

New Trend in School Bullying in Korea:

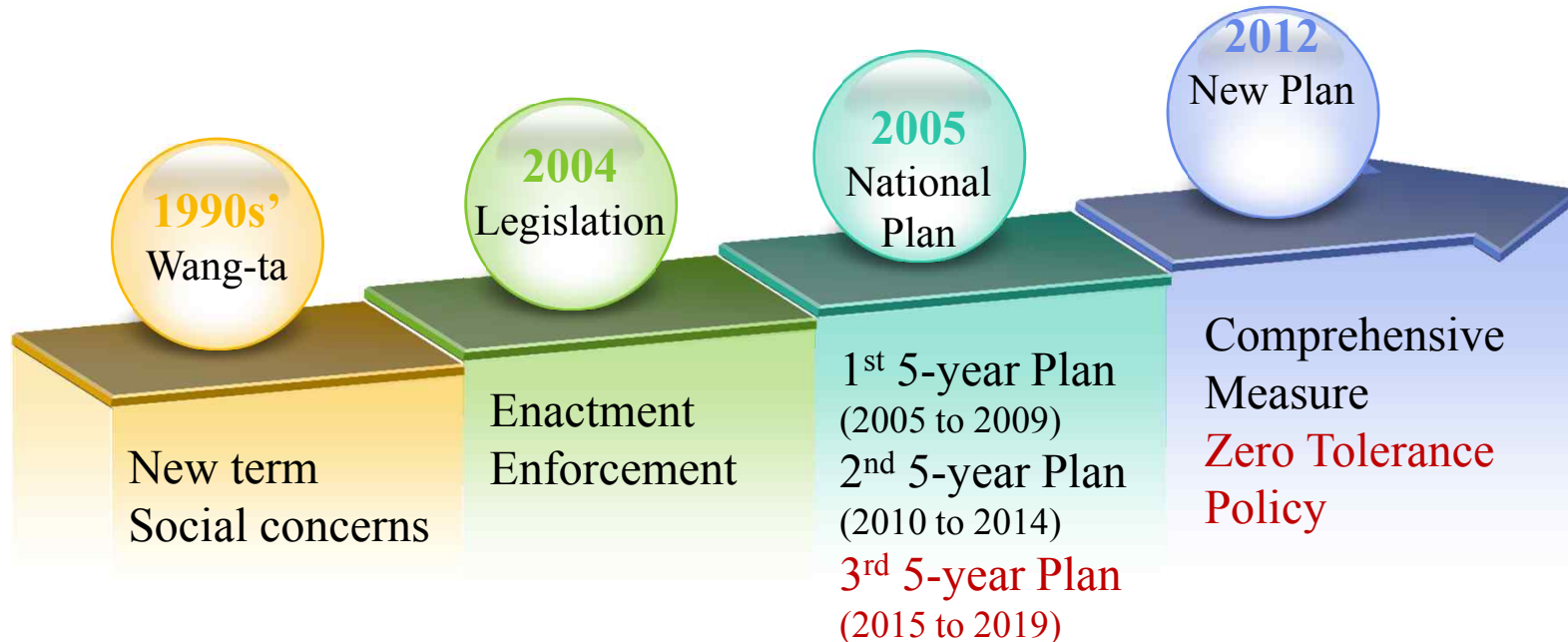
Emerging issues and research on cyberbullying

China, Korea, Japan Tri-National Symposium
79th Annual Convention of the Japanese Psychological Association,
Nagoya Congress Center, Japan.
2015. 9.23.

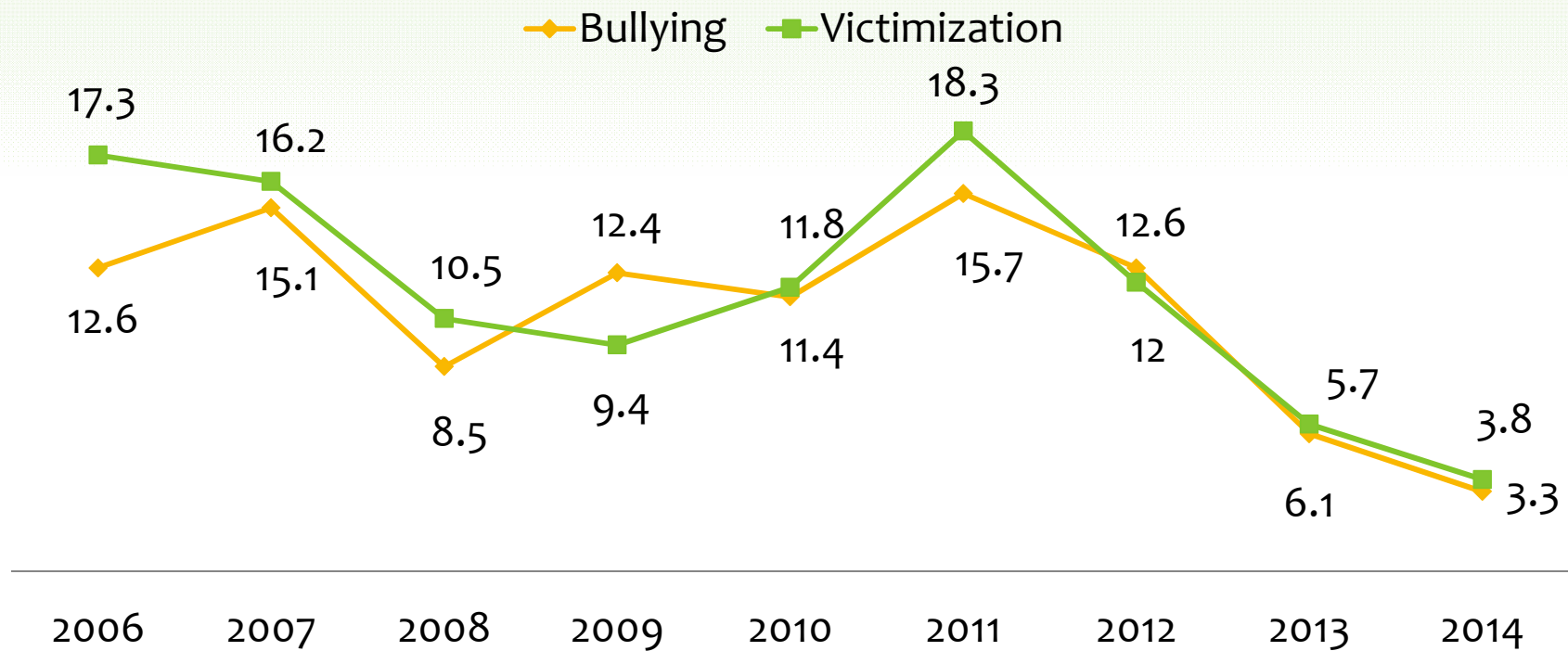
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Ewha Womans University
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Overview of Korean School Bullying

- 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



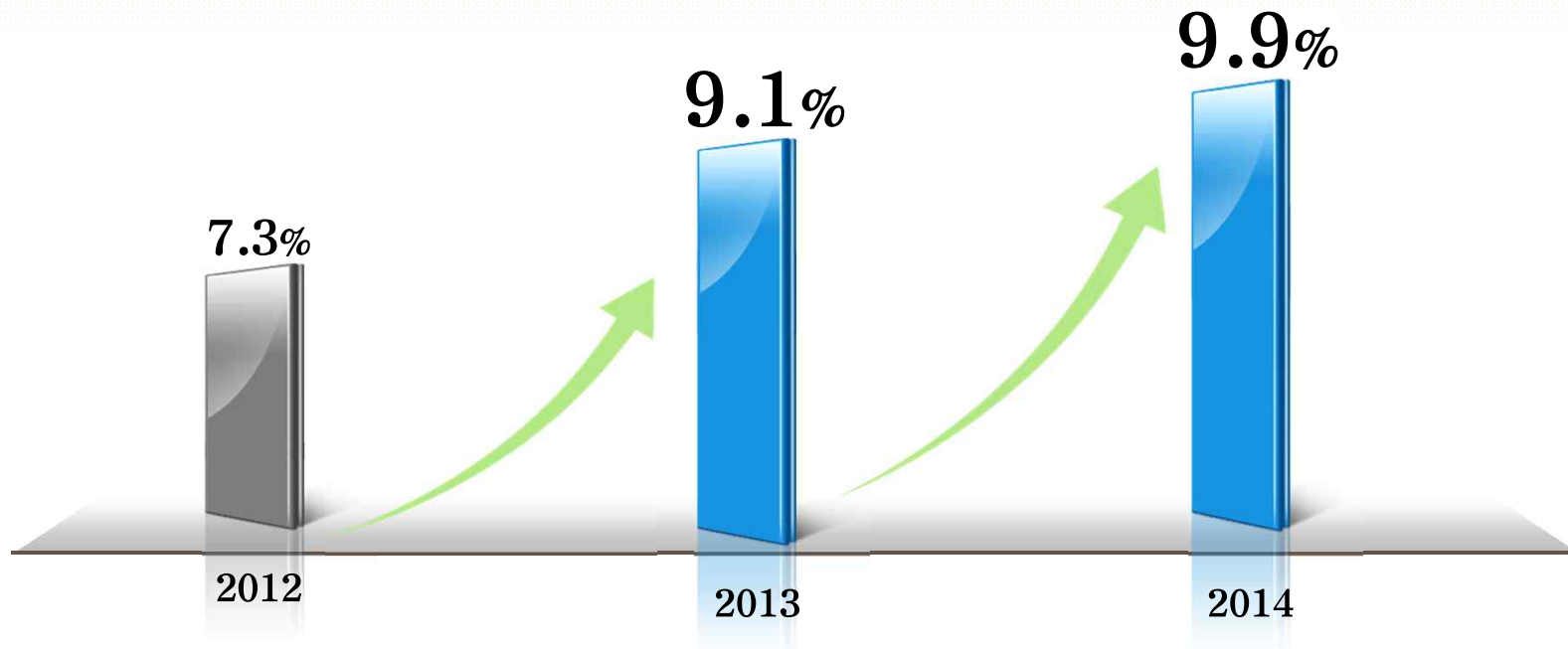
Actual Condition of Korean School Bullying



**National Sample(N=6,000) Elem 4th thru High 2nd Grade
Youth Violence Prevention Foundation (2006 thru 2014)**

Increase of Cyberbullying

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

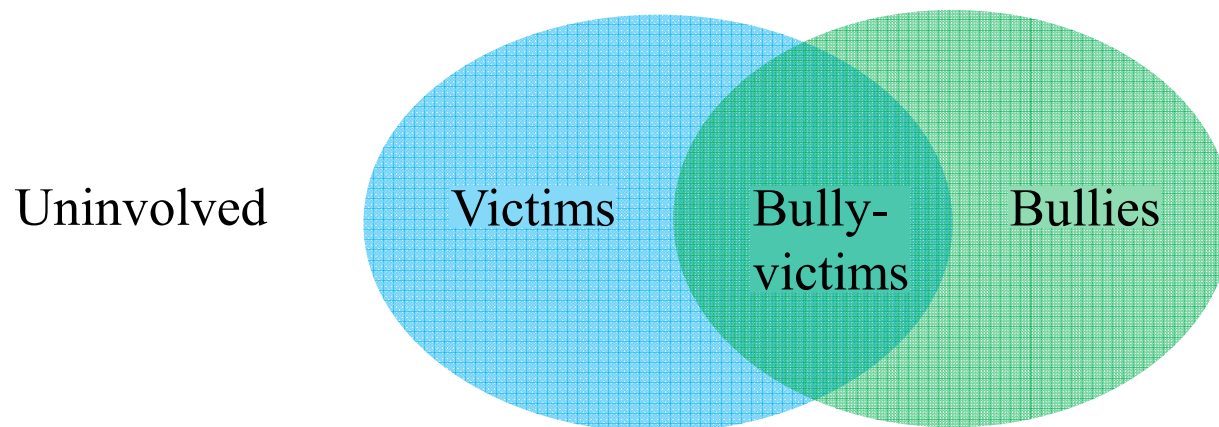


Ministry of Education(2014). Investigation of Current Status of School Violence

Related Psychological Factors

Lee, S. & Oh, I. (2012). Comparative analysis of factors influencing on off-line bullying and cyberbullying. *Asian Journal of Education*, 12(3), 75-98.

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



Related Psychological Factors

Psychological differences among students in terms of cyberbullying experience

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

- Students with bullying experience showed significantly **high impulsivity and aggression**.
- Bullies showed significantly **low guilty** compared to other groups

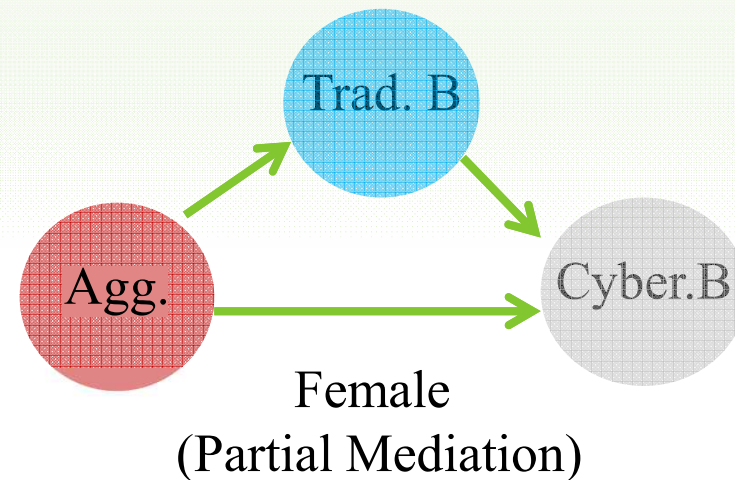
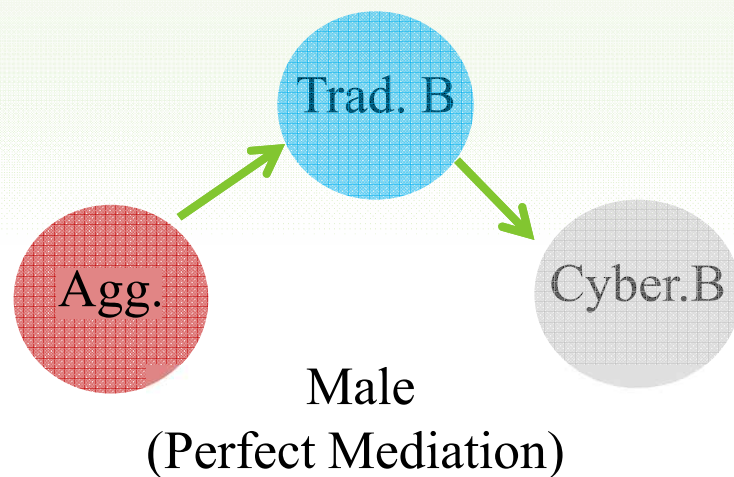
Relations of Cyberbullying & Traditional Bullying

Oh, I. (2014). The relations of traditional bullying, cyberbullying and types of aggression in terms of gender. *Korean Journal of Counseling*, 15(5), 1871-1885.

- 1,168 Elem, Mid, & High school students in Seoul
- Mediating effect of traditional bullying between aggression and cyberbullying in terms of gender



Relations of Cyberbullying & Traditional Bullying

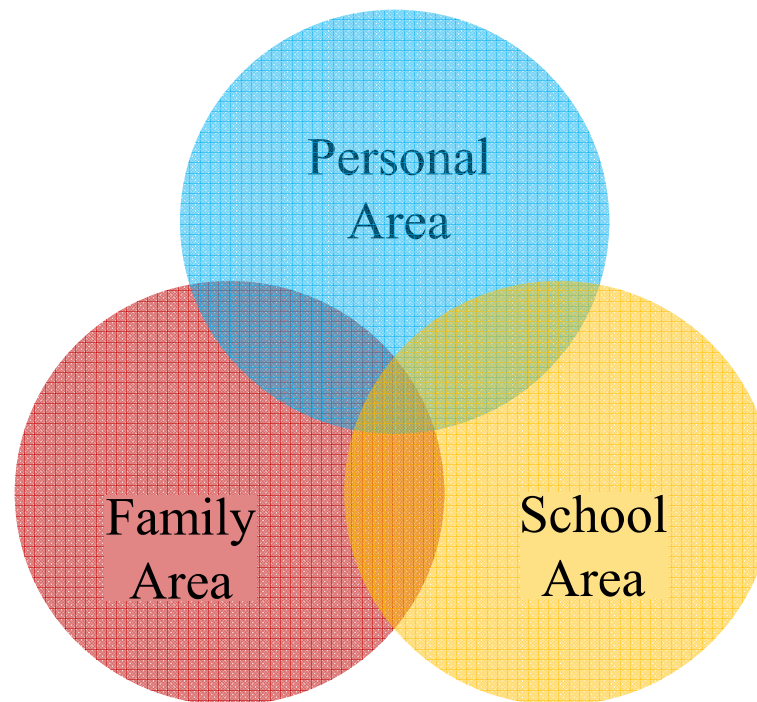


- Aggression influenced cyberbullying **via traditional bullying.**
- Gender difference was identified:
 - Boys** showed only **indirect effect**
 - Girls** showed both **direct and indirect effect.**

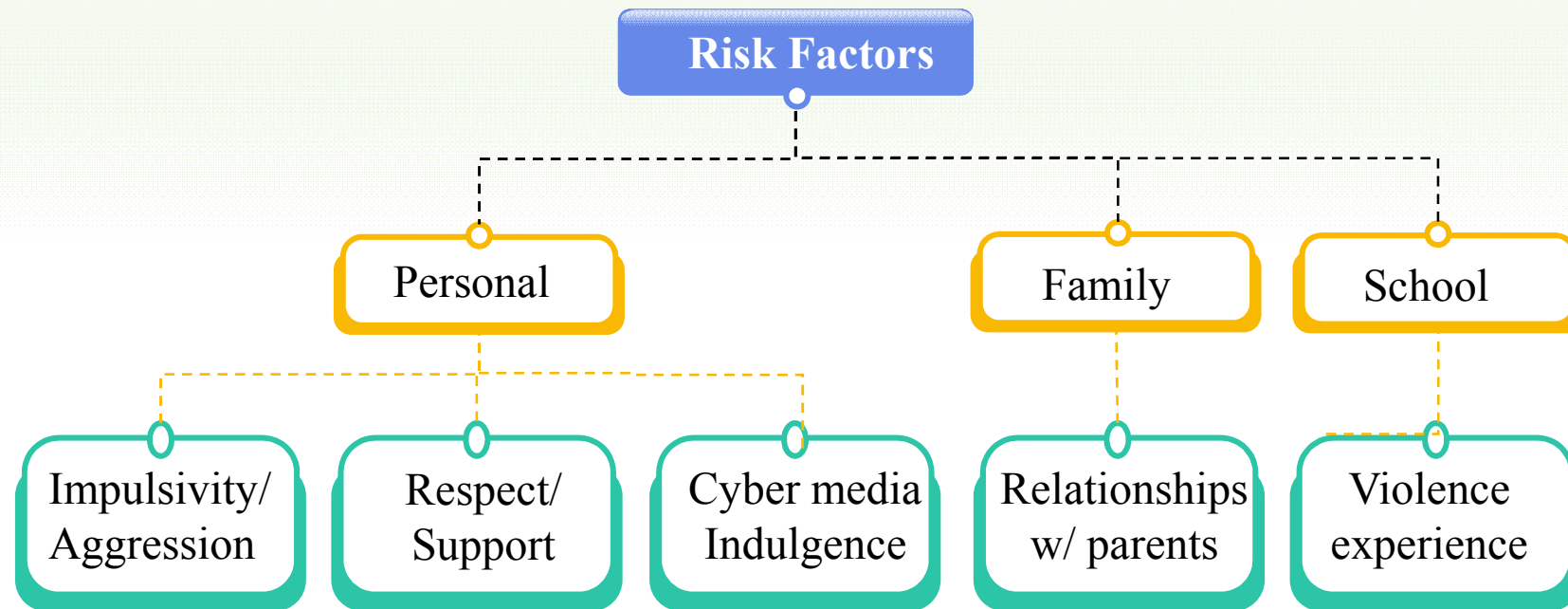
Evaluating Risk Factors of Cyberbullying

Mo, J., Oh, I., & Kim Y. (2014). Development and validation of questionnaire assessing risk factors of cyberbullying offenders among elementary students. *The Journal of Elementary Education*, 27(4), 131-155.

- 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.

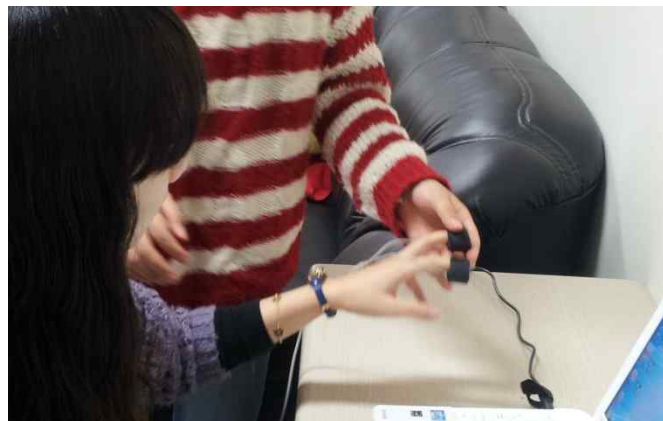
Psychophysiological Impact of Cyberbullying

Oh, I., Song, J., Kwon, M., & Kwak, M. (2014). Psychophysiological reactions to cyberbullying. Korean Counseling Association 2014 Annual Conference

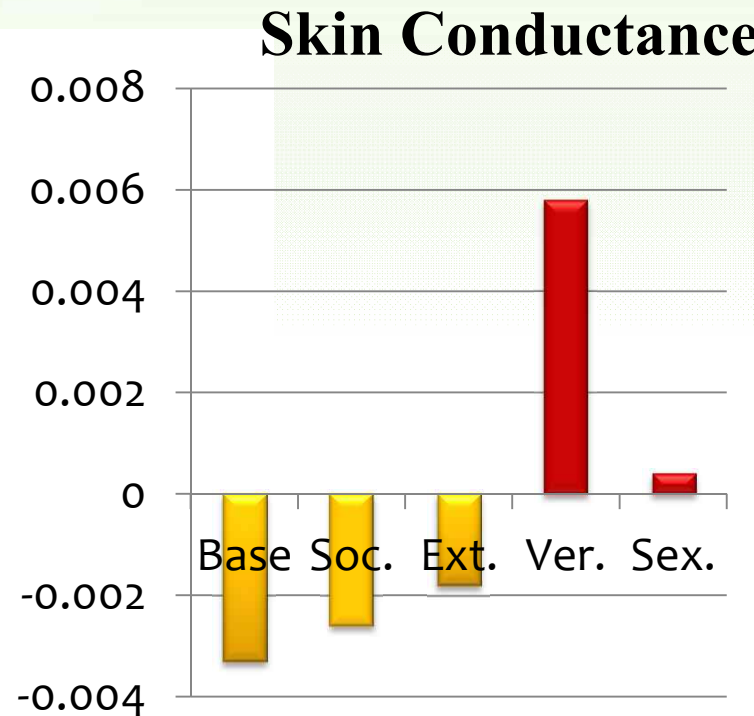
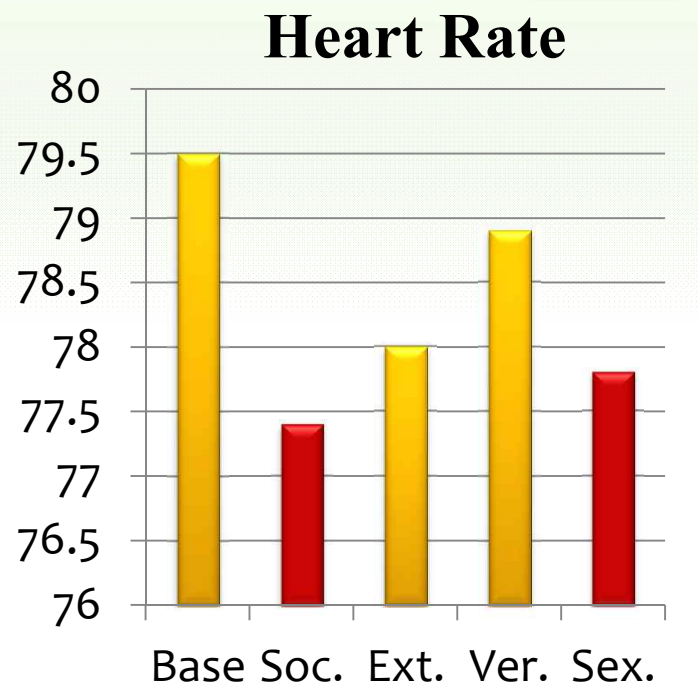
- 60 college students in Seoul
- Psychophysiological reactions to experiencing cyberbullying
 - Heart rate(attention),
 - Skin conductance(arousal),
 - Corrugator muscle (negative affection)



Laxtha Company's PolyG-I



Psychophysiological Impact of Cyberbullying



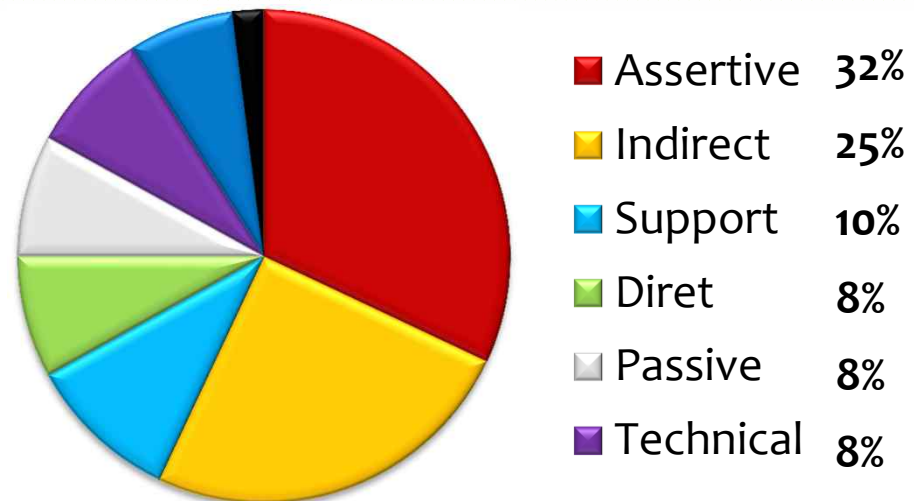
- Abusive text message(social, sexual) decreased students' heart rate which implies **increased cognitive attention**(stressful event).
- Abusive text message(verbal, sexual) increased students' emotional arousal which implies **increased negative affection**.

Effective coping responses to Cyberbullying

Oh, I., Song, J., Kim, S., & Yoon, S. (2015). Effective coping responses to diverse types of cyberbullying. Korean Counseling Association 2015 Annual Conference

- 98 college students in Seoul
- Categorization of diverse coping responses to cyberbullying

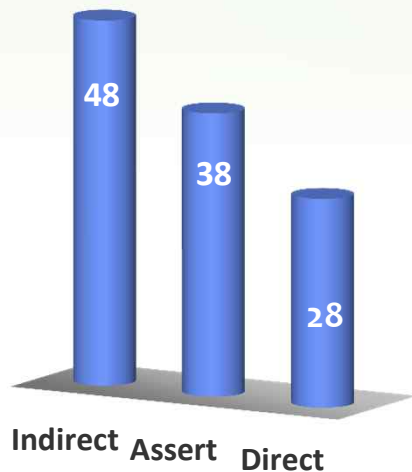
- Direct aggression
- Indirect aggression
- Passive response
- Assertive response
- Ignorance
- Avoidance
- Seeking support
- Technical defense



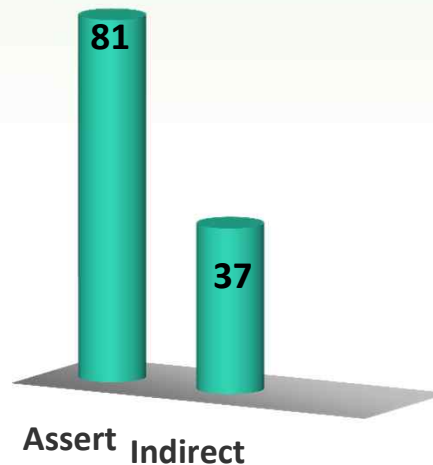
- Identify effective coping responses in terms of types of cyberbullying(Verbal, Extortion, & Social)

Effective coping responses to Cyberbullying

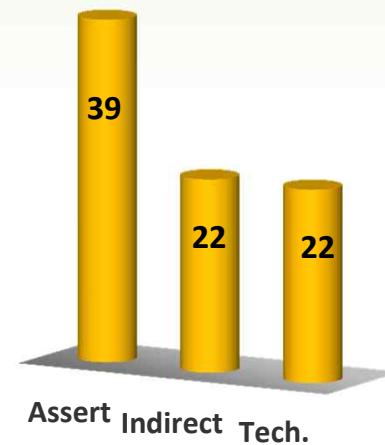
● Verbal bullying



● Extortion bullying



● Exclusion bullying



- **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.



ありがとうございます

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감사합니다

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