



A New Perspective on Managing School Bullying: Pre-service Teachers' Attitudes

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KEYWORDS Peer victimization; perception of bullying; teachers, school system; school bullying

ABSTRACT This research examined attitudes of pre-service teachers regarding school bullying. A total of 514 students in a teacher preparation program at a Canadian university completed a 22-item survey on bullying prevention. Although the majority of pre-service teachers held negative attitudes about bullying, less than 10% felt adequately prepared to deal with the problem. A component analysis of the survey responses identified four factors, teacher commitment, system commitment, teacher concern, and teacher confidence. Multivariate analyses of variance revealed that female students experienced greater concern about bullying and placed greater responsibility on themselves and school systems to deal with bullying, than did male students. However, they also felt less confident in managing bullying than did male students. Also, students in their second year of the program reported feeling more prepared than did students in their first year. These factors were significantly related whereby the greater responsibility pre-service teachers placed on systems, the greater responsibility they placed on themselves and the greater the concern they felt. The implications of these findings on bullying prevention programs are discussed.

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Peer Victimization in Schools: An International Perspective

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