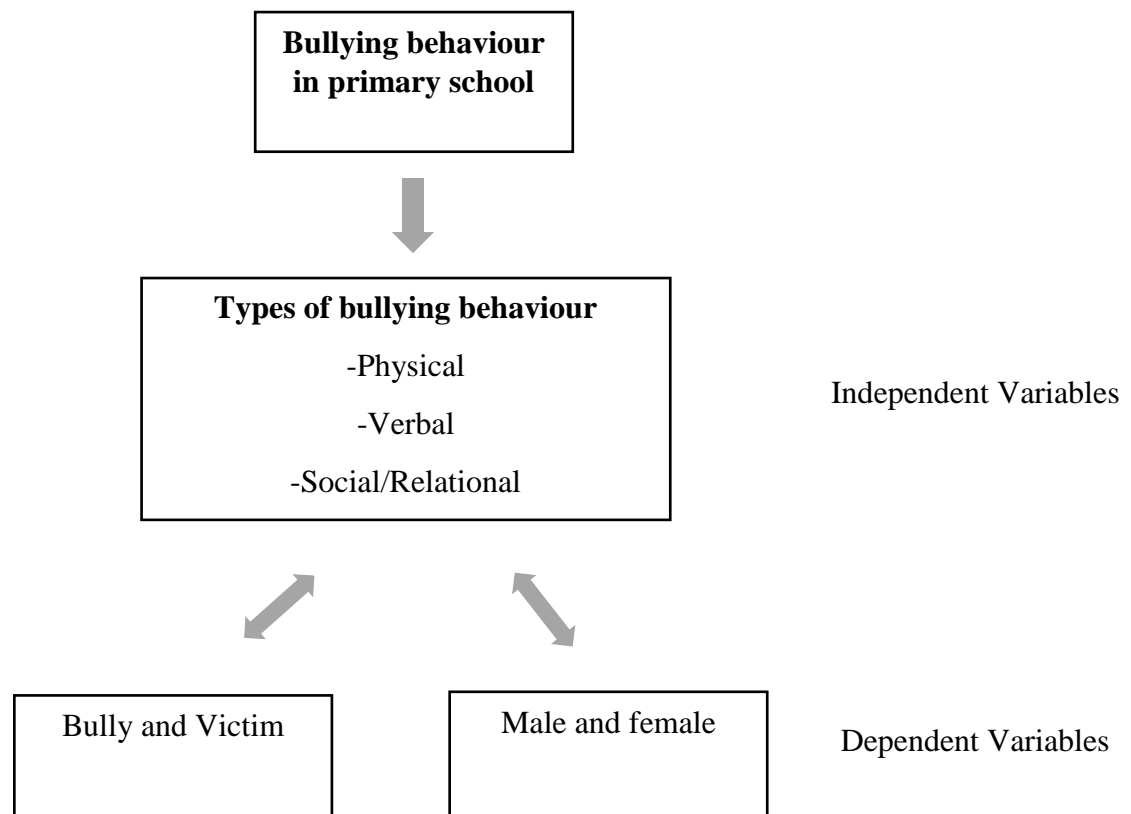


Figure 1.2: Conceptual framework of the bullying behaviour

The first part of the research is to explore the bullying behaviour in the primary schools. This aims to achieve the research goal of the study, which is to determine the main types of bullying behaviours that occur among primary school students. Next, the researcher aimed to explore level of bullying cases based on the types. The dominant types of bullying behaviour is explained according to bully and victim.

This current study aimed to explore a deep study on bullying behaviour among primary school students. It will be conducted in Malay Medium National primary schools in Kluang, Johor. The bullying behavior in selected school will be measured to identify the bullying behaviour. The students also will be asked about the types of the bullying behaviour. In addition, significant differences between bullying behaviour and gender also will be explored among the students. Lastly, this study also examines the relationship between bullying and victimization. With the findings gained from the research, the researcher hoped that students who involved in bullying behaviour will be better understood and more attention will be given to them to help these students overcome the problem of bullying behaviour.

1.10 Scope of the Study

This study aims to determine bullying behavior among primary school students. This study also tried to determine the main types of bullying behaviours among elementary school students. In addition, this study will explore the level of bullying and determine the significant differences in bullying between male and female students and also relationship between bullying and victimization.

1.11 Delimitation

This study is limited to the objectives and questions stated in section 1.3 and section 1.4 above. Aspects that are in question in this study such as types of behavior bullying, the peer factor of bullying is limited to what operationally defined in this study only. The types of bullying behavior among bully/victim, the level of bullying among primary school students are measured using self-report questionnaires by researchers as an instrument of this survey research. The findings of this study are also limited to the use of student samples from Malay Medium National primary schools in Kluang, Johor. Only four schools were selected as the study location. The selection of school samples is limited to four primary schools in the district of Kluang. In addition, the respondents of the study is limited to Year 5 students only.

The main limitation of self-reporting in questionnaire was that there were a variety of possible valid issues associated with it. Respondents may not feel motivated to provide valid, truthful responses because of the social desirability bias that tends to respond to self-reported items in such a way as to intentionally or unconsciously reflect themselves in a favourable light. In social science research, social desirability bias is a response bias, which is the tendency of respondents to answer questions, and this answer will be favoured by others. It can take the form of exaggerating reports of "good behavior" or exaggerating reports of "bad" or bad behavior (Larson, 2018).

Variables such as the types of bullying behavior and causes of bullying used in the analysis to answer the research question is limited to what is stated in this study only. Other types such as cyberbullying in this study is not studied. The findings of

this study are also highly dependent on the honesty of the students selected as respondents in giving accurate and true answers to questions the survey submitted.

1.12 Definition of Terms

To clarify the keywords of the current study, the following definitions of terms are included.

Bullying behaviour: Bullying refers to the continuous and systematic abuse of power in a relationship through repeated verbal, physical, and/or social activities, aimed at causing physical, social, and/or psychological damage. It may involve a person or a group who abuses their power or perceives more power than one or more people who are unable to prevent it from happening (National Anti-Bullying Center, 2020). Bullying is an aggressive behavior that intentionally hurts or hurts others; together with repetition-more than once; power imbalance makes it difficult for victims to defend themselves (Smith, 2013).

In this study, bullying refers to the physical, verbal or relationship behaviours or harmful behaviours of someone who is more able to cope with a disability or repeated attempts. For instance, mocking, threatening, and hitting.

Types of bullying: When analysing bullying in various situations, the most common types of bullying are physical, verbal, and social bullying (Smith, 2016), which may be attributed to direct or indirect forms of bullying. The most obvious and one of the most common forms of bullying is direct bullying, which involves physical and verbal aggressive behavior, including beating, kicking, slamming, pushing, slapping or calling, continuous teasing and small talk. The same is true for indirect bullying, manifested through social exclusion or the spread of rumours.

In this study, the researcher refers to the types of bullying behaviour as defined by Smith (2016). It is divided into physical, verbal and social/relational bullying. Physical bullying includes hitting, kicking, tripping, squeezing and pushing or destroying property. Verbal bullying includes swearing, insulting, teasing, intimidation, homophobic or racist speech or abuse. Relationship bullying is achieved by destroying someone's relationship or social status.

Primary school: a school usually including the first three grades of elementary school but sometimes also including kindergarten.

In this study, primary school refers to schools that include Year 5 students from the three selected national and national type primary schools in Kluang, Johor.

Gender: According to OCHA Gender Toolkit (2012), gender refers to the social attributes and opportunities related to male and female, the relationship between male and female, and the relations between male and female. These attributes, opportunities and relationships are constructed and learned in society through the process of socialization. They are context/time specific and variable. Gender determines what is expected, allowed and valued for women or men in a given context.

In this study, gender refers to male and female students studying in selected national primary schools.

1.13 Summary

This study aims to find out the bullying behaviour among primary school students in Kluang, Johor. The background of bullying problems in schools nowadays has discussed, to identify the objectives, questions and hypotheses of the study. Framework the study model has also been discussed in this chapter, and the next chapter will look at and displays some of the results of previous studies on bullying behavior either from within domestic or foreign.

REFERENCES

- Ab Aziz, N., Ab Hamid, Z., & Mohamad Amin, N. S. (2020). Buli Dalam Kalangan Pelajar Sekolah: Persidangan Kumpulan Keluarga Sebagai Alternatif Kepada Hukuman. *Jurnal Undang-Undang Malaysia*, 32(2), 275–296. <https://doi.org/10.1177/215824401769156>.
- Abdalqader, M.A. Ariffin, I.A., Faisal Ghazi, H, Baobaid, M.F. & Fadzil, M.A. (2018). The Prevalence of Bullying and It's Associated Factors among One of High School Students in Selangor, Malaysia. *Malaysian Journal of Public Health Medicine*, 18 (2), 52-56.
- Adom, D., Hussein, E. K., & Agyem, J. A. (2018). Theoretical and Conceptual Framework: Mandatory Ingredients of a Quality Research. *International Journal of Scientific Research*, 7(1), 438–441. https://www.researchgate.net/publication/322204158_Theoretical_And_Conceptual_Framework_Mandatory_Ingredients_Of_A_Quality_Research
- Apuke, O. D. (2017). Quantitative Research Methods: A Synopsis Approach. *Arabian Journal of Business and Management Review*, 6(11), 40-47. Doi: 10.12816/0040336
- Arshad, S. (2016, February 7). Isu Buli Dan Kaitannya Dengan Teori Psikoanalisis. Cikgu Shima Arshad. <http://cikgushimaarshad.blogspot.com/2016/02/isu-buli-dan-kaitannya-dengan-teori.html>
- Asamoah, M. K. (2014). Re-examination of the limitations associated with correlational research. *Journal of Educational Research and Reviews*, 2(4), 45-52.
- Aulia, F. (2016). Bullying experience in primary school children. *SCHOULID: Indonesian Journal of School Counseling*, 1(1), 28. <https://doi.org/10.23916/schoulid.v1i1.37.28-32>

- Aydt, H., & Corsaro, W. A. (2003). Differences in children's construction of gender across culture: An interpretive approach. *American Behavioral Scientist*, 46(10), 1306–1325. doi:10.1177/0002764203046010003.
- Azeredo, C. M., Levy, R. B., Araya, R., & Menezes, P. R. (2015). Individual and contextual factors associated with verbal bullying among Brazilian adolescents. *BMC Pediatrics*, 15(1), 1–11. <https://doi.org/10.1186/s12887-015-0367-y>
- Azneeal, Mislan, N., & Selamat, S. M. (2015, October). *Gejala Buli*. 1–13.
- Bhardwaj, P. (2019). Types of sampling in research. *Journal of the Practice of Cardiovascular Sciences*, 5(3), 157-163. doi:10.4103/jpcs.jpcs_62_19
- Brown, S. V. (2014). *Middle School Teachers' Perspectives of Classroom Bullying*. Walden University. <https://scholarworks.waldenu.edu/cgi/viewcontent.cgi?article=1134&context=dissertations>
- Calyn, J. (2013). *Forms of Bullying, Implications, Demographics, and a Review of an Anti-bullying Prevention Program*. <http://www2.uwstout.edu/content/lib/thesis/2013/2013johnsonc.pdf>
- Carter, J. M. (2011). *Examining the relationship among physical and psychological health, parent and peer attachment and cyberbullying in adolescents in urban and suburban environments (PhD Thesis)*. Wayne State University.
- Casper, D. & Card, N. (2017). Overt and relational victimization: A meta-analytic review of their overlap and associations with social-psychological adjustment. *Child Development*, 88, 466– 483.
- Chan, J. H. F., Myron, R. R., & Crawshaw, C. M. (2005). The efficacy of non-anonymous measures of bullying. *School Psychology International*, 26, 443–458.
- Clark, N. (2014). *Education in Malaysia*. World Education News & Reviews.

- Coloroso, B. (2008). *The bully, the bullied, and the bystander* (2nd Ed.). New York, NY: Harper Collins.
- Cook, C., Williams, K., Guerra, N., Kim, T. & Sadek, S. (2010). Predictors of bullying and victimization in childhood and adolescence: A meta-analytic investigation. *School Psychology Quarterly*, 25, 65– 83.
- Creswell, J. W. (2012). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research* (4th ed.). Boston, MA: Pearson.
- Creswell, J. W. (2013). *Qualitative inquiry & research design: choosing among five approaches* (3rd ed.). Thousand Oaks, California: SAGE Publication Inc.
- Creswell, J. W. (2014). *Research design: Qualitative, quantitative, and mixed methods approaches*. Sage publications.
- Creswell, J. W. (2014). *Educational research: planning, conducting, and evaluating quantitative and qualitative research* (4th ed.). Harlow, England: Pearson Education Limited.
- Delmo, J. E., & Refugio, C. (2018). Empirical Research on Mann-Whitney U-test. *Statistics Class Projects*. Published. <https://doi.org/10.13140/RG.2.2.11899.36649>.
- Education Act 1996. (2012). The Commissioner Of Law Revision, Malaysia.
- Elliott, A. (2015). *Psychoanalytic Theory* (3rd ed.). Red Globe Press.
- Fisher, S., Middleton, K., Ricks, E., Malone, C., Briggs, C., & Barnes, J. (2015). Not just black and white: Peer victimization and the intersectionality of school diversity and race. *Journal of Youth Adolescence*, 44, 1241-1250.
- Fischer, H. E., Boone, W. J., & Neumann, K. (2014). *Quantitative Research Designs and Approaches* (Vol. II). Taylor and Francis.
- Goldstein, S. E., & Tisak, M. S. (2006). Early adolescents' conceptions of parental and friend authority over relational aggression. *Journal of Early Adolescence*,

26(2), 344–364.

- Gordon, S. (2019, October 20). 6 Types of Bullying Parents Should Know About. Verywell Family. <https://www.verywellfamily.com/types-of-bullying-parents-should-know-about-4153882>
- Guerra, N. G., Williams, K. R., & Sadek, S. (2011). Understanding Bullying and Victimization during Childhood and Adolescence: A Mixed Methods Study. *Child Development*, 82(1), 295–310. <https://doi.org/10.1111/j.1467-8624.2010.01556.x>
- Gusho, L. P. (2015). Relationship between Physical Bullying and Age in Albanian Teenagers. *European Journal of Social Sciences Education and Research*, 4(1), 166. <https://doi.org/10.26417/ejser.v4i1.p166-171>
- Harper, T. (2017). * Understanding Social Bullying. Youth First. <https://youthfirstinc.org/understanding-social-bullying/>
- Hellström, L., & Beckman, L. (2019). Adolescents' perception of gender differences in bullying. *Scandinavian Journal of Psychology*, 61(1), 90–96. <https://doi.org/10.1111/sjop.12523>
- Ilse, R., & Neilipovitz, D. (2019). Addressing bullying behaviour by patients and families. *Healthcare Management Forum*, 32(4), 224–227. <https://doi.org/10.1177/0840470419826469>
- Iossi Silva, M., Pereira, B., Mendonça, D., Nunes, B., & Oliveira, W. (2013). The Involvement of Girls and Boys with Bullying: An Analysis of Gender Differences. *International Journal of Environmental Research and Public Health*, 10(12), 6820–6831. <https://doi.org/10.3390/ijerph10126820>
- Isa, N. J. M., Ismail, M. S., & Noor, A. M. (2019). Masalah buli dalam kalangan murid: apakahkata guru? *Jurnal Perspektif*, 11(2), 1–14. <https://ejournal.upsi.edu.my/index.php/PERS/article/view/2648/2140>

- Isernhagen, J., & Harris, S. (2018). A Comparison of Bullying in Four Rural Middle and High Schools. *The Rural Educator*, 25(3), 5–13. <https://doi.org/10.35608/ruraled.v25i3.523>
- Jan, A., & Husain, S. (2015). Bullying in Elementary Schools: Its Causes and Effects on Students. *Journal of Education and Practice*, 6(19), 43-56.
- Jaradat, A.-K. (2017). Gender Differences In Bullying And Victimization Among Early Adolescents In Jordan. *People: International Journal of Social Sciences*, 3(3), 440–451. <https://doi.org/10.20319/pijss.2017.33.440451>
- Junainor Hassan, Salleh Abd Rashid, Suliadi Firdaus Sufahani, & Mohd Kasturi Nor Abd Aziz. (2016). Buli Di Kalangan Pelajar Sekolah Rendah Luar Bandar: Kajian Kes Di Kawasan Felda Utara Kedah-Perlis, Malaysia (Bully Among Rural Primary School Students: A Case Study of North Kedah-Perlis Felda Territory, Malaysia). *Jurnal Psikologi Malaysia*, 30(1), 113–125. https://www.researchgate.net/publication/331413685_Buli_Di_Kalangan_Pelajar_Sekolah_Rendah_Luar_Bandar_Kajian_Kes_Di_Kawasan_Felda_Utara_Kedah-Perlis_Malaysia_Bully_Among_Rural_Primary_School_Students_A_Case_S_tudy_Of_North_Kedah-Perlis_Felda_Territory
- Kili, K. A. (2018, March 13). Johor cops arrest two teens for alleged bullying of mentally disabled man. *The Star Online*. <https://www.thestar.com.my/news/nation/2018/03/14/johor-cops-arrest-two-teens-for-alleged-bullying-of-mentally-disabled-man/>
- LaMorte, W. W. (2019, September 9). The Social Cognitive Theory. Behavioural Change Models. <https://sphweb.bumc.bu.edu/otlt/MPH-Modules/SB/BehavioralChangeTheories/BehavioralChangeTheories5.html>
- Leff, S. S., Waasdorp, T. E., & Cr ick, N. R. (2010). A review of existing relational aggression programs: Strengths, limitations, and future directions. *School Psychology Review*, 39, 508–535.

- Lemstra, M. E., Nielsen, G., Rogers, M. R., Thompson, A. T., & Moraros, J. S. (2012). Risk Indicators and Outcomes Associated With Bullying in Youth Aged 9–15 Years. *Canadian Journal of Public Health*, 103(1), 9–13. <https://doi.org/10.1007/bf03404061>
- Low, S., Frey, K. S., & Brockman, C. J. (2010). Gossip on the playground: Changes associated with universal intervention, retaliation beliefs, and supportive friends. *School Psychology Review*, 39, 536–551
- Marengo, D., Settanni, M., Prino, L. E., Parada, R. H., & Longobardi, C. (2019). Exploring the Dimensional Structure of Bullying Victimization Among Primary and Lower-Secondary School Students: Is One Factor Enough, or Do We Need More? *Frontiers in Psychology*, 10. <https://doi.org/10.3389/fpsyg.2019.00770>
- Martin, L. C., Ruble, N. D., Szkrybalo, J. (2002). Cognitive Theories of Early Gender Development. *Psychological Bulletin*, 128, 903-933.
- McLeod, S. (2019). What a p-value tells you about statistical significance. Retrieved from Simply Psychology: <https://www.simplypsychology.org/p-value.html>
- Middleearthnj. (2013, May 6). Gender Differences in Bullying. Middle Earth. <https://middleearthnj.org/2013/05/06/gender-differences-in-bullying/>
- Ministry of Education Malaysia. (2013). *Malaysian Education Blueprint 2013-2015*. <https://www.moe.gov.my/menumedia/media-cetak/penerbitan/dasar/1207-malaysia-education-blueprint-2013-2025/file>
- Mohajan, H. K. (2017). Two Criteria for Good Measurements in Research: Validity and Reliability. 17(3), 58-82.
- Mohd Isa, N. J., Ismail, M. S., & Mohd Noor, A. (2019). Masalah buli dalam kalangan murid: apakah kata guru? Bullying problems among students: what do teachers say? *Jurnal Perspektif*, 11(2), 1–14. https://www.researchgate.net/publication/338548186_Masalah_buli_dalam_k

alangan_murid_apakah_kata_guru_Bullying_problems_among_students_what_do_teachers_say

Muthiah, W. (2018, August 28). Maszlee: Character building to complement 3R learning in primary schools. *The Star Online*. <https://www.thestar.com.my/news/nation/2018/08/29/maszlee-character-building-to-complement-3r-learning-in-primary-schools/>

Nabavi, R. T. (2012). *Bandura's Social Learning Theory & Social Cognitive Learning Theory*. University of Science and Culture. https://www.researchgate.net/publication/267750204_Bandura's_Social_Learning_Theory_Social_Cognitive_Learning_Theory

Nachiappan, S., Teck, W. K., Zabit, M. N. M., Sehgar, S. C., Suffian, S., & Sukri, N. A. (2018). Causes and Ways to Overcome Bully among Students from National Primary Schools, National Type Chinese Primary Schools and National Type Tamil Primary Schools. *International Journal of Academic Research in Business and Social Sciences*, 8(8), 1–10. <https://doi.org/10.6007/ijarbss/v8-i8/4426>

Naidoo, S., Satorius, B. K., de Vries, H., & Taylor, M. (2016). Verbal Bullying Changes among Students Following an Educational Intervention Using the Integrated Model for Behavior Change. *Journal of School Health*, 86(11), 813–822. <https://doi.org/10.1111/josh.12439>

National Centre against Bullying. (2021). Types of Bullying | National Centre against Bullying. Alannah & Madeline Foundation. <https://www.ncab.org.au/bullying-advice/bullying-for-parents/types-of-bullying/>

Neiman, S. (2011). Crime, violence, discipline, and safety in U.S. public schools: Findings from the School Survey on Crime and Safety: 2009–10 (NCES 2011-320). Washington, DC: National Center for Education Statistics, U.S. Department of Education.

- Nor Hasnida Md Ghazali. (2016). A Reliability and Validity of an Instrument to Evaluate the School-Based Assessment System: A Pilot Study. *International Journal of Evaluation and Research in Education (IJERE)*, 5(2), 148-157. Retrieved from <http://iaesjournal.com/online/index.php/IJERE>
- Norshidah Mohamad Salleh, & Khalim Zainal. (2014). Bullying Among Secondary School Students in Malaysia: A Case Study. *International Education Studies*, 7(14), 184-191. doi:10.5539/ies.v7n13p184
- O'Brien, C. (2011) Young people's comparisons of cross-gender and same-gender bullying in British secondary schools, *Educational Research*, 53(3), 257– 301
- OCHA Gender Toolkit*. (2012, December). Policy Development and Studies Branch. https://www.unocha.org/sites/dms/Documents/GenderToolkit1_121205_5_ver7.pdf
- Olweus, D. (1978). *Aggression in School: Bulies and Whipping boy*. London, Willy and Son.
- Olweus, D. (1993a). *Bullying in School*. London, Willy and Son. What we know and what we can do. Oxford, Blackwell.
- Olweus, D. (1994). Bullying at School: Basic Facts and Effects of a School Based Intervention Program. *Journal of Child Psychology and Psychiatry*, 35(7), 1171–1190. <https://doi.org/10.1111/j.1469-7610.1994.tb01229.x>
- Otopa, A. K. (2016). Types of Bullying in the Senior High Schools in Ghana. *Journal of Education and Practice*, 7(36), 131–138. <https://eric.ed.gov/?id=EJ1126458>
- Parada, R. H. (2000). *Adolescent Peer Relations Instrument: A theoretical and empirical basis for the measurement of participant roles in bullying and victimization of adolescence: An interim test manual and a research monograph: A test manual*. Penrith South, DC, Australia: Publication Unit, Self-concept Enhancement and Learning Facilitation (SELF) Research Centre, University of Western Sydney.

- Rajamanickam, R., Ramli, F. S., Na'aim, M. S. M., Hassan, M. S., & Hashim, H. (2019). Defining Bullying among Students from Criminal Law Perspective: Comparison between Malaysia and the Philippines. *Universal Journal of Educational Research*, 7(8), 1643–1649. <https://doi.org/10.13189/ujer.2019.070803>
- Riffenburgh, R. H. (2012). *Managing Results of Analysis*. San Diego, California: Clinical Investigation Department. doi:<https://doi.org/10.1016/B978-0-12-384864-2.00015-9>
- Rigby, K. (2013). Defining bullying: a new look at an old concept. Retrieved from <http://www.kenrigby.net/02a-Defining-bullying-a-new-look>
- Salleh, N. M., & Zainal, K. (2014). Bullying Among Secondary School Students in Malaysia: A Case Study. *International Education Studies*, 7(13), 184–191. <https://doi.org/10.5539/ies.v7n13p184>
- Saibon, J. (2014, December). Memahami Tingkah Laku Buli Dalam Kalangan Murid Sekolah. *Universiti Sains Malaysia*. https://www.researchgate.net/publication/284386518_Memahami_Tingkah_Laku_Buli_Dalam_Kalangan_Murid_Sekolah
- Salwina, W., Tan, S. M. K., Ruzyanei, N., Iryani, T., Syamsul, Aniza, & Zasmani. (2009). School Bullying Amongst Standard Six Students Attending Primary National Schools In The Federal Territory Of Kuala Lumpur: The Prevalence And Associated Socio Demographic Factors. *Malaysian Journal of Psychiatry Ejournal*, 18(1), 1–8. <https://www.mjpsychiatry.org/index.php/mjp/article/view/49>
- Schober, P., Boer, C., & Schwarte, L. A. (2018). Correlation Coefficients. *Anesthesia & Analgesia*, 126(5), 1763–1768. <https://doi.org/10.1213/ane.0000000000002864>.
- Sharma, S. (May, 2019). Descriptive Statistics. 1-14.

- Shaver, P. R. & Hazan, C. (2015), Adult romantic attachment: Theory and evidence. In: *Advances in Personal Relationships*, Vol. 4, ed. D. Perlman & W. Jones. London: Jessica Kingsley, pp. 29–70.
- Shetgiri, R. (2013). Bullying and Victimization among Children. *Advances in Pediatrics*, 60(1), 33–51. <https://doi.org/10.1016/j.yapd.2013.04.004>
- Sibi, D. (2020). Sigmund Freud and Psychoanalytic Theory. *An International Peer-Reviewed Open Access Journal*, 75-79. Retrieved from https://www.researchgate.net/publication/342610778_SIGMUND_FREUD_AND_PSYCHOANALYTIC_THEORY
- Smith, P. K. (2013). School bullying. *Sociologic, Problems and Practices*, 81–98. <https://doi.org/10.7458/SPP2012702332>
- Smith, P. K. (2016). Bullying: Definition, Types, Causes, Consequences and Intervention. *Social and Personality Psychology Compass*, 10(9), 519–532. <https://doi.org/10.1111/spc3.12266>
- Smith, P. K. (2018). Commentary: Types of bullying, types of intervention: reflections on Arseneault (2018). *Journal of Child Psychology and Psychiatry*, 59(4), 422–423. <https://doi.org/10.1111/jcpp.12897>
- Sreejesh, Mohapatra, S., & Dr Anusree. (2014). Questionnaire Design. In *Business Research Methods* (pp. 143-159). Switzerland: Springer International Publishing. doi:10.1007/978-3-319-00539-3_5
- Sudan, S. A. (2016). School Bullying: Victimization in a Public Primary School in Malaysia. *Asian Journal of Management Sciences & Education*, 5(3), 120–129. [http://www.ajmse.leena-luna.co.jp/AJMSEPDFs/Vol.5 \(3\)/AJMSE2016 \(5.3-14\).pdf](http://www.ajmse.leena-luna.co.jp/AJMSEPDFs/Vol.5 (3)/AJMSE2016 (5.3-14).pdf)
- Suradi, M. (2020, January 1). 88 *KES BULI DIKESAN DI JOHOR SEJAK 2017*. *JohorKini - Media Johor Terpentas Dan Terpanas!* <https://www.johorkini.my/88-kes-buli-dikesan-di-johor-sejak-2017/>

- Sutanapong, C., & Louangrath, P. I. (2015). Descriptive and Inferential Statistics. *International Journal of Research & Methodology in Social Science*, 1(1), 22-35.
- Swearer, S. M. (2011). Risk Factors for and Outcomes of Bullying and Victimization. *Journal of University of Nebraska at Lincoln*, 142. https://www.researchgate.net/publication/282228267_Risk_Factors_for_and_Outcomes_of_Bullying_and_Victimization
- Swearer, S. M., Wang, C., Berry, B., & Myers, Z. R. (2014). Reducing Bullying: Application of Social Cognitive Theory. *Theory into Practice*, 53(4), 271–277. <https://doi.org/10.1080/00405841.2014.947221>
- Tan, S. Y. (2011). Sigmund Freud (1856-1939): Father of psychoanalysis. *Singapore Medical Journal*, 52(5), 322–330. https://www.researchgate.net/publication/51185027_Sigmund_freud_1856-1939_Father_of_pschoanalysis
- Taherdoost, H. (2016). Sampling Methods in Research Methodology; How to Choose a Sampling Technique for Research. *SSRN Electronic Journal*, 5(2), 18-27. doi:10.2139/ssrn.3205035
- Thomas, T. W. (2017, August). An Analysis of Teachers' Perceptions of Bullying at the Elementary School Level. Walden University. <https://scholarworks.waldenu.edu/dissertationsWest>, A. (2015). A Brief Review of Cognitive Theories in Gender Development. *Behavioural Sciences Undergraduate Journal*, 2(1), 59–66. <https://doi.org/10.29173/bsuj288>
- Toosi, A., Rokni, M., Gorji, M. A. H., Kolae, S. M. A. B., Mirmohammadi, S. T., Yazdani, J., & Gorji, A. M. H. (2015). Health, safety and environment conditions in primary schools of Northern Iran. *Journal of Natural Science, Biology and Medicine*, 6(1), 76. <https://doi.org/10.4103/0976-9668.149094>
- Turkmen, D. N., Dokgoz, H., Akgöz, S., Eren, B., Vural, P. 1., & Polat, O. (2013). Bullying among High School Students. *MAEDICA – a Journal of Clinical Medicine*, 8(2), 143–152.

https://www.researchgate.net/publication/259474519_Bullying_among_High_School_Students

- Ugoni, A., & Walker, B. F. (1995). THE t TEST: An Introduction. 4(2), 37-40.
- Verlaan, P., & Turmel, F. (2010). Development process and outcome evaluation of a program for raising aware-ness of indirect and relational aggression in elementary schools: A preliminary study. *School Psychology Review*, 39, 552–568
- Wang, J., Iannotti, R. J., & Luk, J. W. (2012). Patterns of adolescent bullying behaviors: Physical, verbal, exclusion, rumor, and cyber. *Journal of School Psychology*, 50(4), 521–534. <https://doi.org/10.1016/j.jsp.2012.03.004>
- Waasdorp, T. E., & Bradshaw, C. P. (2011). Examining student responses to frequent bullying: A latent class approach. *Journal of Educational Psychology*, 103(2), 336–352.
- West, A. (2015). A Brief Review of Cognitive Theories in Gender Development. *Behavioural Sciences Undergraduate Journal*, 2(1), 59–66. <https://doi.org/10.29173/bsuj288>
- Yaacob, M. A. S. (2018, June 30). Kementerian Pendidikan perlu kekang gejala buli. *Berita Harian*. <https://www.bharian.com.my/berita/nasional/2018/06/443429/kementerian-pendidikan-perlu-kekang-gejala-buli>
- Yahaya, A. H., Yusofboon, Mustaffa, M. S., & Muhamad, Z. (2018). *Bully Action Index among Students in Secondary and Primary School in Malaysia*. Pusat Pengurusan Penyelidikan Universiti Teknologi Malaysia. <http://eprints.utm.my/id/eprint/5895/>
- Yoon, J. S., Barton, E., & Taiariol, J. (2004). Relational aggression in middle school: Educational implications of developmental research. *The Journal of Early*

Adolescence, 24(3), 303–318.

Yusuf, S., Hassan, M. S. H., & Ibrahim, A. M. M. (2018). Cyberbullying among Malaysian Children Based on Research Evidence. *Encyclopedia of Information Science and Technology, Fourth Edition*, 1704–1722. <https://doi.org/10.4018/978-1-5225-2255-3.ch149>

Zhang, S. (2020). Psychoanalysis: The Influence of Freud's Theory in Personality Psychology. *Advances in Social Science, Education and Humanities Research*, 433, 229-232.