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

Tanya Beran

Bullying is now recognized as a significant problem in many schools around the world (Nicolaides, Toda, and Smith, 2002). Although school officials, teachers, parents, and students are exerting great efforts to make schools friendlier and safer places, a reduction in bullying is not always evident. These efforts are often centered on teachers' approaches to both preventing and intervening in bullying incidents that may occur throughout the school. Indeed, teachers are considered instrumental in managing bullying whereby almost every school anti-bullying program requires active participation of teachers. It is surprising, therefore, that teachers' attitudes have been largely neglected in studies on bullying. To better understand their role, it is important to consider their attitudes about bullying. The present study was designed to gain a preliminary understanding of teacher's level of concern, commitment, and confidence by surveying teachers at the earliest stages of their career (i.e., pre-service teachers).

Much of what we understand today about bullying is a result of Olweus' work beginning in the 1970s in Scandinavia. Although his definition of bullying has been debated (Espelage and Swearer, 2003), the vast majority of the published studies use the Bully/Victim Survey (Olweus, 1996) he developed as a measure of bullying. According to this definition, victims experience injury or distress in the face of repeated attacks against which they are unable to defend themselves (Olweus, 1993). Bullying behaviors may be directed at a victim in the form of verbal or physical attacks, or they may indirectly target a victim through gossiping and exclusion from the peer group. Victims have been described as shy, depressed, and anxious, whereas bullies have been characterized as aggressive, dominant, and antisocial (Olweus, 2001).

Beyond examining personality characteristics of students involved in bullying, researchers have begun exploring numerous risk factors such as peer and family relationships (Beran and Violato, 2004; Schwartz, Dodge, Pettit, and Bates, 2000). For example, Beran and Violato (2004) found that children are likely to be bullied if they have few friends, are highly anxious, experience high levels of family conflict, little parental nurturance, and high levels of control from a parent. In addition, anger, low empathy, and depression are reportedly experienced by students involved in bullying (Bosworth, Espelage, and Simon, 1999; Kumpulainen, Rasasanen, and Puura, 2001; Miller and Eisenberg, 1988). Knowing the characteristics of bullied children improves our ability to identify children who are the most likely to require adult intervention for bullying and/or being bullied.

Canadian researchers have expanded our understanding of bullying by highlighting the role that peers play in initiating and encouraging bullying behaviors. Studies conducted by Pepler (Charach, Pepler, and Ziegler, 1995; Craig and Pepler, 1995; Craig and Pepler, 1997; Pepler, and Craig, 1995), have noted that peers exert a direct and indirect influence on bullying behaviors. Peers are present for about 85% of bullying episodes, and they intervene to stop bullying in only about 19% of bullying incidents (Hawkins, Pepler, and Craig, 2001). The intensity of the bullying also appears to escalate in the presence of peers where bullies received positive reinforcement and attention from their behaviors. These studies reported that teachers intervene to stop bullying in only 4% of bullying incidents (Craig and Pepler, 1997). Possible reasons for this limited intervention may include lack of awareness, skills, and confidence to deal with the incidents.

Many school-wide initiatives and specific programs have been designed and implemented to control bullying. In fact, legislation in several countries (e.g., Canada, United States, and England) requires school professionals to develop policy and implement anti-bullying programs to protect students from bullying. At the center of these initiatives are teachers. Their involvement may include planning, implementing, and evaluating strategies. They may meet regularly with consultants and school staff to discuss the nature of the problem at their school. They often attend professional development workshops and

conferences to learn more about managing bullying. They then attempt to transfer this information to their classroom by facilitating student discussions, teaching from a curriculum on bullying, actively looking for incidents on the playground, and supporting the victims and disciplining the bullies. They may also be called upon to collect data to determine the effectiveness of their efforts (Hiebert, 2003).

The importance of teachers in managing day-to-day bullying problems is emphasized in one of the first bullying program evaluations that examined the process of implementing an anti-bullying program. Kallestad and Olweus (2003) found that the key determinants of a program's ability to reduce bullying are teachers' knowledge and concern. Teachers with a great deal of knowledge and concern about bullying exerted the greatest efforts in implementing anti-bullying strategies. Moreover, their students reported the greatest reduction in bullying problems. Thus, teacher awareness and commitment may be instrumental in reducing bullying behaviors at school.

This connection between teachers' beliefs and management of bullying can be explained according to Bandura's self-efficacy theory (Bandura, 1993, 1995). Simply stated, beliefs are related to actions. Thus, beliefs about one's ability to effect change will likely result in the use of behaviors that will bring about that desired change. In its application to school bullying, teachers who believe that they can have an impact on students and are confident in their ability to manage bullying, are likely to be effective in reducing bullying.

Pre-Service Teachers

Management of students' behavior problems is a major concern of school teachers (Merrett and Wheldall, 1993). As Zeidner (1988) stated, "Classroom discipline problems appear to have plagued school teachers and administrators since time immemorial and will most likely continue to do so in the near future with unrelenting severity" (p. 69). School bullying is one such type of the various disruptive behaviors that teachers are confronted with. When asked to what extent teachers feel prepared to manage classroom behaviors, almost three-quarters of secondary school teachers reported being dissatisfied with their professional training (Merrett and Wheldall, 1993). In addition, learning to manage disruptive

classroom behaviors has been identified by teachers as one of their main objectives in their training of pre-service teachers (Clarke, 2001). Therefore, the extent to which teachers felt prepared in their pre-service training to deal with bullying, a clearly disruptive classroom behavior, was measured in the present study.

To provide effective training for pre-service teachers and develop effective prevention programs, it is important to understand their views on bullying and their role in managing it. Only a few studies have examined teachers' attitudes or perceptions of school bullying, and none seem to have explored pre-service teachers' views. Boulton (1997) reported that most teachers, although concerned about bullying, lack the confidence in managing it. Also, the majority of teachers felt responsible for managing the problem and held negative attitudes about bullying. For anti-bullying strategies to be effective, it is important that teachers feel concerned, confident, and responsible for managing the problem.

There is some evidence to suggest that male and female teachers hold different attitudes about bullying. Borg and Falzon (1989) reported that male teachers consider bullying to be a more serious problem than did female teachers. Boulton (1997), however, found that female teachers held more negative attitudes about bullying behaviors than male teachers. An explanation for this discrepancy may be due to methodological issues. That is, the internal reliability of the attitude scale used in the Boulton study was low and the magnitude of the gender difference was small.

In summary, the aim for this study was to examine pre-service teachers' attitudes about bullying according to the degree of concern, confidence, and commitment they experience. That is, their concern about bullying as a problem, their confidence in managing bullying, their commitment to the problem of bullying, and their level of preparation in managing bullying were examined. In addition, gender differences between teachers in these attitudes were explored.

METHOD

Sample

A total of 514 students ($n = 346$, 67% females, $n = 122$, 24% males, $n = 46$, 9% did not specify) enrolled in a teacher preparation program at a

Canadian university were surveyed. Due to the generally homogeneous characteristics of the students, ethnicity and age were not measured. There were 230 students in their first year of study, and 283 in their second year (1 unspecified). The total number of students registered in the program at the time of the study was 812, thus, this sample represents more than half of the students in the program. All students had already completed an undergraduate degree and were enrolled in a two-year post-graduate degree, teacher training program. Relatively few students would have received lectures or training on school bullying in their courses or practicum as this topic is not listed in the program curriculum.

Measures and Procedure

Teachers' Attitudes About Bullying Questionnaire: A questionnaire about attitudes was developed for this study to measure pre-service teachers' perspectives on bullying. Items were developed based on the author's experience developing, implementing, and evaluating anti-bullying programs (e.g., Beran, Tutty, and Steinwrath, in press; Beran and Shapiro, 2004). Pre-service teachers rated the degree to which they agreed with each of the 22 items on a 5-point response scale from "strongly disagree" to "strongly agree". Several items asked about each area: their concern about bullying (e.g., "Bullying is a problem in schools"), their confidence in managing bullying (e.g., "I feel confident in managing bullying"), their commitment (e.g., "I want to learn more about bullying in my university education"), and their level of preparation in managing bullying (e.g., "My current university education has been preparing me to deal with bullying"). The scores ranged from 30-108 and the grand mean was 86.8. A higher score indicated stronger attitudes against bullying.

In the winter term, pre-service teachers attended an organizational meeting with their course instructors to review program policies and procedures. At the end of the meeting, students were asked to complete a questionnaire. They were told that the purpose of the study was to determine student perspectives about school bullying, and that the results would not influence their performance evaluations or their teacher training program. To ensure anonymity, students were told not to record their names. They were asked to indicate the year of study they were currently enrolled in, and their gender. The university's Ethics Review Board granted ethics approval for this study and considered it unnecessary to administer consent forms.

RESULTS

To examine the extent pre-service teachers felt concerned about, confident, committed, and prepared to deal with school bullying, their responses to the questionnaire were examined. The percentage of teachers who responded "Agree" or "Strongly Agree" is reported in Table 1. These results show that the majority of pre-service teachers held negative attitudes about bullying. Few, however, indicated feeling confident or prepared to deal with the problem.

To determine which of the scale's items measure the types of attitudes of interest in this study, and to examine gender and year of study differences, a principal components analysis with a Varimax rotation was used (Table 2). The four factors explained 58% of the variance and this factor structure converged in six iterations. Two items, "I want to learn more about bullying", and "Bullying is just as important as other teacher preparation topics" loaded highly under two factors. An inter-item correlation analysis showed that these two items are more highly correlated

Table 1: Percentage of pre-service teachers who agree with each statement

Items	Pre-Service Teachers (N = 514)
Children are affected	96.9
Policies are needed	93.5
If I see it happen, I do something about it	92.0
Parents are needed	89.8
Professional development is needed	88.5
School resources are needed	85.4
I am concerned	84.7
Counseling is needed	81.4
Bullying is a problem	80.0
Media need to be involved	79.4
School-wide activities are needed	77.9
Community support is needed	77.8
Classroom activities are needed	75.6
Assemblies are needed	74.9
I want to learn more	69.3
Curriculum is needed	67.1
Surveys are needed	64.9
Committees are needed	63.7
Bullying is just as important as other teacher preparation topics	55.9
I am confident in identifying it	41.9
I am confident in managing it	23.3
My education is preparing me to deal with it	9.6

with other items under factor two, rather than factor three and were, thus, included under factor two in subsequent analyses. The first factor included strategies that are usually implemented by people other than teachers, that is, administrators, community members, family members and other professionals. Thus, it was labeled "system commitment". The second factor involves actions that teachers are normally responsible for, such as attending professional training and classroom activities. This factor was called "teacher commitment". The third and fourth factors measured concern and confidence about bullying and how to manage it (thus named "concern" and "confidence", respectively).

The internal reliability of the items for each factor was also calculated. The Cronbach's alpha was .88 for the eight items that measured system commitment, .87 for the six items that measured teacher commitment, .78 for the four items that measured teacher concern, and .61 for the three items that measured teacher confidence. Thus each set of items had a high level of reliability with the exception of teacher confidence being low. This factor should thus be considered with caution.

Gender and year of study differences were then analyzed using these factors. That is, the sum of all items that loaded highly on each factor

(in bold) was calculated to obtain a single score for each factor. These factor scores as well as the item asking pre-service teachers how prepared they were to deal with bullying were used as dependent variables in a multivariate analysis of variance (MANOVA) with gender and year of study as the between-groups variables (Table 3). There were several significant main effects and no significant interaction effects.

Significant gender differences were found on almost all of the types of attitudes. That is, female teachers reported more concern about bullying and greater responsibility on the part of schools, communities and teachers, than did male teachers. Although female teachers were more concerned and felt more responsible than male teachers, female teachers reported feeling less confident. Neither the male nor female group reported feeling very prepared in their pre-service training to manage bullying, and there was no significant difference between them.

Differences emerged according to the pre-service teacher's year of study. That is, teachers seemed to develop greater confidence and felt more prepared in their second year in comparison to their first year. Their concern and sense of commitment did not differ according to their year of study.

Table 2: Factor loadings of pre-service teachers' attitudes about bullying items (N = 470)

Items	Factors			
	System commitment	Teacher commitment	Concern	Confidence
Counseling is needed	**0.76**	0.09	0.16	0.05
School resources are needed	**0.66**	0.30	0.15	0.08
Media need to be involved	**0.65**	0.30	0.20	0.02
Surveys are needed	**0.64**	0.17	0.17	-0.05
Committees are needed	**0.64**	0.30	0.18	0.03
Parents are needed	**0.64**	0.23	0.34	0.10
Community support is needed	**0.63**	0.41	0.18	0.05
Assemblies are needed	**0.55**	0.39	0.29	-0.01
Classroom activities are needed	0.28	**0.82**	0.14	0.05
Curriculum is needed	0.23	**0.80**	0.16	0.03
School-wide activities are needed	0.34	**0.75**	0.18	-0.02
Professional development is needed	0.34	**0.57**	0.34	-0.01
I want to learn more	0.36	**0.46**	0.45	-0.19
Bullying is just as important	0.32	**0.46**	0.40	-0.12
Bullying is a problem	0.18	0.16	**0.79**	0.03
I am concerned	0.28	0.25	**0.76**	0.03
Children are affected	0.25	0.14	**0.74**	0.04
Policies are needed	0.35	0.32	**0.40**	0.10
I am confident in managing it	-0.02	-0.09	-0.09	**0.83**
I am confident in identifying it	-0.03	0.06	0.08	**0.82**
I do something about it	0.30	0.04	0.10	**0.56**

Note: The item asking about how well they are prepared by their pre-service education did not load highly under any of the factors and is thus not reported in the table.

Table 3: Mean scores on the attitudes factors and preparation across gender and year of study for pre-service teachers

Items	Total Sample (n = 514)	Gender		Year	
		Male (n = 110)	Female (n = 321)	1st (n = 186)	2nd (n = 245)
System commitment	4.1	3.9***	4.1***	3.9	4.0
Teacher commitment	4.0	3.6***	4.0***	3.9	3.8
Concern	4.2	4.2***	4.4***	4.4	4.3
Confidence	3.6	3.7**	3.5**	3.5**	3.7**
Preparation	2.2	2.1	2.2	2.0*	2.2*

*p < .05, **p < .01, ***p < .001

The relationships among the attitudes listed in Table 3 were also examined. A significant correlation was found between system and teacher commitment, $r = .74$, $p < .0001$, system commitment and teacher concern, $r = .64$, $p < .0001$, and teacher commitment and teacher concern, $r = .64$, $p < .0001$. Thus, the greater responsibility placed on systems, the greater responsibility pre-service teachers placed on themselves and the greater the concern they felt.

DISCUSSION

What do pre-service teachers say about bullying? The present study examined several attitudes including their sense of commitment and concern about bullying, and their preparation and confidence to manage it. Overall, the results suggest that pre-service teachers hold negative attitudes about the problem of bullying. The vast majority of teachers indicated feeling concerned and considered bullying to be a serious problem in schools. This result is consistent with teachers' reports of negative attitudes about bullying behaviors (Boulton, 1997). This heightened sensitivity to bullying may be the result of increased media attention focused on bullying in recent years. Several fatal incidents seemingly linked to bullying have been highly publicized, perhaps creating fear and worry that pre-service teachers in this study reported as a concern as they enter the school system.

The majority of pre-service teachers also bear responsibility for bullying according to their recognition of the need for activities that fall within their domain (i.e., teaching classroom curriculum on bullying, leading classroom activities that address bullying). This sense of commitment was also directly related to their concern. Pre-service teachers then, appear to be sensitive about the problem of bullying and feel a desire to support students. Boulton (1997) reported a similar finding in teachers. The importance of this desire to be actively involved in supporting students is emphasized by a study completed by Beran and Tutty (2002). They found that students, despite experiencing frequent bullying, are likely to feel safe at school if they feel that teachers actively support them.

In addition to their sense of commitment to address bullying, the majority of pre-service teachers in this study recognized the need for other school system personnel and community people to share the responsibility of managing bullying. Rather than assign responsibility to others, a large majority of pre-service teachers seem to commit themselves alongside school administrators and others who are directly and indirectly involved in the education system. It seems likely, then, that they will want to work collaboratively with others to find and implement creative and effective solutions to reduce bullying and increase student safety.

In contrast to the high degree of commitment and concern reported by pre-service teachers, confidence about managing bullying was relatively low. This lack of confidence may be due to the lack of training they have received that specifically addresses bullying. However, this finding may also reflect pre-service teachers' uncertainty about their abilities as teachers in general, rather than about bullying, in particular. It is important, therefore, to compare this sense of confidence with how they may feel about other teaching issues that are covered in teacher preparation courses. In fact, pre-service teachers in their second year of study considered themselves to be more confident and prepared than first year students. It is unlikely that they would have developed knowledge and skills on bullying during their training since this topic is not presented in university curriculum materials or program descriptions. Perhaps pre-service

teachers felt eager and prepared to step into a teaching role towards the end of their training, and this positive outlook generalized to their perspective on bullying.

Whether or not teacher preparation programs should cover bullying issues requires consideration. There is great demand from governments, agencies and schools for university and college programs to cover numerous matters related to the socio-emotional and academic development of children. Considering that the negative impact of bullying on victims interferes with their ability to concentrate and be academically successful (Beran and Lupart, 2004), it seems paramount that barriers to learning be addressed to improve teaching. In addition, the majority of preservice teachers in this study reported wanting training on bullying in their university education and considered it to be as important as other program topics. Other researchers have reported that teachers desire more bully prevention training (Boulton, 1997; Merrett and Wheldall, 1993). Since teachers with a great deal of experience also tend to lack confidence about managing bullying (Boulton, 1997), it may serve teachers well to have opportunities to develop confidence early in their training years. This training, moreover, may reduce stress teachers experience in managing students' disruptive behaviors (Borg and Falzon, 1989). Thus, it is recommended that teacher preparation programs include training on the nature of school bullying (e.g., prevalence, types, and impact of bullying), and effective management skills (e.g., prevention and intervention strategies).

Differences between male and female teachers emerged on several attitudes about bullying. Female teachers were more concerned and committed, and placed greater responsibility on schools and communities to deal with bullying, in comparison to male teachers. They also felt less confident about their ability to deal with it. It is possible that female teachers experience greater empathy for victims and thus are more likely to support victims. Future research must explore this issue.

Although this study provides one of the first glimpses into the perspectives on bullying according to pre-service teachers, there are several limitations to interpreting the results. There was limited information available in this study. That is, age and ethnicity were not reported and should be examined with more heterogeneous groups. Also, although the majority of pre-service

teachers were training to become elementary level teachers, the exact number of teachers in each school level was not identified. The measure of confidence used in the present study was not highly reliable and therefore may not adequately measure pre-service teacher confidence. It is suggested that additional or alternate items be used in subsequent research.

Teachers may be reluctant to deal with aggressive behaviors; nevertheless, at the very beginning stages of their careers they seem to realize that it is necessary. As teachers are socialized into the profession, it is important for them to develop a comprehensive understanding of the complexity of bullying and its multi-systemic solution. Many programs are available and require the active participation of teachers. For teachers to succeed, they must be actively supported in their pre-service education by the inclusion of such material in their curriculum and instructors who are willing to discuss and teach about this issue.

REFERENCES

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

Bandura, A. 1993. "Perceived self-efficacy in cognitive development and functioning." *Educational Psychologist,* 28: 117-148.

Beran, T. 2004. "Bullying in the early elementary years: Exposing the hidden curriculum." Manuscript submitted for publication.

Beran, T. and J. Lupart. 2004, May. "The Transition to Junior High School: Students at Risk for Academic Difficulties." *An invited presentation at the Social Sciences and Humanities Research Council Symposium, Quebec City, May 2004*

Beran, T., and B. Shapiro. 2004. "Evaluation of an anti-bullying program: Surprising findings and new research directions." Manuscript submitted for publication.

Beran, T. and L. Tutty. 2002. "Children's reports of bullying and safety at school." *Canadian Journal of School Psychology,* 17(2): 1-14.

Beran, T., L. Tutty, and G. Steinwrath. in press. "An Evaluation of a Bullying Prevention Program for Elementary Schools." *Canadian Journal of School Psychology*.

Beran, T. and C. Violato. 2004. "A Model of Childhood Perceived Peer Harassment: Analyses of the Canadian National Longitudinal Survey of Children and Youth Data." *Journal of Psychology,* 138: 129-147.

Boivin, M. and S. Hymel. 1997. "Peer expectations and social self-perceptions: A sequential model." *Developmental Psychology,* 33: 135-145.

Borg, M. G. and J.M. Falson. 1989. " Primary school teachers' perceptions of pupils' undesirable behaviours." *Educational Studies,* 15: 251-260.

Bosworth, K., D. L. Espelage and T. Simon. 1999. "Factors associated with bullying behavior in middle school students." *Journal of Early Adolescence,* 19: 341-362.

Boulton, M. J. 1997. "Teachers' views on bullying: Definitions, attitudes and ability to cope." *British Journal of Educational Psychology,* 67: 223-233.

Charach, A., D. Pepler, and S. Ziegler. 1995. "Bullying at school." *Education Canada,* 37: 12-18.

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

Craig, W. and D. J. Pepler. 1995. "Peer processes in bullying and victimization: A naturalistic study." *Exceptionality Education in Canada,* 4: 81-95.

Craig, W., and D. Pepler. 1997. "Observations of bullying and victimization on the playground." *Canadian Journal of School Psychology,* 2: 41-60.

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

Hawkins, D. L., D. J. Pepler and W. M. Craig. 2001. "Naturalistic observations of peer interventions in bullying." *Social Development,* 10(4): 512-527.

Hiebert, B. 2003. "Assessing student needs: Implications for comprehensive school programming." *The Alberta Counsellor,* 28(1): 17-26.

Kallestad, J. H. and D. Olweus. 2003. "Predicting teachers' and schools' implementation of the Olweus bullying prevention program: A multilevel study." *Prevention and Treatment,* 6(3). Retrieved February 15, 2003, from http://gateway1.ovid.com.ezproxy.lib.ucalgary.ca:2048/ovidweb.cgi

Kumpulainen, K., E. Rasanen and K. Puura. 2001. "Psychiatric disorders and the use of mental health services among children involved in bullying." *Aggressive Behavior,* 27: 102-110.

Merrett, F. and K. Wheldall. 1993. "How do teachers learn to manage classroom behaviour? A study of teachers' opinions about their initial training with special reference to classroom behaviour management." *Educational Studies,* 19(1): 91-106.

Miller, P., and N. Eisenberg. 1988. "The relation of empathy to aggressive and externalizing/ antisocial behavior." *Psychological Bulletin,* 103: 324-344.

Nicolaides, S., Y. Toda and P.K. Smith. 2002. "Knowledge and attitudes about school bullying in trainee teachers." *British Journal of Educational Psychology,* 72: 105-118.

Olweus, D. 2001. "Peer harassment: A critical analysis and some important issues." (pp. 3-48), in J. Juvonen and S. Graham (eds.), *Peer Harassment in School: The Plight of the Vulnerable and Victimized.* NY: Guilford.

Olweus, D. 1996. "The revised Olweus bully/victim questionnaire." Mimeo, Research Centre for Health Promotion, University of Bergen, Bergen, Norway.

Olweus, D. 1993. *Bullying at School: What We Know and What We can Do.* Cambridge, MA: Blackwell Publishers.

Pepler, D. and W. Craig. 1995. "A peek behind the fence: Naturalistic observations of aggressive children with remote audiovisual recording." *Developmental Psychology,* 31: 548-553.

Schwartz, D., K.A. Dodge, G.S. Pettit and J.E. Bates. 2000. "Friendship as a moderating factor in the pathway between early harsh home environment and later victimization in the peer group." *Developmental Psychology,* 36(5): 646-662.

Zeidner, M. 1988. "The relative severity of common classroom management strategies: The student's perspective." *British Journal of Educational Psychology,* 58: 69-77.

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.

Author's Address: **Dr. Tanya Beran,** Department of Psychology, University of Calgary, 2500 University Dr. N.W. Calgary, Alberta T3H 3G4 Canada
Phone: (403) 220-5667 *Fax:* (403) 282-9244, *E-mail:* tnaberan@ucalgary.ca