

Abstract

Bullying is omnipresent and harmful. The present study aimed at utilizing cognitive dissonance theory to intervene pro-bullying attitude, so as to reduce bullying behaviour and explore the future direction of bullying intervention. Two kinds of one-session interventions, namely 1) identified composition and petition signing; and 2) unidentified composition only, were done to primary six students in a school ($N = 67$). The compositions were meant to be against bullies' attitude to arouse dissonance. Result revealed by a pre-test and post-tests suggested that both kinds of intervention had significantly reduced bullying by the same extent in a period of 7 days. These findings implied that cognitive dissonance theory could be utilized in research of bullying intervention. Further implications were discussed.