New Trend in School Bullying in Korea:
Emerging issues and research on cyberbullying

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Overview of Korean School Bullying

- A new term, “Wang-ta” was coined in the mid 1990s’
- Law of School Violence Prevention and Intervention
- 5-year Plans: School Violence Prevention & Intervention
- Comprehensive Measure to Eradicate School Violence

1990s’ Wang-ta
New term
Social concerns

2004 Legislation
Enactment

2005 National Plan
1st 5-year Plan (2005 to 2009)
2nd 5-year Plan (2010 to 2014)
3rd 5-year Plan (2015 to 2019)

2012 New Plan
Comprehensive Measure
Zero Tolerance Policy
Actual Condition of Korean School Bullying

Youth Violence Prevention Foundation (2006 thru 2014)

National Sample (N=6,000) Elem 4th thru High 2nd Grade
Increase of Cyberbullying

- Total bullying has been decreasing, but cyberbullying has been increasing.

Related Psychological Factors


- 332 Middle school students in Seoul
- Differences of psychological factors
  - (Impulsivity, Aggression, Guilty, Anonymity)
- Among Bullies, Victims, Bully-victims, & Uninvolved.
### Related Psychological Factors

<table>
<thead>
<tr>
<th>Psychological Factors</th>
<th>Uninvolved (n=173)(a)</th>
<th>Victims (n=31)(b)</th>
<th>Bullies (n=34)(c)</th>
<th>Bully-victims (n=68)(d)</th>
<th>F-value</th>
<th>Scheffe Post-hoc</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Impulsivity</strong></td>
<td>52.33(7.87)</td>
<td>51.66(9.66)</td>
<td>55.94(8.77)</td>
<td>56.79(5.86)</td>
<td>6.991***</td>
<td>a,b&lt;c,d</td>
</tr>
<tr>
<td><strong>Aggression</strong></td>
<td>7.38(6.51)</td>
<td>7.54(5.71)</td>
<td>10.48(6.03)</td>
<td>11.98(7.73)</td>
<td>8.836***</td>
<td>a,b&lt;c,d</td>
</tr>
<tr>
<td><strong>Guilty</strong></td>
<td>44.47(8.55)</td>
<td>44.16(11.07)</td>
<td>39.65(9.14)</td>
<td>41.19(7.70)</td>
<td>4.428**</td>
<td>c&lt;a</td>
</tr>
<tr>
<td><strong>Anonymity</strong></td>
<td>13.92(6.10)</td>
<td>13.36(5.64)</td>
<td>16.06(6.09)</td>
<td>16.10(6.68)</td>
<td>3.073*</td>
<td>n.s</td>
</tr>
</tbody>
</table>

- Students with bullying experience showed significantly **high impulsivity and aggression.**
- Bullies showed significantly **low guilty** compared to other groups.
Relations of Cyberbullying & Traditional Bullying


- 1,168 Elem, Mid, & High school students in Seoul
- Mediating effect of traditional bullying between aggression and cyberbullying in terms of gender
Aggression influenced cyberbullying via traditional bullying. Gender difference was identified: **Boys** showed only **indirect effect**; **Girls** showed both **direct and indirect effect**.
Evaluating Risk Factors of Cyberbullying


- 1,090 Elementary students
- Delphi method → Exploratory FA → Confirmatory FA
Evaluating Risk Factors of Cyberbullying

- 20 item questionnaire evaluating risk factors of cyberbullying was developed
- Discriminant validity was also identified.
Psychophysiological Impact of Cyberbullying


- 60 college students in Seoul
- Psychophysiological reactions to experiencing cyberbullying
  - Heart rate (attention),
  - Skin conductance (arousal),
  - Corrugator muscle (negative affection)

Laxtha Company’s PolyG-I
- Abusive text message (social, sexual) decreased students’ heart rate which implies **increased cognitive attention** (stressful event).
- Abusive text message (verbal, sexual) increased students’ emotional arousal which implies **increased negative affection**.
Effective coping responses to Cyberbullying


- 98 college students in Seoul
- Categorization of diverse coping responses to cyberbullying
  - Direct aggression
  - Indirect aggression
  - Passive response
  - Assertive response
  - Ignorance
  - Avoidance
  - Seeking support
  - Technical defense

- Identify effective coping responses in terms of types of cyberbullying (Verbal, Extortion, & Social)
- **Assertive and indirect response** are the most common coping strategies regardless of types of cyberbullying.
- **Direct aggressive response** was preferred to verbal cyberbullying, while **technical support** was preferred to exclusion cyberbullying.
Recommendations

- Cyberbullying has to be included in overall bullying, because it is a new type of abusive behavior.
- Relations of cyberbullying and traditional bullying need to be more explored in addition to discriminative characteristics.
- Effective preventive intervention needs to be developed based on instruments screening risk and protective factors of cyberbullying.
- Effective coping strategies need to be taught in terms of diverse types of cyberbullying.
THANK YOU

ありがとうございます
谢谢
감사합니다

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