

5<sup>th</sup> International Conference on  
**Brain Disorders and Therapeutics**  
&  
**Mental Health and Psychology**

November 05-06, 2018 | Edinburgh, Scotland



## **Robert G Harrington**

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**A comparison of East (China) and West (USA) self-reported views of middle school teachers bullied by their students**

**B**ullying is a topic of immense importance to teachers today. The fact that teachers are now a target for bullying is of great concern to all educators and mental health workers from many professional backgrounds. Furthermore, this workshop is considered to be novel since it addresses a comparison of self-reported perceptions of middle school teachers in the USA and China. We often think of bullying as an event that occurs between two students, but whoever thought that teachers could be bullied too? Most think that teachers are “unbullyable”. After all they are in charge of their classes, they give grades, they supervise the classroom management, and they are the adults in the classroom. In addition, there is the issue of culture. China is quickly being transformed and taking on many of the characteristics of the West. When this research was undertaken this year it was discovered that there really has been no term for “bullying” in the Chinese language. So, how do Chinese

Middle School Teachers feel about bullying today when there is no term to describe their feelings? The results are surprising since it is often felt that in Chinese classrooms the teacher is the authority figure, even more so than in USA classrooms. That idea is tested in this study and presentation. This Keynote Presentation has lots to talk about that is new and innovative with implications for how teachers should respond to bullying of themselves and how mental health professionals can help.

### **Speaker Biography**

Robert Harrington, Professor in the Department of Psychology and Research in Education, is being recognized for his work on social climate and education. Dr. Harrington researches and teaches on topics of educational belonging, positive learning environments and constructive discipline. His research and writings have been utilized to make classroom environments more welcoming to all students, no matter race, sex, disability, learning style, ethnicity, language, age, class, among others, and thus lead to better educational outcomes.

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