Investigation of Terms Used in Korean by School Children to Describe Bullying Behaviour in Primary Schools in the State of New South Wales, Australia and Kyunggi Province, South Korea

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ABSTRACT

This study describes the empirical study of Korean terms used by children when bullying was carried out. This study was the first of its sort to analyse the terms used by Korean children to describe bullying behaviour. Fifty Korean students from each country, twenty-five male and twenty-five females were given a questionnaire of various situations and asked which Korean term they would use to describe the situation. The data were analysed by statistical comparative analysis of different terms given to the same situation, and the same term given to different situations. Chi square measure was carried out allowing for differences of gender, on the terms used by Australian-Korean and Korean children to describe aggressive situations. This study found some significant differences between both country groups. A cultural perspective on tackling bullying behaviour was adopted. The initial results from this study show the contribution of culture to the conceptualisation of bullying.

Key Words : school bullying, violence, delinquency, social work, care manager, adjunct teacher

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Ⅰ. The cultural context of bullying

This project addresses how culture impacts on the understanding of bullying in Korean and Australian schools. The impact of culture on bullying and how this is generally conceptualised in both countries is examined. Bullying among schoolchildren is certainly a very old phenomenon (Olweus 1993, p.1; Rigby 2002a, p.13). There has been a strong societal interest in the subject of bullying in the last 25 years (Olweus 1999a, p.9; Smith & Morita 1999, p.1-2; Thompson, Arora & Sharp 2002, p.1).

Bullying is generally defined as aggressive behaviour with certain special characteristics such as repetitiveness and asymmetric power relationship as deliberate attempts to inflict not only physical harm but also mental oppression by any means (Besag 1989; Smith & Thompson 1991; Farrington 1993; Olweus 1999b; Smith & Morita 1999; Smith, Cowie, Olafsson & Liefooghe 2002; Rigby 2002a; Baldry 2003). The term 'bullying' is similarly used for viewing violence (Kim, JH 1997; Tattum 1997; Olweus 1999a; Kim, JD 2001; Kim, YS, Koh, YJ & Leventhal 2004; FPYV, 2005). The Australian Concise Oxford Dictionary (2004) defines violence as "behaviour involving strength of emotion or an unpleasant, destructive natural force or physical force intended to hurt, damage, or kill." Bullying is conceptually regarded as a synonym of 'aggression' or 'violence', although the term 'violence' is often used to mean aggression involving physical force rather than mental pain (Tattum 1997; Morita, Soeda H, Soeda K & Taki 1999; 2001).

In relation to the cultural orientations of bullying, the NSW Standing Committee on social issues of the Legislative Council (NSW SCSI 1995, p.49) states that, "while many young people from non-English speaking cultures are second generation Australians, having been born and educated here, their families might adhere to the social values of their country of origin." Such conflict between home and school culture seriously influences a student's behaviour. Cultural gaps between home life and school life may be also raised among non-English speaking students in other countries. In particular, Barrett, M. says that the course of Asian youths' everyday lives in Britain is determined by the conflict between the culture of their parents and their home life on the one

hand and the culture of the peer group and school on the other (Barrett 2004, p.4). It can be conjectured that there would be many different values prevalent in a multicultural school as in Australian society, in contrast to a school with a predominant single culture such as Korea.

This may further imply the fact that different principles operate to distinguish between right and wrong and good or bad in different cultures. The meanings of the term 'morality' as a code of conduct put forward by a society, that is, the judgment between 'good' and 'bad' behaviour may be different depending upon social situations (Good & Brophy 1995, pp.106-118). Since complex interactions between children and their environments as well as individual or cultural characteristics work to produce antisocial behaviours in each child (Boulton 1994a, pp.160-161; 1994b, pp. 103-104; Swearer & Doll 2001, p.10), judgments about safety from bullying appear to depend upon situations related to the individual's own sense of vulnerability (Boulton 1994b, p.115; Gottheil & Dubow 2001, pp.31-33; Rigby 2002a, p.14).

This study focuses on the research question "How does culture impact on the construction of bullying among primary school pupils in Korea and Australia?" This study further aims to examine the cultural contribution to the conceptualisation of bullying in the state of NSW, Australia and Kyunggi Province, South Korea. While in-depth information is obtained, this study pays attention to the question and attempt to gain an understanding of bullying in schools in New South Wales, Australia and Kyunggi Province, South Korea. This research not only furthers an understanding of Australian-Korean education and of both cultures within school life, but also promotes social considerations of school safety in both countries.

Ⅱ. Strategies

This study looked at the difference in terms used to describe behaviour corresponding to the term 'bullying.' Language that was used or explained by children was closely related to their culture.

This study investigated Korean terms used by Australian-Korean and Korean

children to describe bullying behaviour within the different cultures. The procedure was analysed by statistical comparative analysis of different terms given to the same situation and the same term given to different situations.

The strategies used to compare bullying in Korea and Australia was a questionnaire. The questionnaire was designed to investigate the children's understanding of:

a. Whether the situation depicted in the cartoon was classified as 'good' or 'bad'
b. The best term used in Korean to label 27 situations.

The samples of children used were readily available and easily accessible in church groups. The samples from five church schools in Kyunggi Province, Korea and nine Korean church schools in the state of NSW, Australia were obtained with the permission of the church authorities. The church groups in both countries administered this survey. One hundred primary school children with a knowledge of the Korean language were recruited in a similar fashion in Australia and Korea for the study. Two samples of children fluent in Korean (n=100) were given the questionnaire: one group in Australia (the Australian-Korean group) and another group in Korea. Fifty Korean children (25 females and 25 males) in Australia were given the English version of the questionnaire and fifty children (25 females and 25 males) in Korea were given the Korean version only. The questionnaires were given to groups of students from Years 4, 5 and 6. In NSW, Australia there were 12 in Year 4 (8 females and 4 males), 18 in Year 5 (9 females and 9 males) and 20 in Year 6 (8 females and 12 males). Participants were all students born in Australia to Korean parents. There were 11 in Year 4, 15 in Year 5 and 17 in Year 6 in government schools and 1 Year 4 student, 3 Year 5 students and 3 Year 6 students in religious or private schools. In Korea, the school year groups were as follows: 17 Year 4 students (9 females and 8 males), 18 Year 5 (10 females and 8 males) and 15 Year 6 (6 females and 9 males). All participants were Korean students born and living in Korea. There were government and public school students: 15 in Year 4, 17 in Year 5 and 13 in Year 6. Religious or private school student groups were 2 in Year 4, 1 in Year 5 and 2 in Year 6. The pupils were described as shown in <Table 1>.

<Table 1> Samples description

Sample source	Total Numbers	School Year (Numbers)	Gender		Private schools	Public schools
			Female	Male		
Australia	50	Year 4 (12)	8	4	1	11
		Year 5 (18)	9	9	3	15
		Year 6 (20)	8	12	3	17
Korea	50	Year 4 (17)	9	8	2	15
		Year 5 (18)	10	8	1	17
		Year 6 (15)	6	9	2	13

The analysis was undertaken using SPSS 11.5 for Windows. Samples were equal numbers for gender to also allow for male-female comparisons. There were four in the age group from 9 years to 12 years among groups of students from Years 4, 5 and 6 in primary school children. Situations were given with the heading: "Is this a good situation?" Or "Is this a bad situation?" The responses about a 'good' or a 'bad' situation were analysed by cross-tabulation. The cross-tabulation method was also used for encoding responses from 100 students of both genders in Australia and in Korea.

Chi square measure was further administered, using data sets from both countries. The number of participants who included each of the twenty-seven cartoons as part of their 'definition' of each situation was computed by Chi square measure. The observed number for the results of Chi square measure in both groups was calculated. The Chi square method was carried out on the differences between genders, and between Australian-Korean and Korean children in terms used to describe situations. Terms that were used to describe different situations were tested. Different terms that were used to describe the same situations were also analysed. Adopting these strategies enabled this statistical data to provide some information about how some Korean-speaking children define the term 'bullying'.

Ⅲ. Questionnaire construction

1. Description of the depicted situations in cartoon questions
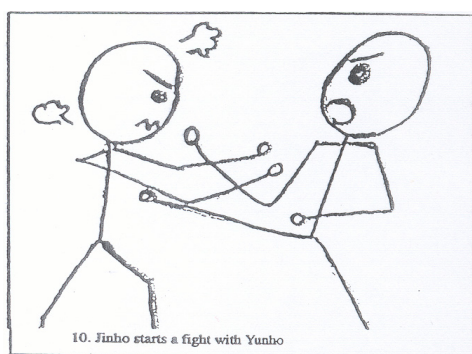
The twenty-seven cartoons describe situations as shown in <Table 2>.

<Table 2> Captions for the cartoon questions

1 Youngsoo and Chulsoo don't like each other and start to fight
2 Jinho starts a fight with Yunho
3 Big Sungjin starts to fight with little Yangho
4 Sunil starts a fight with Jungsoo because Jungsoo said Sunil is stupid
5 Taeyung starts a fight with Daeil every break and lunch time
6 Daeho tells Sukil "Give me money or I will hit you"
7 Nail and his friends start to fight Taejung
8 Moonho borrows Daechul's ruler and accidentally breaks it
9 Hankil takes Ilsoo's ruler and breaks it
10 Jimy forgot his pen so Kiok lends him one of his
11 Kukje says nasty things to Banchul
12 Chulkon says nasty things to Magil every week
13 Sokil says nasty things to Jangho about the colour of his skin

14 Jooho has a bad leg and must use a stick, Chulmin says nasty things to him about it
15 Geunkyu says nasty things about Daekil being gay
16 Kilsoo makes fun of Guenho's hair, they both laugh
17 Antaek makes fun about Sunkil's hair, Sunkil is upset
18 Minsoo asks Rikon if he would like to play
19 Mashik won't let Linkyu play today
20 Surshik never lets Ryunkil play
21 Hyunchul and his friends won't let Ryunil play with them
22 The girls won't let Minkil skip with them because he's a boy
23 The boys won't let Nami play football because she's a girl
24 Gilmin tells everyone not to talk to Gunchul
25 Kyunghee spreads nasty stories about Minsoon
26 Kumho kicks Leesoo's school bag and Leesoo does nothing
27 Parkwoo throws pieces of rubber at Jungchul in the classroom

A Korean version and an English version were used. The English version was for clarification purposes for non-Korean speakers. The questions allowed them to decide if the situation is one that is a good situation or not, then what 'Korean term' was the one they would most likely use to describe this. The responses given to the twenty-seven cartoon questions were used to analyse many terms in Korean for bullying. The task was for them to say how they would respond to these situations. The questionnaire allowed children to select the terms that would best describe the situation. They were asked to select only one response among seven terms given and these captions were phonetically transcribed into English as used by Australia-Korean participants in the task (bullying [*yakhan ja goelophim*], teasing [*guichanke goelophim*], friendship [*saijoke jinaem*], harassment [*giesok aemukim*], isolation [*ddadolim*], closeness [*maewoochinhake jinaem*] and pick on [*hoongbogi*]). If respondents did not find a suitable term, they wrote their own term.

2. Cartoon questionnaire techniques

This questionnaire consisted of a series of 27 stick figure cartoon pictures that illustrated different situations that might or might not be bullying as shown in [Figure 1].

[Figure 1] Example of a stick figure cartoon picture

These situations were based on elements used in existing definitions of bullying. Twenty-seven cartoons similar to those used in a 14 nation-study by Smith, Cowie, Olafsson and Liefooghe (2002) were used. Most of the cartoons portrayed 'bad' negative acts or situations; however, two other pro-social cartoons (10, 18) and two culturally probable incidents (26, 27) were included. Two other non-aggressive cartoons (8, 16) were paired with corresponding aggressive ones (9, 17). Such

information was also important for the study of developmental changes in perceptions of bullying. There is evidence for developmental differences in the ways in which pupils construe bullying (Smith & Levan 1995; Smith, Madsen & Moody 1999; Smith, Cowie, Olafsson & Liefooghe 2002). Further, one cartoon (4) referred to provoked physical assault. The remaining cartoons covered physical forms of aggression (1-7), direct verbal aggression (11-15), social exclusion aggression (19-23), and indirect relational aggression (24, 25); however, embedded in these were comparisons for defining the criteria of bullying, namely repetition and imbalance of power. It was also possible to compare children's descriptions of aggression when they experience withdrawal or exclusion. This formed cartoon descriptions as shown in <Table 3>.

<Table 3> Topic of cartoons in the questionnaire

CATEGORIES OF CARTOON	TOPIC OF CARTOON	CARTOON NUMBERS	OVERLAP NUMBERS
Physical aggression	Physical aggression	1-7	
	Cultural tendency	26, 27	
Non-aggression	Pro-social ones	10, 18	
	Non-aggressive ones	8, 16	
Psychological aggression	Social exclusion	19-23	
	Relational aggression	24,25	
Verbal aggression	Verbal aggression	11-15	
	Corresponding aggression	9, 17	
RECONSTRUCTION OF CARTOON FOR CONCEPTUALISAT-ION OF BULLYING	Intention		9
	Repetition		5, 12, 19, 20
	Power imbalance		3, 4, 7, 14, 21
	Cultural orientations		13, 22, 23, 26, 27

Meanwhile, techniques in this empirical study for clustering terms consisted of three steps. The first step was to reconstruct cartoons with the conceptualisation in the four factors (intention, repetition, power imbalance and ethnicity or cultural orientations) of bullying. The cartoons consisted of intention (9), repetition (5,12,19,20), power

imbalance (3,4,7,14,21) and cultural orientations (13,22,23,26,27) in others. In the comparison of the meaning of different terms, the study's intention was not to 'privilege' any particular term, but rather to show the kinds of situational meanings attributed to each term. Cultural tendency also included cultural orientations in which there were distinctions between the sexes. In addition, these cartoons were categorised by four forms: physical aggression (1-7. 26. 27), non-aggressive situations (8, 10, 16, 18), psychological aggression (9, 17, 19-25) and verbal aggression (11-15).

Ⅳ. Comparison between the statistical solutions in Australian and Korean groups

1. Analyses of the results formed by making a judgment about a 'good' or a 'bad' situation

Cross-tabulation analyses were conducted on the situations responded to by both student groups. Most responses for each cartoon were similar. However, the responses of students for questions (10, 16, 18) were very different from those for other questions. The responses for other questions, except for the three questions, were mostly in a 'bad situation' in the groups from both countries. The rating of a 'bad situation' occupied more than 80% for each question, excluding these three questions. The three questions in a 'good situation' were on pro-social situations (10, 18) and a non-aggressive situation (16). Two questions (16, 18) demonstrated differences between the two countries. Question (10), however, had a similar result in both countries. The percentage of the Australian-Korean student group (AKSG) was generally higher than that of the Korean student group (KSG) in all the three questions (10, 16, 18). The results of the three questions are shown in Table 3 for question (10), Table 4 for question (16) and Table 5 for question (18). An average 99% of the total group of students responded to question (10) judging it to be a 'good situations.' This is shown in <Table 4>.

**\<Table 4\> Results for students' judgment of social morality
about question 10 (n=100)**

		Caption10		Total
		Bad situation	Good situation	
Gender	Female	0*	50 (50/50) *	50 (50/50) *
	Male	2 (0/2) *	49 (50/48) *	50 (50/50) *
Total average		2 (0/2) *	99 (100/98) *	100 (100/100) *

Situation: "Jimy forgot his pen so Kiok lends him one of his"
* Count (Percentage): Total students (AKSG / KSG)

The percentage consisted of 100% in the Australian-Korean student group (AKSG) and 98% in the Korean student group (KSG). An average of 73% responded to question (16) by saying a 'good situation' as shown in \<Table 5\>. The responses were 84% in AKSG and 62% in KSG.

\<Table 5\> Results for students' judgment of social morality about question 16 (n=100)

		Caption 16		Total
		Bad situation	Good situation	
Gender	Female	11 (2/20) *	39 (48/30) *	50 (50/50) *
	Male	16 (14/18) *	34 (36/32) *	50 (50/50) *
Total average		27 (16/38) *	73 (84/62) *	100 (100/100) *

Situation: "Kilsoo makes fun of Guenho's hair, they both laugh"
* Count (percentage): Total students (AKSG / KSG)

An average of 89% responded to question (18) by saying a 'good situation' as shown in \<Table 6\>. The responses were 94% in AKSG and 84% in KSG.

\<Table 6\> Results for students' judgment of social morality about question 18 (n=100)

Situation: "Minsoo asks Rikon if he would like to play"
* Count (Percentage): Total students (AKSG / KSG)

		Caption 18		Total
		Bad situation	Good situation	
Gender	Female	4 (2/6) *	46 (48/44) *	50 (50/50) *
	Male	7 (4/10) *	43 (46/40) *	50 (50/50) *
Total average		11 (6/16) *	89 (94/84) *	100 (100/100) *

Two questions (10, 18) were pro-social cartoon situations. Question (10) demonstrated a similarity between two student groups. Question (18) showed a difference between the two countries. In question (18), the KSG group was 10% higher than that in AKSG for the answer a 'bad' situation. 16% in KSG responded as 'bad' and only 6% in AKSG. The difference in cartoon situations was between 'to lend' (10) and 'to play' (18). In question (18), they could play with each other informally or without asking if they are friends with each other. In spite of that, what 'Minsoo' asked 'Rikon,' that is if he would like to play, implies that they already had such a close feeling. Consequently, the result demonstrated that the Korean student group was more concerned about being a member of a group before they agreed to play with a new person. They were slow to trust a new person.

Group identity and belonging was important to the Korean students. It was especially high in question (16). Question (16) was a similar situation to question (8) since this questionnaire provided two similar non-aggressive cartoon situations (8, 16). The results of the two non-aggressive cartoon situations (8, 16) were different from each other in the Australian and Korean students. Question (8), regarding one of two non-aggressive situations, was chosen by only 7% of total responses to be a 'good situation' as shown in <Table 7>.

<Table 7> Results for students' judgment of social morality about question 8 (n=100)

		Caption 8		Total
		Bad situation	Good situation	
Gender	Female	49 (50/48) *	1 (0/2) *	50 (50/50) *
	Male	44 (48/40) *	6 (2/10) *	50 (50/50) *
Total average		93 (98/88) *	7 (2/12) *	100 (100/100) *

Situation: "Moonho borrows Daechul's ruler and accidentally breaks it"
* Count (Percentage): Total students (AKSG/ KSG)

The result (7%) of question (8) in both groups was considerably different from the result (73%) in a 'good situation' of question (16) in both Australia and Korea. One possible reason was a difference in the question itself. In other words,

question (8) meant that the 'starting point' was good (Moonho borrows Daechul's ruler), but the 'ending' was not good (accidentally breaks it). Then most students (93%) in both groups thought the situation was 'bad.' But question (16) means that the 'starting point' was bad (Kilsoo makes fun of Guenho's hair), but the 'ending' was good (they both laugh). Then the average 73% among all respondents was 'good.' Among the 73% of students, the Australian student group comprised 84%, in contrast to only 62% in the Korean group.

Therefore this result implies that most students in both groups focused on the judgment between 'good' and 'bad' according to 'consequences' rather than 'causes,' however, the judgment of 'good' among the Australian-Korean students depended more upon "consequences' than 'causes,' in comparison with the Korean student group. Further, question (16) was answered differently by males and females in the Australian student group. In responding as 'good,' the female group (48%) was 12% higher than the male group (36%). The result implied that females depended more upon 'consequences' than 'causes,' in the judgment for 'good' in the same situation.

2. Sorting of terms

Total terms used in both countries were sorted by cross-tabulation through SPSS 11.5 for Windows. The descriptions of the result were indicated in <Table 8>.

<Table 8> Descriptions of 27 terms used in Australian and Korean samples

Country	Number of Pupils	Number of Terms used in both samples (a)	Number of Terms that overlapped in both samples (b)	Number of Terms used differently in both samples (a) - (b)	Total Terms (b) + (c)
Australia	50	21 (7 terms given and 14 terms defined by them)	17	4 (4 different terms from Korean Students)	
Korea	50	23 (7 terms given and 16 terms defined by them)	17	6 (6 different terms from Australian-Korean Students)	
Total	100	44	34	10 (44 – 34) (c)	27 (17 + 10)

The results were 27 terms in total. All these terms were used and understood by both Australian-Korean and Korean groups. They included 7 terms given and 20 terms defined by them. For each term, children were required to either include or exclude each cartoon in their definition of the term with which they were presented. The number of terms used by participants was 21 in AKSG and 23 in KSG. Among the twenty-seven terms used in both countries, 17 terms overlapped in both countries and 10 terms were different. The ten different terms consisted of 4 different terms used by Australian-Korean students and 6 different terms used by Korean students. The twenty-one terms used in the Australian group consisted of 7 terms given and 14 terms defined by them. Among the 14 terms, four terms were used differently from the terms used by the Korean group. However the result of the Korean group was twenty-three terms composed of 7 terms given and 16 terms defined by them. Among the 16 terms used in the Korean group, 6 terms were different from the terms used in the Australian group. The terms were described as shown in <Table 9>.

<Table 9> Terms used in Australian-Korean and Korean groups

Num-ber	Terms (Korean transliterations)	Australian-Korean group	Korean group	Abbre-viation	Terms over-lapped	Terms given
1	*Yanhan ja goelophim*	Bullying	Bullying	BL	*	*
2	*Guichanke giolophim*	Teasing	Teasing	TS	*	*
3	*Saijoke jinaem*	Friendship	Friendship	FS	*	*
4	*Giesok aemukim*	Harassment	Harassment	HR	*	*
5	*Ddadolim*	Isolation	Isolation	IS	*	*
6	*Maewoochinhake jinaem*	Closeness	Closeness	CL	*	*
7	*Hoongbogi*	Pick on	Pick on	PO	*	*
8	*Ssawoomjil*	Fighting	Fighting	FT	*	
9	*Wooyunhan sago*	Accidents	Accidents	AC	*	
10	*Biyulham*	Mean		MN		
11	*Jeungoh*	Hate	Hate	HT	*	
12	*Injogehabyul*	Racism	Racism	RC	*	
13	*Noljianeum*	Never play	Never play	NP	*	

Num -ber	Terms (Korean transliterations)	Australian- Korean group	Korean group	Abbre- viation	Terms over- lapped	Terms given
14	*Muchaekim*	Slack		SL		
15	*Gongpogam*	Scared		SC		
16	*Bulchinjeul*	Not kind	Not kind	NK	*	
17	*Ohhae*	Misunder- standing	Misunder- standing	MU	*	
18	*Oihyub*	Threat	Threat	TH	*	
19	*Goyi*	Intention	Intention	IT	*	
20	*Sungchabyul*	Sexism	Sexism	SX	*	
21	*Bumjoui*	Guilt		GL		
22	*Bulkouihada*		Annoying	AN		
23	*Kumpumgalchui*		Extortion	ET		
24	*Jangnan*		Playfulness	PL		
25	*Guman*		Prudent Personality	PS		
26	*Yongseo*		Forgiveness	FG		
27	*Goangaenabbum*		Not good relationship	NR		
Total		21	23	27	17	7

Ⅴ. Results of each cartoon for the terms used in Korean by school children to describe bullying behaviour

The conceptualisation of bullying in the Australian-Korean student group (AKSG) and the Korean student group (KSG) was investigated through cross-tabulation measure and Chi square measure. The result of cross-tabulation showed that when making a judgment about a 'good' or a 'bad' situation for each cartoon, most students in both groups judged whether a situation was 'good' and 'bad' by focusing on the 'consequences' rather than the 'causes.'   However, the judgment on bullying made by AKSG depended much more on 'consequences' than 'causes,' in comparison with KSG. Alternatively, KSG focused on 'causes' rather than 'consequences' in making a judgment between 'right' and 'wrong'.

The description of the result for the terms most selected by participants in each cartoon is indicated in <Table 10>.

<Table 10> Description of the result for the terms most selected by participants in each cartoon (n=50)

	Australian-Korean student group (AKSG) (n=50)	Korean student group (KSG) (n=50)	(Signs used in this study)
Number of terms used by participants	21	23	
Number of terms that overlapped in both groups	17	17	
Number of the same term in the same cartoon that overlapped in both groups	14	14	*
Number of the terms selected by more than 25 participants (50%) in each cartoon	18	21	
Number of cartoons that overlapped in both groups among the terms selected by more than 25 participants (50%) in each cartoon	15	15	@
Number of the same term in the same cartoon that overlapped in both groups among the terms selected by more than 25 participants (50%) in each cartoon	7	7	$

In <Table 10>, the number of the same terms in the same cartoon that overlapped in AKSG with KSG was 14 and they were marked by an asterisk * in this study. The number of terms selected by more than 25 participants (50%) in each cartoon were 18 in AKSG and 21 in KSG among the total number of cartoons. The number of cartoons that overlapped in both groups for the terms selected by more than 25 participants (50%) were 15 and they were marked by the sign @ in this study. The number of the same term in the same cartoon that overlapped in both groups among the terms selected by more than 25 participants (50%) was 7 and they were marked by the sign $ in this study.

Analyses of the results of cartoon responses formed by Chi square analysis in the Australian-Korean and Korean groups

The result of Chi square measure in each cartoon was indicated in a table for the Australian-Korean student group and for the Korean student group. Chi square measure resulted in an example as shown in Question 1 of the Korean student group in <Table 11> below.

<center>**<Table 11> Example for Chi square measure**</center>

Question 1

Term	Observed Number	Expected Number	Residual Value
1	7	8.3	-1.3
2	21	8.3	12.7
4	7	8.3	-1.3
7	7	8.3	-1.3
8	7	8.3	-1.3
26	1	8.3	-7.3
Total	50		

Note s: Term numbers indicate as follows:
1.Bullying 2.Teasing 3.Friendship 4.Harassment 5.Isolation 6.Closeness 7.Pick on 8.Fighting 9.Accidents 10.Mean 11.Hate 12.Racism 13.Never Play 14.Slack 15.Scared 16.Not Kind 17.Misunderstanding 18.Threat 19.Intention 20.Sexism 21.Guilt 22.Annoying 23.Extortion 24.Playfulness 25.Prudent Personality 26.Forgiveness 27.Not good relationship

From the above example, Chi square measure formed a formula as follows:

Residual value = Observed number – Expected number

The observed number was the frequency of participants for each term in each cartoon. The expected number was the arithmetic mean of the number of terms selected by participants in each cartoon, that is, the expected number was a value obtained from a formula "Total Participants (50) ÷ Numbers of terms selected (6) = 8.3". The residual value was a value found by deducting the expected number from the observed number for each term in each cartoon. As a result, the residual value was in direct proportion to the frequency of participants in each term, but in inverse proportion to the expected number. Therefore, under the condition that the observed number was fixed, as the expected number becomes lower, the residual value becomes higher. Alternatively, under the condition that the expected number was fixed, as the observed number becomes higher, the residual value becomes

higher. Consequently, the higher the residual value became, the higher the distribution of terms obtained. In other words, the residual value depended on how many participants chose the term in each cartoon and how many terms participants in each cartoon chose. The residual value was useful for understanding distribution of each term selected by participants.

The distribution was not realized with two conditions, "Residual value < 0" or "Residual value = 0". The reasons are as follows.
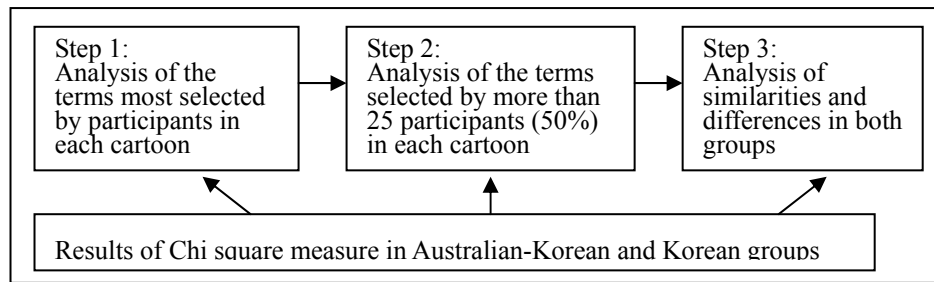
Firstly, when an observed number is less than an expected number, the results of the residual value become a negative number. That is, the residual value is under a condition "Residual value < 0." This thesis focuses on differences for the concepts of bullying in AKSG and KSG; therefore the observed number should at least be more than the expected number. Consequently, the result of the negative number <u>fails</u> to obtain useful distribution between terms used in each cartoon. In order to exclude the possibilities of error, residual value must be more than 0.

Secondly, when only two terms in a cartoon were selected and when the frequencies of participants were equal, the residual value became nil. For example, when total participants were 50 and when the number of terms selected by participants was 2, the frequency of participants in each term was 25. A formula was made as follows. Frequencies of Participants (25) − Expected number (50 ÷ 2 = 25) = Residual value (0). This result of "Residual value = 0" failed to obtain useful distribution between terms used in each cartoon because the distribution focused on differences between terms selected by participants.

This project focused firstly on the observed number in each term and later the expected number was considered, as a way to compare the distribution of terms selected in AKSG with that in KSG. To complete both "Residual value > 0" and "Residual value ≠ 0" and further to examine the general thinking of pupils for each cartoon, the observed number (frequency of participants in each term in a cartoon) should be fixed to more than 25 participants (50%) at least. Therefore, the terms most selected by more than 25 participants (50%) for each cartoon were tested. The distribution of terms defined by participants in each cartoon was very important to

obtain significant data about the cultural conceptualisation of bullying situations.

Procedure for information gathering consisted of three steps as shown in [Figure 2].

[Figure 2] Procedure for analysis of Chi square measure

Step 1 focuses on an analysis of the terms most selected by participants in each cartoon. Many different terms might be selected in a cartoon. But there is only one term occupying the highest percentage in each cartoon. Then, the terms most selected by participants might be different to each other, although the same cartoons overlap in both groups. The terms most selected in each cartoon are compared for AKSG and KSG. This is important to analyse the best thoughts of pupils for individual cartoons.

Step 2 focuses on the terms selected by more than 25 participants (50%) in each cartoon. Fifty percent for a term selected by participants represents the general thinking of pupils about the cartoon situation.   Only one term can be selected by more than 50% of participants in each cartoon and this will be the highest percentage for any cartoon. Although   in any one cartoon one term may have the highest it may be selected by less than 25 participants out of 50, if participants selected 3 or more terms in that cartoon. In that case the term most selected in each cartoon will not be one of the terms selected by 50 percent or more of the participants.

Step 3 focuses on analyses of similarities and differences between AKSG and KSG. Even though cartoons having the terms selected by more than 25 participants in both groups overlapped, the terms most used in the same cartoons might or might not be different to each other. Therefore, the same term in the same cartoon overlapped among the terms selected by more than 25 participants (50%) is examined. The consequences of each situation are tested against the empirical data.

For the terms most observed in each cartoon, a statistical description for both groups is classified as shown in <Table 12>.

<Table 12> Comparison of the terms most observed in each cartoon in AKSG and KSG

Cartoon number (Terms AKSG/KSG) (Topics of cartoon situation)	(a)Observed numbers (Frequencies of participants) (AKSG/KSG)	(b)Expected numbers (Participants (50) ÷ Numbers of terms selected) (AKSG/KSG)	(c)Residual numbers (Observed number- Expected numbers) (AKSG/KSG)
1(bullying/bullying) (physical aggression)	24/21 *	7.1/8.3	16.9/12.7
2 (bullying/bullying) (physical aggression)	26/26 * @ $	8.3/8.3	17.7/17.7
3 (bullying/bullying) (power imbalance)	32/43 * @ $	7.1/16.7	24.9/26.3
4 (teasing/pick on) (power imbalance)	35/34 @	10.0/10.0	25.0/24.0
5 (bullying/teasing) (repetition)	28/27 @	8.3/7.1	19.7/19.9
6 (bullying/bullying) (physical aggression	25/35 * @ $	7.1/8.3	17.9/26.7
7 (bullying/isolation) (power imbalance)	24/24	8.3/12.5	15.7/11.5
8 (accidents/accidents) (non aggressive one)	33/15 *	5.6/7.1	27.4/7.9
9 (bullying/teasing) (intention)	17/16	6.3/8.3	10.8/7.7
10(friendship/friendship) (pro-social one)	48/35 * @ $	25.0/25.0	23.0/10.0
11 (teasing/pick on) (verbal aggression)	39/31 @	12.5/10.0	26.5/21.0
12 (teasing/pick on) (repetition)	43/26 @	16.7/8.3	26.3/17.7
13 (teasing/pick on) (cultural orientations)	29/23	8.3/8.3	20.7/14.7
14 (teasing/pick on) (power imbalance)	34/24	8.3/12.5	25.7/11.5
15 (teasing/pick on) (verbal aggression)	38/32 @	10.0/10.0	28.0/22.0
16(friendship/friendship) (non aggressive one)	33/26 * @ $	10.0/6.3	23.0/19.8

Cartoon number (Terms AKSG/KSG) (Topics of cartoon situation)	(a)Observed numbers (Frequencies of participants) (AKSG/KSG)	(b)Expected numbers (Participants (50) ÷ Numbers of terms selected) (AKSG/KSG)	(c)Residual numbers (Observed number- Expected numbers) (AKSG/KSG)
17 (teasing/pick on) (corresponding aggression)	34/33 @	12.5/16.7	21.5/16.3
18(friendship/friendship) (pro-social one)	44/39 * @ $	12.5/10.0	31.5/29.0
19 (isolation/isolation) (repetition)	24/40 *	5.6/6.3	18.4/33.8
20 (isolation/isolation) (repetition)	18/41 *	6.3/8.3	11.0/32.7
21 (isolation/isolation) (power imbalance)	14/44 *	8.3/10.0	5.7/34.0
22(isolation or pick on/ isolation) (cultural orientations)	12/35	6.3/7.1	5.8/27.9
23 (isolation/isolation) (cultural orientations)	14/38 *	5.0/8.3	9.0/29.7
24 (isolation/isolation) (relational aggression)	16/34 *	7.1/10.0	8.9/24.0
25 (teasing/pick on) (relational aggression)	31/35 @	7.1/8.3	27.9/26.7
26 (bullying/bullying) (cultural orientation)	35/30 * @ $	7.1/8.3	27.9/21.7
27 (bullying/teasing) (cultural orientation)	29/33 @	12.5/10.0	16.5/23.0
Average		9.2/10.0	28.9/31.4

Notes:
(a)   The observed number was the frequency of participants for each term in each cartoon.
(b)   The expected number was the arithmetic mean of the number of terms selected by participants in each cartoon.
(c)   The residual value was a value found by deducting the expected number from the observed number for each term in each cartoon.
*   The same term in the same cartoon that AKSG overlapped with KSG
@   The cartoons that AKSG overlapped with KSG among the terms selected by more than 25 participants (50%) in each cartoon
$ The same term in the same cartoon that AKSG overlapped with KSG among the terms selected by more than 25 participants (50%)

In AKSG, the average of the observed numbers for the term most selected in each cartoon was 28.9 and the average of the expected numbers was 9.2. The average of the number of terms used by participants in each cartoon was calculated by a formula as follows.
Participants (50) ÷ Average of the expected numbers (9.2) = Average of the number of terms used by participants (5.4)

This result means that AKSG selected an average of 5.4 terms (5 or 6 terms) in each cartoon. In other words, the result implies that in order for it to be the term most selected in each cartoon, 28.9 participants at least must choose one term among 5.4 terms (5 or 6 terms) in each cartoon for AKSG. The average observed numbers for the term most selected in each cartoon was 31.4 and the average of the expected number was 10.0. The results were also somewhat higher than 28.9 and 9.2 in AKSG individually. The number of terms used by participants in each cartoon was calculated as in the same manner as follows:

Participants (50) ÷ Average of the expected number(10.0) = Average of the number of terms used by participants (5).

KSG selected an average of 5 terms in each cartoon. The result was somewhat lower than the result (5.4) in AKSG. Consequently, in order for a term to be the one most selected in each cartoon, 31.4 participants at least must choose one term among 5 terms in each cartoon in KSG. In the result of Chi square measure, the numbers of participants who used the same term for the same cartoon in each group are indicated in <Table 12>. From the results as shown in <Table 12>, the same term for the same cartoon overlapped in both groups, with the most terms for each cartoon being 14 among a total of 27 terms, marked by the asterisk mark *. The rate of the occupation was more than 50% of 27 cartoons. These results in both groups imply that the rates of the same responses for each cartoon were very high so that both groups had generally homogeneous thoughts in each situation, even though there was some difference between different terms. The concept of homogeneity in Korean culture comes from the legendary god-man, Tangun (Mackenzie 1995, p.93) and it would have been much strengthened through the experience of Japanese colonisation from 1910 to 1945.
In particular, the average of expected numbers in AKSG was higher than the result in KSG. This means that participants in AKSG selected more different terms for the same cartoon than in KSG. Further the result implies that AKSG

are oriented towards a more individual judgment for the same aggressive situation compared with KSG. As a result, the Australian-Korean students are more familiar with individual thinking or attitudes than Korean students, because of the influence of living in a Western culture. The explanation of bullying is also shown more clearly by the ethos of the Catholic Education Office, Sydney, as well as by Newington College. The Catholic Education Office (CEO) in Sydney (CEO 2003) describes bullying as follows: "Bullying can be described as a pattern of oppressive behaviour by a person or group over a less powerful other." It is also defined as: "… the wilful, conscious desire to hurt, threaten or frighten someone." Newington College's Policy (2003) also states that bullying is any type of repeated behaviour, intentional or unintentional, that causes a person to experience physical hurt or emotional pain. To threaten or frighten someone is equally unacceptable, regardless of the effect it may or may not have on another person. Here, it is clear that the Australian explanation of bullying is oriented towards the relationship between attitudes and actions for each individual, regardless of whether they are intentional or not.

In contrast, the average of the observed numbers (frequencies of participants for each cartoon) for the term most selected in each cartoon in KSG was higher than in AKSG so that its residual value was higher. The result implies that the participants who selected the most frequent terms in each cartoon in KSG were not only much more than in AKSG, but the preference for the term most selected in each cartoon in KSG was also higher than in AKSG. The result indicates that KSG more often had the same thoughts for the same situations, in comparison with AKSG and further shows that KSG were more inclined to a group-oriented thinking, compared with the individual thinking for AKSG.

This also accords with the explanations of bullying that show a distinction between 'good (or unintentional)' and 'bad (or intentional)' situations on the basis of the morality of the social group. Therefore, the main orientation in Australian-Korean student culture puts the responsibility for problems caused by 'individual attitudes' on individual-centred norms, compared with 'we-ness' or group-oriented morality in Korea. In particular, the 'group-oriented' subculture in students that is called 'we-ness' shows that bullies tend to regard themselves as a judge, hence, they engage in the role of punishing bad boys and girls and unusual students (Kim, IK 1996). Group-oriented thinking in Korea is affected by Confucian collectivism. Traditionally, people in the same kinship group had a similar viewpoint to each other and this developed into the tendency for group-oriented thought in society today.

Terms used in <Table 12> are 'bullying', 'teasing', 'pick on', 'isolation',
'friendship' and 'accidents'. The terms 'friendship' (Cartoons 10,16,18) and
'accidents' (Cartoon 8) are used in the same cartoons in both groups. Generally,
the term 'bullying' is used in the same cartoon (Cartoons 1, 2, 3, 6, 26) in the
category of physical aggression for both groups, but in some cartoons (5, 9, 27)
the term 'bullying' in AKSG was replaced as the term 'teasing' in KSG. The
term 'teasing' selected in AKSG was also replaced as the term 'pick on' in KSG
in the same cartoons (4, 11, 12, 13, 14, 15, 17, 25). In particular, using the term
'teasing' overwhelmed 'verbal aggression' (Cartoons 11-15) in the AKSG and
using the term 'isolation' (Cartoons 7, 19, 20, 21, 23, 24, 25) surpassed any other
terms in 'psychological aggression' (Cartoons 19-24) in KSG. In addition, the
frequencies of participants in the category of 'verbal aggression' in AKSG were
higher than in KSG. The frequencies in the category of 'isolation' in KSG were
much higher than in AKSG.

For the concept of 'power imbalance' among the topics of cartoons, the result
also indicated that KSG made a distinction between 'to fight' and 'to bully,'
compared with the results in AKSG. Cartoon (1) was described as "Youngsoo
and Chulsoo don't like each other and start to fight," that is, 'to fight each other.'
Cartoon (3) included the situations of 'power imbalance,' that is, "to start to fight
or to be bullied by a stronger person or one side." Both groups used the same
term 'bullying' as the most frequent term in cartoons (1) and (3). The
frequencies of participants in KSG were 21participants (42%) in cartoon (1) and
43 participants (86%) in cartoon (3) individually. The gap of frequency between
cartoons (1) and (3) was 22 participants (44%). However, the frequencies in
cartoons (1) and (3) in AKSG were 24 participants (48%) in cartoon (1) and 32
participants (64%) in cartoon (3) individually. The gap between the results of
both cartoons was only 16%. The gap between the frequencies for cartoons (1)
and (3) in KSG was much higher than in AKSG. The result means that KSG
clarified between 'to fight' and 'to bully.' However, this result for AKSG, who
were more familiar with Western culture, supported the view that young pupils
may not distinguish between bullying and fighting, broadening the use of the
term 'bullying' to cover nasty kinds of behaviour even when no imbalance of
power is involved (Smith, Cowie, Olafsson & Liefooghe 2002).

Cartoon (6) was described as "Daeho tells Sukil 'Give me money or I will hit
you'." The same term 'bullying' in both groups was the most used term. This
situation was "to threaten other persons in relation to money." Foster and
Thompson (1991 p.21) said, "a bully will often suggest that they bring some

money to buy another pencil case, or whatever." In reality, extortion among students occasionally takes place in schools in Korea (Kim, JD 1998; 2001) and Korean students often hear news about extortion from other students, while some students experience it for themselves. The frequency of participants in cartoon (6) was 25 participants (50%) in AKSG and 35 participants (70%) in KSG. The frequency in cartoon (6) in KSG was much more than in AKSG. Further, it was more than the frequencies of participants in other cartoons, excluding cartoon (3), in the category of 'physical aggression' in KSG. This result means that the Korean group didn't only regard extortion as a type of stronger physical aggression, but also they are more familiar with extortion, compared with the Australian group, who regarded it as just a form of physical aggression. In reality, the occurrence of extortion among some students in Korea would be common knowledge, and further, some weak students are frequently pressured to give money to the stronger students in schools or at risk-places or game rooms near schools. Therefore this result means that the KSG cannot help being more familiar with extortion than AKSG. Consequently, cultural differences related to bullying in NSW, Australia and Kyunggi Province, South Korea influence 'the formulation of bullying behaviour' and 'the degree of its severity'. The different forms of bullying in both countries may be produced from different factors contributing to the occurrence of bullying. Major findings from this empirical study are summarised as shown in <Table 13>.

<Table 13> Characteristics for the concepts of bullying in Australian-Korean and Korean groups

Concepts of bullying	Australian-Korean student group (AKSG)	Korean student group (KSG)
Judgment between 'right' and 'wrong'	Focusing on 'consequences' rather than 'causes'	Focusing on 'causes' rather than 'consequences'
Cultural orientation	Homogeneous inclination and individual thoughts	Homogeneous inclination and group-oriented thoughts
Physical aggression	Overwhelmingly used as 'bullying'	Mixed terms such as 'bullying,' 'teasing' and 'pick on'
Verbal aggression	Highly concerned with 'teasing'	Highly concerned with 'pick on'
Social exclusion	Regarded as just a type of psychological aggression	Regarded as stronger psychological aggression
Power imbalance	Not a distinction between 'to fight' and 'to bully'	Distinction between 'to fight each other' and 'to start to fight or to be bullied by a stronger person or one side'
Extortion	Regarded as just a type of physical aggression	Regarded as stronger physical aggression

Ⅵ. Conclusion

This study examined the cultural orientation towards the school bullying and the cultural construction referring to the concepts of bullying. A number of causes that contribute to bullying in different cultures were explained by Smith and his colleague (Smith 1999; Smith, Cowie, Olafsson & Liefooghe 2002). Culture in a society directly or indirectly influences 'the formulation of bullying behaviour' and 'the degree of its severity' (Rigby 1996, pp.78-79; Smith & Brain 2000, p.2). The concepts of bullying are differently constructed in various cultures, even the degree of its severity. As an example of the cultural influences on bullying, Australian schools address this issue differently from Korean schools.

The difference in cultures not only contributes to the understanding and interpreting the concept of bullying, but also influences the pathways of bullying. The policy and practice of anti-bullying guide the directions of intervention programs in different nations. The investigation can be used as a tool to tackle the bullying issue by breaking the pathways leading to bullying. It is possible that there needs to be diverse policies and practices to counter this issue.

Rigby lays an emphasis on the interventions in reducing bullying in pre-school and early primary school in Australia, and he points out that "the chances of success in reducing bullying are greater if interventions are carried out among young children, that is, in pre-secondary school" (Rigby 2002b, p.17). Therefore the effective intervention strategies to develop better pro-social skills in the primary, middle and high schools or to counter antisocial behaviour and bullying are required.

The proactive intervention focuses on practising curriculum-based programs, which includes a teacher's training from education authorities. Teachers should not only deal with the academic needs of the children in their care, but also understand the social relationships in their classroom. The cooperative learning and humanity education in the classroom can bring a positive result. Furthermore, the society is also responsible for making a safe environment for children in school communities. The programs for behavioural and pastoral care of children in the proactive intervention need to be provided (Thompson, Arora & Sharp 2002, p.173).

Consequently, this study suggests that the primary, middle and high schools

should open a part of their curricula to local communities and should introduce an adjunct teacher system. The adjunct teachers can be composed of those who have a qualification for teaching in such religious areas as Churches, temples and other religious groups. Alternatively, these religious organizations should provide an opportunity for student's suitable learning environment for students in relation to such subjects as social ethics and humanity. As a possible result, these religious supports to the anti-bullying may help to improve altruism and humanitarian thoughts of students in school.

This study was the first of its sort to analyse the terms used by Korean children to describe bullying behaviour. Although there is initial evidence about the usefulness of the cultural construction of bullying and the comparison of bullying in different cultural contexts, this investigation could be validated through further research. An important finding from the present study is that socio-cultural factors in bullying play a significant role in influencing school processes. Yet, at present, explorations in this area rely mainly on inferences drawn from comparisons of students' socio-psychological phenomena in different cultural contexts. A broad approach to understanding bullying behaviour in the schools needs to be a multi-component and multi-context relationship among parents, children, school staff, media, police officers, local businesses, and community-based organizations (Stephens 1995). The development of a more systematic and refined methods for studying and comparing socio-cultural frameworks of bullying would also help to consolidate these investigations in this relatively new area of research.

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초 록

학교폭력의 개념이해 :
호주 NSW주와 한국 경기도에 있는 초등학생을 중심으로

김장대[*]

이 연구는 호주와 한국의 초등 학생들이 사용하는 폭력에 대한 용어를 분석한 최초의 실증적 연구이다. 호주(호주에서 태어나 호주에 살고 있는 한국인)와 한국(한국에서 태어나 한국에서 살고 있는 한국인)으로부터 각 50명의 학생들이 무작위로 표본 조사되었으며, 각 나라별 남자 25명과 여자 25명에게 다양한 학교폭력 상황들을 묘사한 설문지를 나눠주고, 그들에게 각 상황들이 주어질 때 어떤 용어를 사용할 것인가를 질문하였다. 수집된 자료는 동일한 상황에서 달리 사용된 용어들과, 다른 상황에서 동일한 용어를 사용한 경우들을 분석하였다. 카이 스퀘어 방법을 사용하여 각 국가별, 성별의 결과를 비교 분석한 바, 상호간 중요한 차이를 발견하였다. 따라서 학교폭력의 개념을 이해하는데 국가간(호주와 한국)문화적 요인이 중요한 영향을 미치고 있다는 것을 최초로 입증하였으며, 그 결과, 학교폭력예방을 위하여 학교는 인성교육이 및 정신심리적 치유상담을 더욱 강화하고, 사회조직과의 긴밀한 관계를 유지하는 것이 필요하다고 본다. 결론적으로 이 연구는 초, 중, 고등학교에 겸임교사제도 및 보건관리사(케어 매니저)제도를 도입하여 학생들의 총체적 인성교육을 사회교육기관 및 종교기관과 공동으로 추진할 것을 제안하고 있다.

주제어 : 학교폭력, 청소년복지, 사회복지, 케어 매니저, 보건관리사, 겸임교사

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