Moral Disengagement from Bullying: The Effects of Gender and Classroom

ening social competencies, but also on cultivating morality–understanding and care for ethical principles associated with rejection of bullying (Caravita et al., 2012; Gasser & Keller, 2009). As Thornberg and Jungert (2014) point out, it remains a task for future research to verify whether such moral education interventions result in a decline of bullying behavior. Next, our findings underscore the need to consider gender in designing interventions aimed at reducing moral disengagement, because in accordance with earlier research, boys showed a higher tendency to adopt morally disengaged attitudes than girls. Finally, the findings point to the importance of elucidating associations between moral disengagement and classroom characteristics, because the various classrooms showed different levels of moral disengagement. In sum, we believe that challenging moral disengagement and cultivating morally responsible attitudes within anti-bullying programs may improve the “safeguards built into social systems that uphold compassionate behavior and renounce cruelty” (Bandura, 2002, p. 101).

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References


