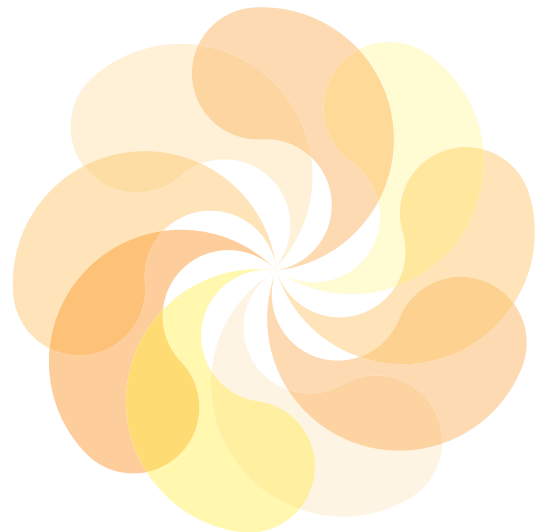


☒

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| 재 단 법 인 |

충청남도청소년진흥원
청소년 상담 복지 센터

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[-20]	1 52	52
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[-22]	1 54	54
[-23] 55	55
[-24] 56	56
[-25] 57	57
[-26] 58	58

[-27]			59
[-28]			60
[-29]			61
[-30]		1	62
[-31]			1	63
[-32]		1	64
[-33]			1	65
[-34]			1	66
[-35]			1	67
[-36]			1	68
[-37]			69
[-38]			69
[-39]			70



제 I 장 서 론

1. 연구의 필요성

본 연구는 ... (text continues)

1959 11 6 , 1963
5 27

1995 ‘ , 2004
2011 12

, 2012 2 , 12
1)

(, 2012a).

(2012)

1) (1) , (2) - , (5)
(3) , (4) , (7)
(6) , (7)
(, 2012).

(, 1997; , , 2007; 2009; , 2009; , 2010).

(, 2012; Hoover, Oliver, & Hazler, 1992).

(, 2005).

. Erikson(1997)

(, 2003).

2. 연구의 목적

3. 용어의 정의

1)

(H. Schelsky).

4

3

2)

(, 1995) ,

(, 1984).

3)

(Cox et al., 2012).

4)

(Fabes & Eisenberg, 1992).



제 II 장 이론적 배경

1. 학교폭력 개요

1) 학교폭력의 개념

“ ” , , , , .
 , . , , . , , , , .
 .
 (- 2 1).

< -1> 2)

<p>< > ()) (,) () ()</p>	<p>< > (,) SNS () (, ,)) , SNS ()</p>
<p>< , > () () () () - , () ()</p>	<p>< > . () , , ()</p>
<p>< > . () () () .</p>	<p>< > , , , () , SNS () . (,) ())</p>

2) 법무부, 교과부, 자녀안심하고 학교보내기운동 국민재단(2012). 학교폭력은 범죄입니다. 고등학생용

25% 139
 12.3% 17 1
 15.1% , 9.1%
 24.5% “ ” .

1) 학교 급별 학교폭력의 특징

< -2> .

< -2>

	(,)
	()

2) 학교폭력 피해유형, 발생장소

< -3>

(51.2%) (13.3%) 64.5%

< -4> 1

(25.0%), (9.6%)
(7.7%)

< -3>

	()	111,725	39,104	39,104	37,707	30,724	20,948	15,362	1090,942	143,846	/
	(%)	8.0	28	28	27	22	1.5	1.1	77.4	10.3	
	(%)	37.9	13.3	13.3	128	10.4	7.1	5.2	-	-	

< -4>

										PC		
	()	89,483	34,485	27,678	26,603	21,139	21,783	12,464	10,927	10,455	102,444	1,147,764
	(%)	6.4	24	20	1.9	1.5	1.5	0.9	0.8	0.7	7.4	82.2
	(%)	25.0	9.6	7.7	7.5	5.9	6.1	3.5	3.1	2.9	28.7	

3. 청소년의 공감능력 및 정서표현능력

1) 공감의 개념

. Kohut(1984)

, Iannotti(1985)

(1994)

(, 1994).

(Eisenberg& Strayer, 1987)

. Davis(1980)

(, 2007).

. Carkhuff Truax(1967)

(, 2004).

(Bryant, 1982)

(Eisenberg etal., 1997).

2) 정서표현의 개념

(emotional expressiveness)

Darwin(1872)

(Cox &

McCay, 1982; Emmons & Colby, 1995),

(Lieberman et al., 2007; pennebaker, Barger, & Tiebout, 1989).

(Lieberman et al., 2007; Pennebaker, 1988; polivy, 1990).

(Lieberman et al., 2007; pennebaker, 1985).

(Bell & Byrne, 1978; King

& Emmons, 1990; Pennebaker, 1985).

(, , 1995).

(Katz & Campbell, 1994; King & Emmons, 1990, 1991).

(Emmons & Colby, 1995).

3) 청소년의 공감 및 정서표현간의 관계

(Redmond, 1989)

(, 2000).

(Hoffman, 1981)

1995), (,

(, 2008). (, 2002).

(, 2009; Mehrabian, 2000),

(Miller & Eisenberg, 1988).

(). Gratz(2006)

(Shaver, Schwartz, Kirson & O'connor, 1987)

4. 선행연구

(, 1999; , 2009; , 2001; , 2001- 2011; , 1999), (, 2010; , 2002; , 2004; ,

2009; , 2006; 2012), (,
2010; , 2007; , 2002; , 2007; , 2010; , 1999)

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(1991)

1997; , , 1995; , 2001; , 1997; , 1998; ,
, 2000; Olweus, 1993). (Olweus, 1993)

1998). , (1997)

(Straus & Gelles, 1990)

(1999)

15

(, , 2000).

(1997)

(2004)

2008

2008 3 14 ‘

, 2011

2010

2008

(Journal of Child Psychology and Psychiatry. 2012)

2,232

5 7 , 10 12

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5

5.06

4.22,

4.24

3.64 . 12

5

2008

2012 6 5

(2012)



제Ⅲ장 연구방법

1. 조사대상 및 조사기간

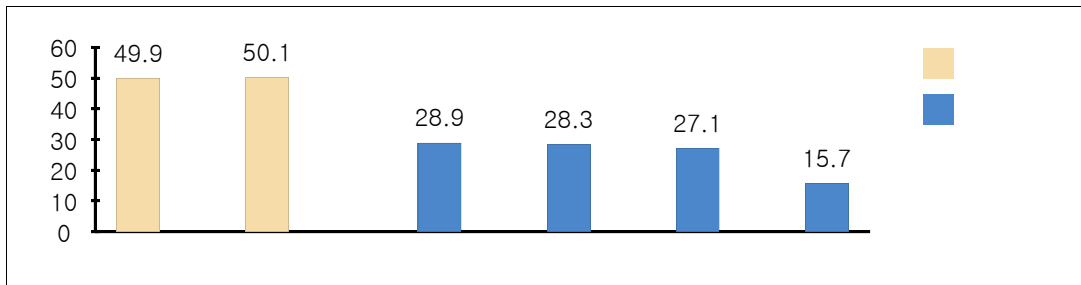
2012. 11. 8 ~ 2012. 11. 22, 총 15일간 실시하였다. (,), (,)

2,200명 중 1,870명 (85.0%)가 응답하였다. < -1>

50.1% (920명), 27.1% (507명), 15.7% (293명), 28.9% (540명), 28.3% (530명)로 나타났다. < -1>

		인원	%
		916	49.9
		920	50.1
		540	28.9
		530	28.3
		507	27.1
		293	15.7
		1,870	100.0

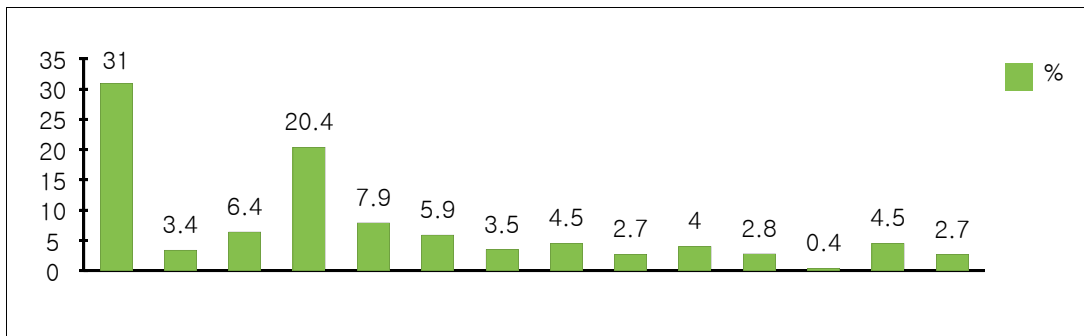
< -2> 31%, 20.4%, 7.9%, 48.6%



[-1]

< -2>

		%
	579	31.0
	63	3.4
	120	6.4
	381	20.4
	148	7.9
	110	5.9
	65	3.5
	84	4.5
	51	2.7
	75	4.0
	52	2.8
	7	0.4
	84	4.5
	50	2.7
	1,869	100.0

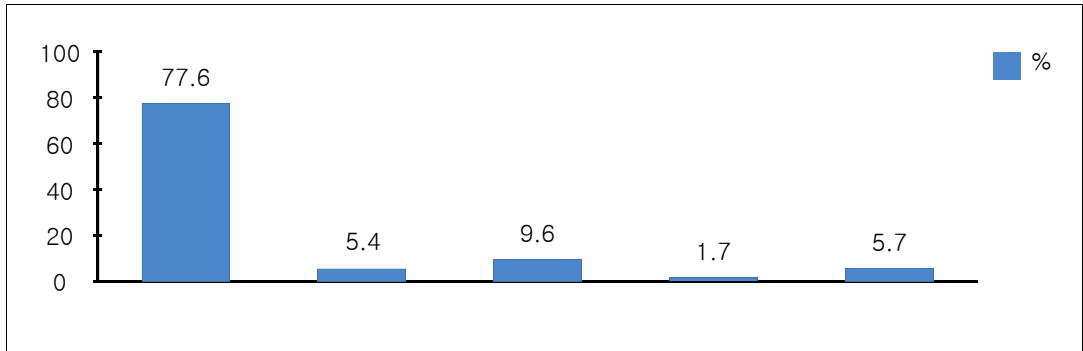


[-2]

< -3> () 77.6%,
 () 9.6%, ()
 5.4%, () 1.7%, () 5.7% .

< -3>

		%
	1,451	77.6
	101	5.4
	179	9.6
	32	1.7
()	107	5.7
	1,870	100.0



[-3]

2. 조사도구

1) 학교폭력 실태조사 설문지

(2012)

7, 9, 5, 20, 17, 37, 4, 62

(,)

< -4>

		5
		7
		9
	(,),	37
	, , ,	4

2) 공감척도(BES)

Jolliffe Farrington(2006) BES(Basic Empathy Scale) (2007)

BES, 9

11 α=.80
 α=.72, α=.74 (1)', '
 (2)', ' (3)', ' (4)', ' (5)' Likert 5

3) 정서표현성척도(EES)

King,Smith & Neale(1994)
 (Emotional Expressiveness Scale; EES) (1997)

, 17 , Likert 5
 Cronbach's .91

3. 자료 분석방법

SPSS/PC+ Windows (ver. 18.0)
 , t- , Duncan

t-

Duncan



☒



(, , ,)

<

-2>

< -2>

		110 (21.4%)	77(15.6%)	56(11.3%)	44(15.4%)	287(16.1%)
		403 (78.6%)	417(84.4%)	438(88.7%)	242(84.6%)	1,500(83.9%)
		513(100.0%)	494(100.0%)	494(100.0%)	286(100.0%)	1,787(100.0%)

$\chi^2=19.381, p<.001$

< -2>

($\chi^2=19.381, p<.001$).

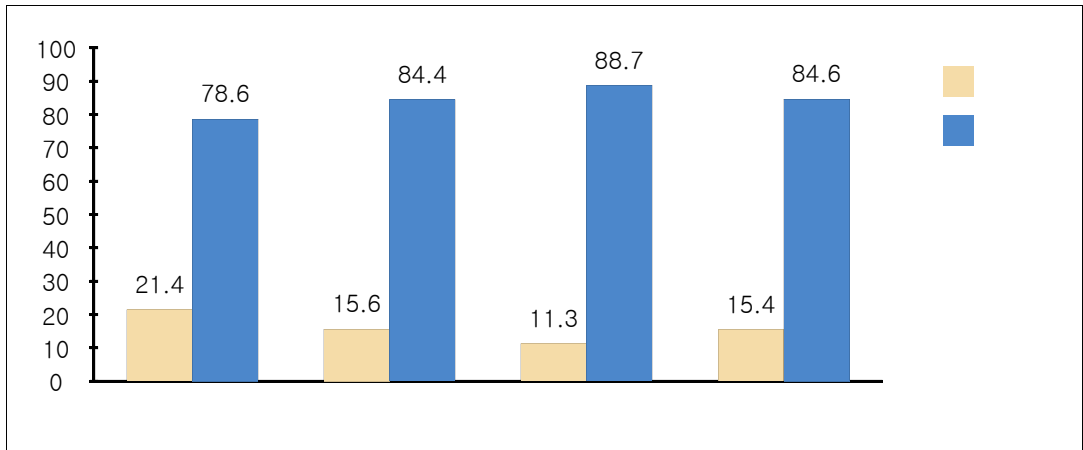
26.7%,

21.4%,

15.6%

(11.3%)

(15.4%)



[-1]

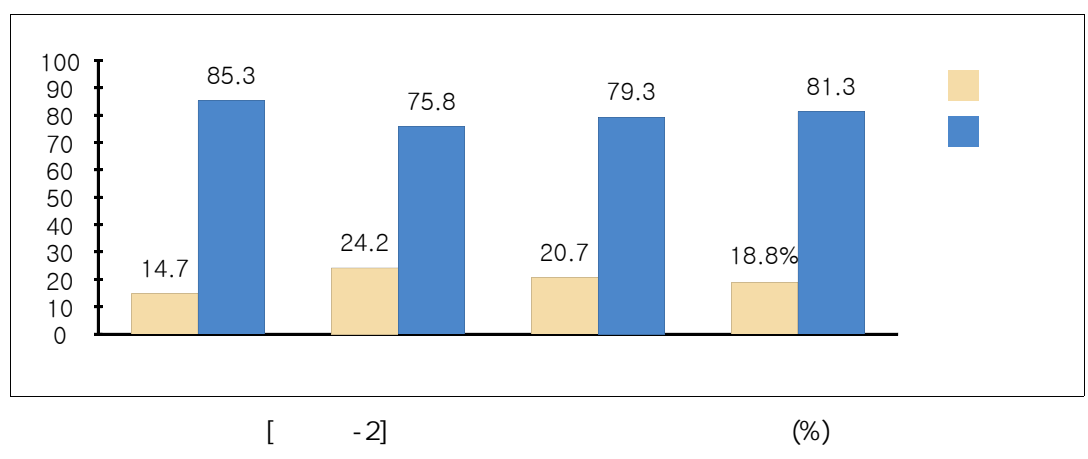
(%)

(, , ,)
 < -3>
 < -3>

		207(14.7%)	23(24.2%)	36(20.7%)	6(18.8%)	272(15.9%)
		1,202(85.3%)	72(75.8%)	138(79.3%)	26(81.3%)	1,438(84.1%)
		1,409(100.0%)	95(100.0%)	174(100.0%)	32(100.0%)	1,710(100.0%)

$\chi^2=9.622, p<.05$

< -3> ,
 ($\chi^2=9.622, p<.05$).



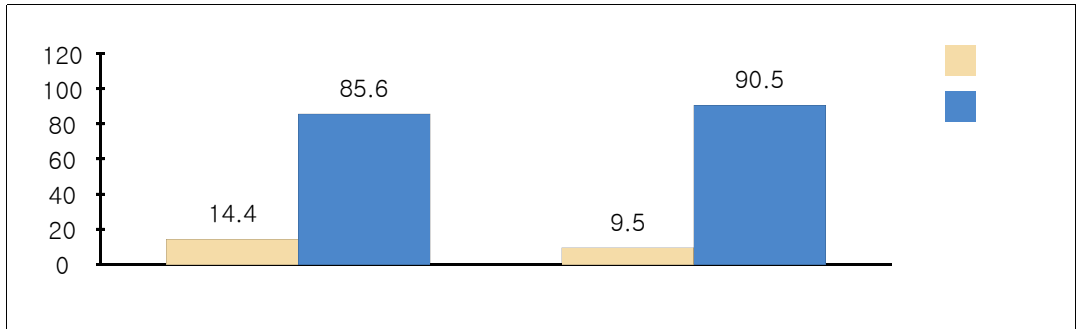
()
 < -4>

< -4>



< -5>

($\chi^2=10.086, p<.01$).



[-4]

(%)

4)

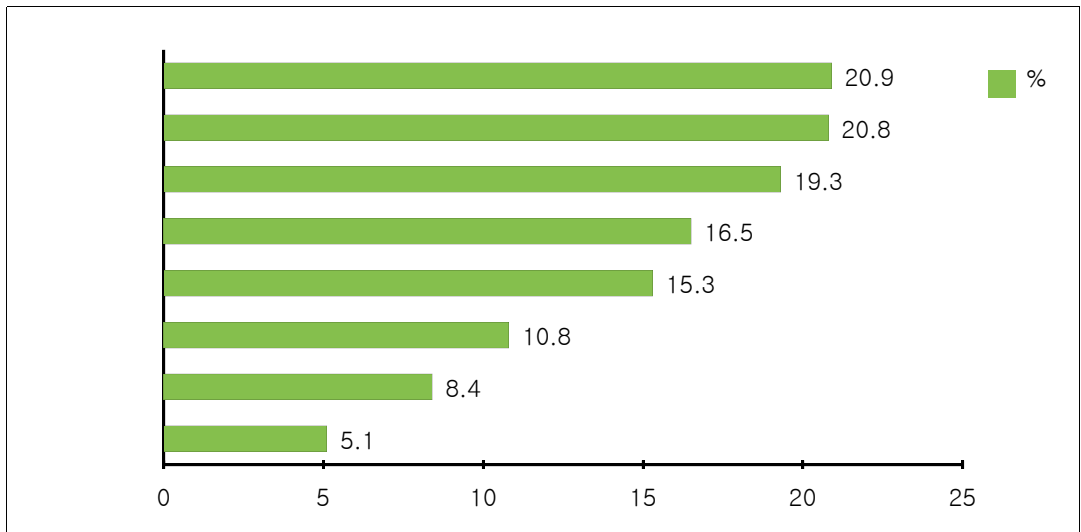
5)

(), () ()

< -6>

< -6>

		%			%			%	
	233	12.5%	1	165	8.8%	2	391	20.9%	1
	121	6.5%	4	60	3.2%	4	286	15.3%	5
	134	7.2%	3	122	6.5%	3	390	20.8%	2
	56	3.0%	7	54	2.9%	6	310	16.5%	4
	232	12.4%	2	221	11.8%	1	362	19.3%	3
	21	1.1%	8	15	0.8%	8	95	5.1%	8
	75	4.0%	6	57	3.1%	5	158	8.4%	7
	81	4.3%	5	51	2.7%	7	202	10.8%	6



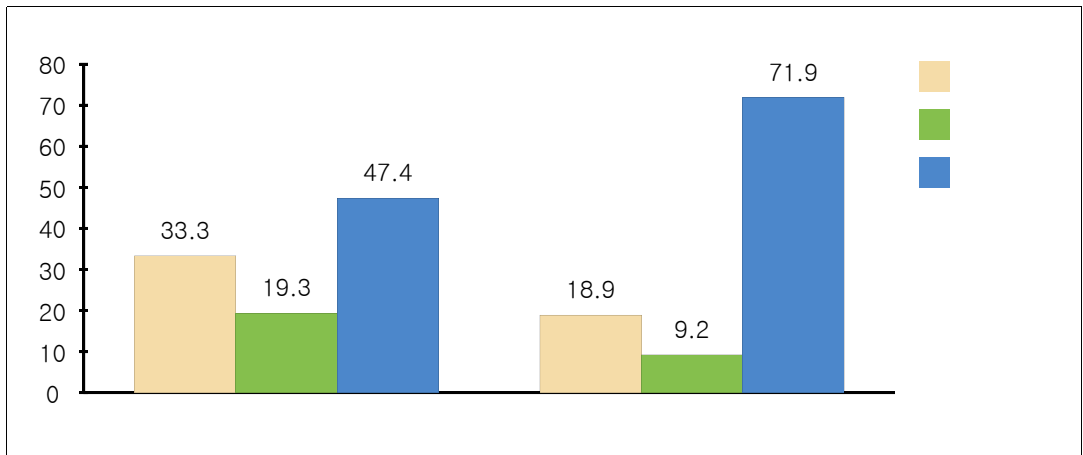
[-5-3] (%)

· , ,
 , ,
 () , ,
 < -7> .
 < -7> , ,

		83(33.3%)	41(18.9%)	124(26.6%)
		48(19.3%)	20(9.2%)	68(14.6%)
		118(47.4%)	156(71.9%)	274(58.8%)
		249(100.0%)	217(100.0%)	466(100.0%)

$\chi^2=28.964, p<.001$

< -7> , ,
 ($\chi^2=28.964, p<.001$).



[-6] , , (%)

< -8>

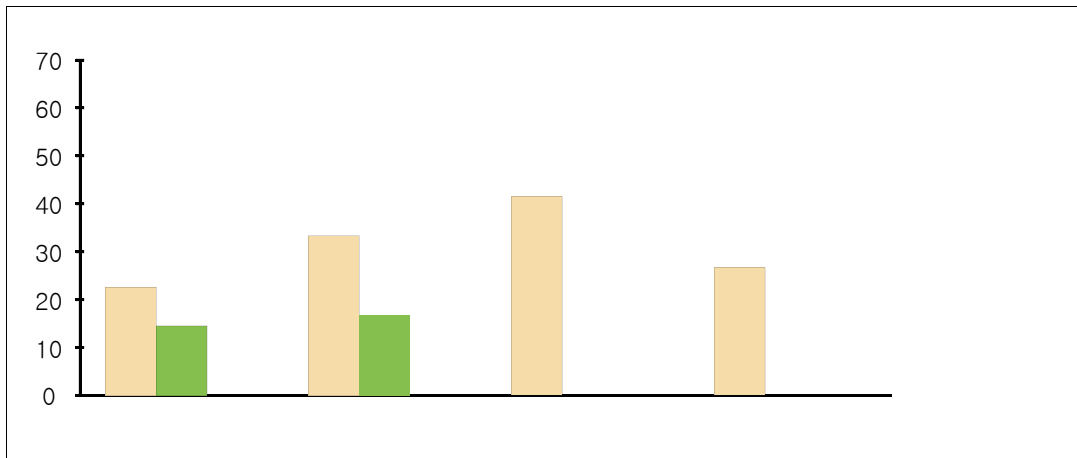
< -8>

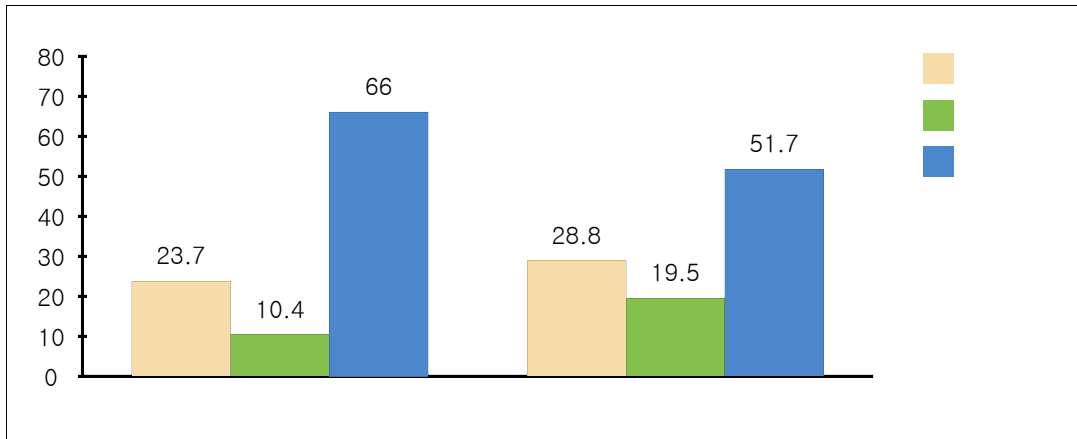
		81(22.6%)	8(33.3%)	22(41.5%)	4(26.7%)	115(25.6%)
		52(14.5%)	4(16.7%)	6(11.3%)	5(33.3%)	67(14.9%)
		225(62.8%)	12(50.0%)	25(47.2%)	6(40.0%)	268(59.6%)
		358(100.0%)	24(100.0%)	53(100.0%)	15(100.0%)	450(100.0%)

$\chi^2=14.368, p<.05$

< -8>

($\chi^2=14.368, p<.05$).





[-8] , , (%)

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(, ,)

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< - 10>

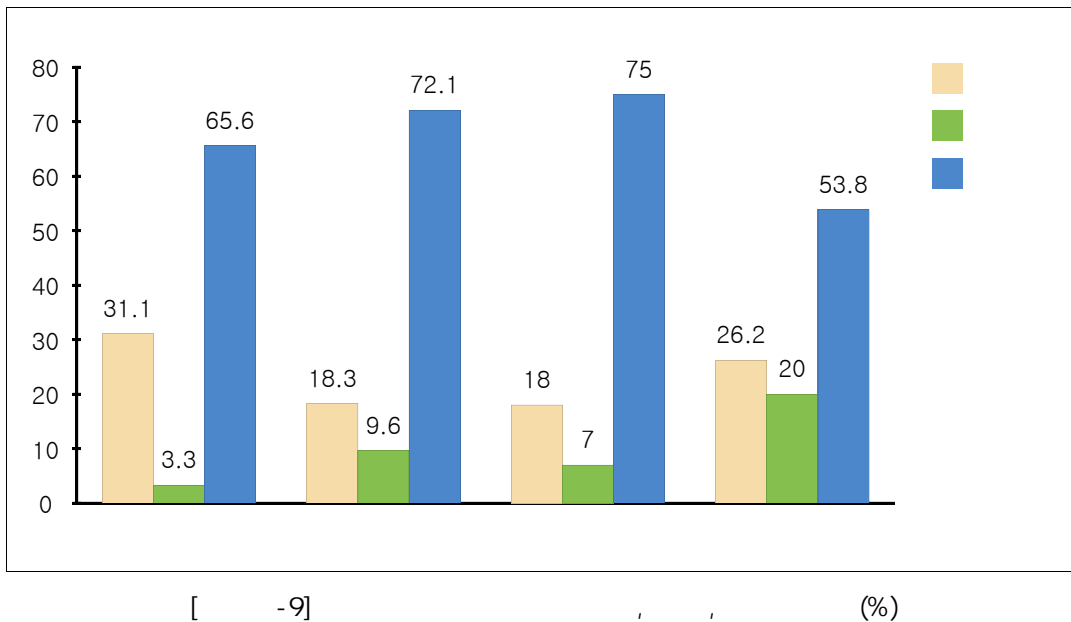
< -10>

		28(31.1%)	19(18.3%)	18(18.0%)	17(26.2%)	82(22.8%)
		3(3.3%)	10(9.6%)	7(7.0%)	13(20.0%)	33(9.2%)
		59(65.6%)	75(72.1%)	75(75.0%)	35(53.8%)	244(68.0%)
		90(100.0%)	104(100.0%)	100(100.0%)	65(100.0%)	359(100.0%)

$\chi^2=20.124, p<.01$

< - 10>

($\chi^2=20.124, p<.01$).



[-9] , , (%)

(, ,)

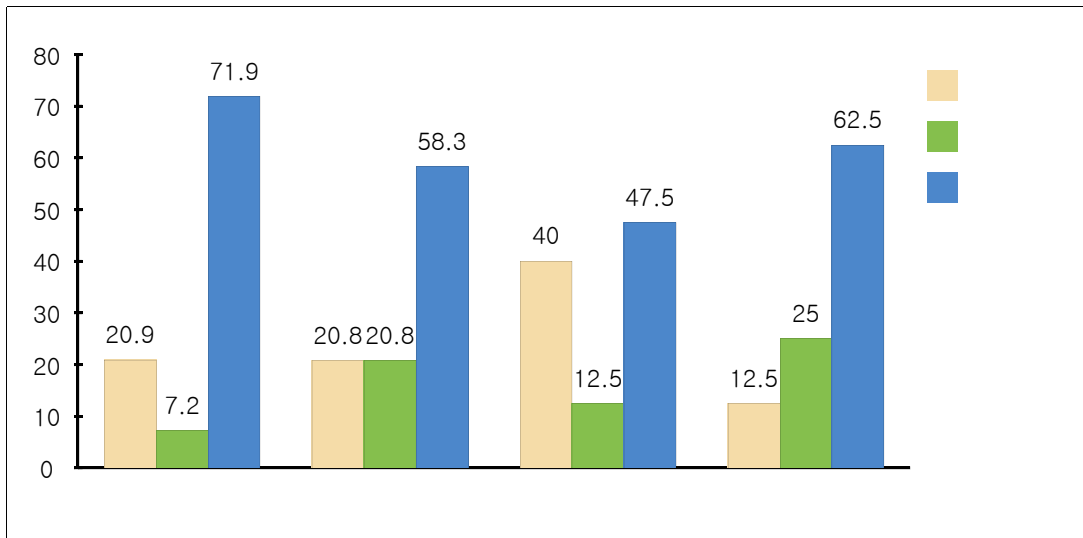
< -11>

< -11>

		55(20.9%)	5(20.8%)	16(40.0%)	1(12.5%)	77(23.0%)
		19(7.2%)	5(20.8%)	5(12.5%)	2(25.0%)	31(9.3%)
		189(71.9%)	14(58.3%)	19(47.5%)	5(62.5%)	227(67.8%)
		263(100.0%)	24(100.0%)	40(100.0%)	8(100.0%)	335(100.0%)

$\chi^2=16.632, p<.05$

< -11> , , , , ($\chi^2=16.632, p<.05$).



[-10] , , (%)

() , ,

< -12>

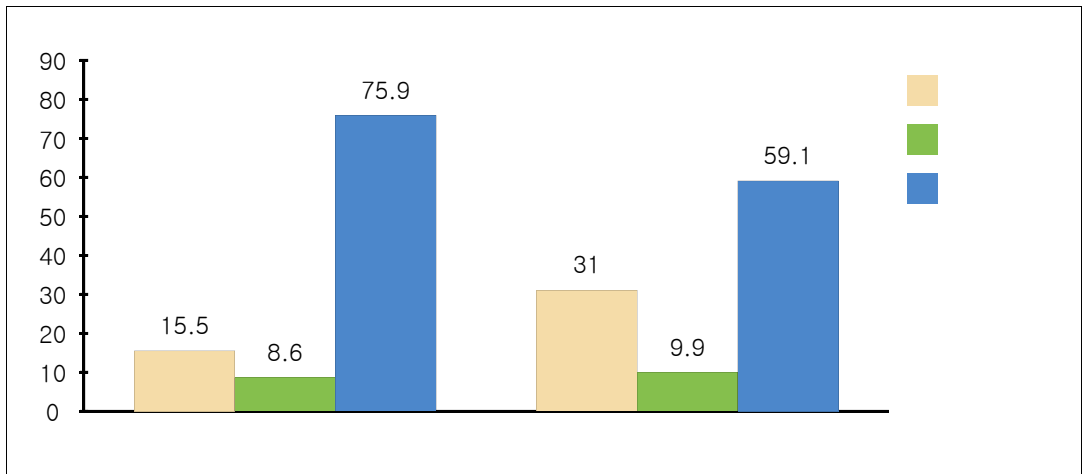
< -12>

		29(15.5%)	53(31.0%)	82(22.9%)
		16(8.6%)	17(9.9%)	33(9.2%)
		142(75.9%)	101(59.1%)	243(67.9%)
		187(100.0%)	171(100.0%)	358(100.0%)

$\chi^2=13.284, p<.01$

< -12>

($\chi^2=13.284, p<.01$).



[-11] , , (%)

· , ,
() , ,
< -13>

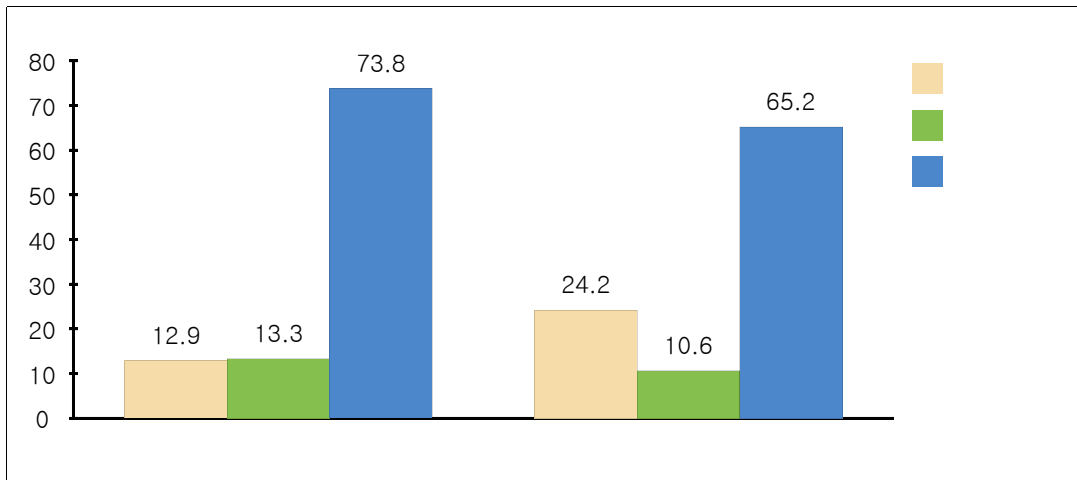
< -13>

		29(12.9%)	55(24.2%)	84(18.6%)
		30(13.3%)	24(10.6%)	54(11.9%)
		166(73.8%)	148(65.2%)	314(69.5%)
		225(100.0%)	227(100.0%)	452(100.0%)

$\chi^2=9.737, p<.01$

< -13>

($\chi^2=9.737, p<.01$).



[-12] , , , (%)

(, , ,)

< -14>

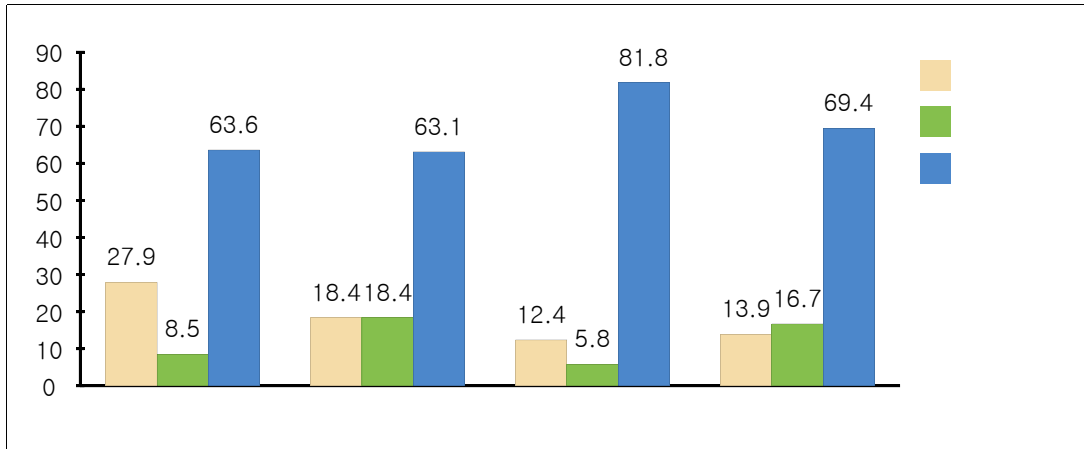
< -14>

		36(27.9%)	26(18.4%)	15(12.4%)	10(13.9%)	87(18.8%)
		11(8.5%)	26(18.4%)	7(5.8%)	12(16.7%)	56(12.1%)
		82(63.6%)	89(63.1%)	99(81.8%)	50(69.4%)	320(69.1%)
		129(100.0%)	141(100.0%)	121(100.0%)	72(100.0%)	463(100.0%)

$\chi^2=24.680, p<.001$

< -14>

($\chi^2=24.680, p<.001$).



[-13] , , (%)

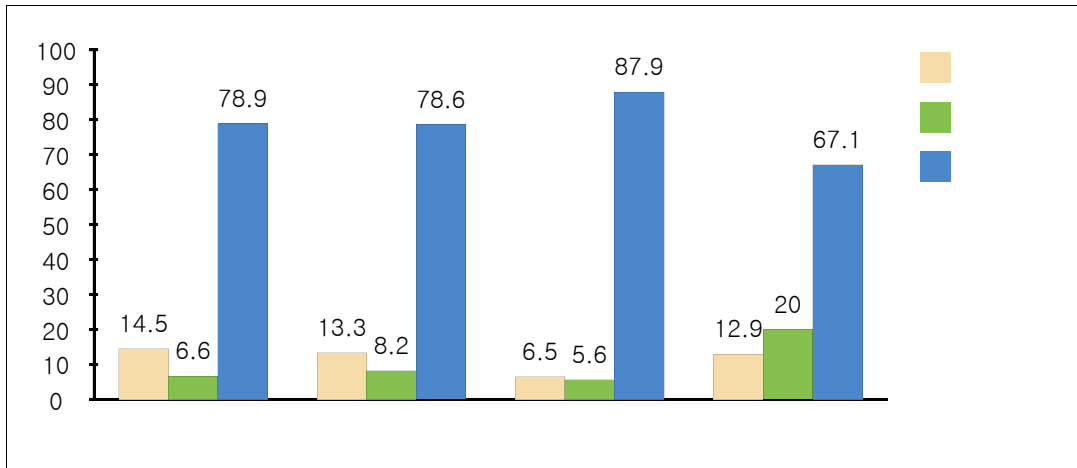
< -15>

< -15>

		11(14.5%)	13(13.3%)	7(6.5%)	9(12.9%)	40(11.4%)
		5(6.6%)	8(8.2%)	6(5.6%)	14(20.0%)	33(9.4%)
		60(78.9%)	77(78.6%)	94(87.9%)	47(67.1%)	278(79.2%)
		76(100.0%)	98(100.0%)	107(100.0%)	70(100.0%)	351(100.0%)

$\chi^2=16.382, p<.05$

< -15> , ($\chi^2=16.382, p<.05$).



[-14] , , (%)

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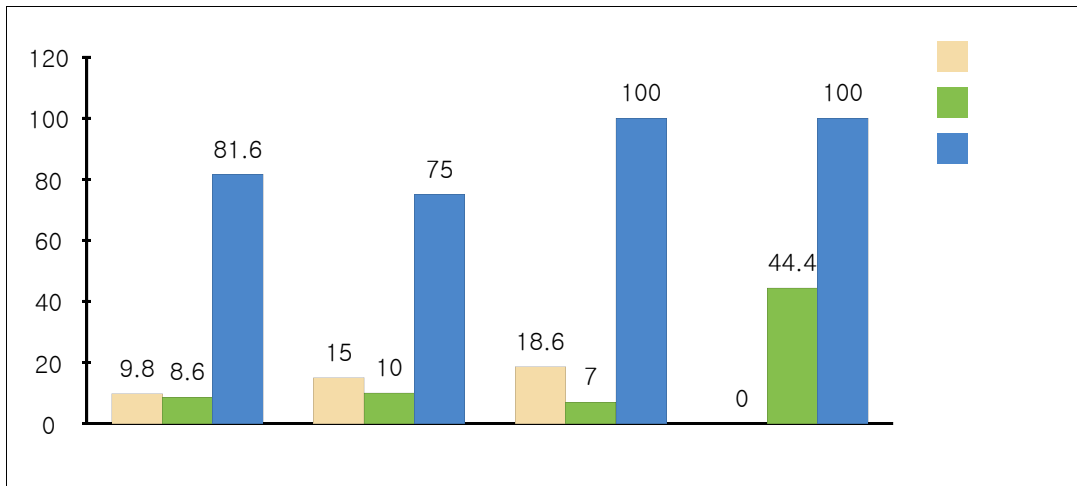
< -16> , ,

		25(9.8%)	3(15.0%)	8(18.6%)	0(0.0%)	36(11.0%)
		22(8.6%)	2(10.0%)	3(7.0%)	4(44.4%)	31(9.5%)
		208(81.6%)	15(75.0%)	32(74.4%)	5(55.6%)	260(79.5%)
		255(100.0%)	20(100.0%)	43(100.0%)	9(100.0%)	327(100.0%)

$\chi^2=16.938, p<.05$

< -16>

($\chi^2=16.938, p<.05$).



[-15] , , (%)

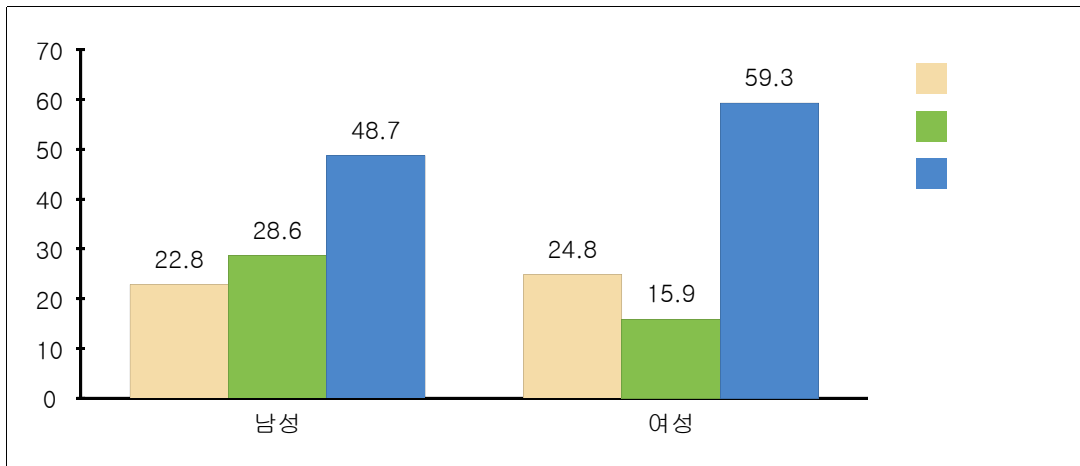
· , , () , < -17> .

< -17> , ,

		51(22.8%)	56(24.8%)	107(23.8%)
		64(28.6%)	36(15.9%)	100(22.2%)
		109(48.7%)	134(59.3%)	243(54.0%)
		224(100.0%)	226(100.0%)	450(100.0%)

$\chi^2=10.637, p<.01$

< -17> , ($\chi^2=10.637, p<.01$). ,



[-16] , , (%)

, , (, , ,) ,

< -18> .

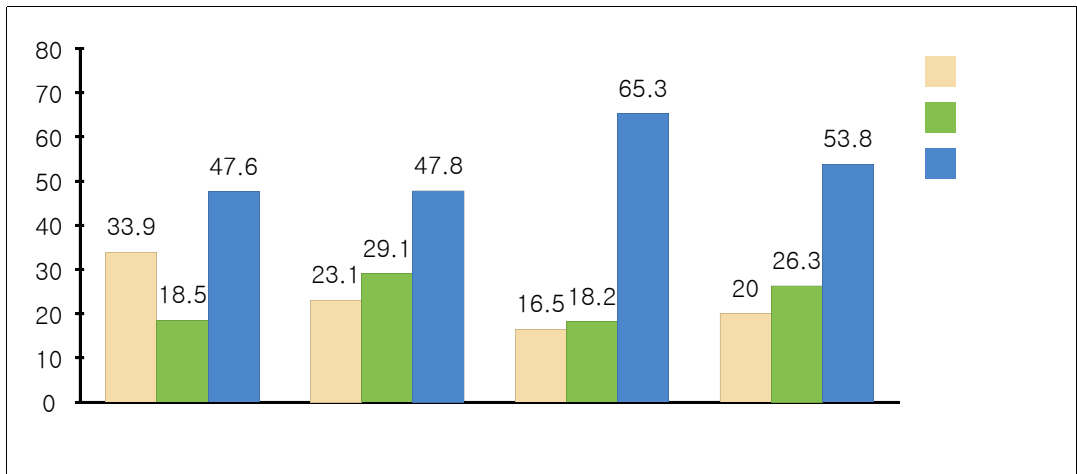
< -18> , ,

		42(33.9%)	31(23.1%)	20(16.5%)	16(20.0%)	109(23.7%)
		23(18.5%)	39(29.1%)	22(18.2%)	21(26.3%)	105(22.9%)
		59(47.6%)	64(47.8%)	79(65.3%)	43(53.8%)	245(53.4%)
		124(100.0%)	134(100.0%)	121(100.0%)	80(100.0%)	459(100.0%)

$\chi^2=18.143, p<.01$

< -18> , ,

($\chi^2=18.143, p<.01$). ,



[-17] , , (%)

< -19>

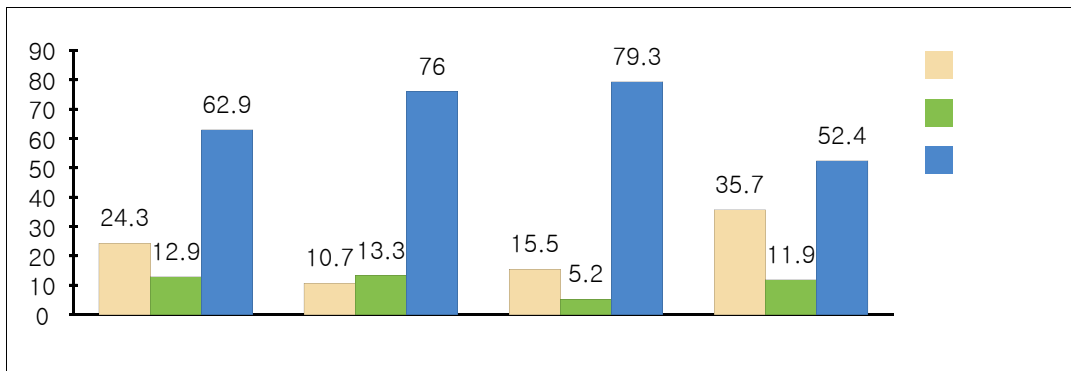
< -19>

		7(9.5%)	2(25.0%)	1(8.3%)	0(0.0%)	10(10.3%)
		7(9.5%)	0(0.0%)	1(8.3%)	2(66.7%)	10(10.3%)
		60(81.1%)	6(75.0%)	10(83.3%)	1(33.3%)	77(79.4%)
		74(100.0%)	8(100.0%)	12(100.0%)	3(100.0%)	97(100.0%)

$\chi^2=13.117, p<.05$

< -19>

($\chi^2=13.117, p<.05$)



[-19] , , (%)

3)

1 , 2 , 3 < -21> .

< -21>

	(< -21>)				
	1	2	3		
	2.6	2.7	3.8	8.8	10
	7.9	8.2	8.6	23.9	7
	8.3	9.4	7.0	24.0	6
	21.4	21.5	12.4	53.7	1
	17.6	18.9	19.1	53.7	1
	11.6	7.9	8.5	27.1	5
	12.2	17.2	14.9	42.8	3
	9.8	7.0	12.1	27.8	4
	3.2	2.1	3.8	8.8	10
	1.5	2.4	7.4	10.7	8
	4.0	2.7	2.7	9.1	9

< -21> ,

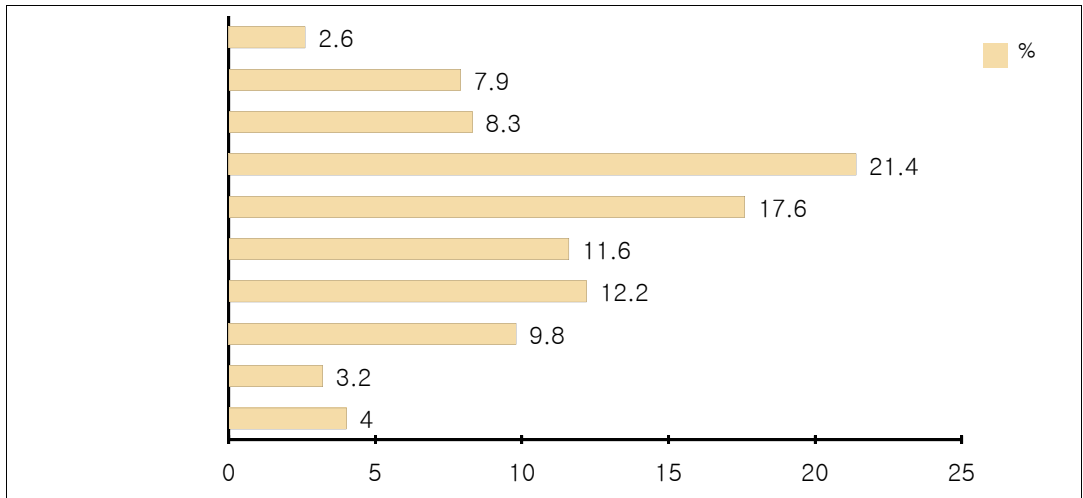
(1) , 21.4%, 17.6%,

12.2%, 11.6%, 9.8%,

8.3%, 7.9%, 3.2%, 2.6%, 1.5%

1 , 2 , 3

1



[-20] 1

4)

1 , 2 , 3

< -22>

< -22>

	(%)				
	1	2	3		
	11.2	7.4	8.2	25.8	4
	9.5	4.4	6.3	19.6	6
	6.7	7.4	6.0	19.3	7
	6.4	7.4	6.3	19.3	7
	3.4	4.1	6.3	13.2	10
	14.6	20.9	13.0	46.5	2
	24.4	21.2	17.5	60.8	1
	2.2	10.0	12.1	23.0	5
	11.2	10.3	11.8	31.9	3
	5.0	5.3	8.5	17.9	9
	5.3	1.8	3.9	10.6	11

< -22>

(1)

24.4%,

14.6%,

11.2%

11.2%,

9.5%,

6.7%,

6.4%,

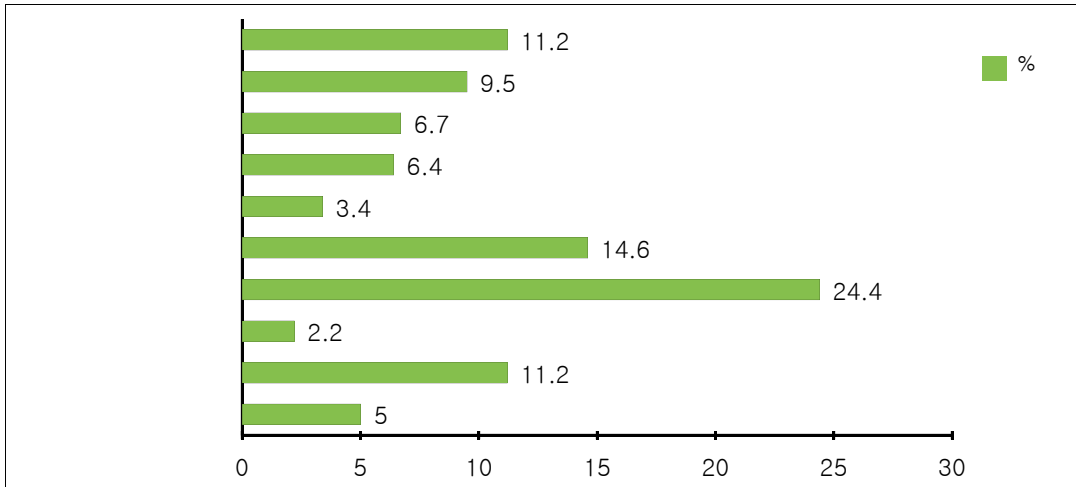
5.0%,

3.4%,

2.2%

1, 2, 3

1



[-21]

1

5)

1, 2, 3

< -23>

< -23>

	($\%$)				
	1	2	3		
	4.7	2.3	4.8	11.1	9
	20.2	17.9	17.9	52.7	2
	18.1	24.5	15.1	54.1	1
	2.2	7.4	8.7	16.8	6
	8.3	8.6	6.0	21.5	5
	2.2	5.4	6.7	13.3	7
	4.3	4.7	5.2	13.3	7
	12.3	7.0	10.3	28.0	4
	1.8	5.1	4.4	19.4	11
	20.2	14.8	17.9	49.8	3
	5.8	2.3	3.2	10.8	10

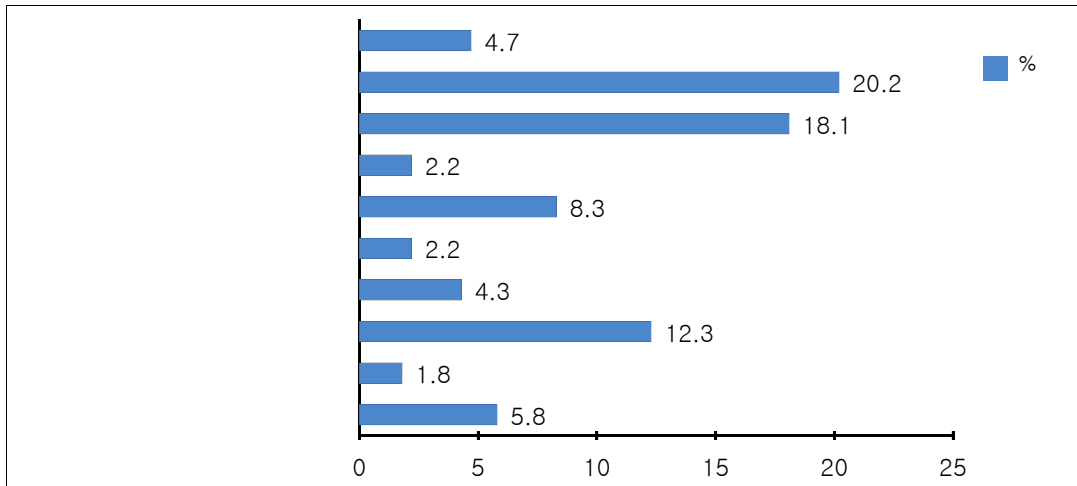
< -23>

20.2%

20.2%

18.1%

4.3%, 12.3%, 8.3%, 4.7%,
 2.2%, 2.2%, 1.8%
 1
 3 , 1 3



[-22] 1

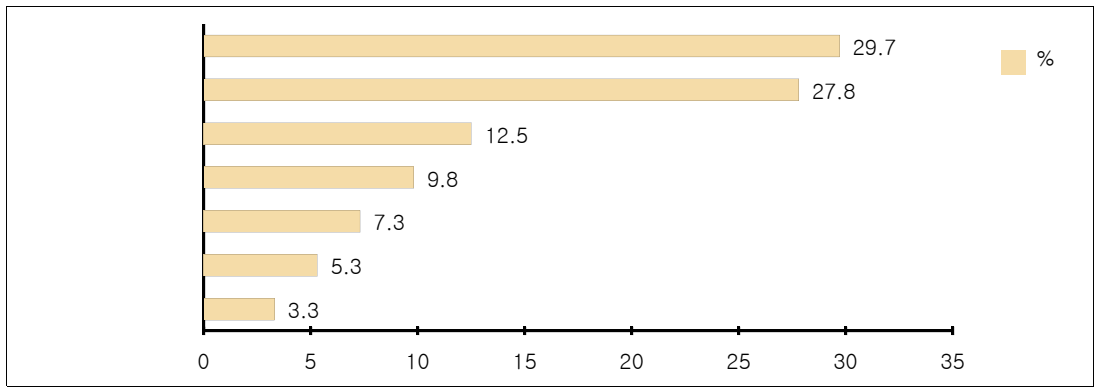
6)

1 , 2 , 3 < -24>

< -24>

	(%)				
	1	2	3		
	29.7	15.7	20.4	64.5	2
	27.8	25.4	14.5	66.4	1
	5.3	7.9	9.5	22.1	7
	12.5	14.8	11.4	37.7	4
	3.3	8.7	11.1	22.4	6
	9.8	15.3	16.7	40.7	3
	7.3	10.5	14.2	31.2	5
	4.3	1.6	2.2	7.9	8

< -24>
 29.7%, 7.3%, 27.8%, 5.3%, 12.5%, 22.7%, 3.3%, 22.0%, 9.8%, 13.9%



[-23]

7)

< -25>

< -25>

	(%)
	5.2
	11.4
	83.3

5.2%,

11.4%,

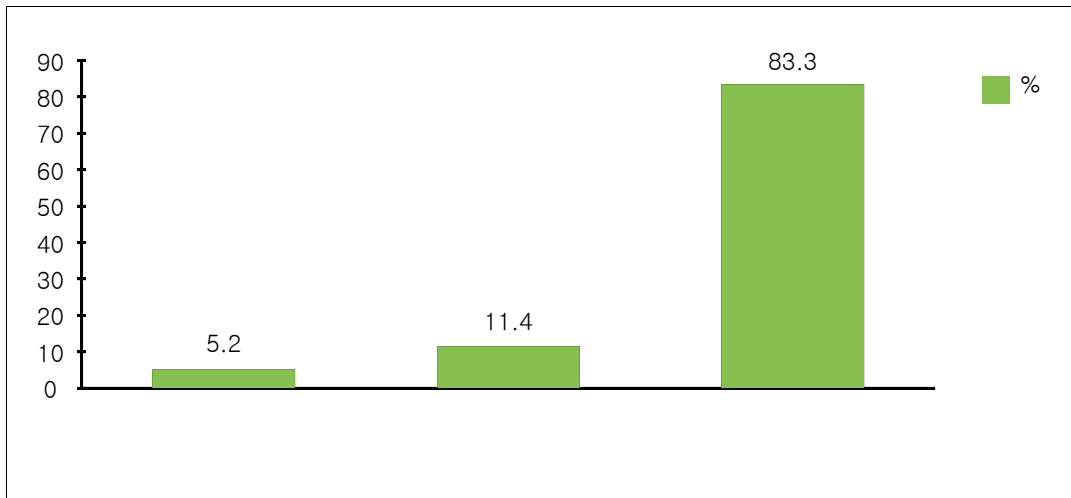
83.3%

16.2%

11.4%

12.7

5.2%



[-24]

(,)

< -26>

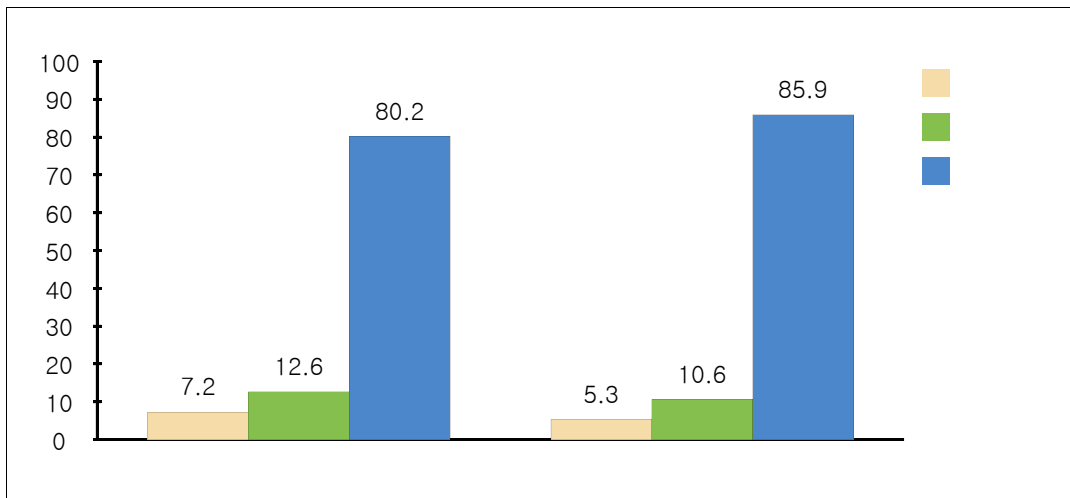
< -26>

		58(7.2%)	29(5.3%)	87(5.3%)
		102(12.6%)	89(10.6%)	191(11.6%)
		650(80.2%)	719(85.9%)	1,369(83.1%)
		810(100.0%)	837(100.0%)	1,647(100.0%)

$\chi^2=13.590, p<.01$

< -26>

($\chi^2=13.590, p<.01$).



[-25] (%)

(, , ,)

< -27>

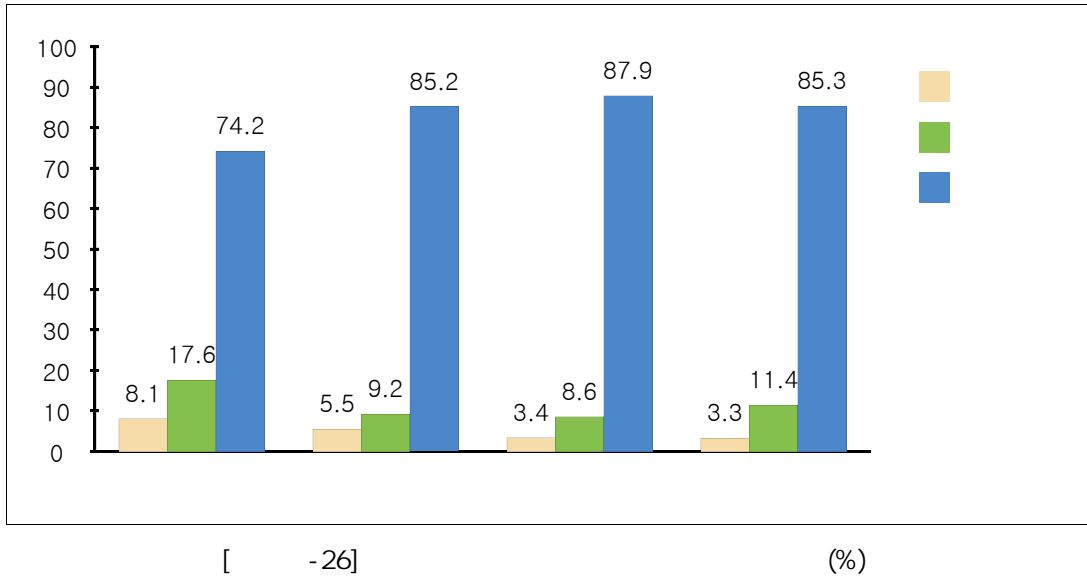
< -27>

		35(8.1%)	27(5.5%)	16(3.4%)	9(3.3%)	87(5.3%)
		76(17.6%)	45(9.2%)	40(8.6%)	31(11.4%)	192(11.6%)
		320(74.2%)	415(85.2%)	408(87.9%)	232(85.3%)	1,375(83.1%)
		431(100.0%)	487(100.0%)	464(100.0%)	272(100.0%)	1,654(100.0%)

$\chi^2=36.840, p<.001$

< -27>

($\chi^2=36.840, p<.001$).



2. 학교폭력 대처행동과 도움

1) , ,
 < -28> , ,

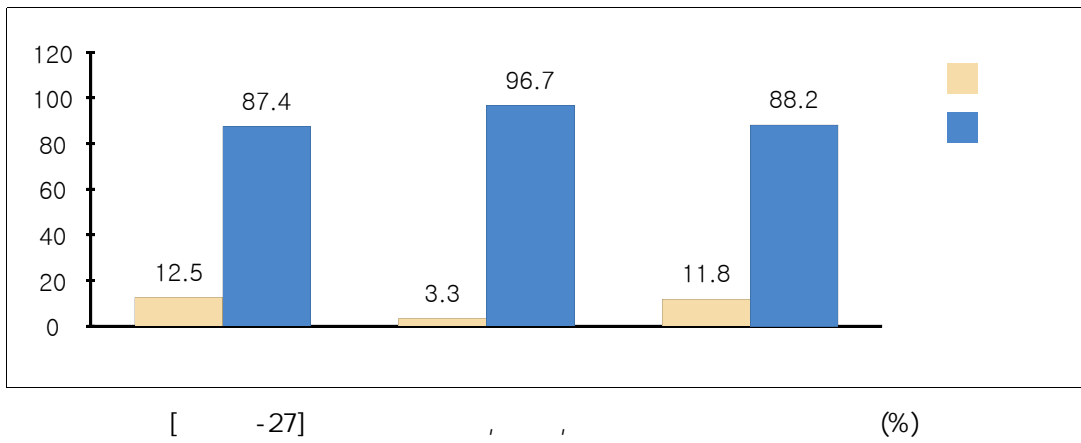
< -28> , ,

		12.5%
		87.4%
		3.3%
		96.7%
		11.8%
		88.2%

< -28>

12.5% 3.3% 11.8%

11.8%



()

< -29>

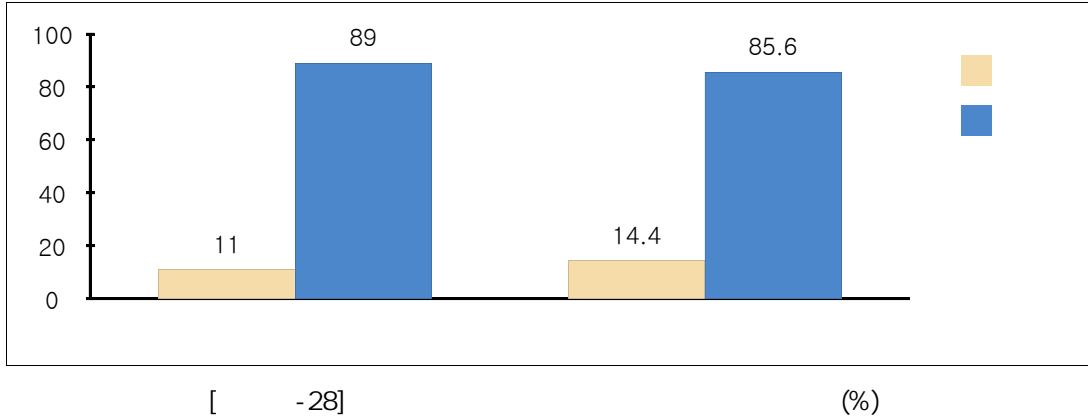
< -29>

		91(11.0%)	112(14.4%)	203(12.7%)
		734(89.0%)	666(85.6%)	1,400(87.3%)
		825(100.0%)	778(100.0%)	1,603(100.0%)

$\chi^2=4.101$ $p<.05$

< -29>

($\chi^2=4.101, p<.05$) ,



()

< -30>

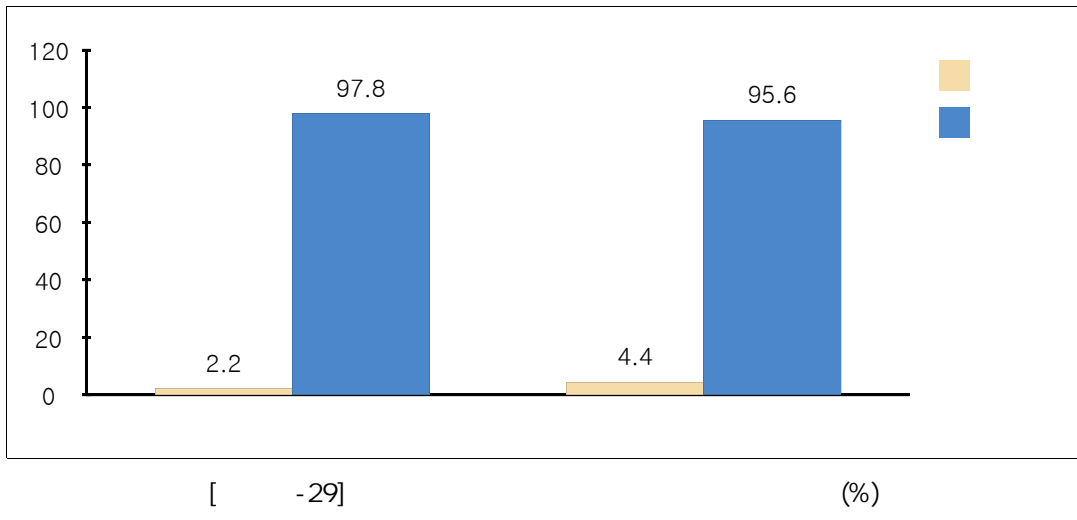
< -30>

		18(2.2%)	33(4.4%)	51(3.3%)
		790(97.8%)	713(95.6%)	1,503(96.7%)
		808(100.0%)	746(100.0%)	1,554(100.0%)

$\chi^2=5.892 p<.05$

< -30>

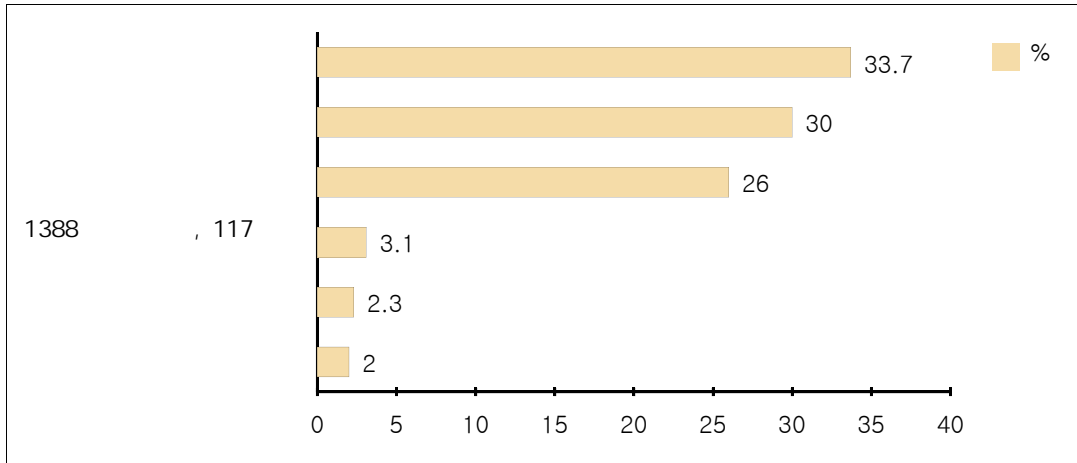
($\chi^2=5.892, p<.05$) ,



2) , ,
 < -31> < -21>, < -22>, < -23>, < -24>
 < -31>

	(%)				
	1	2	3		
1388 , 117	26.0	24.7	24.9	65.5	3
	30.0	29.7	20.7	70.7	2
	33.7	32.3	24.9	79.8	1
	3.1	6.3	9.6	15.7	4
	2.0	3.0	6.5	9.4	6
	2.3	3.3	7.7	10.8	5
	0.6	0.0	2.3	2.3	8
	2.3	0.7	3.4	5.4	7

< -31> , , ,
 (1) 33.7%, 30.0%, 26.0%



[-30] (1)

3)

7 , 1 3

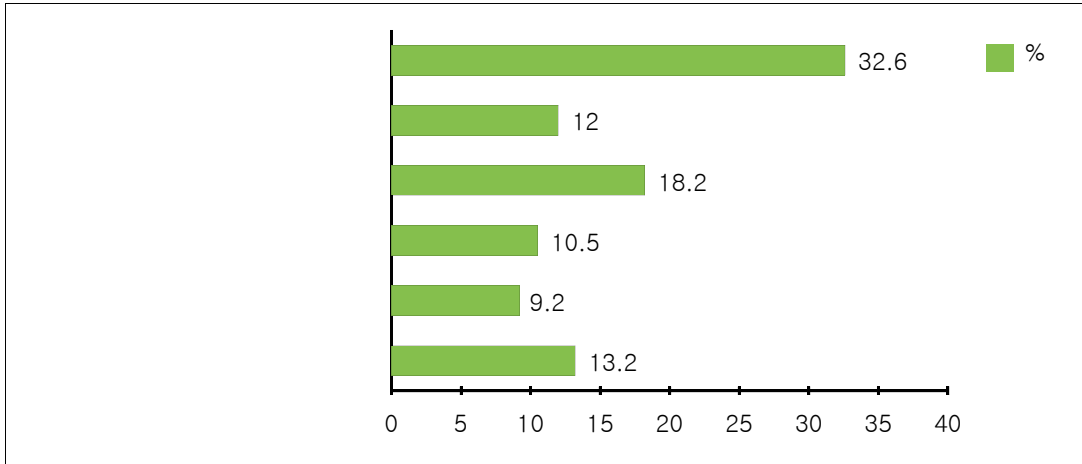
< -32>

< -32>

	(%)				
	1	2	3		
	32.6	15.2	19.4	59.6	1
	12.0	24.2	12.9	41.6	4
	18.2	13.8	18.5	43.4	3
	10.5	23.4	15.7	41.6	4
	9.2	17.8	27.8	45.0	2
	13.2	4.1	3.6	19.3	6
	4.3	1.5	2.0	7.0	7

32.6%,

18.2%, 12.0%, 9.2%, 13.2%, 13.2%, 10.5%, 13.2%



[-31] 1

4)

-33>

< -33>

	(%)				
	1	2	3		
1388 , 117	21.7	8.3	12.8	42.3	4
	34.2	25.6	15.9	75.0	1
	19.1	32.6	19.3	70.0	2
	15.6	19.7	26.3	60.7	3
	2.5	5.7	10.4	18.3	6
	6.1	7.7	14.1	27.4	5
	0.2	0.3	0.7	1.2	8
	0.6	0.2	0.5	1.3	7

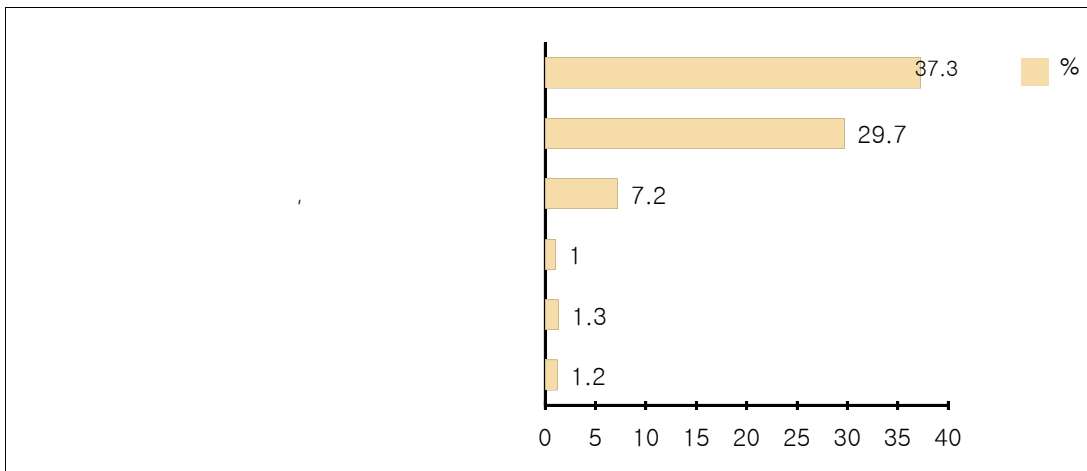
< -33>

34.2%,

1
21.7%,

37.3%,
21.9%

29.7%,



[-33]

1

6)

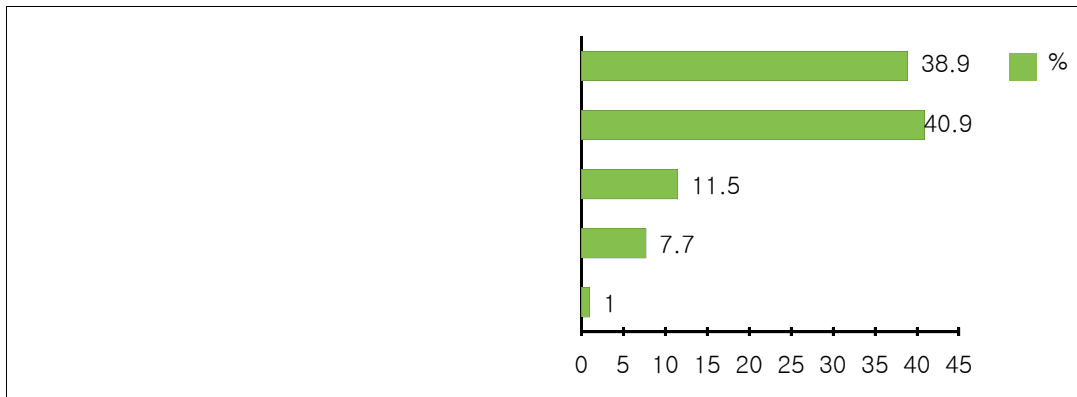
<

-35>

< -35>

	(%)				
	1	2	3		
	38.9	18.0	20.7	72.6	2
	40.9	29.6	9.8	75.3	1
	11.5	36.0	30.4	69.4	3
	7.7	15.0	37.1	53.0	4
	1.0	1.3	2.1	4.0	5

(1)
 40.9%, 38.9%, 7.7%
 11.5%
 . < -35>



[-34] 1

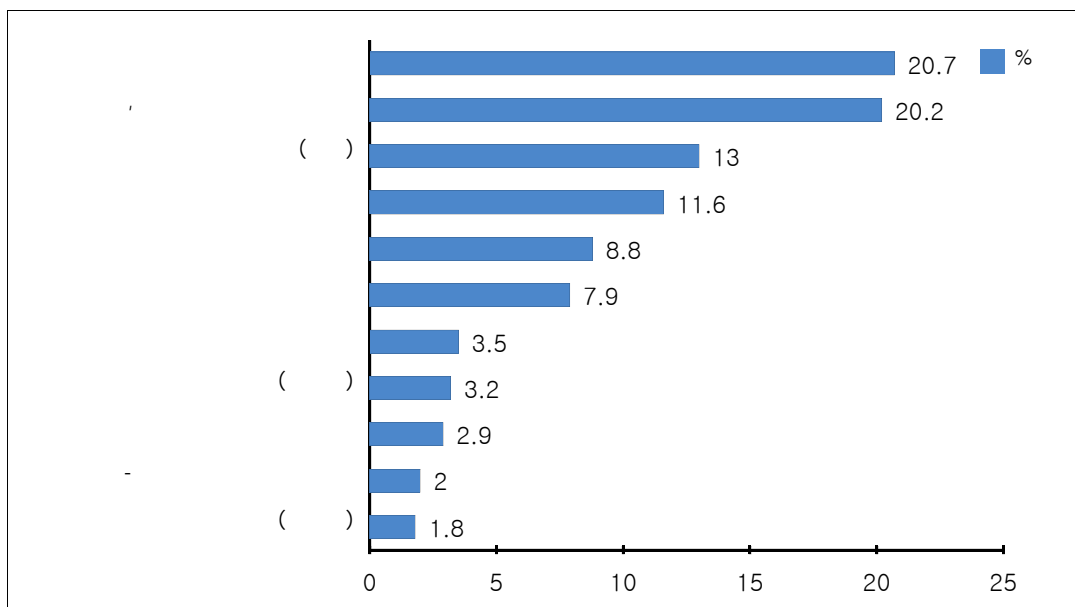
7)

< -36>

< -36>

	(%)				
	1	2	3		
	20.7	7.6	7.9	35.9	3
	3.9	7.2	4.5	15.4	8
	11.6	11.3	12.0	34.5	4
	8.8	9.3	7.4	25.2	6
	7.9	11.1	8.9	27.6	5
()	2.9	6.4	5.4	14.5	10
,	20.2	17.2	15.5	52.3	1
	3.5	5.8	6.2	15.3	9
-	2.0	3.5	3.5	8.9	12
()	13.0	11.5	14.9	38.9	2
()	1.8	5.5	3.9	10.9	11
()	3.2	3.7	9.6	16.2	7
	0.5	0.0	0.2	0.8	13

207% (1)
11.6% () 130%,
202%,
(),



[-35]

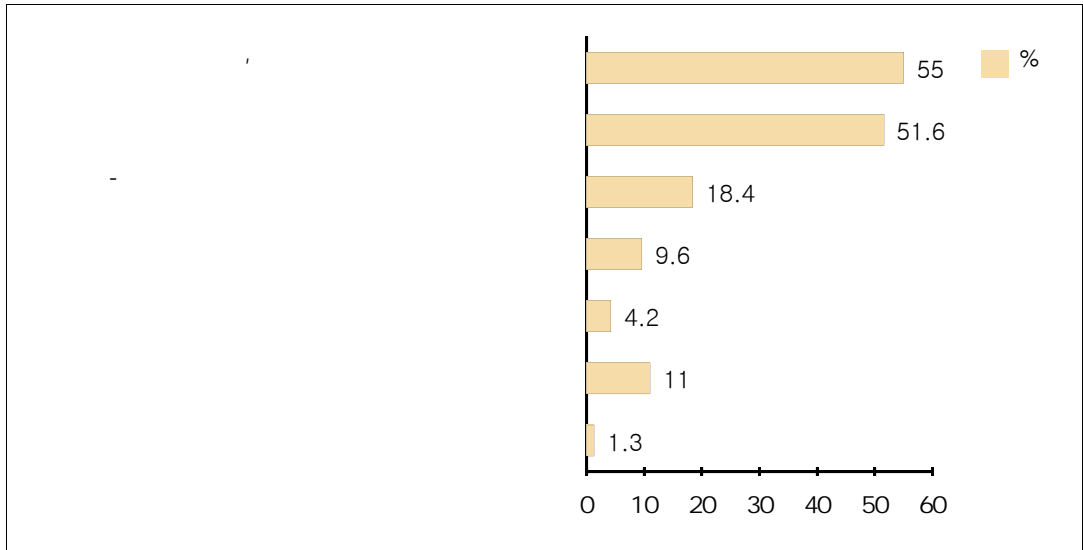
1

8)

< -37>

	(%)				
	1	2	3		
	51.6	13.3	12.7	77.0	1
	18.4	30.4	18.0	65.9	2
	9.6	24.2	26.5	59.3	3
	4.2	9.9	11.6	25.3	5
	11.0	15.3	18.8	44.4	4
	3.9	6.6	11.6	21.8	6
	1.3	0.4	0.8	2.5	7

18.4%, 51.6%, 11.0%



[-36]

1

9)

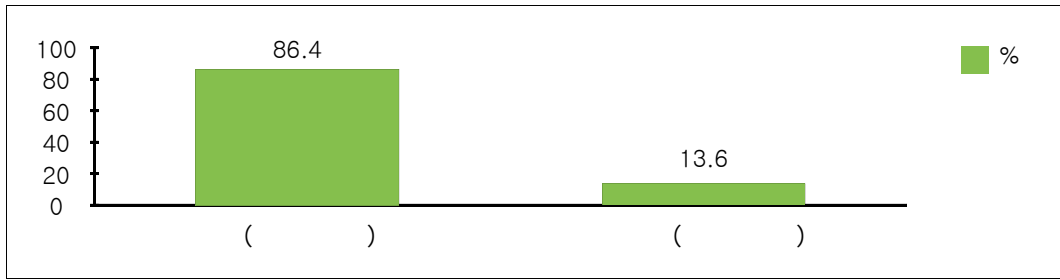
()

< -38>

< -38>

	(%)
()	86.4
()	13.6

86.4%



[-37]

()

< -39>

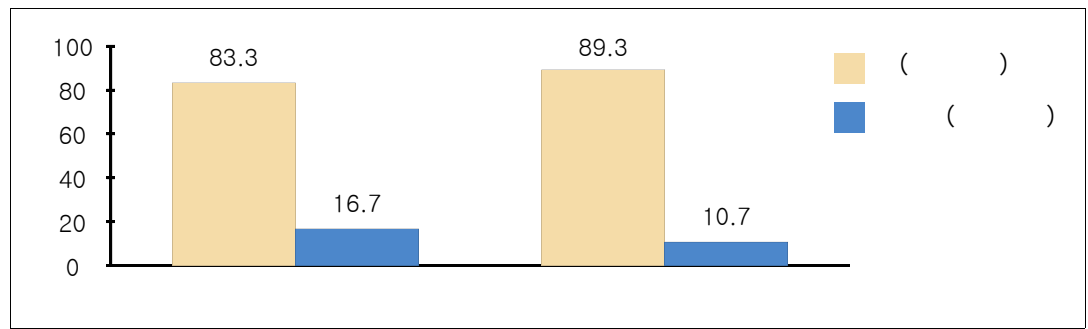
< -39>

(%)		741(83.3)	809(89.3)	1,550(86.3)
		149(16.7)	97(10.7)	246(13.7)
		890(100.0)	906(100.0)	1,796(100.0)

$\chi^2=13.834, p<.001$

< -39>

($\chi^2=13.834, p<.001$).



[-38]

(%)

(, , ,)

< -40>

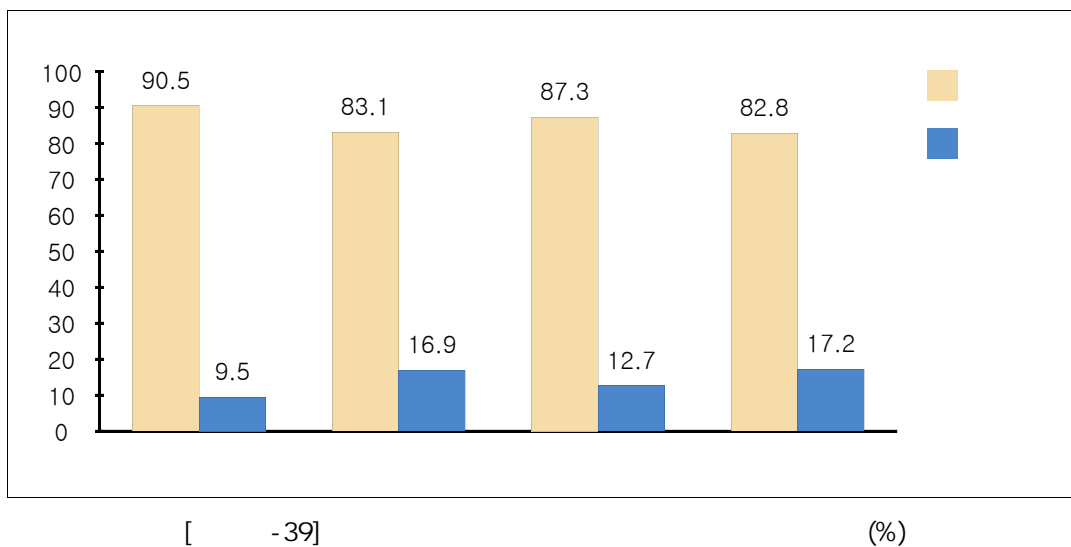
< -40>

		466(90.5)	422(83.1)	433(87.3)	236(82.8)	1,557(86.3)
		49(9.5)	86(16.9)	63(12.7)	49(17.2)	247(13.7)
		515(100.0)	508(100.0)	496(100.0)	285(100.0)	1,804(100.0)

$\chi^2=15.478, p<.01$

< -40>

($\chi^2=15.478, p<.01$).



3. 학교폭력과 청소년의 공감 관련성

1)

Duncan

< -41>, < -42>

< -41>

				F
	1.959	2	.979	3.269*
	486.859	1625	.300	
	19373.339	1628		
	488.818	1627		

* $p < .05$

< -41>

($F=3.27, p < .05$).

Duncan

< -42>

< -42>

	N		
		1	2
	86	3.259	3.4139
	1358		3.4150
	184		

Duncan

, (, ,)
 , Duncan
 . < -43> .
 < -43>

				F
	1.198	2	.599	1.933NS
	505.906	1632	.310	
	20572.037	1635		
	507.104	1634		

* NS=No Significance

< -43> ,
 (F=1.933, $p>.05$).

2)

(,)
 ,
 . (t-) , < -44> .
 < -44>

				t
	()	3.46	.58	2.038*
	()	3.39	.54	
	()	3.50	.61	-.067NS
	()	3.50	.55	

* $p<.05$, NS=No Significance

< -44>

(t=2.038,

$p < .05$),

(t-) , < - 45>

< - 45>

				t
	()	3.33	.56	-1.853NS
	()	3.41	.55	
	()	3.47	.63	-1.098NS
	()	3.51	.55	

* NS=No Significance

< - 45>

3) /

< - 46>

< - 46> /

				t
		3.46	.58	-1.60NS
		3.51	.61	
		3.33	.55	-3.65***
		3.47	.63	

*** $p < .001$

< - 46> ,

(t= 1.60, $p > .05$).

(t= 3.65, $p < .001$).

4. 학교폭력과 청소년의 가족관계 만족도

1)

Duncan (1 = , 5 =) , < -47> < -48> 5 Likert

< -47>

				F
	11.969	2	5.985	5.702**
	1733.856	1652	1.050	
	27748.000	1655		
	1745.825	1654		

** $p < .01$

< -47>

($F=5.70, p < .01$).

Duncan

< -48>

< -48>

	N		
		1	2
	87	3.72	
	192	3.80	3.80
	1376		4.00

Duncan

5. 학교폭력과 청소년의 학교생활 만족도

1)

Duncan (1 = , 5 =) , 5 Likert < -49>, < -50>

< -49>

				F
	44.849	2	22.424	23.141***
	1600.849	1652	.969	
	23001.000	1655		
	1645.698	1654		

*** $p < .001$

< -49>

($F=23.14, p < .001$).

Duncan

< -50>

< -50>

	N		
		1	2
	192	3.15	
	87		3.48
	1376		3.66

Duncan

6. 학교폭력과 청소년의 또래관계 만족도

1) (,)

Duncan 5 Likert
(1 = , 5 =) , < -51>, < -52>

< -51>

				F
	23.587	2	11.793	13.767***
	1414.283	1651	.857	
	25229.000	1654		
	1437.870	1653		

*** $p < .001$

< -51>

($F=13.77, p < .001$).

Duncan

< -52>

< -52>

	N		
		1	2
	192	3.46	
	1375		3.83
	87		3.86

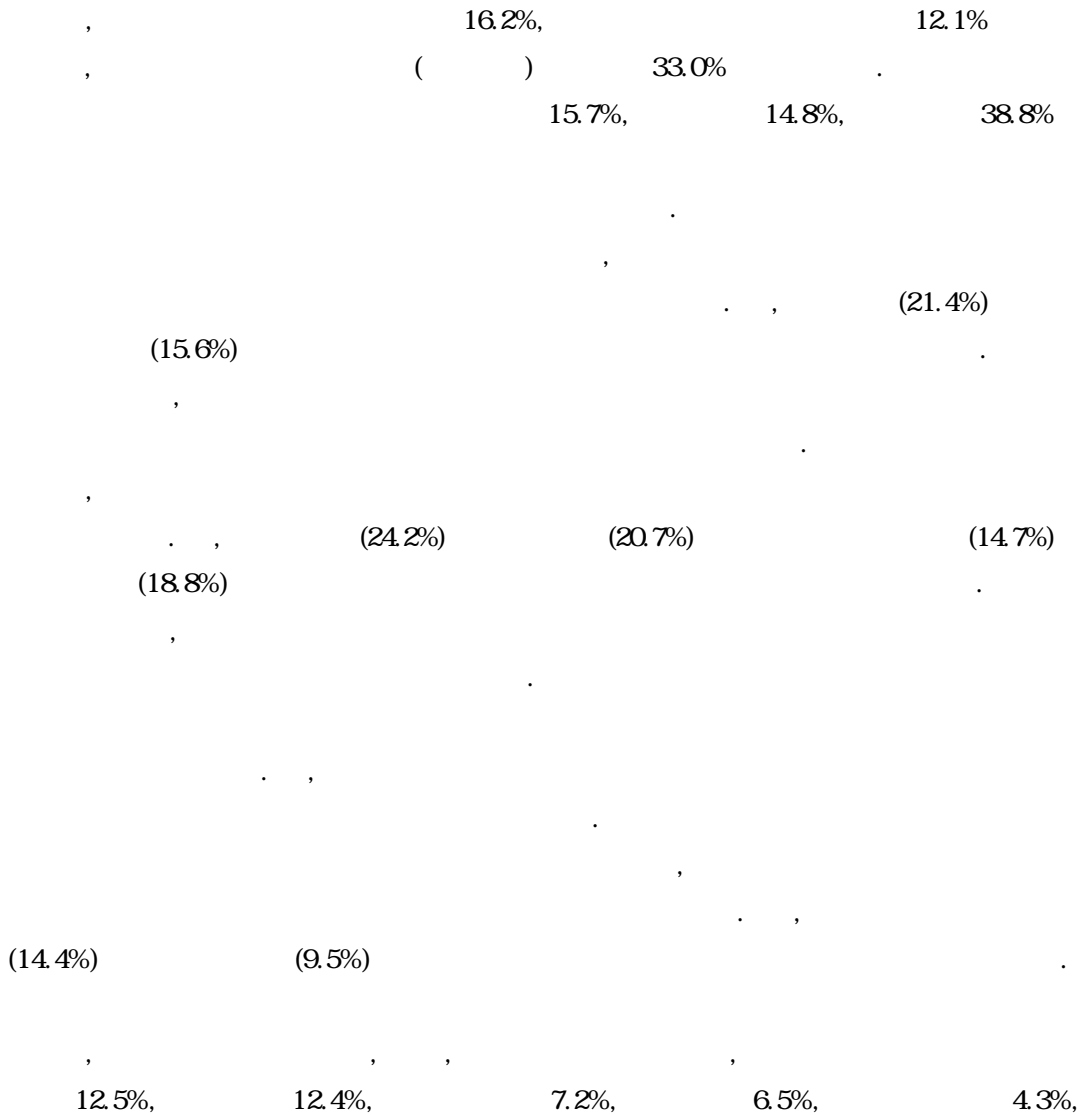
Duncan



제 V 장 결론 및 제언

1. 결 론

먼저 학교폭력 실태 중 학교폭력 경험과 인식에 관련된 조사결과는 다음과 같다.

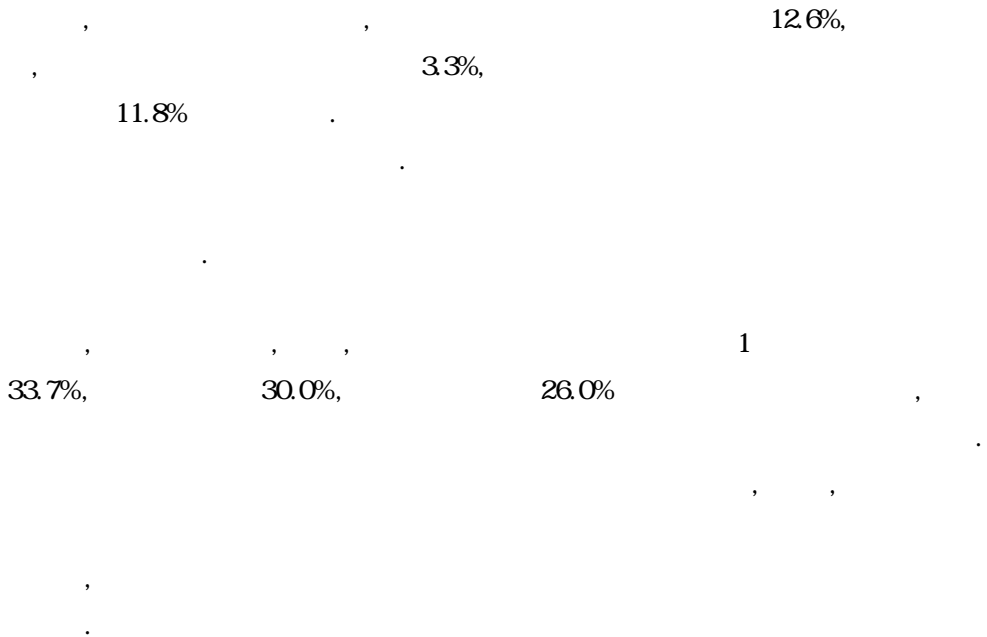


	4.0%,	3.0%,	1.1%	.	
11.8%,	8.8%,	6.5%,	3.2%,	3.1%,	
2.9%,	2.7%,	0.8%	.		
20.9%,	20.8%,	19.3%,	16.5%,	15.3%,	
10.8%,	8.4%,	5.1%	.		
	30.9%			20.8%	
				(19.3%)	
(9.2%)					(33.3%)
(41.5%)		(22.6%)	(26.7%)		
			(33.3%)		
(62.8%)					
		(31.1%)			(20.0%)
			(40.0%)		
(25.0%)					
(24.2)		(12.9%)			
			(13.3)		
			(27.9%)		
(18.4%)					
	(14.5%)			(20.0%)	
				(18.6%)	
	(44.4%)				

(24.8%)	(22.8%)	(28.6)	(29.1%)
(26.3%)	(33.9%)	(29.1%)	(29.1%)
(25.0%)	(66.7%)	(66.7%)	(66.7%)
(12.9%)	(35.7%)	(13.3%)	(13.3%)
21.4%	17.6%	12.2%	12.2%
11.6%	9.8%	8.3%	7.9%
3.2%	2.6%	1.5%	
11.2%	24.4%	14.6%	11.2%
9.5%	6.7%	6.4%	5.0%
3.4%	2.2%		
20.2%	20.2%	18.1%	
12.3%	8.3%	4.7%	4.3%
2.2%	2.2%	1.8%	
27.8%	12.5%	9.8%	29.7%



다음으로, 학교폭력 대처행동과 도움형태와 관련된 조사결과는 다음과 같다.



, 1
 32.6%, 18.2%,
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 10.5%,
 9.2% . 13.2%
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 34.2%, 21.7%,
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 6.1%, 2.5% .
 , 1388 117
 15.6% .
 , 1
 40.9%,
 38.9%, 11.5%,
 7.7% .
 , 1
 20.7%, 20.2%,
 () 13.0%, 11.6% .
 , 1
 51.6%, 18.4%,
 11.0% .

86.4%

다음은 청소년 심리영역 중 학교폭력과 공감능력 관련성 결과는 다음과 같다.

($F=3.27, p<.05$), Duncan

($F=1.933, p>.05$).

($t=2.038, p<.05$),

($t= 1.60, p>.05$).

($t=- 3.65, p<.001$).

다음은 학교폭력과 가족관계 만족도 관련성 결과는 다음과 같다.

다음은 학교폭력과 학교생활 만족도 관련성 결과는 다음과 같다.

다음은 학교폭력과 또래관계 만족도 관련성 결과는 다음과 같다.

2. 제 언

첫째, 초등학교 저학년부터 학교폭력 예방교육을 실시하여야 한다.

둘째, 학교폭력 피해자에게는 분노조절 및 스트레스 해소 방법에 대한 훈련프로그램과 우울 및 불안감에 대한 심리적인 치료가 필요하다.

(24.4%)

1

(, , 2011; , 1999;

, 2011)

셋째, 학교폭력 가해자에게는 필요한 지원으로는 충동적으로 학교폭력을 가하지 않도록 충동조절에 대한 훈련이 필요하다. 또한 폭력에 대한 올바른 인식교육과 타인을 배려하고 공감할 수 있는 집단프로그램이 효율적일 것으로 보여진다.

넷째, 학교폭력 목격자에게는 학교폭력이 발생하면 어떻게 행동하고 피해자에게 도움을 줄 수 있는지에 대한 구체적이고 실습적인 프로그램이 필요하다.

다섯째, 부모나 가족, 교사, 친구 등 가까운 지인에 대한 학교폭력 예방 교육이 활성화 되어야 한다.

2

여섯째, 학교폭력에 대한 처리과정 및 절차가 청소년의 관점에서 보완되어야 한다.

일곱째, 학교폭력을 예방하기 위해 청소년의 에너지와 스트레스를 해소할 수 있는 적절한 여가시간과 콘텐츠가 필요하다.

2

여덟째, 청소년상담복지센터 활성화와 더불어 교육청 및 학교와의 긴밀한 협력체제 강화가 필요하다. 86.4%

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마지막으로 학교폭력을 예방하기 위해서는 청소년의 공감능력을 키울 수 있는 프로그램이 필요하다.

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23 4 pp861- 884
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3 당한 적 , 피해 후 ?
3
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4 한 적 , 가해 후 ?
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5 _____ 3
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6 가장 일치한다고 생각하는 것을 1가지만 골라 . ()

9.

3

, 가장 손쉽게 도움을 청할 수 있는 방법

(1 _____ 2 _____ 3 _____)

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10.

손쉽게 신고하고 도움을 청하기 위해서

3

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, 어떤 조치가 있어야 한다

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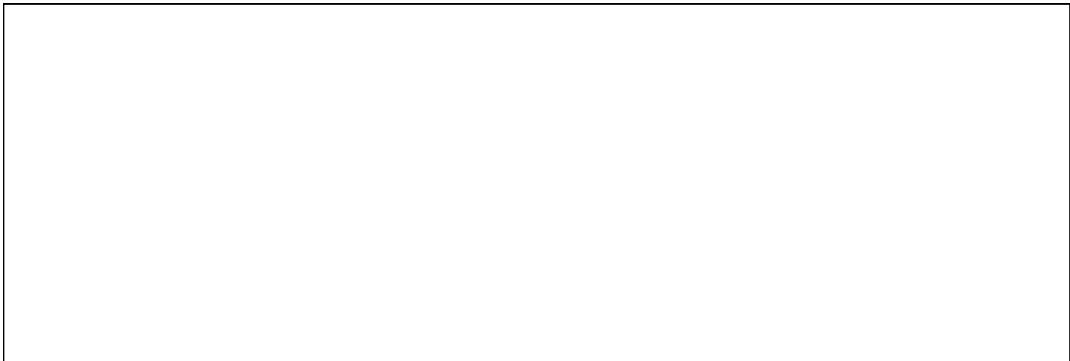
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IV. 청소년 심리 영역

1.

V표

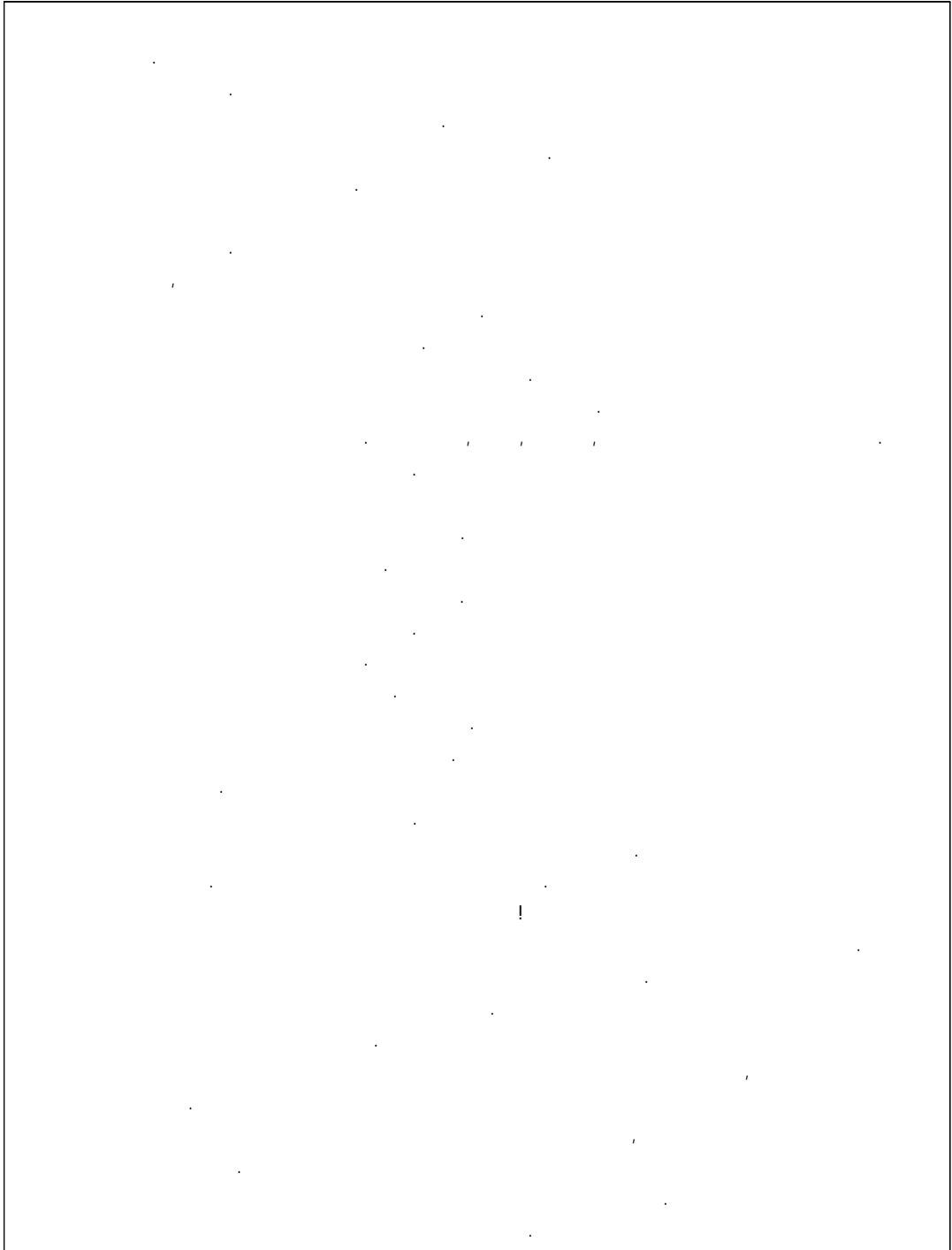
번호	내 용	전혀 그렇지 않다	별로 그렇지 않다	보통 이다	대체로 그렇다	매우 그렇다
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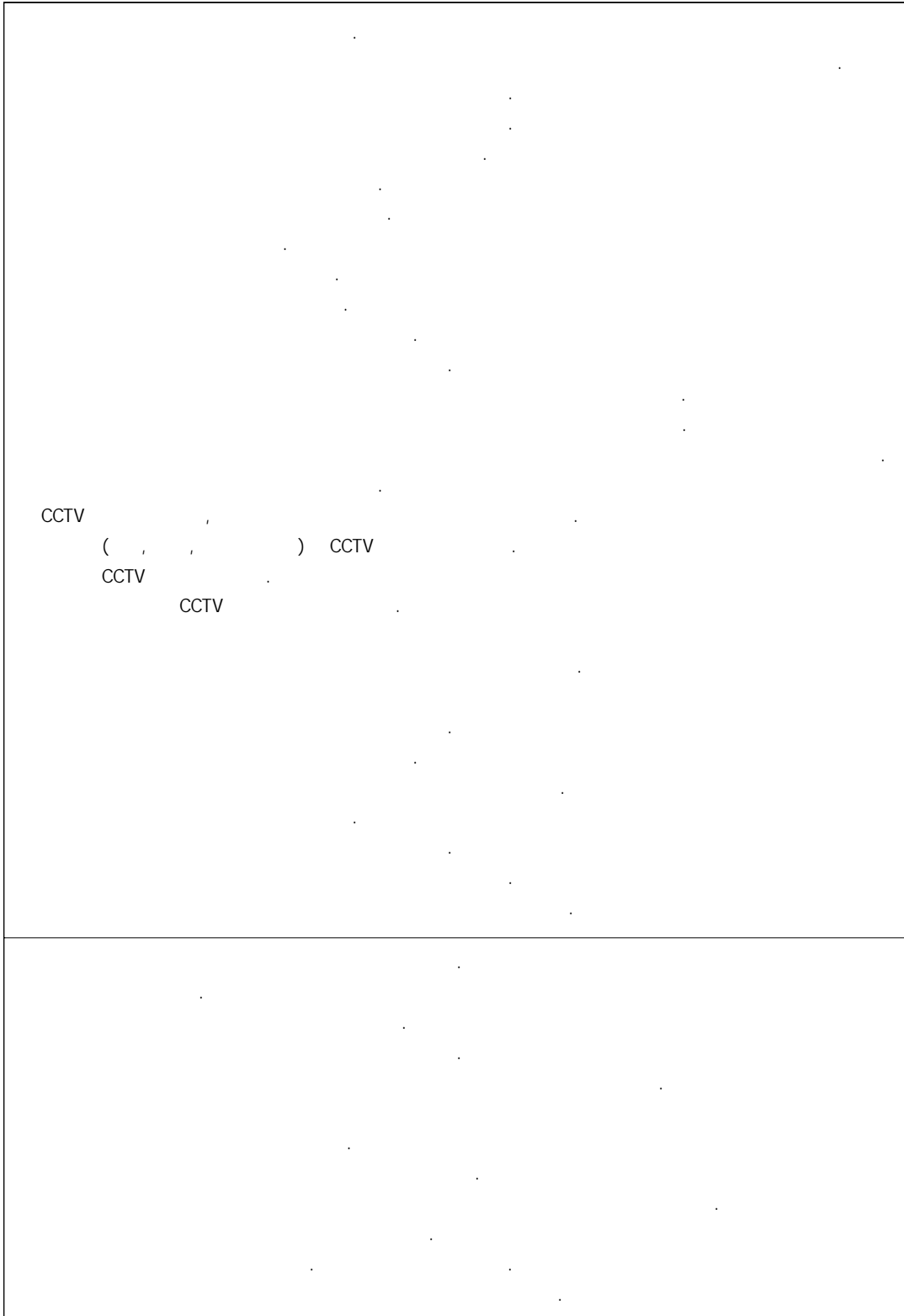
가장 가깝거나 일치하는 곳에 V표

번호	내 용	전혀 그렇지 않다	별로 그렇지 않다	보통 이다	대체로 그렇다	매우 그렇다
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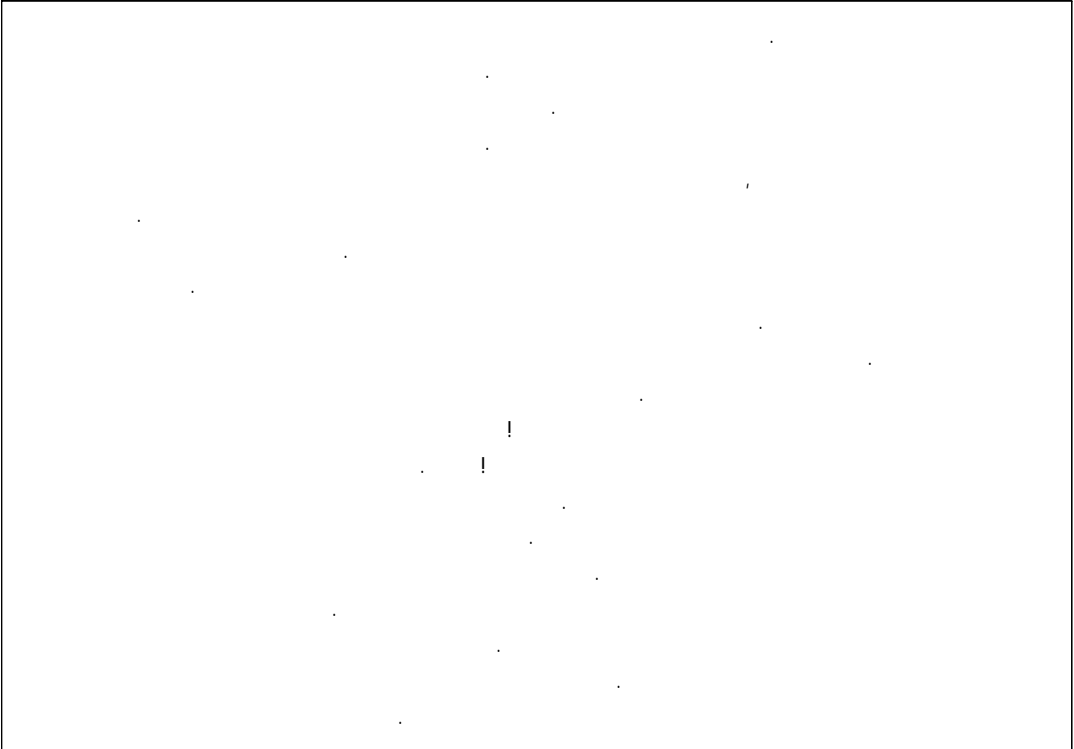
[부록 2] 개방형 질문 응답결과표

<학교폭력과 관련하여 하고 싶은 말을 자유롭게 적어주세요>

A large, empty rectangular box with a thin black border, intended for students to write their responses to the open-ended question about school violence. The box is currently blank.



CCTV
(,) CCTV
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[부록 3] 학교폭력 관련기관 안내

기관명	전화	홈페이지
	041-554-2130	www.cnyouth.or.kr
	041-622-1388	1388.cheonan.go.kr
	041-858-1318	www.gj1318.or.kr
	041-936-5710	www.dongmuya.or.kr
	041-532-2000	asanyouth.or.kr
	041-669-2000	www.haemaum.com
	041-736-2041	www.ns1388.or.kr
	042-841-0343	www.grfriends.or.kr
	041-357-2000	www.dj1388.com
	041-751-2007	www.gs1388.or.kr
	041-836-1898	www.1388buyeo.or.kr
	041-953-9799	cafe.daum.net/seocheon1388
	041-942-9596	-
	041-632-4859	www.hsytc.com
	041-335-5700	club.cyworld.com/call1388
	041-674-2800	www.happy1388.co.kr

기관명	전화	홈페이지
	1388	http://1388.kyci.or.kr
ONE-STOP	041-567-7117	http://www.cnonestop.or.kr
()	041-592-1388-9	http://cnyouth.or.kr
()	041-564-0026	http://www.cnsvc.or.kr
	041-561-0303-6	http://cahotline.ivyro.net
	041-592-6500	http://www.sungpok.org
	041-541-1514-5	http://www.asvcc.or.kr

Cyber1388	https://www.cyber1388.kr:447/	
SOS	http://www.jikim.net/sos/	
Dream • •	http://www.safe182.go.kr	117
Wee	http://www.wee.or.kr	Wee
	http://schoolaw.lawinfo.or.kr	
	http://cyberland.lawncorder.go.kr	, UCC,
	http://stopbullying.or.kr	

2012

충청남도 청소년 학교폭력 실태 및 욕구조사 연구

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Tel. 041-554-2130,

1388 Fax. 041-552-1984

<http://www.cnyouth.or.kr>

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비매품