

Bystander intervention among Secondary school pupils: Testing the Theory of Planned Behaviour and the Prototype Willingness Model

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Gender-based violence

- Levels of domestic abuse high and stable in Scotland since 2012.
- Police recorded 59,541 cases of domestic violence a year in 2017-18.
- Around four out of five cases had a female victim.
- Link to domestic abuse: children exposed to gender-based violence / domestic abuse more likely to be a victim and/or perpetrator of domestic abuse in adulthood (Kimber et al., 2018).
- Important to focus on early intervention i.e. prevention

Statistics taken from Scottish Government publication 'Domestic Abuse in Scotland 2017 – 2018 statistics'.



Mentors in Violence Prevention (MVP)

- Pioneered by Jackson Katz (1995) in America – sports culture initiative.
- Transferred to Scotland in 2012 – implemented firstly by Police Scotland's Violence Reduction Unit and, now, Education Scotland.
- There are 33 education authorities and 359 schools in Scotland.
- MVP is currently being implemented in at least one school in every education authority across Scotland – at least 104 schools actively implementing MVP (2017-18).
- Implementation of MVP now extended to England.



What is MVP?

Aims of MVP:

- Challenge attitudes, beliefs and cultural norms especially underpinning gender-based violence.
- Equip pupils with the skills to be active and positive bystanders.

America – male athletes as role models

- Change focus from accusing males to enabling them

Scotland – High school programme where older pupils (S4-S6) are mentors to younger pupils (S1-S3).

- Primary focus still on gender-based violence but has extended to other types of violence.

Theoretical explanations of bystander intervention behaviour

- Aim of MVP is to challenge stereotypical attitudes, and build confidence in younger pupils to increase their intervention behaviour when witnessing gender-based violence.
- What lends to intervention behaviour?
- Theoretical models that have argued for the importance of attitudes, social influences, normative beliefs.
- Maps onto objectives of MVP.

The Theory of Planned Behaviour (Ajzen, 1988, 1991)

- Studies have shown that TPB accounts for 20-30% of variance in the decision making process (Armitage & Conner, 2002; Elliott et al., 2017).
- Attitudes, perceived behaviour control, and social influences predict intentions which, in turn, predict behaviour.
- Attitudes: positive and negative (bi-dimensional constructs – Elliott et al., 2015).
- PBC: external but also internal - Importance of examining self-efficacy.
- Social influences: Descriptive norms e.g. what would my friends do?
- Intentions: Likelihood of intervening

The Prototype Willingness Model (Gerrard & Gibbons, 1994)

- TPB accounts for 20-30% - what about the remaining 70-80%?
- Similar to TPB: importance of attitudes and social influences.
- Key difference: TPB proposes a deliberative decision making process where PWM argues that decisions can be automatic as well as thoughtful.
- Additional variables: prototype perceptions and willingness
- Prototype perceptions: how similar/different person is to the prototype
- Willingness: how willing to intervene given a specific situation

Importance of evaluating PWM and TPB

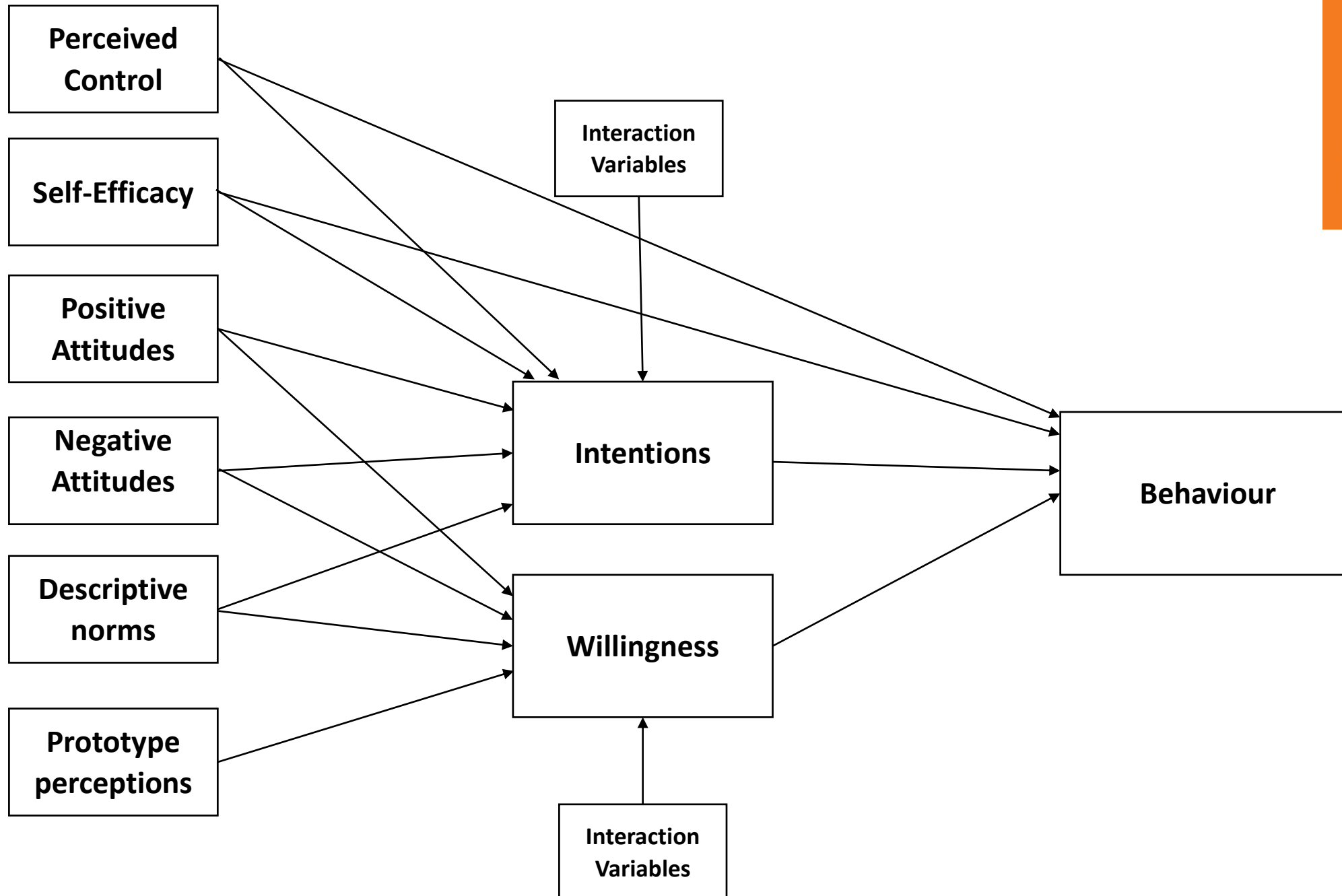
- PWM may help to explain additional variance in the decision making process – both theories have their place.
- Studies have shown that PWM is effective in explaining adolescents' decision making – importance of image.
- Can bystander intervention behaviour be explained by both deliberative (Rosval, 2014) and automatic processes?
- Potential interactions between variables: importance of examining attitudes with social influences and control

My Study

Pre-registered on Open Science Framework

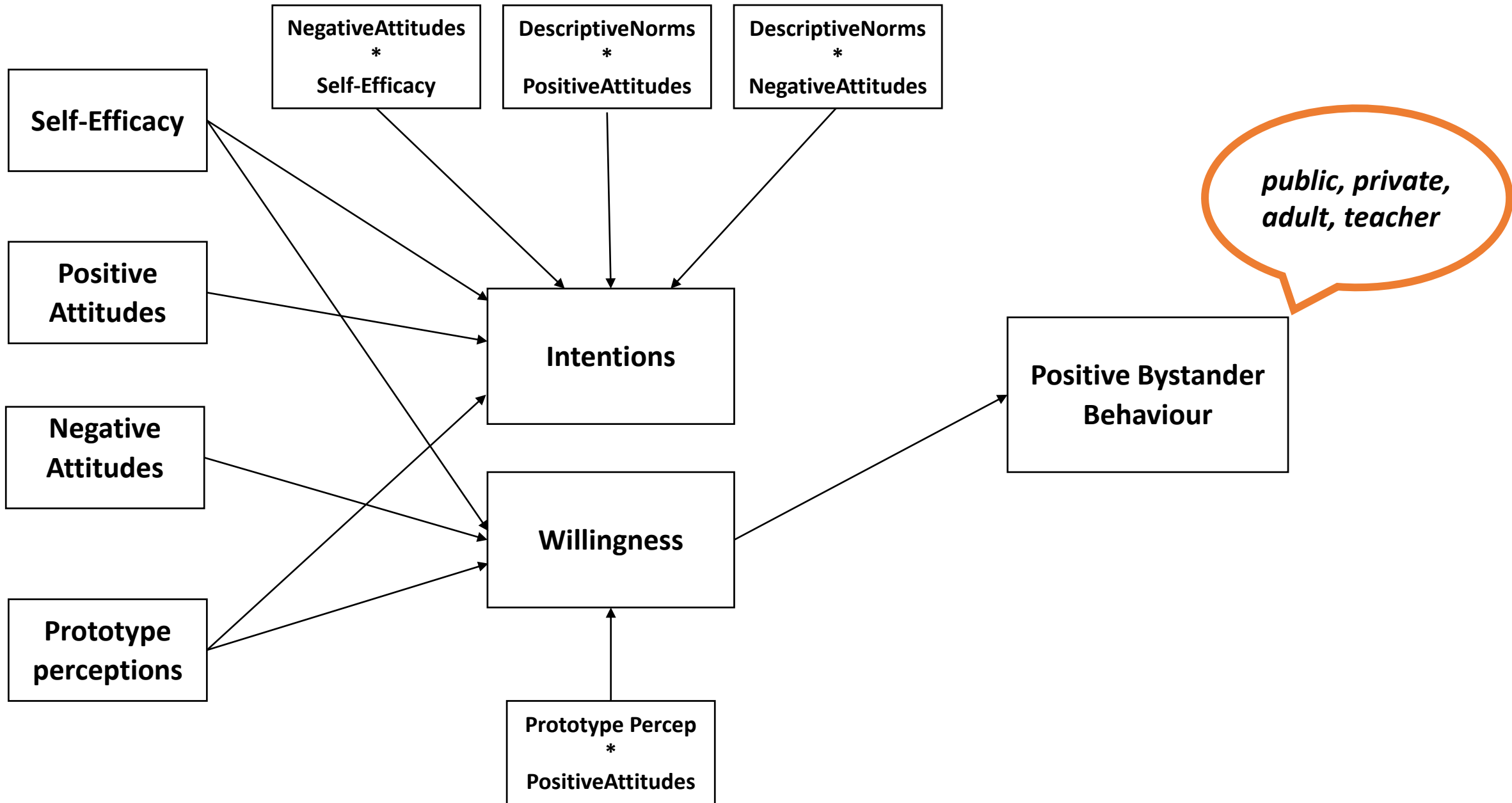


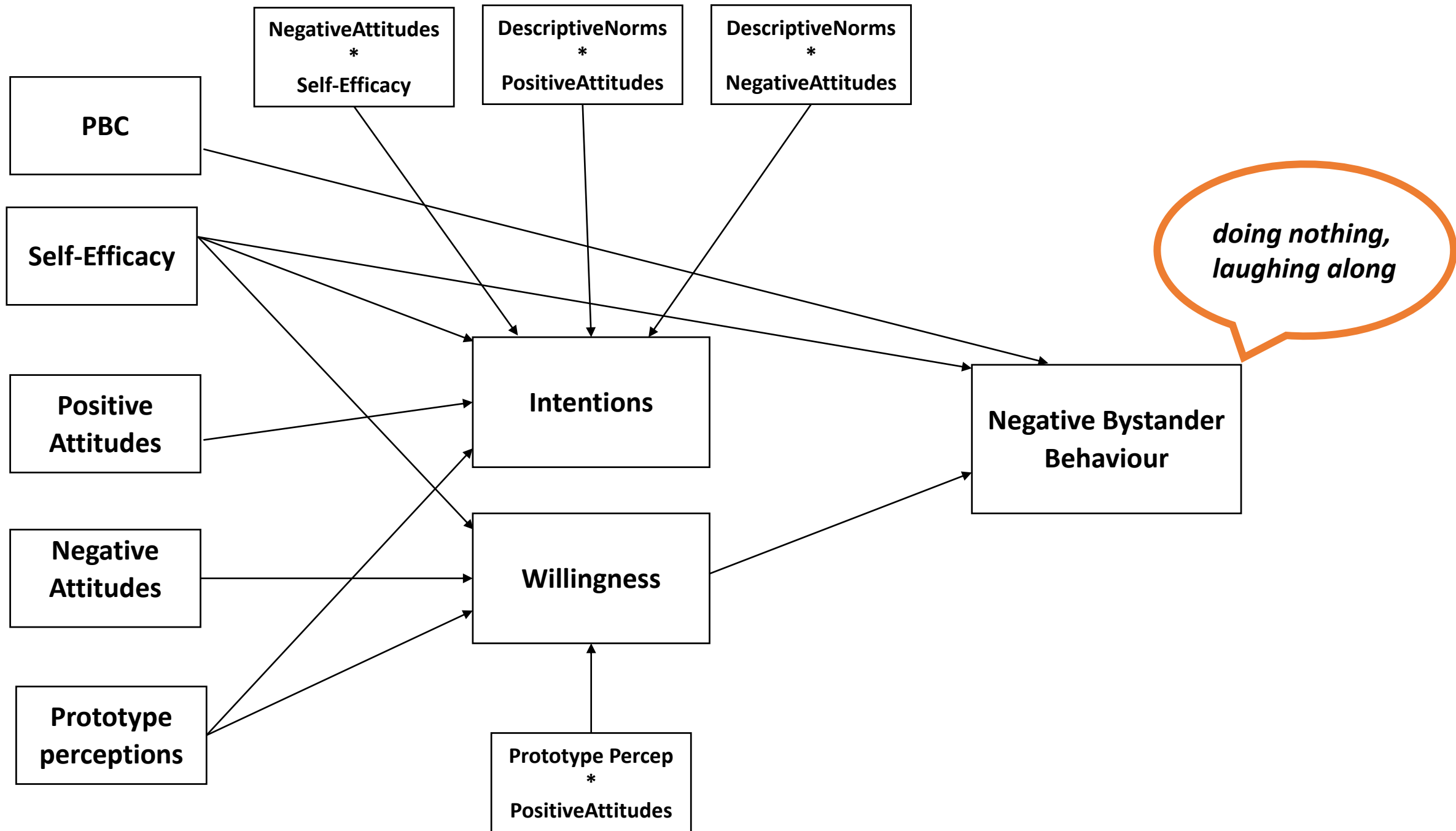
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Preliminary analyses

- Subsample of 735 participants. Once merging finished, final sample size will include 2079 participants.
- Prospective correlational design: two different time points.
- Multiple linear regressions - controlling for age, gender, ethnicity, affective empathy, moral disengagement.
- Subsample analyses: used separate multiple regressions to test TPB, PWM and interaction variables.
- Main analyses: will test the full model at one time.





Discussion and Take home remarks

- Subsample: results should be interpreted with caution.
- Attitudes, confidence and image are important drivers in the decision making process
- Social influences and confidence interact with attitudes and impact on intentions and willingness to intervene
- A pupil's willingness to intervene seems to be a key factor in whether or not a pupil intervenes positively when they witness gender-based violence
- Internal and external control seem to impact on negative intervention behaviour

My Research

Largest evaluation of the MVP to date.

Three studies:

- Testing psychological models to identify relevant factors that predict behaviour.
- Pre- and post-intervention testing to identify whether these factors have improved after MVP.
- Implementation evaluation: both quantitative and qualitative. To test if implementation is impacting on the effectiveness of the MVP

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Any Questions?