

Πρόγραμμα Μεταπτυχιακών Σπουδών Εξειδίκευσης
του Τμήματος Ελληνικής Φιλολογίας του Δημοκριτείου Πανεπιστημίου Θράκης
σε συνεργασία με το
ΕΚΕΦΕ Δημόκριτος – Ινστιτούτο Πληροφορικής και Επικοινωνιών
με τίτλο: «Εξειδίκευση στις Τ.Π.Ε. και Ειδική Αγωγή – Ψυχοπαιδαγωγική της ένταξης»

ΣΥΝΑΙΣΘΗΜΑΤΙΚΗ ΝΟΗΜΟΣΥΝΗ ΚΑΙ ΣΧΟΛΙΚΟΣ ΕΚΦΟΒΙΣΜΟΣ

EMOTIONAL INTELLIGENCE AND SCHOOL BULLYING

Της
Τσόμπου Ελένης

Μεταπτυχιακή διατριβή που υποβάλλεται
στην τριμελή επιτροπή για την απόκτηση του μεταπτυχιακού τίτλου του
Προγράμματα Μεταπτυχιακών Σπουδών Εξειδίκευσης
Του Τ.Ε.Φ-Δ.Π.Θ. σε συνεργασία με το Ε.Κ.Ε.Φ.Ε. Δημόκριτος – Ινστιτούτο
Πληροφορικής και Επικοινωνιών
με τίτλο: « Εξειδίκευση στις Τ.Π.Ε. και Ειδική Αγωγή – Ψυχοπαιδαγωγική της ένταξης»

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ΠΕΡΙΛΗΨΗ

Σκοπός της εργασίας ήταν η μελέτη του ρόλου που διαδραματίζει η συναισθηματική νοημοσύνη σε περιστατικά σχολικού εκφοβισμού, μέσω της διερεύνησης του βαθμού στον οποίον το επίπεδο της συναισθηματικής νοημοσύνης των μαθητών μπορεί να προβλέψει τη συμπεριφορά τους ως θύτες ή θύματα σε μία κατάσταση σχολικού εκφοβισμού καθώς και του βαθμού στον οποίον η συναισθηματική νοημοσύνη μπορεί να λειτουργήσει ως μέσο πρόληψης ή ως μέσο αντιμετώπισης καταστάσεων σχολικού εκφοβισμού. Για τους σκοπούς της εργασίας, επιλέχθηκε η μεθοδολογική προσέγγιση της βιβλιογραφικής ανασκόπησης. Τα αποτελέσματα της ανάλυσης έδειξαν ότι η συναισθηματική νοημοσύνη σχετίζεται με χαμηλότερα επίπεδα εμπλοκής σε εκφοβιστικές συμπεριφορές, δεδομένου ότι οι μαθητές με υψηλότερα επίπεδα συναισθηματικής νοημοσύνης είναι αυτοί που συμμετέχουν σε μικρότερο βαθμό σε περιστατικά εκφοβισμού, είτε ως θύτες, είτε ως θύματα. Επιπλέον, προέκυψε ότι οι μαθητές που συμμετέχουν σε περιστατικά εκφοβισμού δεν αντιμετωπίζουν σημαντικές δυσκολίες στην αντίληψη και την έκφραση συναισθημάτων, αλλά παρουσιάζουν δυσκολίες στην κατανόηση και τη ρύθμιση των συναισθημάτων τους. Συγκεκριμένα, τόσο οι θύτες όσο και τα θύματα φαίνεται ότι δε διαθέτουν τις απαιτούμενες ικανότητες διαχείρισης ή ρύθμισης των συναισθημάτων τους. Όσον αφορά στο φύλο των μαθητών, προκύπτει ότι τα κορίτσια χαρακτηρίζονται από υψηλότερα επίπεδα κοινωνικών στάσεων και συναισθηματικής αντίληψης. Από την άλλη πλευρά τα αγόρια, αφενός συμμετέχουν σε μεγαλύτερο βαθμό, σε περιστατικά σχολικού εκφοβισμού, αφετέρου χαρακτηρίζονται από υψηλότερα επίπεδα συναισθηματικού ελέγχου. Ολοκληρώνοντας η αξιολόγηση των επιπέδων της συναισθηματικής νοημοσύνης των μαθητών μπορεί να συμβάλει στην αποτροπή καταστάσεων εκφοβισμού, κατά συνέπεια στη βελτίωση των προγραμμάτων παρέμβασης, λειτουργώντας ως προστατευτικός και αποτρεπτικός παράγοντας.

Λέξεις-κλειδιά: συναισθηματική νοημοσύνη, εκφοβισμός, μαθητές

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