

:

, 2000; Perry, Kusel, & Perry, 1991). 가 (, 1988). 50% (, , , 1997). (Olweus, 1993). 62%가 68%가 가 (, 1998). (, 1999; 56%가 , 2000; , 2001; Olweus, 1978), 가 (, 1998). 가 . 18-19 14-17 (, 1999; , , 2000; , 1999). 가 (, 1998). 가 (, 2000; , 2002; , 2001; , 1999; , 2001). 2001; , 1999; , 1999). 57%가 (, 1996) 5 36% .

가 가 , ,
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가 가 가
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 (, 1999;
 , 1991; , 2001; Olweus,
 1993). 가

(, 2000; , , 2002; ,
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가

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(, 1996, 2000, 2001, 2002),

가 가
(daily life activity experiences)

가
(, 2000).
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가 (, 1996, 2000, 2001, 2002; Larson & Asmussen, 1992; Merrick, 1992).

(Larson & Verma, 1999).

24 가,
가
(Larson, 1989).

(2000)

TV

1992).

(deVries & Delespaul,

Schulenberg(1993)

Bachman
3

, 가,
(Larson & Verma, 1999), 가
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, 가

가 (, 2000; , 2000, 2001, 2002; , 1995).

가 . Hendry Patrick
(1977) 15

TV

, 가,
(Larson
& Verma, 1999).

가

(, 1996, 2000,

2001, 2002; Larson & Verma, 1999; Lee & Larson, 2000). (1996)

Lawton, Moss, & Fulcomer, 1987; Lewinsohn & Libet, 1971).

Larson Kleiber(1993)

가

가 , , , ,

가

(2001) 가

(1997)

10 , 20

9

가 ,

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가

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가

가

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(, 2002).

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(, 1999; ,

, 1999).

가

가

(, 1997;

Brown & Siegel, 1988; International society of sport psychology, 1992; Larson & Kleiber,1993;

가?

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가?
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 42 6
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 412 2 3
 89 1

1.

	1 (N=412) (%)	2 (N=89) (%)
	200(48.5)	44 (49.4)
	212(51.5)	45 (50.6)
	354(85.9)	72 (80.9)
	26(6.3)	10 (11.2)
	5(1.2)	2 (2.2)
	12(2.9)	2 (2.2)
	15(3.6)	3 (3.4)
	97(23.5)	18 (20.3)
	240(58.3)	49 (55.1)
	59(14.3)	18 (20.2)
	16(3.9)	4 (4.5)
	67(16.2)	16 (17.9)
	225(54.6)	48 (53.9)
	104(25.3)	21 (23.6)
	16(3.9)	4 (4.5)
30	137(33.3)	36 (40.4)
40	246(59.8)	48 (53.9)
50	8(1.8)	2 (2.2)
	21(5.1)	3 (3.4)
30	33(8.0)	12 (13.5)
40	326(79.1)	68 (76.4)
50	27(6.6)	5 (5.6)
	26(6.3)	4 (4.5)
	154(37.4)	25 (28.1)
	40(9.7)	5 (5.6)
	43(10.4)	14 (15.7)
	21(5.1)	8 (8.98)
	87(21.1)	25 (28.1)
	44(10.7)	8 (8.9)
	23(5.6)	4 (4.5)
	7(1.7)	
	49(11.9)	10(11.2)
	83(20.1)	18(20.2)
	11(2.7)	
	116(28.2)	25(28.1)
	112(27.2)	25(28.1)
	8(1.9)	3(3.4)
	26(6.3)	8(8.9)

412

가

70% 가
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 55%
 (Experience Sampling Method) Cronbach
 . 412 가 .83, .87,
 .75, .91
 89 .
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 (Csikszentminalyi
 (1998) , (1992) & Larson, 1984).
 19
 .
 “ , ,
 (Hillgard, 1980).
 V ” . ‘ , ,
 가 , ‘ 가 , ,

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(, 2002; Csikszentmihalyi & Larson, 1984; Lee & Larson, 2000).

12 12

가

Likert 4

(Experience Sampling Method: ESM) (ESM)

. 12

Izard(1991)가 (1996, 1997)

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가

(1991)가

12

. Izard

(, 1996, 2000, 2001, 2002).

, , , , , , , , . 12

Cronbach

가

.81

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validity)가

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5

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(, 2002).

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68%).

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15

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 가 , 41%가
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 73%가
 (, 22%가
 , 2000, 2001, 2002; , , 36%가
 1999; , , 2001).
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 t ,

3. paired t-test

	a		b		c		M	SD	a b	b c	a c
	M	SD	M	SD	M	SD			paired t-test	paired t-test	paired t-test
(n=200)	1.03	.92	.48	.77	.42	.82	.70	.74	10.48***	1.26	12.25***
(n=212)	.52	.74	.10	.33	.32	.66	.31	.49	10.47***	-6.03***	4.74***
(n=412)	.77	.87	.29	.62	.37	.74	.50	.65	14.69***	-2.53*	11.74***

* p<.05 *** p<.001

가 (t=7.61, p<.001)
 가 (t=6.09, p<.001)
 가 (t=6.43, p<.001)

4.

	(%)	(%)
1.	13.35	15.77
2.	6.96	3.40
3.	2.11	1.27
4.	13.65	13.54
5.	2.79	.27
6.	11.24	5.20
7. 가	.65	4.22
8.	6.58	6.51
9.	2.09	1.58
10.TV	11.55	10.52
11.	3.01	4.72
12. 가	2.68	5.63
13.	12.10	11.88
14.	6.86	5.12
15.	4.22	9.22

가

가

가

:

5.

		(n=44)				(n=45)			
	1.	.05	-.05	.07	.01	-.02	-.18	-.02	-.05
	2.	.24	.12	.30*	.24	.03	.11	.00	.06
	3.	.02	.06	-.07	.05	.08	.14	.09	.17
	4.	.15	.23	.24	.16	-.04	.15	-.03	-.07
가	5.	.01	-.04	-.04	.00	-	-	-	-
	6.	-.15	-.12	-.10	-.14	.00	-.05	-.01	-.03
	7. 가	-	-	-	-	-.03	.10	.18	.05
가	8.	-.07	-.02	-.09	-.06	.26	.44**	.31*	.31*
	9.	-.04	-.05	-.17	-.05	.39**	.27	.32*	.38**
	10. TV	-.12	-.09	-.14	-.10	-.13	-.13	-.17	-.14
	11.	-.03	-.15	-.16	-.10	.11	.31*	.16	.15
	12.	.01	.15	-.17	.06	-.09	.03	.00	-.06
	13.	-.18	-.31*	-.26	-.23	.17	-.10	-.07	.08
	14.	.30	.34	.40**	.32*	-.23	-.16	-.28	-.25
	15.	-.21	-.10	-.15	-.19	-.24	-.20	-.24	-.25

* p <.05 ** p<.01

2

5

2 가 가

가

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가 3 TV
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7

가
90%, 73%가 4-5
50-60% (가
1996; 1997, 1998).
가
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가

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TV ,
TV 가
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(, 1995)
TV (, , 1999; ,
, 1998).
(, , 1999) .
(, 1995).
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가

(, , 2000)

가

(

, 2000; , 1996, 2000, 2001;
, 1995; Lee, 2003)

가

가

가

(, , 1999; , ,
2001).

가

가

(confounding effects)

가

가

가

가

가

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가 . , (1999).
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3, 1-14.
, (1998). 가
(1992). . ,
29, 181-204.
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(1999). . 가
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. (1991). :
57-74. 가 .
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, (1996).
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. 5, 1, 111-121.
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, (2002).
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(1996). : . ,
. : , 9, 23, 4, 89-104
1, 1-14. , (2001). 가
(1997).
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1, 43-56. 가 , 39, 7, 37-58.
(2000). 가 (2000). 2000 MBC .
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, 18, 15-23. , , , ,
, , (2001). (1999).
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(1999). , , (1998).
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10, 2, 193-210. .

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, (1995). (2001).
가 .
: , 2, 1, 53-64. , 22,
, (1999). 가 4, 167-188.
(2002).
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, 38, 2, 145-157. , 40, 1, 69-84.
(2000). , (1999).
. 가 , 38, 1, .
51-58. , 10, 2, 119-142.
, (2002). , (1998).
. 가
, 23, 5, 123-138. , 16, 3, 67-77.
(1999). , (2000).
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: , 12, 2, 24-34. : , 13, 1, 65-80.
, (1999). , (1999).
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, (1991). , , (1997).
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, 2, 2, 53-83. (1997).
(1995). 3 program
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(1996), 가 , 33, 5, 89-98 , (2001).
가
, 17, 1, 137-152. , :
(2000). , 15, 1, 117-138.
가 가 (2000).
가. 99-p06. 가 :
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Relationships between Victimization of Peers' Violent Behaviors and Daily Activity Experiences among Middle School Students

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Korea National University of Physical Education

The goal of this study was to investigate how victimization of peers' violent behaviors was related with internal and external experiences of daily schoolwork, leisure, and maintenance activities among middle school students. A sample of 412 middle school juniors reported the degree of victimization of peers' violent behaviors. Eighty nine students sampled randomly among the 412 students reported their internal and external experiences of daily schoolwork, leisure, and maintenance activities using the Experience Sampling Method(ESM). Types of peers' violent behaviors included verbal, physical, and psychological violent behaviors. The frequency of peers' verbal violent behaviors was the highest among the three types. Boys' victimization scores were higher than girls'. Victimization of the three types of peers' violent behaviors was correlated with internal and external experiences of the daily schoolwork, leisure, and maintenance activities. Implications of the findings were discussed from the perspective of bidirectional relationships between behavior problems and daily activity experiences.

Keywords : middle school students, victimization of peer violent behaviors, daily activity experiences, schoolwork, leisure, maintenance.

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(N=412)

					h ²	
8.				.791	.515	
7.				.594	.538	
4.	가			.580	.413	
10.				.522	.454	
3.	가			.510	.464	
1.		가	가	.383	.317	
13.				.344	.327	
12.	가			.314	.433	
14.	가			-.006	.586	
16.	가			.075	.564	
18.	가			-.087	.445	
15.	가			.169	.547	
19.	가			-.031	.450	
17.	가			.096	.411	
6.	가			.103	.428	
11.				.018	.547	
5.	가			-.027	.720	
2.				.103	.548	
9.	가			.318	.369	
Eigen value				7.272	1.138	.664
R ²				40.973	8.596	5.922
Factor						
				1.000	-.585	-.547
				-.585	1.000	.468
				-.547	.468	1.000