한국청소년정책연구원 - 말레이시아 푸트라대학 사회과학연구원 간 국제세미나

International Seminar between NYPI – IPSAS

일시 2016. 05. 17(화) 09:30~12:00

장소 한국청소년정책연구원 7층 대회의실

Date 17 May, Tue, 2016. 09:30~12:00

Venue National Youth Policy Institute, main conference hall (7th fl.)

한국청소년정책연구원
National Youth Policy Institute

한국청소년정책연구원 - 말레이시아 푸트라대학 사회과학연구원 간 국제세미나

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National Youth Policy Institute

한국청소년정책연구원 - 말레이시아 푸트라대학 사회과학연구원 간 국제세미나

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세부프로그램

시 간	내 용
09:30~09:40	**사회**: 황 세 영 (한국청소년정책연구원 부연구위원) • **환영사** - 노 혁 (한국청소년정책연구원 원장) • **인사말** - Asnarulkhadi Abu Samah 박사 (푸트라대학교 사회과학연구원장)
09:40~09:55	• **주제발표 1: 청소년의 기업가 활동에서 나타나는 디지털 사용 양태 및 역량** - Siti Zobidah Omar 박사 (푸트라대학교 사회과학연구원)
09:55~10:10	• **주제발표 2: 도시지역 학령기 청소년의 사회문제** - Asnarulkhadi Abu Samah 박사 (푸트라대학교 사회과학연구원)
10:10~10:25	• **주제발표 3: 후기 청소년의 청소년-성인 간 파트너십과 경제적 역량강화** - Steven Eric Krauss 박사 (푸트라대학교 사회과학연구원)
10:25~10:40	• **질의 응답**
10:40~10:55	• **주제발표 4: 한국의 진로교육과 아시아 청소년 진로교육 국제비교 연구 소개** - 김현철 박사 (한국청소년정책연구원 선임연구위원)
10:55~11:10	• **주제발표 5: 청소년이 행복한 지역사회 지표개발 및 조성사업 연구III(2015)** - 오해섭 박사 (한국청소년정책연구원 선임연구위원)
11:10~11:25	• **주제발표 6: 한국청소년의 사이버불링 가해경험 실태와 예측요인** - 이창호 박사 (한국청소년정책연구원 선임연구위원)
11:25~11:45	• **종합토론**
11:45~12:00	• **폐회**

International Seminar between NYPI-IPSAS

- **Date: 17 May, TUE, 2016. 09:30~12:00**
- **Venue: National Youth Policy Institute, main conference hall (7th fl.)**
- **Seminar Program**

Time	Contents
09:30~09:40	**Presider:** Seyoung Hwang (Associate research fellow, NYPI) • **Welcome remarks** – Hyouk Noh (President, NYPI) – Asnarulkhadi Abu Samah (Director, IPSAS)
09:40~09:55	• **Presentation 1: Digital Usage and Competency among Youth in Developing their Economic Entrepreneurial Activities** – Dr. Siti Zobidah Omar (Associate professor, IPSAS)
09:55~10:10	• **Presentation 2: Social Problems among School-Aged Youth in Urban Dwellings** – Dr. Asnarulkhadi Abu Samah (Director, IPSAS)
10:10~10:25	• **Presentation 3: Youth-Adult Partnership and Economic Empowerment among Older/Mature Youth** – Dr. Steven Eric Krauss (Associate professor, IPSAS)
10:25~10:40	• **Q & A**
10:40~10:55	• **Presentation 4: An Introduction to Career Education in Korea and Comparative Research on Career Education among Asian Countries** – Dr. Hyuncheol Kim (Senior research fellow, NYPI)
10:55~11:10	• **Presentation 5: Youth Happiness Community's Index Development and Construction Project III (2015)** – Dr. Hae Sub Oh (Senior research fellow, NYPI)
11:10~11:25	• **Presentation 6: Prevalence and Predictors of Cyberbullying Perpetration among Korean Adolescents** – Dr. Changho Lee (Senior research fellow, NYPI)
11:25~11:45	• **Discussion**
11:45~12:00	• **Closing**

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한국청소년정책연구원-말레이시아 푸트라대학 사회과학연구원 간 국제세미나

1

청소년의 기업가 활동에서 나타나는 디지털 사용 양태 및 역량

Digital Usage and Competency among Youth in Developing their Economic Entrepreneurial Activities

Siti Zobidah Omar 박사

(푸트라대학교 사회과학연구원)

Dr. Siti Zobidah Omar

(Associate professor, IPSAS)

UNIVERSITI PUTRA MALAYSIA

AGRICULTURE • INNOVATION • LIFE

Digital Usage and Competency among Youth in Developing their Economic Entrepreneurial Activities

Assoc Prof Dr Siti Zobidah Omar
Institute for Social Science Studies (IPSAS), UPM, Malaysia

Content

1. Introduction
2. Problem Statement
3. Objective of the study
4. Methodology
5. Future Collaborations

Introduction – Rational and Background

- ICT plays important role in disseminating information, sharing information especially for entrepreneurial activities.
- Malaysia has 4.5 million registered entrepreneur (SSK, 2010)
- Youth entrepreneurship is a possible source of economic development and business creation (Ahmad, Fauziah, Noor, & Ramin, 2011).

Introduction – Rational and Background

- Youth entrepreneurship is recognized as the foundation of the youth community development.
- Entrepreneurship offers a simple answer to the problem of how to generate work for young people in rural communities, inside their own social arrangements.

Problem Statement – Rational and Background

- Eggleston, Jensen, and Zeckhauser (2002) claim that ICT role is to enhance the market functioning that is important for the welfare of poor people.
- ICT – a new way of performing task. Entrepreneurship generate work for the young people within their own social arrangement (Sidhu & Kaur, 2006).
- Digital usage among youth could improve their entrepreneur skills (Farahdillah & Samsudin, 2015)

Problem Statement - Rational and Background

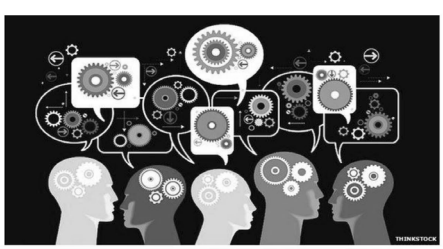
- Although, Youth are the higher user of digital technology (SKMM, 2016); The overall acceptance of ICT by entrepreneurs is still low - 35%, (Ahmad et al., 2014), as most of the entrepreneurs believe that ICT adoption is very difficult.

Problem Statement - Rational and Background

- User's acceptance of ICT is influence by the user's intention to use the technology (Zeinab et. al (2015), and other factors.
- Less studies done looking at the youth digital usage and competency in developing their economic entrepreneurial activities

Research Questions

- To what extent does the digital usage from various online applications affect the youth entrepreneurial activities?
- What are the youth competency in using the digital technology?



Research Objectives

General objective

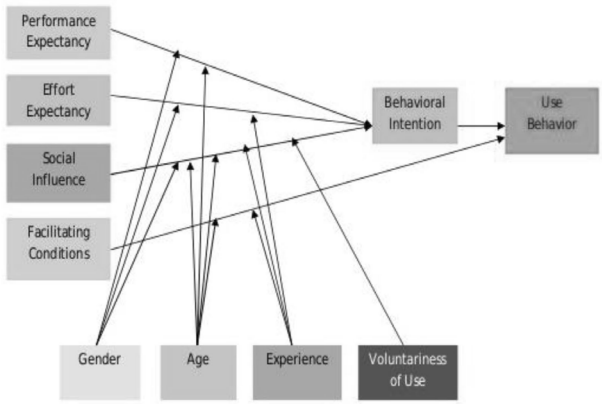
- To identify the digital usage and competency among Youth in developing their economic entrepreneurial activities

Specific objectives:

1. To examine the patern usage of digital technology among youth
2. To identify the digital competency usage of ICT among youth
3. To examine the economic entreprenuerial activities conducted on line.

Related Theories/Models

- Unified Theory of Acceptance and Use of Technology (UTAUT) (Vankatesh et al 2003)
  - Performing Expectancy
  - Effort Expectancy
  - Social Influence
  - Facilitating Condition

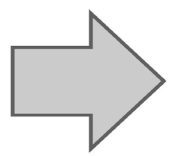


Research Framework

Demography

Factor ICT Usage & Competency

Behavioral Factors
- Performance Expectancy
- Social Influence
- Facilitating Condition
- Behavioral Intention
- Effort Expectancy
- Voluntariness of Use



Use of ICT for Economic Entrepreneurial Activities

Methodology

Research Design: Quantitative, survey

Qualitative, Focus Group Discussion

Location: Malaysia (Klang Valley)

Sample: Youth in Malaysia

Methodology

- Sample of the study: Youth in Malaysia involve in small scale business and on-line business (400 respondents)
- Data from: Companies Commission of Malaysia (Suruhanjaya Syarikat Malaysia - SSM)

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Significant of the Study

- Impacts of the nation – This study supporting a number of government aims and policy such as:
- Transforming youth to entrepreneurship activities,
- To enhance the level of technology usage among youth in developing their economic entrepreneurial activities
- To prepare youth to be competitive at global level. Collaboration with other countries.

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Significant of the Study

- Impacts on economy – Increase the contribution of the small scale business industry towards the country
- ICTs can aid businesses to attain the greatest benefits in terms of administrative efficiencies, learning and labour productivity, competitiveness, and access to new markets, knowledge, and expertise (or more generally, stakeholders).

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2

도시 지역 학령기 청소년의 사회문제

Social Problems among School-Aged Youth in Urban Dwellings

Asnarulkhadi Abu Samah 박사
(푸트라대학교 사회과학연구원)
Dr. Asnarulkhadi Abu Samah
(Associate professor, IPSAS)

Social Problems among School-Aged Youth in Urban Dwellings

Dr Asnarulkhadi Abu Samah
Institute for Social Science Studies
Universiti Putra Malaysia

Social problems among schooling aged adolescents as reported in newspapers; seminar; forum; public discussion

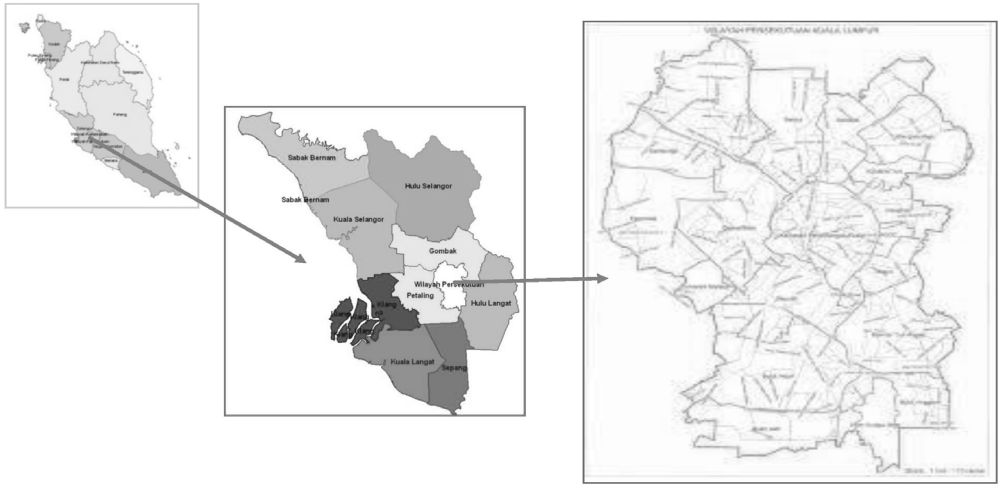
Anti-social behavior/ Misconduct are social problems

impact

Social capital

Human capital

Map – Peninsular Selangor and Federal Territory



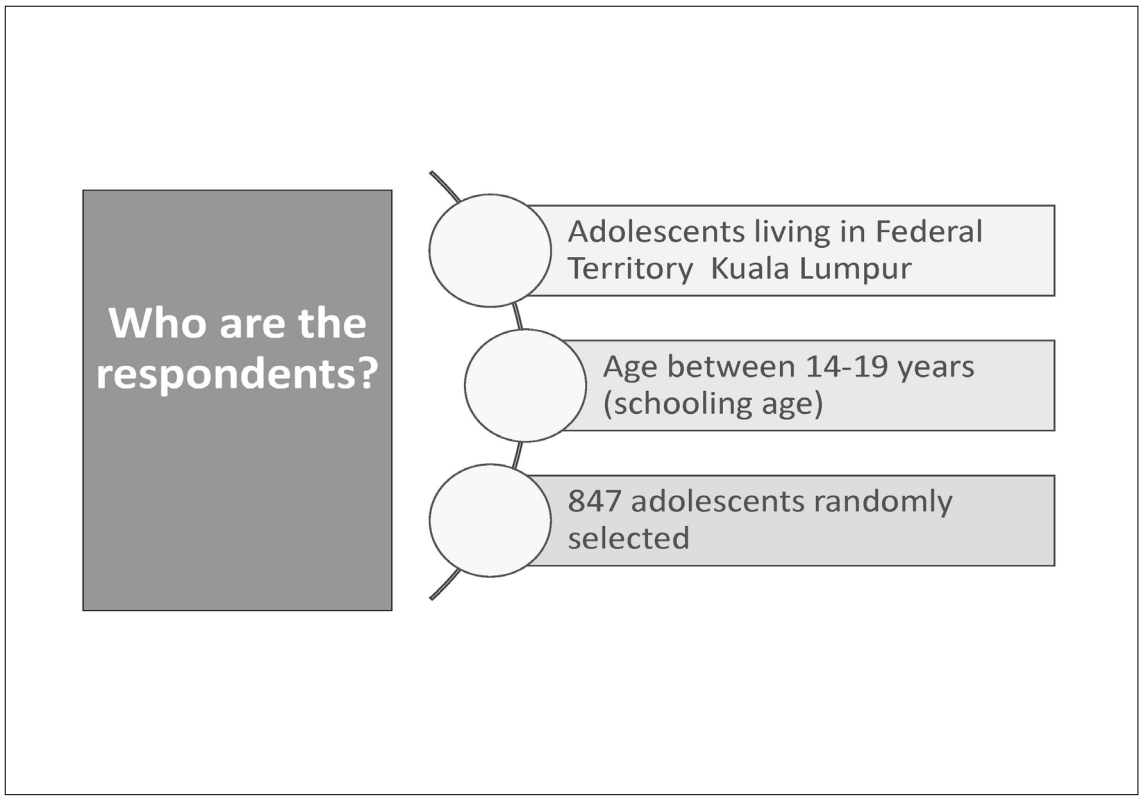
Urban residential areas

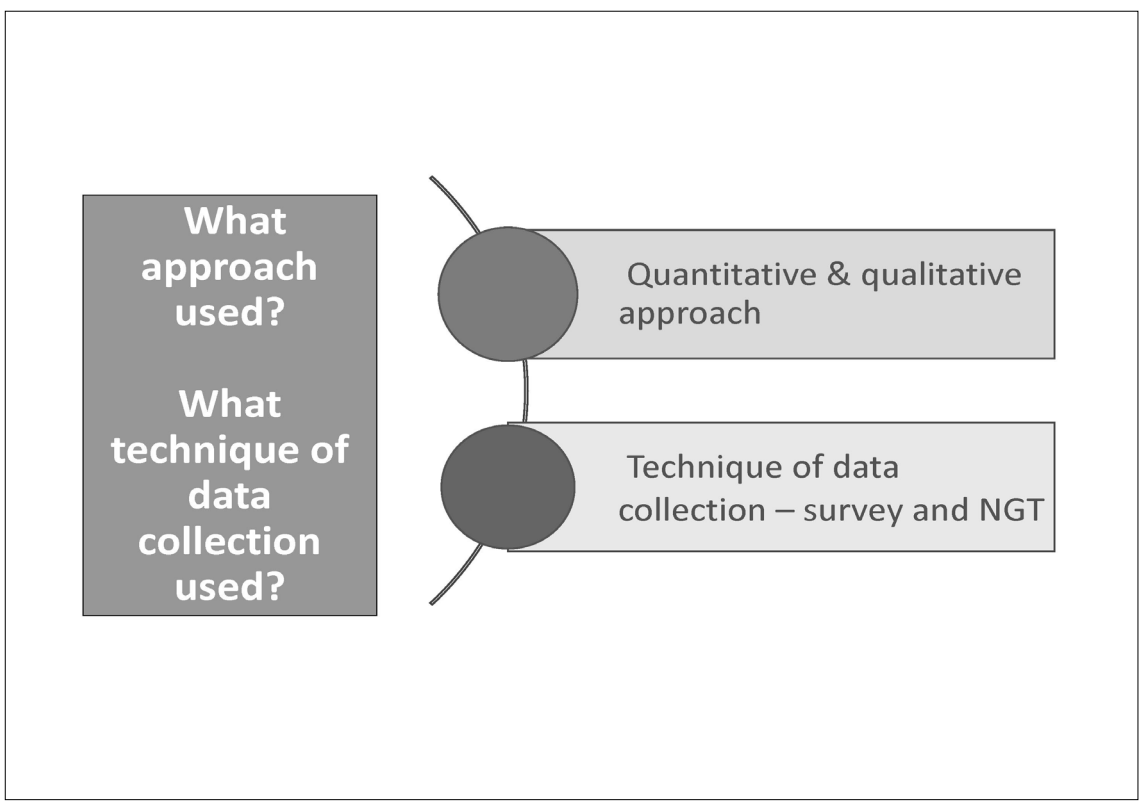





Research questions

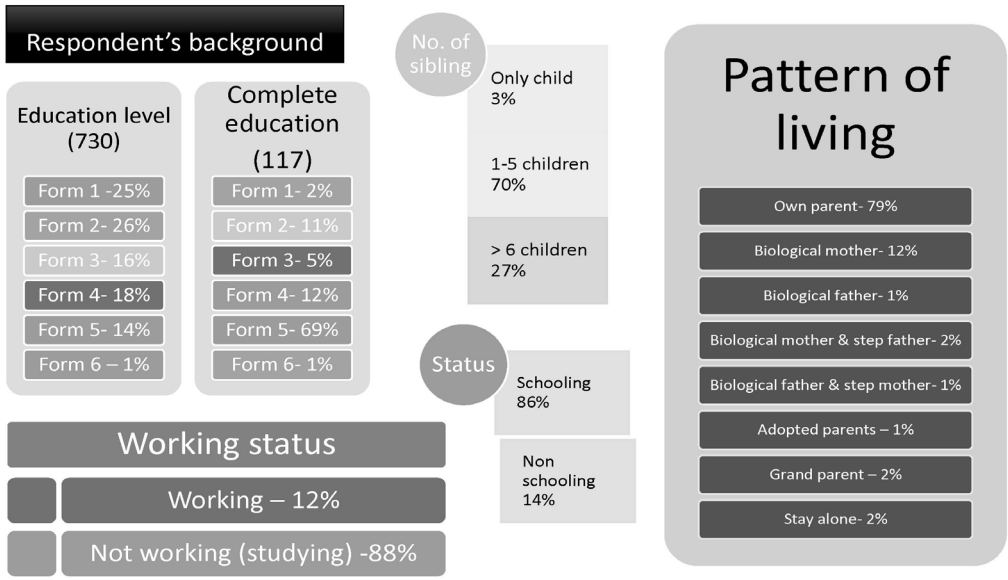
- What are the types social problem involved by the adolescents
- Where were the misconduct often carried out?
- What are the profile of adolescents?
- What are the potential influencing factors?

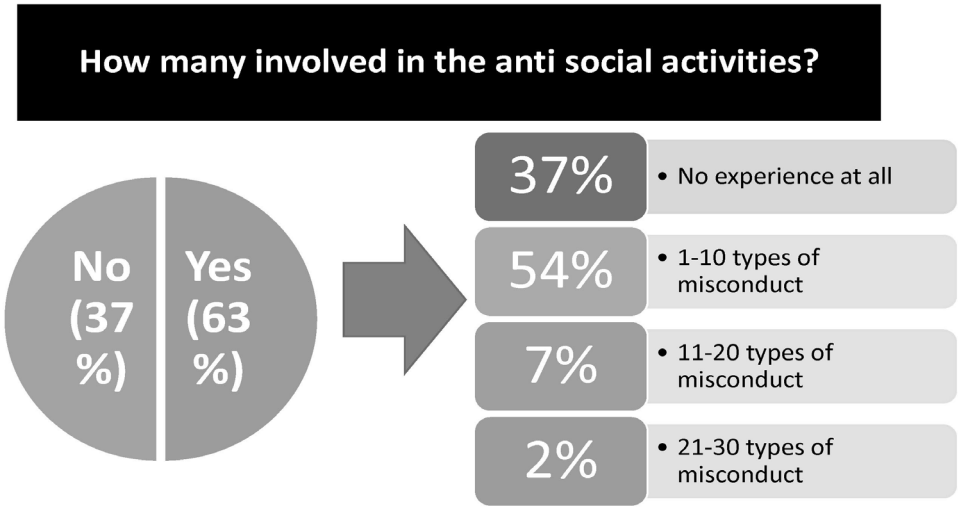

Who are the respondents?
Adolescents living in Federal Territory Kuala Lumpur
Age between 14-19 years (schooling age)
847 adolescents randomly selected


What approach used?
What technique of data collection used?
Quantitative & qualitative approach
Technique of data collection – survey and NGT

Survey activities

NGT activities


Respondent's background
Education level (730)
Form 1 -25%
Form 2- 26%
Form 3- 16%
Form 4- 18%
Form 5- 14%
Form 6 – 1%
Complete education (117)
Form 1- 2%
Form 2- 11%
Form 3- 5%
Form 4- 12%
Form 5- 69%
Form 6- 1%
No. of sibling
Only child 3%
1-5 children 70%
> 6 children 27%
Status
Schooling 86%
Non schooling 14%
Working status
Working – 12%
Not working (studying) -88%
Pattern of living
Own parent- 79%
Biological mother- 12%
Biological father- 1%
Biological mother & step father- 2%
Biological father & step mother- 1%
Adopted parents – 1%
Grand parent – 2%
Stay alone- 2%


How many involved in the anti social activities?
No (37 %)
Yes (63 %)
37%
• No experience at all
54%
• 1-10 types of misconduct
7%
• 11-20 types of misconduct
2%
• 21-30 types of misconduct

What are the types of social problem involved by adolescents?

Categories of misconduct	Experience involved (%)
Violation of school rules	50
Civil offence	10
Traffic related offenses	34
Harm other	22
Self harm	26
Distrubing others	15
Vandalisme	14
Stealing and related problem	9
Sexual misconduct	9
Communication related misconduct	8
Fraud	7
Adrug and alcohol abuse	6

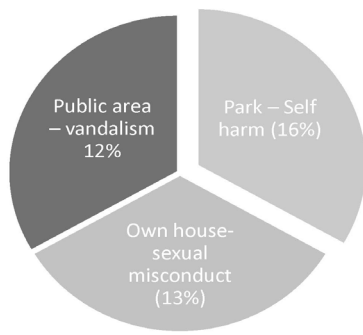
Residential area

- Vandalism (18%)
- Traffic related offense (7%)
- Steal (12%)
- Harm other (11%)
- Disturbing others (15%)
- Communication related misconduct (13%)
- Self harm (8%)

School

- Steal (13%)
- Harm others (16%)
- Disturbing others (11%)

Where were the misconduct carried out?



Nearby town area

- Civil offences (15%)
- Traffic offences (18%)
- Self harm (18%)
- Violation school rules (15%)

Profile of Adolescents Involved in the Misconduct

Age

- Age group 12-14, 15-17 & 18-19 actively involved
- 50% of 15-17 years old involved in civil & traffic offense, stealing, harm others, disturbing other, self harm, drug abuse & fraud
- 12-14 years old involved in communication related misconduct

Gender, family size, income

- Boys were more exposed to most misconduct activities
- High percentage of respondents involved in misconduct live with their own parents
- High percentage of respondents involved in misconduct were from big family size (6-10 individuals)
- Almost 50% of respondent involved in misconduct came from low income family (Less than RM1500 per month)

Potential factors influencing misconduct

Physical environment	• No recreational area; no plan activities for them; poor management of residential area
Peer group influence	• Those involved in anti social activities have close relationship with their friends
Parents relationship	• Those involved in anti social activities have poor relationship with their parents; some said that their parent fail to play their role
Social environment	• Social commitment among neighborhood is low. Neighbors did not play their role as 'social guidance'
Media influence	• Those involved in misconduct have easy access to electronic media and publication related to sex, aggressive behavior.

Thank you

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3

후기 청소년의 청소년-성인 간 파트너십과 경제적 역량강화

Youth-Adult Partnership and Economic Empowerment among Older/Mature Youth

Steven Eric Krauss 박사

(푸트라대학교 사회과학연구원)

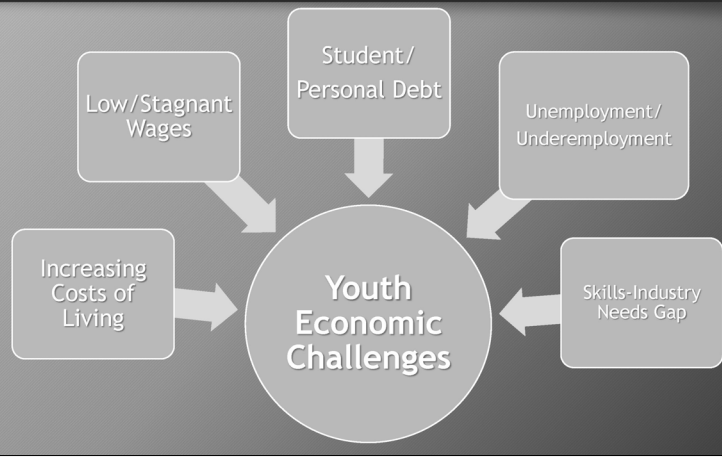
Dr. Steven Eric Krauss

(Associate professor, IPSAS)

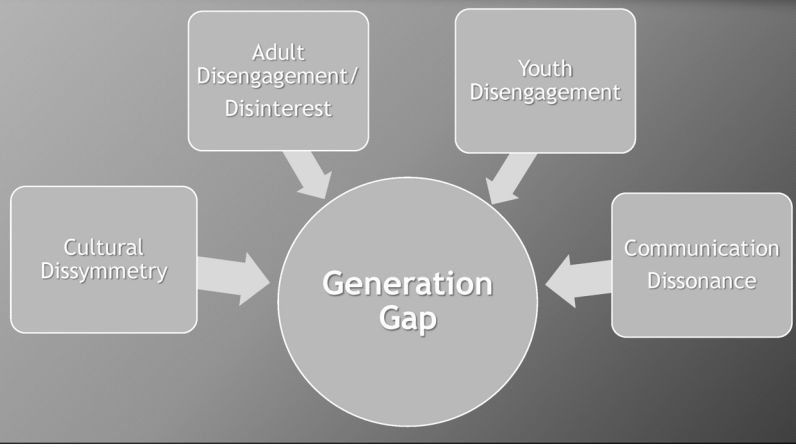
Youth-Adult Partnership and Economic Empowerment

Steven Krauss (@ Abd. Lateef)
Institute for Social Science Studies, UPM

Economic Challenges Facing Youth



Youth-Adult “Generation Gap”



Generation Gap – Korea and Malaysia

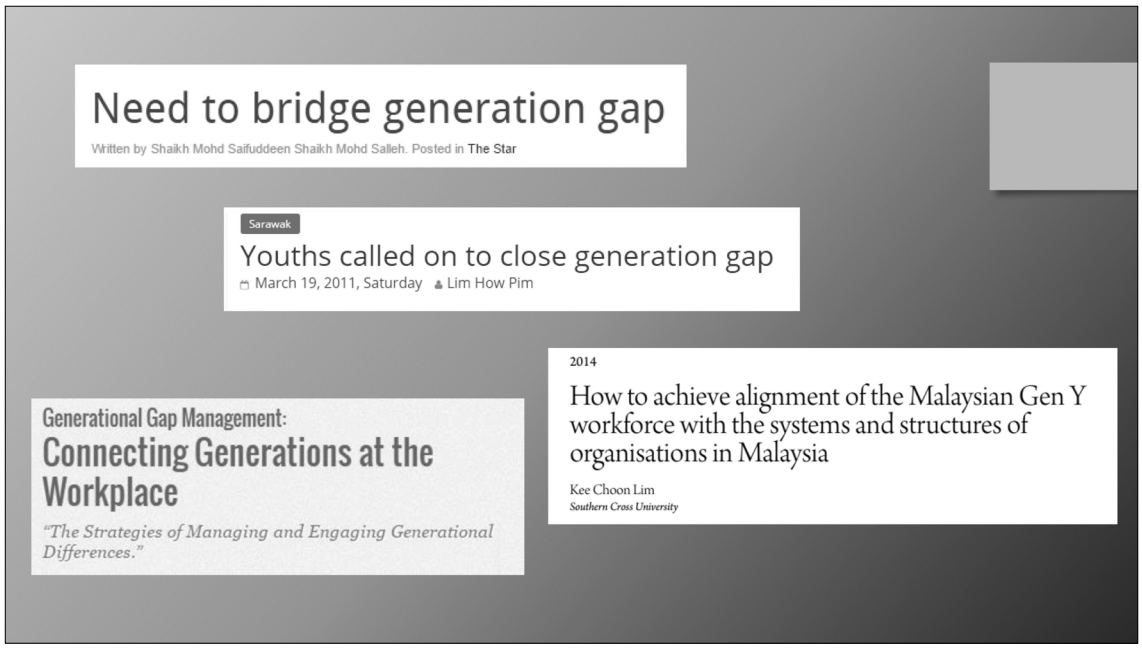
Young and Old Fight Over Jobs in Korea as Generation Gap Widens

South Korea's Generation Gap

Young South Koreans have different attitudes on family issues, from caring for parents to cohabitation before marriage.

In South Korea, respect is a victim of generation gap

UN poll sets off furor over fall of Confucian values



Economic Challenges and Youth-Adult Disengagement

Youth economic struggles coupled with growing generation gap:

- Leading to strains on civil society, communities, workplace
- Leading to youth disengagement, feelings of alienation
  - Radicalization as symptom?
- Hopelessness among adults
  - How to engage youth? How to motivate them?
- "Worship" of youth – admiring youth culture…. but avoiding youth?

How to bridge this gap?

Global Initiatives

United Nations Development Programme

UNDP **YOUTH STRATEGY** 2014-2017

EMPOWERED YOUTH, SUSTAINABLE FUTURE

The **strategy** at a glance:

- **THREE OUTCOMES:** (1) increased economic empowerment of youth; (2) enhanced youth civic engagement and participation in decision-making and political processes and institutions; and (3) strengthened youth engagement in resilience building;
- **TEN GUIDING PRINCIPLES:** human rights, gender equality, sustainability, national ownership and leadership, participation, innovation, South-South cooperation, volunteerism, inter-generational knowledge-sharing and working by, with and for young people;
- **FOUR-PRONGED APPROACH:** capacity development, advocacy and mainstreaming, thought leadership, and national policy.

Inclusive Participation: Process and Goal

"When individuals participate in shared endeavors, not only does individual development occur, but the process transforms (develops) the cultures and practices of the community."

Rogoff, Baker-Sennett, Lacasa & Goldsmith (1995)

Youth-Adult Partnership (Y-AP)

Y-AP involves people of differing ages working collaboratively, over time, on matters of importance.

Y-AP emphasizes mutuality and reciprocity among youth and adults with a goal-oriented focus on shared decision-making and reflective learning (Camino, 2000).

Youth-Adult Partnership (Y-AP)

Comprised of: 1) youth voice in decision-making and 2) supportive adult relationships

- *Youth voice* - meaningful opportunities to make decisions alongside adults – gives youth a sense of shared power, they become agents of their own development.
- *Facilitated by supportive adults* who serve as role models, provide constructive feedback, offer emotional support.

Y-AP Research Findings

In schools….

- Y-AP contributes to school engagement, school attachment and civic engagement (Mitra, 2009).

In communities….

- Contributes positively to feelings of community attachment, membership, civic identity, and social trust (Flanagan et al. 2010; Jarret et al. 2005; Youniss et al. 1997).

Y-AP Research Findings

- Relationships with peers and adults within organized groups, combined with purposeful shared activity, contributes to group solidarity and an appreciation of differences among diverse persons (Kirshner 2009; Watkins et al. 2007).

Y-AP and Economic Empowerment

- Little research on Y-AP in the context of economic empowerment
  - In addition to psychosocial outcomes and skill-building, can Y-AP increase economic well-being while enhancing community?
- Youth associations, community organizations, entrepreneurs as potential settings for economic empowerment through youth-adult partnership

There is a need to explore what's out there and identify best practices in different countries

Research Objectives

To explore how youth-adult partnership experiences within economic empowerment endeavors contribute to economic and social well-being:

- To explore the contributions of youth-adult partnership to economic well-being
- To explore the contributions of youth-adult partnership to social solidarity and social trust
- To explore the contributions of youth-adult partnership to intergenerational relations

Proposed Methods

- Comparative, exploratory case studies
- 3 to 5 cases from each country
  - Entrepreneurs/private businesses?
  - Social enterprises?
  - Youth associations?
- Can include Malaysia, S. Korea and the United States (possibly Canada and Indonesia as well)
- Adults and youth (older youth - 25 to 35 years old) – economic partnerships
  - Projects
  - Programs
  - Businesses

Expected Outcomes

- Case studies

4 Intergenerational Partnership and Youth Social Justice in a Malaysian Fishing Village

Steven Eric Krauss, Dzhuhailmi Dahalan, and Shepherd Zeldin

Traditional youth associations as agents of social change

A case study of youth and adult partnership in a Malaysian fishing village

STEVEN ERIC KRAUSS, SHEPHERD ZELDIN AND DZUHAILMI DAHALAN

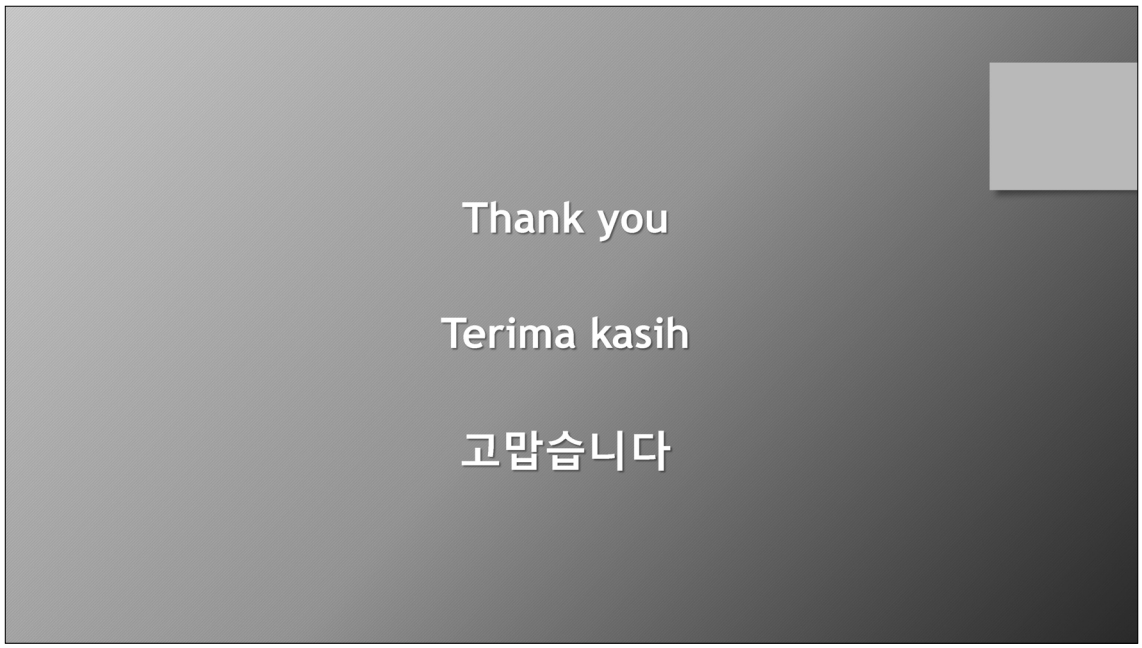
Expected Outcomes

- Identification of success stories to promote Y-AP as a strategy
- Identification of international best practices of these initiatives:
  - Startup
  - How they work
  - How they benefit youth, adults and community
  - Challenges
- Y-AP capacity building for organizations, communities and programs – action research
  - Using resources from the U.S. as a template – tailor to Korean/Malaysian cultural settings

Related Studies for Consideration

- Obtaining a baseline of the current level of Y-AP/youth governance practices in youth organizations/associations

- Action research – Y-AP in community and youth organizations
  - Combine research with training/technical assistance


Thank you
Terima kasih
고맙습니다

한국청소년정책연구원-말레이시아 푸트라대학 사회과학연구원 간 국제세미나 4

한국의 진로교육과 아시아 청소년 진로교육 국제비교 연구 소개

An Introduction to Career Education in Korea and Comparative Research on Career Education among Asian Countries

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An Introduction of
Career Education in Korea
and
Comparative Research on Career Education among Asian Countries

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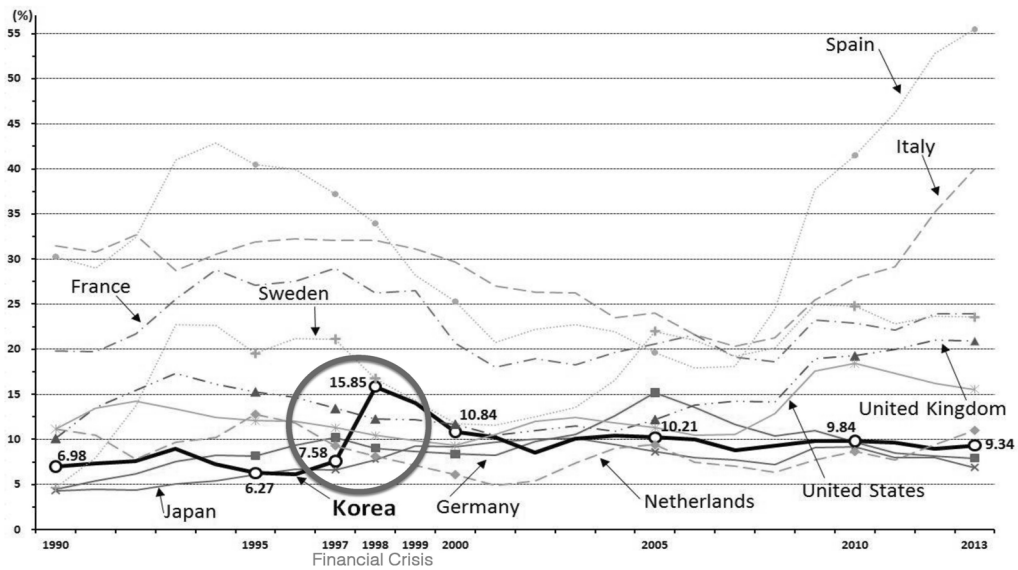
- Background and Trends of Career Education in Korea
- Introduction of Comparative Research among Asian Countries

Background of Career Education in Korea

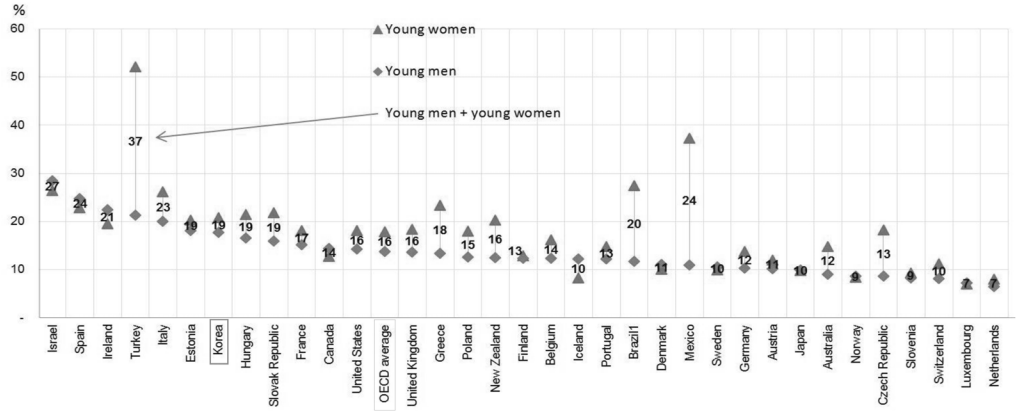
Youth Standing in front of the 'Employment Cliff' & 'Lost Index'

Figure1. Youth Unemployment Rate in OECD Countries



Source : OECD(2013). Labour Force Statistics (http://stats.oecd.org/Index.aspx?DataSetCode=LFS_SEXAGE_I_R).

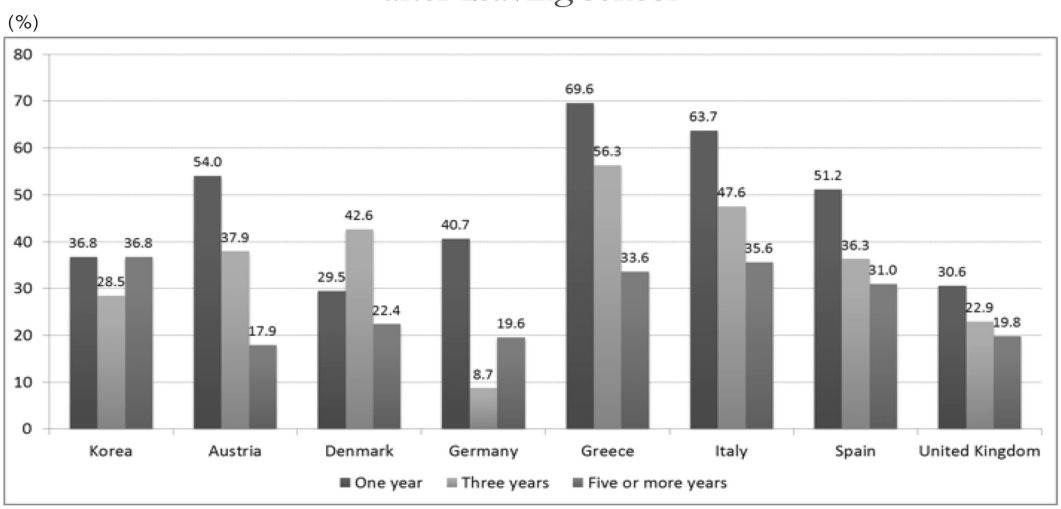
Figure2. Percentage of NEET (2010)



* NEET: youth not in education, employment or training(15-29 year-olds).

Source ：OECD (2012). Education at a Glance.

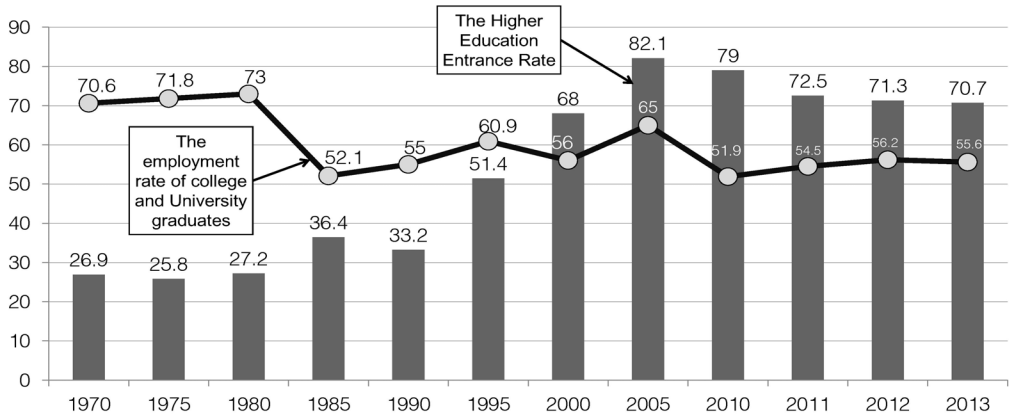
Figure 3. NEET Status of Youth One, Three and Five Years after Leaving School



* Sample restricted to youths aged 15 to 29 years leaving initial education in the years immediately preceding the five year window of panel survey data used to analyse NEET status.

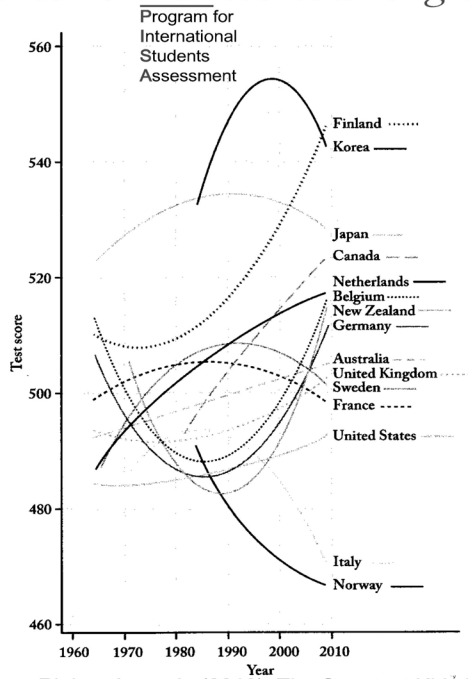
Source：OECD (2008). OECD Employment Outlook.

Figure 3. Higher Education Entrance Rate & Employment Rate of College and University Graduates



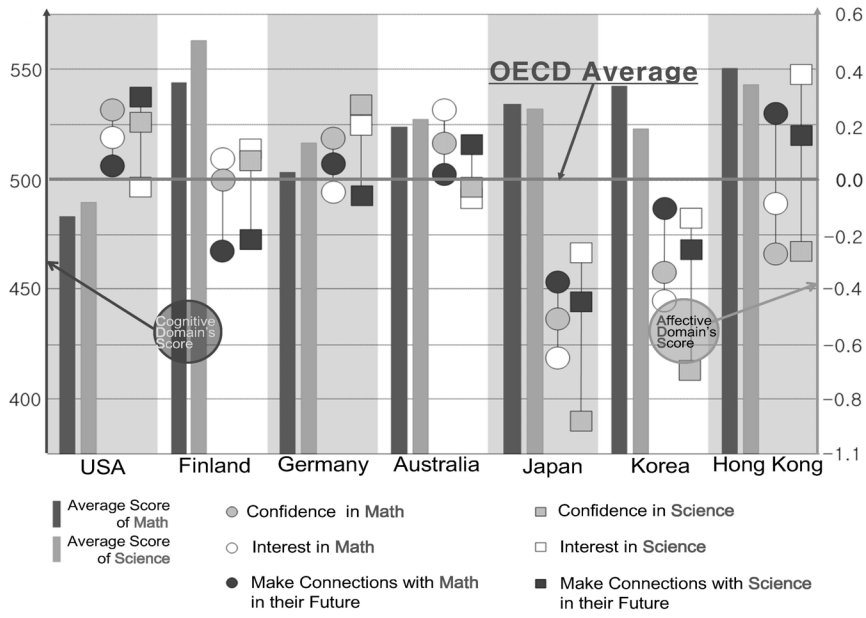
Source : Ministry of Education/KEDI (1970-2013). Education Statistical Year Book.

Figure 4. Comparison of PISA scores among OECD Countries (I)



Source : Ripley, Amanda (2013). The Smartest Kids in the World.

Figure 5. Comparison of PISA scores among OECD Countries (II)



Trends of Career Education in Korea

Introduction of **C**reative **H**ands-on **A**ctivities

- 2009 Revision of National Curriculum and Introduction of Creative Hands-on Activities (College Admission Officer System introduced at the same time)

- 2011 Creative Hands-on Activities were Introduced to all Elementary, Middle and High Schools
  - ※ *CHA* is composed of 4 areas(Self-Regulated Activity, Club Activity, Volunteering Activity, and Career-Experience Activity), but Ministry of Education strongly recommends running integrated activities, which include interconnected activities and subject-related activities.
  - ※ Every School ought to run *CHA* for at least 3~4 hours a week.

- The Support System
  - National Level = KOFAC(Korea Foundation for the Advancement of Science & Creativity)
  - Local Level = Support Center for Creative Hands-on Activities
  - Web System = Crezone (www.crezone.net), giving schools and students a lot of information related to CHA.
  - ※ These systems are being used as the support systems for "Free Semester".

Introduction of Free Semester

Free Semester

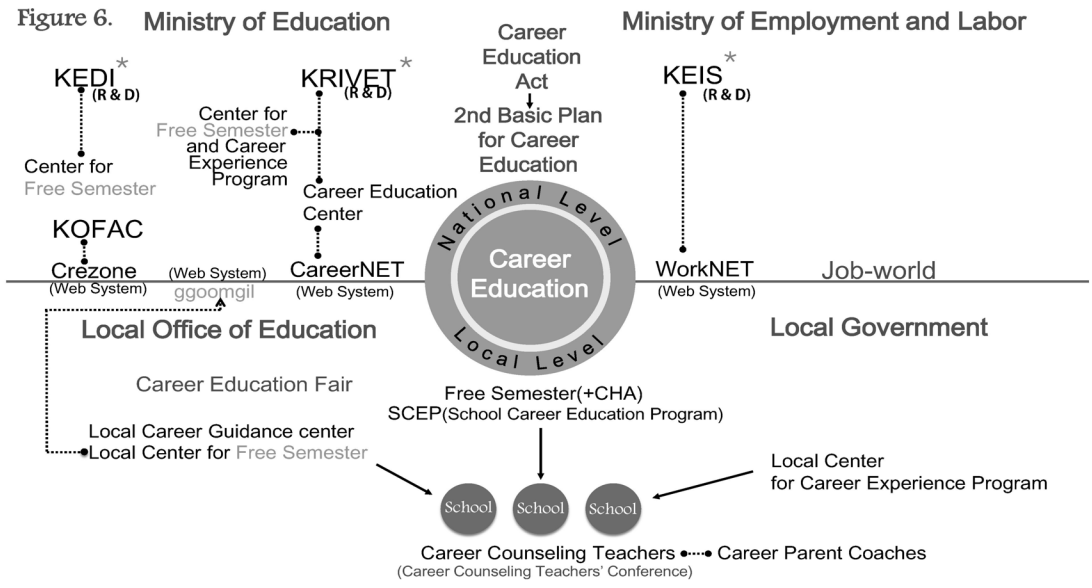
- Is one of president Park's election pledges
- Is modeled on Irish "**Transition Year**", *which is an optional one-year school program without test that can be taken in the year after the Junior Certificate*
- Introduced to all middle schools by 2016
  - ※ Schools have to use one semester as "Free Semester" during 3-year course and teach subject classes in the morning and run hands-on activities in the afternoon. There is no test during "Free Semester".

The Support System for Free Semester

- National Level =
  Free Semester Support Center
  Center for Free Semester and Career Experience Program
  KOFAC(Korea Foundation for the Advancement of Science & Creativity)
- Local Level =
  Local Center for Free Semester
  Local Center for Career Experience Program

The support system for career education in Korea

Figure 6.



*

KRIVET(Korea Research Institute for Vocational Education & Training) **KEDI**(Korean Educational Development Institute) **KEIS**(Korea Employment Information Service)

Problems & Strategies

Effects and Outcomes from the Recent Career Education Policies

- Activating Cooperation between School and Community
- Renovating School Organization and Curriculum
- Establishing Career Education Support System during a very short Period

Problems

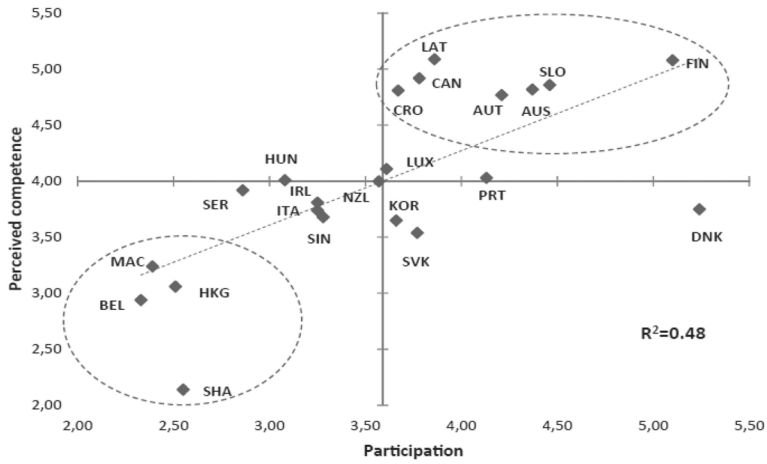
- Lack of Cooperation Experience between School and Community
- Lack of Resources in Community to Support Career Education
- "Education Fever" Keeping Career Education Policy's Goals from Being Achieved

Strategies

- Improving Programs and Expanding Support System
- Strengthening Teachers' and Social Workers' Competence
- Activating more Cooperation between School and Community
- Transition to Improved Competition System(see Next Slide)

An Introduction of Comparative Research on Career Education among Asian Countries

Participation in career development activities and perceived career development competence



Source : OECD (2012). PISA 2012

Goals of the Project

1. Comparing Asian Countries' Career Education
2. Collecting Comparative Data
3. Co-hosting Symposium regularly, etc.
   (International Symposium will be held in Seoul May 17~18, 2017)
4. Making a Cooperative Network for developing Career Education

Thank you!

한국청소년정책연구원-말레이시아 푸트라대학 사회과학연구원 간 국제세미나 5

청소년이 행복한 지역사회 지표개발 및 조성사업 연구

Youth Happiness Community's Index Development and Construction Project III (2015)

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Youth Happiness Community's Index Development and Construction Project (2015)

National Youth Policy Institute(NYPI)
Hae-Sub Oh, Senior Research Fellow

2016. 5.17

- Outline

  The aim of this research is to diagnose the level of youth-happiness index in 17 local communities in Korea, and to suggest building strategies and policies to improve the quality of adolescents' lives and their healthy growth(2013-2016).

• 2015 Research Sub-title

The Pilot Project I and Developing Strategies for Establishing the Youth Happiness Community(YHC) .

2015 Summary

1. The pilot project I

One local community was selected to implement the pilot project for six months through the consortium between the regional administrative organization and youth institution.

The three sectors: youth flea market, youth ombudsman, and generation integration between youths and elders

2. The results of pilot project I

The overall process of implementation and practical activities of the pilot project are described.

It provides measures for improvement, implications, recommendations derived from the effectiveness analysis on the pilot project.

3. The Case study

To introduce modeling cases that have contributed to enhancing the quality of life for local residents in Korea.

To present and share practical reflections through the analysis of the operational network.

3. The Case study

The case of the UNICEF's 'Child Friendly Cities (CFC) Initiative' is presented to analyze the application of 10 sectors of essential rights of children and teenagers.

4. Workshop

It took the strategies of development and major principles, roadmap, specific action plans for YHC, and the measures for building a collaborative network among community residents.

5. Conclusions & Recommendations

1) Comprehensive measures are needed to implement the pilot project on establishment of the community.

2) Youth leaders have to serve as role models and supporters to aid adolescents in the community.

5. Conclusions & Recommendations

3) Active network and relationships in the community can positively influence youth's attitude.

4) Build and operate execution scheme and utilize the network for the establishment of the community.

5. Conclusions & Recommendations

5) Develop action plan strategies and unique model for each project.

6) Enact laws and local ordinances to govern the establishment of the community.

THANK YOU

한국청소년정책연구원

한국청소년정책연구원-말레이시아 푸트라대학 사회과학연구원 간 국제세미나 6

한국청소년의 사이버불링 가해경험 실태와 예측요인

Prevalence and Predictors of Cyberbullying Perpetration among Korean Adolescents

이 창 호 박사
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Dr. Changho Lee
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Prevalence and Predictors of Cyberbullying Perpetration among Korean Adolescents

Changho Lee
Senior Research Fellow
National Youth Policy Institute

목 차

Context

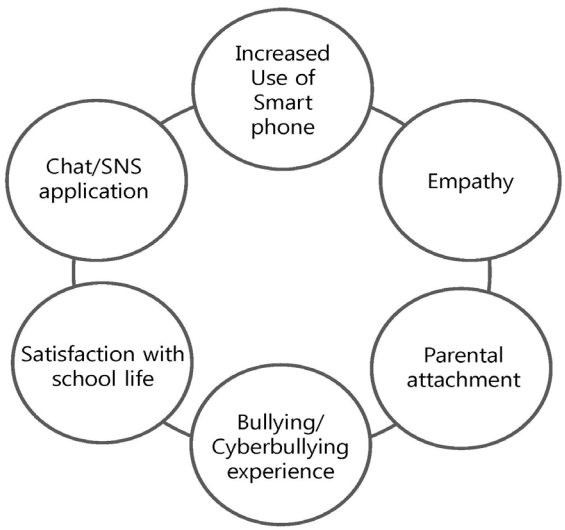
한국청소년정책연구원

Definition of Cyberbullying

Cyberbullying

Intentional acts to intrigue or harass someone using email, chat rooms, social networking sites (SNS) , or other electronic communication media.
(Patchin & Hinduja, 2011, p. 728)

Factors of Cyberbullying



Research Method

Method	Survey
School Year	Grade 7 ~ Grade 12
Number of Schools	24 middle schools
	24 high schools
Students Sample	2,000 middle school students
	2,000 high school students
Total	4,000 students

Result

Table 1 . Prevalence of cyberbullying experience by gender and school grade (%)

		Bully	Victim	Bully/Victim	Non-Cyberbullying	Total	Chi-square
Total		6.3	14.6	13.1	66.0	100.0	
Gender	Male	6.5	12.7	16.0	64.8	100.0	43.37***
	Female	6.2	16.8	9.6	67.5	100.1	
School grade	7	6.8	10.7	13.7	68.8	100.0	37.89**
	8	6.5	13.4	15.0	65.1	100.0	
	9	6.5	13.5	14.4	65.5	99.9	
	10	7.4	13.8	9.4	69.4	100.0	
	11	5.3	18.2	14.1	62.5	100.1	
	12	5.5	17.9	11.6	65.1	100.1	

$^{**}p < 0.01$, $^{***}p < 0.001$

Result

Table 2. Prevalence of cyberbullying perpetration by gender

Variables	Male (%)	Female (%)	Total (%)	Chi-square test
I cyberbullied someone through a chatting service.	8.1	5.6	7.0	9.354**
I cyberbullied someone through an SNS service.	3.9	3.4	3.7	.562
I cyberbullied someone through online gaming.	14.7	2.2	9.0	188.51***
I cyberbullied someone through photograph/video.	2.8	1.0	2.0	16.08***
I cyberbullied someone through text.	1.7	1.3	1.5	1.392
I declined to make Kakaotalk friends with someone or left them out of a chatroom.	9.1	11.4	10.1	5.45*
I disclosed someone's personal information online.	2.0	1.3	1.7	3.28
I forced someone to run errands through a smartphone.	1.1	0.8	0.9	.972

*p < 0.05, **p < 0.01, ***p < 0.001

Result

Table 3. Prevalence of cyberbullying victimization by gender

Variables	Male (%)	Female (%)	Total (%)	Chi-square test
I was cyberbullied through a chatting service.	5.6	6.1	5.8	.395
I was cyberbullied through an SNS service.	2.8	4.1	3.4	5.276*
I was cyberbullied through online gaming.	16.1	3.3	10.2	177.34***
I was cyberbullied through photograph/video.	3.7	1.9	2.9	12.1***
I was cyberbullied through text.	2.1	3.7	2.8	8.48**
I was denied Kakaotalk friendship or excluded from a chat room.	6.0	9.3	7.5	15.32***
My personal information was leaked online.	10.8	13.7	12.1	8.29**
I was forced to run errands through a smartphone.	1.2	1.0	1.2	.387

*p < 0.05, **p < 0.01, ***p < 0.001

Result

Table 4. Logistic regression analysis predicting cyberbullying perpetration

Variables		β	Odds Ratio	95% CI
Demographic Variable	Gender (male = 1)	.542***	1. 720	1.353~2.186
	School (high school = 1)	−. 306**	. 737	.607~.894
Media use	Chatting	. 105**	1.110	1.036~1.190
	SNS use	. 113**	1.119	1.046~1.198
	Online gaming	. 053	1.054	.987~1.126
Empathy	Affective empathy	. 087	1.091	.957~1.245
	Cognitive empathy	−. 208**	.812	.705~.936
Parental attachment		.041	1.042	.925~1.174
Satisfaction with school life		−. 045	.956	.823~1.112
Cyberbullied experience (1 = Yes)		2.242***	9.408	7.793~11.359
Offline bullying experience (1 = Yes)		1.346***	3.843	2.170~6.804
Offline bullied experience (1 = Yes)		.241	1.273	.823~1.969
Nagelkerke R^2		. 302		

*p < 0.05, **p < 0.01, ***p < 0.001

Conclusion

- Pay attention to online gaming as a major platform of cyberbullying particularly for boys.
- Male students had a higher probability of being cyber-aggressors.
- Cyberbullying perpetration, cognitive empathy played a role in decreasing it.
- Cyberbullying may be viewed as a reciprocal behavior.
- That offline bullying experience was positively related to cyberbullying perpetration .
- Bullies in the physical world are likely to bully others in cyberspace.
- There is a strong overlap between cyberbullying and traditional bullying.
- Empathy training may help the perpetrator group recognize the pain and seriousness that the victims of cyberbullying go through after the incident.

감사합니다

한국청소년정책연구원

Prevalence and Predictors of Cyberbullying Perpetration among Korean Adolescents

Changho Lee*

Abstract

This study aimed to investigate the prevalence of and factors affecting cyberbullying perpetration with a national sample of 4,000 adolescents selected by means of a multi-stage cluster sampling. The respondents consisted of 2,166 boys (54.1%) and 1,834 girls (45.9%) in grades from 7^{th}to12^{th} enrolled at 24 middle and 24 high schools across South Korea. Statistical analyses of the survey data are summarized as following. First, 34% of the respondent students were involved in cyberbullying as bully 6.3%, victim 14.6%, and bully/victim 13.1%. Boys had higher percentage of cyberbullying perpetration than girls. Second, the variables of time spent on using chatting and SNS, cyberbullied experience and offline bullying experience tended to increase the probability of being perpetrators of cyberbullying. But the cognitive empathy variable contributed to decreasing cyberbullying perpetration behaviors. Third, the variables of parental attachment and satisfaction with school life had little impact on cyberbullying experience. These results were discussed to better understand the characteristics of cyberbullying among Korean adolescents as well as youth population in general while providing educators and researchers concerning cyberbullying with practical considerations for its prevention.

Keywords: Cyberbullying, Smartphone, Kakaotalk, SNS, Online game

Acknowledgements

This study was funded by the National Youth Policy Institute in South Korea for conducting a 2014 research project concerning prevalence of cyberbullying among Korean adolescents and strategies for its prevention.

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Introduction

Cyberbullying has become an important youth issue around the world (Kowalski, Giumetti, Schroeder, & Lattanner, 2014). It can be defined as intentional acts to intrigue or harass someone using email, chatting room, social networking site (SNS), or other electronic communication media (Patchin & Hinduja, 2011, p. 728). Given the emerging concern about cyberbullying among adolescents, the Korean government revised the law of school violence in 2012, which viewed cyberbullying as an independent type of school violence distinguished from traditional bullying in school. Despite the societal effort, the percentage of cyberbullying tends to be increasing out of various kinds of social violence (Ministry of Education, 2014).

Many reasons can be speculated for the spread of cyberbullying among youth. Among others, the increased use of smartphone is being regarded as one of the main reasons for that. As of 2013, over 80 percent of Korean students owned smartphone (Statistics Korea, 2014), actively using a variety of mobile applications such as chatting or SNS on a daily basis, which unfortunately serves as a major platform for cyberbullying (Lee & Lee, 2013). A survey showed that many incidents of cyberbullying incidents were occurring through 'Kakaotalk', a popular real-time chatting service which is freely available via the internet or mobile device in Korea (Lee & Shin, 2014). For example, perpetrators of cyberbullying invite a target student to the chatting room they created for the purpose of insulting him or her within the group. Also, perpetrators intentionally isolate a target victim from their peer group chat, by not inviting him or her to the Kakaotalk. After being harassed by dozens of friends via Kakaotalk, a high school girl committed a suicide in August 2012 (recited in Lee & Lee, 2013). Especially for females, cyber victimization was strongly related to depression which was associated with suicide attempts (Bauman, Toomey, & Walker, 2013).

Given these serious consequences of cyberbullying, many studies have attempted to investigate the motivation of cyberbullying. Some explain that mean or cruel attacks on others can be easily made particularly in digital world because of a kind of 'online disinhibition effect' or 'anonymity' (Espelage, Rao, & Craven, 2013). In addition, cyberbullying would be concerned with relationship problems such as break-ups, envy, intolerance or ganging up (Hoff & Mitchell, 2008). Seeking approval, revenge, and jealousness were also internal motives for cyberbullying (Varjas, Talley, Meyers, Parris, & Cutts, 2010). Students were often cyberbullied because of their appearance, characteristics, homosexuality, disability and religion (Hoff & Mitchell, 2008).

Although many studies have been concerned with factors affecting the occurrence of cyberbullying, research is still needed to thoroughly investigate the motivation for cyberbullying so as to prevent the incident beforehand. Thus, the present study aimed to identify the prevalence of and factors significantly affecting cyberbullying perpetration among Korean adolescents, using national sample of 4,000 students enrolled in 24 middle and 24 high schools across the country.

1. Predictors of cyberbullying perpetration experience

1.1. Gender

Gender effect on cyberbullying is controversial. Some studies show that boys are more likely to be perpetrator of cyberbullying than are girls (Ang & Goh, 2010; Chang et al., 2015; Cross et al., 2012; Lee & Lee, 2013). And girls are more likely to be target of cyberbullying than are boys (Cross et al., 2012; Fenaughty & Harré, 2013; Smith et al., 2008; Waasdorp & Bradshaw, 2015). Also, girls were more distressed by electronic harassment than were boys (Fenaughty & Harré, 2013). Other studies, however, indicate that there was no gender effect on cyberbullying perpetration (Sticca, Ruggieri, Alsaker, & Perren, 2013; Roberto et al., 2014). To investigate the effect of gender on perpetration cyberbullying, we suggested the following hypothesis.

H1. Boys are more likely to be cyberbullying aggressors than girls.

1.2. Media use

Media use, particularly the use of smartphone application, appears to be the most influential factor that is contributing to the occurrence of cyberbullying. Research shows that Facebook and MSN messenger service were the most popular platforms in which cyberbullying occurred among children (Beatbullying, 2012). Also, SNS was the medium through which most of harmful messages were posted (Waasdorp & Bradshaw, 2015). According to the study done with Korean adolescents (Shin & Ahn, 2015), gaming time on weekdays and active use of a mobile phone were positively related to adolescents' involvement in cyberbullying. In addition, Korean adolescents who were frequent users of Kakaotalk and Facebook were more involved in cyberbullying than others (Lee & Lee, 2013). In summary, the level of involvement in online communication or social activities either through mobile or computer seems to be significantly related to cyberbullying (Mishna

et al., 2012; Sticca et al., 2013). Thus, we suggested the following hypotheses.

H2a. Thetimespentonchattingwillincreasecyberbullyingperpetration.

H2b. The time spent on SNS will increase cyberbullying perpetration.

H2c. The time spent on online game will increase cyberbullying perpetration.

2.3. Empathy

Empathy can be defined as "a way of assessing what another person is thinking, feeling, or doing from a quasi first-person point of view," usually including both affective and cognitive aspects (Hollan, 2012, p. 71). Affective empathy is similar to involuntary emotional sharing (Hoffman, 2001) whereas cognitive empathy refers to one's ability to understand another person's emotions (Steffgen et al., 2011). Generally, it is known that empathy contributed to decreasing both traditional bullying and cyber aggressions (Casas, Del Rey, & Ortega-Ruiz, 2013); and adolescents with low levels of empathy were most likely to be cyberbullying perpetrators (Brewer & Kerslake, 2015). Furthermore, among students at low affective empathy, low cognitive empathy had higher scores on cyberbullying (Ang & Goh, 2010). Nonetheless, some studies showed no effect of empathy on cyberbullying (Lazuras, Barkoukis, Ourda, & Tsorbatzoudis, 2013). Thus, we examined the effects of both types of empathy on cyberbullying.

H3a. Affective empathy will decrease cyberbullying perpetration.

H3b. Cognitive empathy will decrease cyberbullying perpetration.

2.4. Parental attachment

Attachment to parents is critical in deterring delinquent acts of adolescents (Hirschi, 1969). According to social control theory, an individual's bond to society plays an important role in the decrease of deviant behaviors (Hirschi, 1969). Parenting played an important role in reducing not only bullying but also cyberbullying (Wang, Iannotti, & Nansel, 2009). Research shows that students who had family troubles were more involved in cyberbullying than otherwise cases (Patchin & Hinduja, 2011). In addition, parental attachment was negatively associated with not only Internet addiction but also cyberbullying perpetration (Chang et al., 2015). Higher parental support had also negative association with school bullying including cyberbullying (Wang et al., 2009). Taken together, we suggested the following hypothesis.

H4. Parental attachment will decrease cyberbullying perpetration.

2.5. Satisfaction with school life

By and large, students who are satisfied with school life are less likely to be involved in cyberbullying. For example, students who had more experience of quarrels with friends and made troubles in school participated in cyber harassment more often than other students (Hinduja & Patchin, 2008). Also, students who had low sense of belongingness to school were more involved in cyberbullying perpetration behaviors than other students (Wong, Chan, & Cheng, 2014). However, a recent study failed to see the significant relationship between students' satisfaction with school life and cyberbullying (Shin & Ahn, 2015). Hence, we suggested the following hypothesis.

H5. Satisfaction with school life will decrease cyberbullying perpetration.

2.6. Cyberbullied experience

It is known quite easy to exchange the roles between a bully and a victim relative to traditional bullying; and adolescents who are bullied are more likely to participate in bullying others in cyberspace (Lee & Lee, 2013). In other words, cyberbullying victimization was an important predictor of cyberbullying perpetration (Roberto et al., 2014). Kwan and Skoric (2013), too, showed that Facebook victimization was an important predictor of Facebook bully. Therefore, it is expected that cyberbullied experience will increase cyberbullying perpetration.

H6. Cyberbullied experience will increase cyberbullying perpetration.

2.7. Bullying experience

Cyberbullying is closely related to school-based traditional bullying (Cross et al., 2012; Erdur-Baker, 2010; Gradinger, Strohmeier & Spiel, 2012, Wong, Chan, & Cheng, 2014). For example, bullying experience in physical world was the most important factor which affected cyberbullying (Hinduja & Patchin, 2008; Sticca et al., 2013). More specifically, engagement in school bullying was positively related to engagement in Facebook bullying (Kwan & Skoric, 2013). In addition, Smith et al. (2008) showed the existence of a strong relation between traditional bullying and cyberbullying via mobile phone and Internet. In summary, adolescents who are involved in violent behaviors in everyday lives, are more likely to participate in cyberbullying perpetration than other students. Therefore, we suggested the following hypothesis.

H7a. Offline bullying experience will increase cyberbullying perpetration.

H7b. Offline bullied experience will increase cyberbullying perpetration.

3. Methods

3.1. Participants and Procedures

Adolescents in grades seven to twelve were sampled for the present study by means of a multi-stage cluster sampling method. First, the whole country was stratified into 16 regions including metropolitan cities such as Seoul and Pusan. Second, schools were selected in each region according to the proportion of the student population. As a result, 24 middle and 24 high schools were selected, accordingly. Third, only three classes from the 48 schools in total were sampled for the survey. Consequently, the survey respondents consisted of 4,000 students: 2,000 middle and 2,000 high school students, respectively (2,166 boys (54.1%) and 1,834 girls (45.9%)). The number of students by grade is as follows: 659 in seventh, 680 in eighth, 661 in ninth, 665 in tenth, 709 in eleventh, and 626 students in twelfth grade. The survey was conducted by self-administered method between mid-May and mid-June in 2014.

3.2. Measurements

3.2.1. Cyberbullying

Building on relevant studies on cyberbullying (Beatbullying, 2009; Patchin & Hinduja, 2011), we developed a cyberbullying scale with eight items measuring both cyberbullying perpetration and victimization experiences, using sentences concerning the same contents but from different point of view. For example, students were asked to indicate how often they bully, or were bullied in the case of victimization, through the following medium for the past three months: chatting, SNS, online game, video/photograph, SMS/email. In addition, they were solicited to report how often they bullied, or were bullied, via the chatting room *Kakaotalk*. The experience of disclosing other's personal information online or the leakage of one's own personal information was asked, too. Also, they were asked how often they forced, or were forced, to do unwanted behaviors through smartphone such as sharing data with a bully. Each item was measured on a five-point Likert scale (1=never, 2=once or twice, 3=two or three times per month, 4=once a week, 5=several times per week).

3.2.2. Media use

The scale of media use consisted of three items concerning with the time spent for chatting, SNS and online gaming, respectively. For measuring the time taken, we directly asked the students to write down how much time they spent playing with each medium per

day. The analysis of the data showed that the respondent students spent, in average, 87.4 minutes for chatting, 67.7 minutes for SNS, and 52.9 minutes for online gaming per day. For further analyses, these data were recoded as average time using five-point Likert scale ranging from 1 (less than 30 minutes) to 5 (more than 2 hours). This process resulted in the following mean scores: Chatting (M =2.91, SD=1.59), SNS(M =2.56, SD=1.62), and Online game (M =2.32, SD=1.61).

3.2.3. Empathy

Empathy was measured by 8 items, consisting of 4 items for affective domain and 4 items for cognitive domain. Cronbach's α for each domain was .760 and .856, respectively. Scores for each domain were averaged for further analyses (Affective empathy, M = 3.15, SD=0.90, Cognitive empathy, M = 3.38, SD=0.80).

3.2.4. Parental attachment

Parent attachment was measured by six items, which were adopted from the Korean Children and Youth Panel Survey (National Youth Policy Institute, 2012). Sample items included were "I try to spend a lot of time with my parents," "Parents always give love and affection to me," etc. The mean score of the respondents' parental attachment was 3.67(SD = 0.88). Cronbach's α of this scale was .929.

3.2.5. Satisfaction with school life

The scale for satisfaction with school life included five items; for example, "I have a good relationship with my friends," "I am good at participating in school activities," etc. Five-point Likert scale was used for the scale (1 = strongly disagree, 5 = strongly agree). Mean score of the scale was 3.69 (SD = 0.72); and Cronbach's α of the scale was .829.

3.2.6. Offline violence

The experience of offline violence was measured with five items: hitting, extortion by threats, running errands by coercion, calling names and exclusion, which were developed by Korean Educational Development Institute (2012). Respondents were asked to indicate how often they experienced those violent behaviors for the past three months. Each item was measured on a five-point Likert scale (1=never, 2=once or twice, 3=two or three times per month, 4=once a week, 5=several times per week). Respondents who answered "never" and "once or twice" were recoded into "No" category; and otherwise into "Yes." We developed this cut-off point to determine the presence or absence of bullying or victim experience;

because repetition is one of the components defining bullying in physical space (Frisén et al., 2013). Individuals who answered "Yes" category to any of questions were classified as offline violence perpetrator (Yes=2.1%) or victim (Yes=3.4%).

3.2.7. Demographic variables

Gender was grouped into female (0) and male (1); and school type was categorized into middle school (0) and high school (1).

4. Results

4.1. Prevalence of cyberbullying

The analysis of the data showed that about 34% of the students surveyed were involved in cyberbullying as bully (6.3%), victim (14.6%) and bully/victim (13.1%). Boys (6.5%) had a higher rate in bullying than girls (6.2%) whereas girls (16.8) reported higher rate in victimized experience than did boys (12.7). When analyzed by school grades, 10th grade had the highest rate of cyberbullies (7.4%) and 11th grade showed the highest victimization rate (18.2%). Students who played both roles of bully and victim were found most in 8th grade (See Table 1).

Table 1. Prevalence of cyberbullying experience by gender and school grade (%)

		Bully	Victim	Bully/Victim	Non-cyber bullying	Total	Chi-square
Total		6.3	14.6	13.1	66.0	100.0	
Gender	Male	6.5	12.7	16.0	64.8	100.0	43.37***
	Female	6.2	16.8	9.6	67.5	100.1	
School grade	7	6.8	10.7	13.7	68.8	100.0	37.89**
	8	6.5	13.4	15.0	65.1	100.0	
	9	6.5	13.5	14.4	65.5	99.9	
	10	7.4	13.8	9.4	69.4	100.0	
	11	5.3	18.2	14.1	62.5	100.1	
	12	5.5	17.9	11.6	65.1	100.1	

p<0.01,*p<0.001

Table 2 shows the prevalence of cyberbullying perpetration. The most common type of cyberbullying behavior was leaving someone out from chatting room (10.1%) followed by insulting while online gaming (9.0%) and chatting service (7.0%). Overall, 19.4% of the surveyed students had the experience of bullying someone in cyber space at least once over the past three months. There were gender differences in the forms of perpetration behaviors; boys used chatting service, online gaming, photos/videos more than did girls. Girls, however, tended to employ exclusion strategies more than did boys; for example, isolating a target victim from online buddy group networking or chatting was one of the most common types of cyberbullying among girls..

Table 2. Prevalence of cyberbullying perpetration by gender

Variables	Male(%)	Female(%)	Total(%)	Chi-square test
I cyberbullied someone through chatting service.	8.1	5.6	7.0	9.354**
I cyberbullied someone through SNS service.	3.9	3.4	3.7	.562
I cyberbullied someone through online gaming.	14.7	2.2	9.0	188.51***
I cyberbullied someone through photograph/video.	2.8	1.0	2.0	16.08***
I cyberbullied someone through text.	1.7	1.3	1.5	1.392
I declined someone to make Kakaotalk friends or left them out from chatting room.	9.1	11.4	10.1	5.45*
I disclosed someone's personal information online.	2.0	1.3	1.7	3.28
I forced someone to make errands through smartphone.	1.1	0.8	0.9	.972

*p<0.05,**p<0.01,***p<0.001

As to the victimization experience, it was interesting to notice that the experience of disclosure of personal information was ranked the highest (12.1%) among others. Gender effect was significant in six items out of eight. For example, boys (16.1%) were cyberbullied more on the online gaming platform than were girls, whereas girls (9.3%) were victimized more by being denied to make friends or joining chatting room than were boys.

Table 3. Prevalence of cyberbullying victim by gender

Variables	Male(%)	Female(%)	Total(%)	Chi-square test
I was cyberbullied through chatting service.	5.6	6.1	5.8	.395
I was cyberbullied through SNS service.	2.8	4.1	3.4	5.276*
I was cyberbullied through online gaming.	16.1	3.3	10.2	177.34***
I was cyberbullied through photograph/video.	3.7	1.9	2.9	12.1***
I was cyberbullied through text.	2.1	3.7	2.8	8.48**
I was denied to making Kakaotalk friends or excluded from chatting room.	6.0	9.3	7.5	15.32***
My personal information was leaked online.	10.8	13.7	12.1	8.29**
I was run errands through smartphone.	1.2	1.0	1.2	.387

*p<0.05,**p<0.01,***p<0.001

4.2. Predictors of cyberbullying perpetration

A logistic regression analysis was carried out to find out the predictors of cyberbullying perpetration while testing the hypotheses we posed earlier (see Table 4).

Table 4. Logistic regression analysis predicting cyberbullying perpetration

Variables		β	Odds Ratio	95% CI
Demographic Variable	Gender (male=1)	.542***	1.720	1.353~2.186
	School (high school=1)	−.306**	.737	.607~.894
Media use	Chatting	.105**	1.110	1.036~1.190
	SNS	.113**	1.119	1.046~1.198
	Online game	.053	1.054	.987~1.126
Empathy	Affective empathy	.087	1.091	.957~1.245
	Cognitive empathy	−.208**	.812	.705~.936
Parental attachment		.041	1.042	.925~1.174
Satisfaction with school life		−.045	956	.823~1.112
Cyberbullied experience (1=Yes)		2.242***	9.408	7.793~11.359
Offline bullying experience (1=Yes)		1.346***	3.843	2.170~6.804
Offline bullied experience (1=Yes)		.241	1.273	.823~1.969
Nagelkerke R^2				. 302

*p<0.05,**p<0.01,***p<0.001

Gender effect was significant in predicting cyberbullying perpetration experience; boys tended to be more bullies than did girls (OR=1.720, p<.001). Thus, H1 was supported. Also, the students who used chatting and SNS more often increased the odds of being cyberbullies, supporting H2a and H2b. While affective empathy did not affect cyberbullying perpetration experience, cognitive empathy showed a significantly negative association with it (OR=.812, p<.01). Therefore, only H3b was supported. However, both parental attachment and satisfaction with school life variables failed to be significant in predicting cyberbullying perpetration. Hence, H4 and H5 were not supported. On the other hand, cyberbullied experience increased remarkably the odds of being cyberbullies (OR=9.408, p<.001), supporting H6. Offline bullying experience also contributed to increasing the odds (OR=3.843, p<.001). Offline bullied experience, however, did not affect cyberbullying perpetration experience. Therefore, only H7a was accepted.

5. Discussion

The purpose of this study was to identify the prevalence of cyberbullying among Korean adolescents while investigating the predictors of cyberbullying perpetration. Approximately one out of three students surveyed was involved in cyberbullying as bully (6.3%), victim (14.6%), and bully/victim (13.1%). Although it is difficult to make sheer comparison between or among countries, the prevalence rate seems to be similar to those of other countries in that the reported percentage of victim is higher than that of bully. Prevalence studies on cyberbullying have showed the cases of adolescents in Canada (bully 8.0%, victim 23.8%, and bully/victim 25.7%, Mishna et al., 2012), Australia (bully 18%, victim 23%, Cross et al., 2012), Netherland (bully 16%, victim 22%, Dehue, Bolman, & Vollink, 2008), Austria (bully 7%, victim 10%, Gradinger et al., 2012) and the U.S.A. (bully 3.8%, victim 5.3%, bully/victim 4.5%, Wang et al., 2009).

Furthermore, this study revealed some points of discussions reflecting Korean youth culture and usage of communication media in their relations with cyberbullying. First of all, it seems necessary for researchers to pay attention to online gaming as a major platform of cyberbullying particularly for boys, who are known to spend more time in playing MMORPG than do girls (You, Kim, & Lee, 2015). This result is in line with the finding of Shin and Ahn (2015) in which weekday game time was significantly related to adolescents' involvement in cyberbullying. These results make it possible to conjecture that it is not the

type of media but the amount of time that adolescents spend playing a certain medium that actually predicts the occurrence of cyberbullying among adolescents, because they are able to create types of cyberbullying using whatever media attributes given.

The same logic seems to apply in explaining the *Kakaotalk* chatting service as a main platform for cyberbullying in Korea. Nothing is wrong with this application, which allows nearly every smartphone users in South Korea a synchronous or asynchronous communication in free of charge. The findings of this study, however, suggest that the more time adolescents spend in *Kakaotalk*, the more they are likely to be involved in cyberbullying as bully. Again, this results hints that it is accessibility that makes a certain type of media to be appropriated for cyberbullying rather than the attribute of media itself.

Male students had higher probability of being cyber aggressors than females. This result is in line with previous studies (Ang & Goh, 2010; Chang et al., 2015; Cross et al., 2012; Lee & Lee, 2013). As table 2 showed, males cyberbullied someone through chatting service, online gaming, and photographs/video more than females while relational cyber violence leaving out friends from chatting room occurred more often among females. This gender difference is observed in real world situation in which girls are more likely to be relationally aggressive while boys tend to be more physically aggressive (Crick, Grotpeter, & Bigbee, 2002). Thus, overall males tend to be more aggressive not only in the physical world but also in cyberspace. Especially, adolescents who experienced both cyberbullies and cybervictims were more found among males than females. This result suggests that males do not control their emotions when they are confronted with cyberbullying situation. That is, they tend to express their anger at target when they are cyberbullied.

While affective empathy did not contribute to reducing cyberbullying perpetration, cognitive empathy played a role in decreasing it. This result is partly coincided with Ang and Goh (2010)'s study in that low cognitive empathy was related to higher score of cyberbullying among boys only. In contrast, there is a study showing that boys having higher affective, rather than cognitive, empathy tended to help victims of traditional bullying more than students at lower affective empathy; whereas no such an effect was found among girls (Jolliff & Farrington, 2006). Taken together, it seems that complicated interaction and mediation effects exist among the variables of cognitive and affective empathy, gender, and types of bullying, including cyberbullying. Therefore, Topcu and Erdur-Baker (2012) suggest that intervention program for reducing cyberbullying should consider both affective and cognitive empathy, as their combined effect seem to mediate gender and cyberbullying. To better understand the result of this study, too, it is necessary for further study to delve into the interaction effect between gender and types of empathy as well as the mediator role of

empathy in predicting moral disengagement such as cyberbullying (Lazuras et al., 2012).

Generally, parents' mediation restricting online communication of children is known to be decreasing online risks (Livingstone & Helsper, 2008). However, the relationship between school satisfaction and cyberbullying was not supported in the present study. Thus, a further research had better focus on seemingly direct relationship between parents' mediation in adolescents' media use and cyberbullying rather than the impact of parental attachment on cyberbullying.

Another noteworthy point is the relationship between cyberbullying and cyberbullied experiences, that is, the role exchange between a bully and a victim in cyberspace. The present study found out that 13% of the sampled students had experiences to be both bully and victim of cyberbullying. It is difficult to establish a causal relationship between the two roles, that is, which role comes first. But given the research that revenge and redirect feelings were main internal motivations for cyberbullying among high school students (Varjas et al, 2010), we hypothesize that adolescents who are cyberbullied are more likely to be cyber aggressors as well. In this respect, cyberbullying may be viewed as a reciprocal behavior rather than the consequence of power differential (Bauman et al., 2013).

In addition, this study revealed that offline bullying experience was positively related to cyberbullying perpetration. This means that bullies in physical world are likely to bully others in cyberspace, too. Thus, cyberbullying may be regarded as an online version of other real world antisocial behaviors (Sticca et al., 2013). In fact, there is a strong overlap between cyberbullying and traditional bullying (Waasdorp & Bradshaw, 2015). Waasdorp and Bradshaw (2015) showed that adolescents who were cyberbullied also experienced relational, physical, and verbal bullying. Therefore, the task of preventing school bullying from its occurrence may be contributing to preventing cyberbullying as well.

6. Conclusion

This study aimed to identify prevalence and predictors of cyberbullying among Korean adolescents, with 4000 national sample of middle and high school students who were selected by a multi-stage cluster sampling method. The results of the study bring us several issues that should be pondered in order to deepen our understanding of the prevalent phenomenon of cyberbullying among adolescents, with considerations for educational prevention.

First, it is necessary for researchers of cyberbullying to pay attention to the relatively high

rate of bully/victim (13.1%) as well as to the significant relationship between cyberbullied experience and cyberbullying perpetration. This result hints that role exchange is relatively easier in the area of cyberbullying than traditional bullying. Also, victims of cyberbullying would resort to the same method from which they suffered for retaliation, thus making a viscous circle within the bully/victim group. Therefore, it is important for educators and parents to help and educate victimized students to be able to report the cyberbullying incidents to adults including teachers and parents and to get it over in a healthy way rather than being involved in cyberbullying again as a bully.

Second, it is quite encouraging to notice the finding of this study that cognitive, rather than affective, empathy may contribute to decreasing cyberbullying perpetration. Since cognitive empathy is concerned with understanding other's emotions and prosocial behaviors, accordingly (Hoffman, 2001), empathy training may help the perpetrator group recognize the pain and seriousness that the victims of cyberbullying go through after the incident. This kind of training can be crucial to the prevention of cyberbullying given the research showing that the majority of adolescents answered 'amusement' or 'just for fun' as a motivation for bullying others in cyberspace (Korea Communication Commission & Korea Internet & Security Agency, 2013; Li, 2010).

Finally, it should be also a part of strategies for cyberbullying prevention to provide adolescents with media education focusing on ethical use of communication media (Christin, Jan & Angela, 2014), as it is nearly inevitable for youth population to use SNS or chatting services via mobile or a computer in everyday lives. It would be desirable for educators and schools to integrate that kind of media education into the curriculum of media literacy education, as cyberbullying is inherently accompanied by the use of communication media.

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한국청소년정책연구원 -
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