

中小学教师对欺负的界定及对三种欺负类型的认知

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摘要 运用问卷法和访谈法对中小学教师对欺负的界定及对三种欺负类型严重性认知的特点进行了研究。结果发现,中小学教师普遍认可欺负的伤害性及力量非均衡性特征,对未受激惹性特征存在争议,对部分欺负情境的重复性特征认同率较低。教师一致认为直接身体欺负最严重,直接言语欺负次之,间接欺负最不严重。某一行为情境是否被判定为欺负行为与教师们对该情境严重性的认知有显著相关。

关键词 [中小学教师,欺负界定,欺负类型。](#)

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PRIMARY AND MIDDLE SCHOOL TEACHERS' DEFINITION OF BULLYING AND TEACHERS' PERCEPTION OF THREE TYPES OF BULLYING

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Abstract The present study explored primary and middle school teachers' definition of bullying and assessment of the severity of three types of bullying by using both questionnaires and interviews. The results showed that primary and middle school teachers recognized the harmdoing and the inbalance of power characteristic of bullying. However, they disputed about the non-provocation characteristic and they did not recognize the repetition characteristic. The more teachers thought the situation was severe, the more possibly they estimated the behavior happens in that situation to be bullying. Results also indicated that teachers had different attitudes towards the three types of bullying. Generally, teachers thought physical bullying was most serious, verbal bullying was less and indirect bullying was the least.

Key words [primary and middle school teacher, definition of bullying, types of bullying.](#)

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