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Bullying in Schools: A comparison of anti-bullying policy and practice in primary schools in the state of New South Wales, Australia and Kyunggi Province, South Korea

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Bullying in Schools: A comparison of anti-bullying policy and practice in primary schools in the state of New South Wales, Australia and Kyunggi Province, South Korea

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Abstract

This thesis examines how culture impacts on the understanding of school bullying and how school policies and practices generally influence bullying concepts in Korea and Australia. This study brings the cultural aspects of bullying into focus. An examination and analysis of empirical data, theoretical proposals, policy and practice related to school bullying in primary schools was carried out. This leads to an integrated analysis providing insights into our understanding of bullying in schools.

The research issues specifically address how culture impacts on the construction of bullying among primary school pupils in Australia and Korea and how policies and practices in New South Wales, Australia and Kyunggi, South Korea address bullying in school communities. Two major methods of data collection strategies were employed. A quantitative analysis was undertaken of Korean and Australian data to find the cultural impact on the construction of the concept of bullying. A qualitative analysis was undertaken to find the relationship among the diverse anti-bullying policies that exist in Korean and Australian cultural settings.

In the major investigations of this thesis, Australian-Korean student culture pays more attention to the relationship between thoughts and actions in the individuals involved in bullying, while Korean culture on bullying focuses on the relationship between the moral effect and its practice on the basis of group-oriented collectivism. NSW State policies in Australian schools are more oriented toward a student-centred welfare policy related to the egalitarian practice of a 'humanistic approach' at school on a non-criminal basis. In contrast, in Kyunggi Province, Korea, the teacher-centred disciplinary system is further linked to the authoritarian thoughts of a 'moralistic approach' with a legalistic basis. The findings of the thesis provide insights that could lead to improvements in school anti-bullying policies and practices as well as the remediation of bullying in schools.

Acknowledgements

AUTHOR'S DECLATATION

This is to certify that:

- this thesis comprises only my original work towards the Doctor of Philosophy Degree
- due acknowledgement has been made in the text to all other material used
- the thesis does not exceed the word length for this degree.
- no part of this work has been used for the award of another degree.
- this thesis meets *the University of Sydney's Human Research Ethics Committee (HREC) requirements for the conduct of research.*

Signature:

Name: JANGDAE KIM

Date: 17 August 2005

Abbreviations

AIC	Australian Institute of Criminology
AKSG	Australian-Korean student group
APA	American Psychological Association
BDE	British Department of Education
CEO	Catholic Education Office in Sydney
CYP	Commission on Youth Protection in Korea
DfEE	Department of Education and Employment, the United Kingdom
FPYV	Foundation for Preventing Youth Violence in Korea
FSU	Family Service Units, the United Kingdom
HCA	Hierarchical Cluster Analysis
KATO	Korea Association of Teacher Organizations
KDS	Korean Department of Statistics
KIC	Korean Institute of Criminology
KEDI	Korea Education Development Institute
KIS	Korea information Service
KSG	Korean student group
MOE	Ministry of Education and Human Resources in Korea
NICHD	National Institute of Child Health and Human Development
NSC	Non-government School Community
NSW DET	Department of Education and Training, New South Wales
NSW DSE	Department of School Education, New South Wales
NSW SCSI	Standing Committee on Social Issues of Legislative Council, New South Wales
WHO	World Health Organization

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CHAPTER 1   Introduction

Abstract

Chapter 1 defines the terms used in this study and introduces the aims of the thesis in relation to cultural differences in bullying between Korea and Australia. This chapter discusses the research issues of the thesis and specifically addresses the following questions. How does culture impact on the construction of school bullying? How can policies in the state of NSW, Australia and Kyunggi Province, South Korea address bullying in a school community?

1.1 The cultural context of bullying

This thesis 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, 1993a, 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).

The Japanese term nearest in meaning to the word 'bullying' appears to be *'ijime'* (Morita, Soeda H., Soeda K. & Taki, 1999, p.320; Smith, Cowie, Olafsson & Liefooghe, 2002, p.1121). Morita, Soeda H., Soeda K. & Taki (1999, pp.320-321) consider that *'ijime'* is similar to bullying but does differ somewhat, in having a less physically violent connotation, and a relatively greater emphasis on social manipulation with female behaviour. By contrast, the Italian words *'prepotenza'* and *'violenza'* tend to imply more physical, violent actions (Fonzi et al., 1999; 2001). According to Smith (Smith, 2001; Smith, Cowie, Olafsson & Liefooghe, 2002), the definition of school bullying is explained in different ways in different cultures. The point that bullying behaviour may have similar patterns but is defined by different terms in different nations seems to apply to schools in Australia and Korea. One of the substantial factors of such definitions is strongly associated with the types involved in the prevalence of bullying at school (Rigby, 2002b, p.4).

Researchers in Australia have been interested in bullying in schools since the late 1980s and recently there have been a number of studies on school-based intervention (Souter & McKenzie, 2000). Self-reports in Australia conducted in both primary and secondary schools between 1991 and 1997 (Rigby, 1997a; Rigby & Slee, 1999) have provided estimates of the prevalence of bullying. These estimates involve such forms of bullying as hitting, kicking, spitting, throwing stones, verbal insults, name calling, threatening and obscene gestures (Rigby, 1996, p.20). Results found that at least one child in six reported being bullied in one way or another by a peer on a weekly basis and approximately 20~30% of boys and 15~20% of girls in primary and secondary schools reported that for them bullying others would be fun (Rigby, 2001, p.15, p.42; 2002a, p.57). Yet even among those seemingly untouchable students, over 70% of them imply by their answers that their school is not entirely safe for those who find it hard to defend themselves (Rigby, 2001, p.42). Further, among those who are bullied at least once a week approximately one out of three children saw their school as 'never' or 'hardly ever' a safe place (Slee & Rigby, 1994; Rigby, 2002a).

These results were compared with incidences of bullying in South Korea. A survey in 1996 and 1997 was administered in both middle and high schools by the Korean Institute of Criminology (KIC). The KIC has indicated, that approximately two in five Korean school students are subject to peer bullying (KIC, 1997). Approximately 23% of boys and 15% of girls in middle and high schools report that they had stayed away from school because of bullying, and a high percentage of children who are frequently involved in bullying situations report feeling upset and depressed (KIC, 1997). This estimate does not involve the forms of bullying such as name-calling and obscene gestures. However in Korea, bullying additionally includes victims who are suffering from money extortion as well as victims of isolation from peers (KDS, 2001). The Korean terms 'Ddadolim (or Wang-ta)' and 'Ulchalae' are similar in meaning to the word 'bullying' in English (FPYV, 1998a; 1998b; Kim, J. D., 1999a; 2001; Smith, 2004). But the term 'Ddadolim' might imply more psychological action in isolating someone from a group, and the term 'Ulchalae' might tend to mean that more physical action such as money extortion is involved. Such negative actions might be for group

members to show off their vested rights to newcomers or they might be the way the seniors traditionally discipline the juniors when juniors neglect to give precedence to seniors. The incidences of '*Ddadolim*' and '*Ulchalae*' were included in this estimate. The averages of total estimates in Korea and Australia are as shown in Table 1-1.

Table 1-1 Incidence of reported 'being bullied' among school children

	Australia		Korea	
	Boys	Girls	Boys	Girls
More than once a week	19.4 (%)	15 (%)	23.1 (%)	15.2 (%)
Less than once a week	29.2 (%)	27.6 (%)	40.0 (%)	30.2 (%)
Never	51.4 (%)	57.4 (%)	26.9 (%)	54.6 (%)

Sources: (KIC (Korean Institute of Criminology), 1997; K. Rigby, 1997b, 2002a)

Therefore the rate of victimisation in Korea may be much higher than in Australia, if the incidence in Korea includes the forms such as name-calling and obscene gestures. Therefore the estimated rate of bullying or victimisation incidents depends upon the types of bullying classified in each nation.

It is further evidence that even the quantitative measure of bullying is not always accurate. For example, Stephenson and Smith (1989) in Britain suggested the figures for school bullying were much higher. They suggested that up to 50% of pupils in some primary schools were involved in bullying. In this context, it can be guessed that the incidence of bullying is approximately one in two.

1.2 The significance and scope of this investigation

The scope of this investigation is limited to how bullying in school is defined and what policies to tackle it are administered in Australian and Korean cultural settings. This study examines cultural differences and further understanding of bullying which

students may experience in different cultures. This research project focuses on how culture impacts on 'school bullying' in NSW, Australia and Kyunggi Province, South Korea.

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, J. H., 1997; Tattum, 1997d; Olweus, 1999a; Kim, J. D., 2001; Kim, Y. S., Koh, Y. J. & 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." In this thesis, 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, 1997d; 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 investigation of the cultural understanding of bullying focuses on providing insight that leads to improvements in school anti-bullying policies and practices as well as the remediation of bullying in schools in the state of NSW, Australia and Kyunggi Province, South Korea. Generally, schools have great potential as a locus for the socialisation of young children and lie at the centre of modern society's educational efforts (Connell, 1980). They provide regular access to students throughout the developmental years. Schools are also staffed by individuals paid to help youth develop as healthy, happy, productive citizens. The community usually supports schools' efforts to socialise youth (Connell, 1980; Rowling, Martim & Walker, 2002). In spite of such efforts, school is not entirely safe for students who cannot defend themselves or who are bullied (Rigby, 2001, p.42). As the bullying behaviour becomes usual, the bully may incorporate the aggressive behaviour into other more neutral behaviours to hide it from adult attention (Besag, 1989, pp. x-xi; 1991a, p.37; Tattum, 1997b, p.47; Thompson, Arora & Sharp, 2002, p.18). It is necessary to gain an understanding of the range and depth of hidden feelings behind neutral behaviour from those who are reluctant to discuss their fear. This aggressive behaviour, which is under the surface out of adults' view, is often influenced by home and school environment (Tattum, 1997a, pp.1-4; Thompson, Arora & Sharp, 2002, pp.17-21). In particular, parenting styles and teachers' classroom practices impact positively or negatively on a child's behaviour (Randall, 1997a, pp.5-13) and then effective intervention strategies to develop better pro-social skills or to counter antisocial behaviour are required.

Students' aggressive behaviour has been considerably influenced by the parents' and teachers' authoritarian attitudes along with factors of their domestic situations and school life in Korea (FPYV, 1998a; 1998b). In other words, this means that students who have been victimised by authoritarian behaviour from their parents or teachers more easily become bullies (Besag, 1989, p.62-64; Randall, 1997b, p.9-11; Rigby, 2002a, p.160). This implies that there may need to be integration by learning more about intervention strategies such as policies and practices from other different countries to tackle bullying in schools.

This study focuses on addressing different forms of bullying and describing these examples. The discussion centres on physical forms of bullying rather than verbal or gestural forms to interlink the examples of bullying with anti-bullying policies because students involved in physical forms of bullying responded more readily to anti-bullying policies than those involved in verbal forms (Rigby, 2002b, p.12). In particular, different pathways to bullying in NSW, Australia and in Kyunggi, South Korea are discussed.

Many studies concerned with bullying in primary schools and intervention programs to reduce bullying in schools did not differentiate between upper and lower primary school (Pepler, Craig, Ziegler & Charach, 1993; Cowie, Smith, Boulton & Laver, 1994; Rigby, 2002a). There were several studies which compared results for primary school children with those of secondary school age (Smith & Sharp, 1994; Peterson & Rigby, 1999; Stevens, de Bourdeaudhuij & Van Oost, 2000; Smith, Cowie, Olafsson & Liefooghe, 2002; Rigby 2002b). Pro-bully attitudes are stronger in secondary school age, and the success rate of interventions is less (Boulton & Underwood, 1992; Salmon, James & Smith, 1998; Forero, McLellan, Rissel & Bauman, 1999). This result implies that bullying behaviour may be continuous through school ages and school interventions to tackle bullying in lower age children may be better than those in upper age. Further school interventions need to be considered and programs regarding school situations as well as the levels of schools. This thesis focuses on different school situations in NSW, Australia and in Kyunggi, South Korea and includes anti-bullying policies in primary schools as well as in secondary schools.

This thesis aims firstly to examine the cultural contribution to the conceptualisation of bullying and secondly to compare Australian policies and practices with Korean policies and practices of anti-bullying on the basis of interventions at the school community level. The research project is oriented toward research questions about bullying behaviour and anti-bullying policies, which might apply differently in Australian and Korean schools.

1.3 Research questions of thesis

This thesis focuses on addressing how culture impacts on the understanding of bullying among students in the state of NSW, Australia and Kyunggi Province, South Korea. Therefore, this thesis specifically addresses the following key questions.

(1) How does culture impact on the construction of bullying among primary school pupils in Australia and Korea?

(2) How do policies and practices in the state of NSW, Australia and Kyunggi Province, South Korea address bullying in a school community?

Cultural orientation towards bullying in school

From the Western cultural perspective, Smith and Thompson (1991, p.1) describe bullying behaviour as follows: "bullying intentionally causes hurt to the recipient," "bullying is thought of as a repeated action" and " the child doing the bullying is generally thought of as being stronger, or perceived as stronger." Similarly, Tattum (1989, pp.7-8) states that "bullying is a wilful, conscious desire to hurt another and put him/her under stress or fear." Besag (1989, p. xii) says, "The bullies may need to revise their code of conduct." In these points of view, bullying is rather a bad thought or attitude than an action (Besag, 1989, p. x) and so bullies are people who have malicious thoughts.

There is one difficulty in accepting this view of bullying. In practice, the difficulty is not that of identifying the bully, but rather identifying the person who is not a bully. The

perspective on bullying espoused by Rigby focuses on "the correlation between expressing the thought that one sometimes has the desire to hurt someone and reporting actually doing so is quite low" (Rigby, 2002a, p.28) and "across the age range of 8-18 years in Australia, some 73 per cent of boys and 60 per cent of girls indicated that they sometimes had the desire to hurt someone" (Rigby, 1999, p.326-328; 2002a, p.28,). Therefore Rigby's focus is on action rather than on thoughts or attitude.

Further, Olweus (1993a, p.9, p.39) focuses upon "negative action on the part of one or more students," "intentional harm-doing" and "a negative basic attitude, characterised by lack of warmth and involvement." As derived from the above approaches to bullying, the Western and Australian cultural view on bullying draws attention to the relationship between individual attitudes and their actions or between individual attitudes and their effects. Therefore within Australian culture, bullying may be understood in the sense of individualism.

However, in the Asian cultural view on bullying the concept may be understood as part of the social moral effect and its practice (Kim, Y. Y., 1996; Kim, J. H., 1997; Kim, K. S., 1997; FPYV, 1998b; Kim, J. D., 1998c; 1999a; 1999b; Kim, S. H., 1999; Lee, T. H., 2000). Most Asian countries as well as Korea were influenced by Confucianism, which focuses on the dichotomous philosophy of good and evil or the negative and positive (*Yin and Yang*), social ethics and human relationships in social order (Kim, K. S., 1997; Lee, J. K., 2001).

The following five relationships of the Confucian doctrine form the foundation of interpersonal relations for the Korean family unit and Korean society at large (Walraven, 1989, p.4; Kim, B. W., 1992, p.76). The relationship between a ruler and his ministers, in which there should be justice; the relationship between a father and son, in which there should be affection; the relationship between husband and wife, in which there should be a distinction of duties; the relationship between elder and younger persons, in which there should be a respect for propriety; the relationship between friends, in which there should be fidelity. These relationships demonstrate the vertical structure and hierarchical nature of traditional Korean society in which morality, duty, obedience,

filial piety and loyalty were the primary codes of conduct (Choi, J. S., 1996). These codes of conduct emphasised the consideration of others and de-emphasised the value of individual thoughts, opinions and ideas, which were subjugated to those of the family and society (Kim, B. W., 1992).

The relationship between students and teachers in these academies followed the model of the father-son relationship as dictated by the five relationships of Confucian ideology (Walraven, 1989, p.5). Within this hierarchically structured relationship, students were expected to accept the views and opinions of the teacher blindly and unopposed. The teaching method could therefore be characterised as authoritarian, in which students were taught what to think rather than how to think (Park, S., 1991).

Education in traditional Korea, as in many other traditional societies may be characterised as an authoritarian teacher-centred system which focuses on rote learning and stifles critical and analytical thinking (Ballard, 1989; Ballard & Clanchy, 1992; 1996; Gabb, 1997). Nowadays this educational tradition still exists in all schools, although Christianity has been widespread for some time in parts of South Korea. The traditional culture is also strongly connected with social conventions or morality such as how to judge bullying behaviour in Korean society (Lee, H. Y., 1995; Lee, S. T., 2004).

The social morality put forward by a school community provides codes of conduct for students. Young students would preferably like to justify them using experience-based notions of fairness and reciprocity, rather than engaging in sophisticated moral principles (Good & Brophy, 1995, pp.106-118). Morality and judgement of good and bad is different in different situations. Judgments about safety from bullying depend upon individual sense of vulnerability. In short, there are 'at risk' students, who are those more likely to experience problems in the school or community (Good & Brophy, 1995, p.491), or who are in conflict with legitimate school norms and also deviating from social standards in South Korea (FPYV, 1998a; Kim, J. D., 1999c). They are likely to have well-developed antisocial tendencies and poor self-control (Good & Brophy, 1995, p.491). Most students among them have offended against the school rules and do not think of their school as a rewarding place for their learning in Korea. As a result

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they often make problems with bullying or violence such as physical aggression or extortion. Particularly in Korean society, the moral effect from Confucian conventions contributes to the prevalence of bullying behaviour such as *"Ulchalae"* (FPYV, 1998a). Therefore the Asian and Korean cultural view on bullying needs to be understood in terms of the relationship between social moral effect and its practice in the context of group-oriented collectivism.

In addition, as a possible factor causing bullying, change in social situations may influence bullying in NSW, Australia and Kyunggi Province, South Korea. In the context of social change, the rapid change from an agrarian society to an industrialised one in Korea has broadly impacted on students. The breakdown of the traditional family was an inevitable result of urbanisation and industrialisation. The inevitable situation, where the mother is solely responsible for child rearing, may lead to emotional and social maladjustment of students. When the mother is employed, worse situations might occur (NICHD, 2003). The strong economic needs in Korean society often negatively influence student attitudes where there is lack of parents' supervision (Besag, 1989, Smith & Thompson, 1991; Farrington, 1993; Smith & Brain, 2000; Kim, J. D., 2001; Rigby, 2002a). The children stay home alone. They enjoy watching violent T.V. programs and videotapes and playing violent games on the Internet. They learn violence through the media and then they either imitate it or begin to bully others. Schools even focus on technical education rather than humanistic education. These changed environments around school communities in South Korea have directly or indirectly influenced 'the formulation of bullying behaviour' and 'the degree of its severity' (Rigby, 1996, pp.78-79; 2001, p. 31; Smith & Brain, 2000, p.2).

Consequently, forms of bullying occurring among Korean students may be different from those in Australia. The different forms of bullying between both countries imply different causes. The different causes lead to different pathways to the occurrence of bullying. The contributing factors to the occurrence of bullying are investigated and the pathways leading to being bullied or to bully others are discussed. Intervention can be adopted as an appropriate way to break the pathways of bullying. By taking into account the issues raised above the following question is addressed.

How does culture impact on the construction of bullying among primary school pupils in Australia and South Korea?

Intervention approaches to counter bullying

Some interventions to tackle bullying have been developed and applied for eliminating bullying. The interventions involve teachers, parents, education authorities and society. The intervention procedures to combat bullying may mainly be practised using four phases (Slee, 1993; Hyndman & Thorsborne, 1994; NSW SCSI, 1995; Rigby, 1995b, 1996; NSW DET, 2002). Firstly, proactive intervention focuses on practising curriculum-based programs. The curriculum includes a teacher's training from education authorities. Teachers must not only deal with the academic needs of the children in their care, but also understand the social relationships in their classroom. Cooperative learning in the classroom may be positively influenced. Further, society is also responsible for making a safe environment for children in school communities. Programs for behavioural and pastoral care of children need to be provided (Thompson, Arora & Sharp, 2002, p.173). Secondly, preventative intervention lays stress on exercising education in good behaviour for children, anti-bullying guidelines for teachers and home-support for parents at the first stage. Thirdly, responsive intervention involves welfare and discipline policy, physical responses, timeout, suspension or expulsion, grievance procedures, crisis management strategies, and structured debriefings at the second stage. Lastly, administrative considerations include funding or budget commitments and organisational flexibility.

These intervention procedures need to be reviewed by the approach of schools to eliminate bullying. The patterns of bullying and the pathways to bullying in NSW, Australia and Kyunggi Province, South Korea must be addressed differently. In relation to the approaches to counter bullying, Rigby and Slee (1999, p.333) categorised the approach of schools in tackling bullying as moralistic, legalistic and humanistic. The moralistic approach involves the assertion of school values that are inimical to bullying; the legalistic approach practises the imposition of punishments, sanctions or 'consequences' for children who bully others; and the humanistic approach includes

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such actions as counselling or talking with students in an attempt to change their behaviours. These categories involve the direction of anti-bullying policies and practices in both countries.

Using the viewpoint of the categories of intervention approaches to tackle bullying, Rigby (2002a, p.238) explains two directions in an anti-bullying policy: "At one extreme, there may be authorities that set the rules, identify the bullies and impose the penalties"; "At the other extreme, members of the whole community may be expected to play a part in developing a plan to stop bullying and also in implementing that plan." These two guiding principles underpin this thesis to counter bullying. A comparative analysis of the existing policies and practices involving school bullying between the state of New South Wales in Australia and Kyunggi Province in South Korea was required. By discussing the policy issues raised from this opinion, the following question has been addressed.

How do policies and practices in the state of NSW, Australia and Kyunggi Province, South Korea address bullying in a school community?

1.4 Basic design of thesis

This thesis examines school cultural settings of bullying and intervention policies within the two major research questions, using a comparative analysis of the existing policies related to anti-bullying between Kyunggi Province in Korea and the state of New South Wales in Australia. Some issues in relation to cultural impacts on bullying are addressed before proceeding to a study on anti-bullying policies. Cultural barriers to educational convergence between Korean and Australian school policies and a student's behaviour are discussed and then the consequences of many factors for bullying in the two countries are considered separately or together. The main cultural streams for understanding bullying in schools, the policy and practice to tackle bullying and programs to discipline bullies are compared between NSW, Australia and Kyunggi Province, South Korea.

Quantitatively this thesis utilises a questionnaire survey. Samples employed a Korean student group born and living in Australia and a Korean student group born and living in

South Korea as primary school pupils. The framework of this thesis is shown in Figure 1-1.

Figure 1-1 Framework of thesis

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┌─────────────────────────────────────────────────────────────────────────┐
│  ┌──────────────────────────┐                      ┌──────────────────────────┐
│  │ Phase 1: Research Outlines│  ┌─────────────────┐ │ Phase 3: Comparative Study:│
│  │                           │  │ Documents lead   │ │ Anti-bullying Policy Analyses│
│  │ • Research aims conducted │  │ to documents     │ │                            │
│  │ • Theoretical review based│  └─────────────────┘ │ • A comparison of anti-bullying│
│  │   on literature           │                      │   policy and practice existing in│
│  │ • Methodology to examine  │                      │   NSW, Australia and Kyunggi│
│  │   major issues            │  ┌─────────────────┐ │   province, South Korea.   │
│  └──────────────────────────┘  │ Documents        │ │ • Document analysis of anti-│
│                                 │ lead to people   │ │   bullying policies in NSW,│
│  ┌──────────────────────────┐  └─────────────────┘ │   Australia and Kyunggi    │
│  │ Phase 2: Empirical Work:  │                      │   Province, South Korea.   │
│  │                           │                      │ • Major anti-bullying policies│
│  │ Quantitative Analyses     │                      │   from policy documents in │
│  │ • Step1:                  │  ┌─────────────────┐ │   Australia and South Korea│
│  │   Definitions of bullying in│ │ People lead to   │ │   were sorted out and discussed.│
│  │   Korean--user-students in│  │ documents        │ └──────────────────────────┘
│  │   primary schools in NSW, │  └─────────────────┘ 
│  │   Australia and Kyunggi   │                      ┌──────────────────────────┐
│  │   Province, South Korea.  │                      │ Phase 4: Subsequent research│
│  │ • Step2:                  │                      │                            │
│  │   Sorting and encoding data.│                    │ • Major differences in school│
│  │ • Step3:                  │                      │   bullying and in the anti-│
│  │   An examination,         │                      │   bullying policies        │
│  │   comparison and discussion│                     │ • Discussion               │
│  │   of concepts of bullying in│                    │ • Implications for the     │
│  │   Australian-Korean students│                    │   implementation of anti-bullying│
│  │   and Korean students.    │                      │   policy in schools in the state of│
│  │ • Qualitative analyses for│                      │   NSW, Australia and Kyunggi│
│  │   cultural construction of│                      │   Province, South Korea.   │
│  │   bullying from bullying  │                      └──────────────────────────┘
│  │   examples                │
│  └──────────────────────────┘
└─────────────────────────────────────────────────────────────────────────┘
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Note: Model adopted from Weimer, D. l. and Vining, A. D., (1989). *Policy and Analysis.* N. J.: Englewood Cliffs, pp.179-218.

This thesis proceeds in four phases. Phase 1 defines bullying, formulates the specific research issues about cultural differences in bullying and outlines the methodology of the thesis. Phase 2 focuses on quantitative testing of research issues through the examination of the language used to describe bullying in Korea and Australia. The

investigations concentrate on how bullying is differently understood by comparing a small sample of Korean-user-students in primary schools in Australia and a small sample in South Korea. The techniques used are cross tabulation, Chi square measure and Hierarchical cluster analysis (HCA). The results are discussed for the different cultures. The factors contributing to bullying and the pathways leading to bullying are addressed. Phase 3 adopts qualitative analyses through the examination and comparison of anti-bullying policies and analyses the underlying principles of policy formation in NSW, Australia and Kyunggi Province, South Korea. Phase 4 combines the results of quantitative analyses with the investigations of qualitative analyses and discusses major differences between bullying in NSW, Australia Kyunggi Province, South Korea. Lastly, the study suggests strategies to develop better interventions to counter bullying in schools.

CHAPTER 2   Review of Research Literature

Abstract

Chapter 2 consists of the literature review associated with the definitions and explanations of bullying. The definitions make clear the relationship of the term 'bullying' to other similar terms. The concepts show how researchers understand bullying, including personality characteristics of participants in bullying. Further, five different explanations of bullying are reviewed and show that the theoretical perspectives on bullying range from examining individual pathologies or deviances to examining factors in the social environment.

2.1 Research into bullying

The fact that some children are frequently and systematically harassed and attacked by other children has been described in the research literature and works. Many adults have personal experience of it from their own school days. Though many are acquainted with the bullying problem, it was not until fairly recently -in the early 1970s- that efforts were made to study it systematically (Olweus, 1994; Smith & Sharp, 1994a; Hyndman & Thorsborne, 1994). An extraordinary societal interest in bullying problems originated in Sweden in the late 1960s and early 1970s (Heinemann, 1973; Olweus, 1978), and it quickly spread to other Scandinavian countries, for example, Norway and Denmark (Björkqvist, Ekman & Lagerspetz, 1982; Olweus, 1978).

Systematic research into bullying was started in the mid 1970s by Scandinavian researchers (Olweus, 1979; Rigby, Smith & Pepler, 2004, p.1). Among the Scandinavian researchers, Dan Olweus has provided diverse theoretical models for working on bully or victim behaviour. In the 1980s and 1990s, bullying among school children also received some public attention in other countries (Olweus, 1993a, p.1), such as Japan (Takano & Morita), England (Smith & Sharp), and the USA (Catalano). In Norway (Olweus, 1993a) and the United Kingdom (Smith & Sharp, 1994a), extensive survey research was conducted. In Korea, ever since a high-school student who had been physically abused repeatedly at his school committed suicide at Seoul in 1995,

researchers have begun to investigate systematically the bullying problem (Kim, J. H., 1997; Ku, J. S., 1996; Yeon, J. Y., 1996; Yoon, J., 1996). In recent years, Australian scholars have been studying school bullying (Rigby & Slee, 1991; 1992; 1993; Slee, 1993; 1995; Slee & Rigby, 1993; 1994; Rigby, 2000; 2001).

2.2 Defining bullying, aggression and violence and other related terms

The relationship between bullying and aggressive behaviour

Rigby explains the meaning of the term 'bullying' as similar to that of the term 'aggression': "To some it may seem like splitting hairs to make a distinction between aggression and bullying," and "some writers have been reluctant to embrace the term 'bullying', preferring the term 'aggression'" (Rigby, 2002a, p.30). In relation to this point of view, Björkqvist, Ekman and Lagerspetz (1982), Thompson, Arora and Sharp (2002) suggest that bullying can be conceptualised as a special form of aggression, which is social in its nature. Smith has also explained the term 'bullying' within aggressive behaviour such as teasing, harassment and abuse (Smith & Sharp, 1994a; Smith & Brain, 2000; Smith, 2001; Smith, Cowie, Olafsson & Liefooghe, 2002). He says the term 'teasing' is similar but can have a milder connotation of verbal and possibly playful aggression. Another term, 'harassment', appears similar to bullying but tends to be used for adult or adolescent rather than child behaviours, as in sexual harassment, or racial harassment. Yet another term, 'abuse', also appears similar but tends to be restricted to the family context, as in parent-child abuse or spousal abuse, or to adult-child contexts, as in physical abuse or sexual abuse.

Further, Roland points out that it is of great importance to distinguish between aggression and bullying, for ethical reasons and their practices, and for social conditions and their associated factors (Roland, 1989; Roland & Munthe, 1989). In his study, he suggests the term 'proactive aggression' for the unprovoked 'natural' expression such as that arising from a child's personality and the term 'reactive aggression' for aggression in some way provoked or in response to something else happening, i.e. it is like a form

of anger (Roland, 1989, pp.21-25). In the same manner, Thompson, Arora and Sharp (2002, p.19) state that "bullying is mostly a proactive form of aggressive behaviour, with concepts such as intention, motivation, punishment and reward all relevant factors in this complex process."

In the classification of aggressive behaviour, Frey and Hoppe-Graff (1994, p.250), and Thompson, Arora and Sharp (2002, p.23) say, proactive aggression occurs when an unprovoked child makes fun of or assaults another child to gain some reward without a clear external goal for this behaviour and the aggressive act is instrumental if the child attempts to reach a specific goal through adverse means. Rigby explains their opinion as follows. "They see bullying as distinct from 'instrumental aggression' in not having a 'clear goal' as well as being distinct from 'reactive aggression' " (Rigby, 2002a, p.30). Such a conceptualisation of bullying depends upon the observer identifying bullying, who must affirm whether or not the aggression is primarily a response to a provocation and whether or not there is a clear purpose for being reactive.

The relationship between bullying and violence

Bullying may be the most prevalent type of school violence (Batsche, 1997). The term 'violence' is usually defined or interpreted as 'the intentional injury of another', i.e., inflicting physical harm (Kim, J. D., 1998a, 1998b). The Australian Concise Oxford Dictionary (2004) defines 'violence' as "behaviours involving physical force intended to hurt, damage, or kill." Olweus (1999a, pp.11-13) also confines violence to the use of physical force. He defines violence or violent behaviour as "aggressive behaviour where the actor or perpetrator uses his or her own body as an object (including a weapon) to inflict (relatively serious) injury or discomfort upon an individual" (Olweus, 1999a, p.12). With such a definition there is an overlap between violence and bullying, where bullying is carried out using physical aggression.

Meanwhile, Straus and his co-researchers say that violence may be carried out with the intention, or perceived intention, of causing physical injury to another person (Straus & Gelles, 1986; Linsky, Bachman & Straus, 1995). Then violence means, in criminal

usage, rough force that is used to injure or harm. But this limited use of the term might lead to the neglect of other important aspects of the problem. Olweus (1999a, p.11) speaks about *'ijime'* in Japan, *'mobbing'* in Norway and Denmark, and *'mobbning'* in Sweden and Finland. According to Smith and Morita (1999), bullying problems can't be captured by such limited usage. Besides physical harm, there are many other forms of violence that do not involve physical assault, such as psychological oppression, and verbal aggression. Taking this point of view, Tattum (1989, p.7-8) defines 'bullying' as a wilful conscious desire to hurt another person. The Scottish Council for Research in Education and David A. Lane also insist that bullying behaviour involves 'a wilful, conscious desire', such as threats or violence, intended to cause fear and distress or to hurt someone else (Lane, 1989; Johnson, Munn & Edwards, 1991). In addition, Mercy et al. write, "violence is the intentional use of physical force or power, threatened or actual, against oneself, another person, or against a group or community, that either results in or has a high likelihood of resulting in injury, death, psychological harm, mal-development, or deprivation" (Mercy et al., 1993, p.8).

Consequently, at the heart of all bullying as with violence is 'physical harm', 'the desire to hurt' and 'aggression'. To make distinctions between bullying and violence, many of which are contrived, would be to lose opportunities to prevent and counter many forms of physical or psychological aggression. Therefore there is a tendency, at present, towards viewing the terms 'aggression,' 'bullying' and 'violence' as being closely related.

The relationship between bullying and criminal offences

Farrington (1993, p.383) explains that "bullying is important because of its relation to crime, criminal violence, and other types of aggressive antisocial behaviour." In France, according to Fabre-Cornali, Emin and Pain (1999, p.130) bullying includes "all the different forms of misuse of power such as crime and offences against people or against personal or school property." Together with these explanations of criminal offending, bullying may arise from "interactions between potential offenders and potential victims in environments that provide opportunities" (Farrington, 1993, p.383). The heart of

bullying in this account emerges as depending on the viewpoint of the potential victim rather than the potential bully. But on the viewpoint of a bully, Sullivan (2000, p.13) argues that "bullying is antisocial but it is not criminal behaviour." Sullivan gives an emphasis on 'the bounds of school bullying' and 'the jurisdiction of the school' and distinguishes bullying from criminal offences. Criminal offences should involve 'the police or juvenile authorities' and 'the age of the offenders.' In other words, bullying in this account depends upon the actual situations rather than the potential reasons and then the situational conditions around bullies may be a cue for judgment on bullying.

However, the relationship between bullying and criminal behaviour does not seem to be distinct. According to *National Crime Prevention in Australia*, school bullying is regarded as a risk factor associated with antisocial and criminal behaviour (National Crime Prevention, 1999). Tattum also states as follows: "Bullies who end up in prison come from disordered and emotionally inadequate family lives," "… They are at an early age engaged in petty crime and violence," and "… They grow up to become violent parents and citizens" (Tattum, 1997d, pp.164-165). This implies that bullies may proceed to be violent criminals. This does not mean that all violent criminals come from bullies. However, it is obvious that bullies may proceed to be criminal offenders. In this point of view, bullying would be judged as criminal behaviour. A measurement for judging a criminal act is generally based on whether or not a person acts out the aggressive behaviour that is happening from violating social norms within society. Social norms may be influenced by social morality. Therefore, Arsenio and Lemerise (2004, p.987) say, "Many acts of aggression are clear moral transgressions, and in turn, many moral transgressions involve either physical or verbal aggression."

The relationship between bullying and negative action

Olweus (1993a, p.9), in his formulation of what bullying is, draws attention to 'negative action on the part of one or more other students' and 'difficult for the student being bullied to defend himself or herself.' In full definition, "A student is being bullied or victimised when he or she is exposed repeatedly and over time to negative actions on the part of one or more other students" (Olweus, 1999a, p.10). Especially the terms

'victimisation' and 'peer rejection' are often used to describe negative actions of peers toward another person (Asher & Cowie, 1990). Socially isolated students who are generally ignored by their peers tend to be lacking in self-confidence in social situations and they may be teased or picked on at ease. However, students who are actively rejected tend to be angry, argumentative and self-centred and they make deliberate provocations and become unreasonably angry and aggressive toward peers (Good & Brophy, 1995, p.98).

In addition, students aggrieved or feeling aggrieved by negative actions would direct their aggression in one of two ways. The distinction between the two in the work of Schwartz et al. (1998, p.431-440) and Brendgen, Vitaro, Tremblay and Lavoie (2001, p.293-304) is made between 'proactive aggression' and 'reactive aggression'. They use 'proactive aggression' for 'positive' and 'assertive' social behaviour (Schwartz et al., 1998, p.433). In contrast, 'reactive aggression' is expected to be 'negatively', 'affectively' and 'defensively' associated with social behaviour.(Schwartz et al., 1998, pp.433-435; Brendgen, Vitaro, Tremblay & Lavoie, 2001, p.293). In these points of view, 'bullying' or 'aggressive behaviour' may be defined as a 'proactive' or 'reactive' response to negative actions that may arise from one or several persons persistently and over time, in a situation where the target of bullying has difficulty in defending themselves against harmful actions.

2.3 Various conceptions of bullying

Smith and his colleague (2002) conceptualise the term 'bullying' with developmental changes in perceptions of bullying. They state that "younger 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, p.1122). Therefore it is necessary to organise the concepts of bullying with developmental understandings in perceptions of bullying. Rigby has systematically organised the meanings of bullying as follows: "Bullying begins when somebody (or a group of persons), wants to hurt someone or put that person under pressure," and then "bullying involves a desire to hurt + hurtful action + a power

imbalance + (typically) repetition + and unjust use of power + evident enjoyment by the aggressor and a sense of being oppressed on the part of the victim" (Rigby, 2001, p.6).

Other researchers have used similar definitions of bullying: 'a wilful, conscious desire to hurt' (Tattum, 1989, p.7-8), 'the repeated attack' (Besag, 1989, p.4) 'a conscious and wilful act of aggression' (Sullivan, 2000, p.9), 'a power imbalance and a repeated behaviour' (Olweus, 1993a, pp.9-10; 1999a, p.7), 'the systematic abuse of power' (Smith & Sharp, 1994a, p.2), 'repeated oppression' (Farrington, 1993, p.381)." From this definition Sharp & Smith (1994a, p.1) explain bullying as 'a form of aggressive behaviour that is usually hurtful and deliberate' by the bully to cause distress to the victim. Although the term 'bullying' includes broad situational meanings, what is evident, however, to conceptualise bullying in the present study, is that a working conceptualisation needs to embody at least four elements, namely, serious intent, repeating continuum, power imbalance and unjust use of power.

Intention and bullying behaviour

Stephenson and Smith (1989, p.45) describe bullying as 'aggressive behaviour that is intended to and does, in fact, cause distress.' Many other researchers also say that bullying is intentional or deliberate (Tattum, 1989; Smith & Thompson, 1991, p.1; Sharp & Smith, 1994a, p.1). The intent occurs when a child is subjected for a time to forms of aggression that are both systematic and hurtful. The intentional aggression may include cruel teasing, continual exclusion and threats or physical abuse. Serious bullying also occurs when the aggression is particularly cruel and intense, especially if it occurs over an extended period and is very distressing to the victim. It frequently involves serious physical assaults but it can still be severe even when the bullying is non-physical as in total or almost total exclusion from groups.

In particular, in relation to intention, Olweus (1993a, p.9) defines a negative action as 'when someone intentionally inflicts, or attempts to inflict, injury or discomfort on another.' And then Olweus (1999a, p.11) describes "the intent is to exclude occasional non-serious negative actions that are directed against one person at one time and against

another on a different occasion." Besag (1989, p.4) describes bullying as "the repeated attack –physical, psychological, social or verbal- by those in a position of power, which is formally or situationally defined, on those who are powerless to resist, with the intention of causing distress for their own gain or gratification." Neuman, J. H. (2000, p.2) also says 'bullying' includes 'deliberate, hurtful and repeated mistreatment of a target' and 'the abuse of power by superiors against subordinates at the workplace.' This description of bullying emphasises the intentional nature of 'social' bullying. Therefore intention will be an essential criterion to conceptualise bullying at the workplace as well as in school.

Repetition of bullying behaviour

In relation to repetition, 'bullying' means an act in which a person is exposed, repeatedly and over time, to negative actions on the part of one or more other persons (Olweus, 1994, p.9; 1999a, p.10). In the same context, in defining 'bullying,' Neuman, J. H. (2000, p.2) lays emphasis on the aggression being repeated. Logic would suggest that a bully who commits acts of aggression is more appropriately called a serious bully than a first-time bully. Olweus (1993a, p.9; 1999a, p.11) stated, "A single instance of more serious harassment can be regarded as bullying under certain circumstances." Arora (1996, p.319) argued that "one physical attack or threat to an individual who is powerless might make a person frightened, restricted or upset over a considerable length of time, both because of the emotional trauma following such an attack but also due to the fear of renewed attacks." Rigby & Slee (1999, p.331) also say, "The experience of repeatedly being a victim of peer abuse may also have unfortunate effects on subsequent antisocial behaviour." These accounts appear to imply that if the incident happens just once, the fear is lasting. Especially Askew (1989, pp.59-60) says that bullying is "a continuum of behaviour that involves an attempt to gain power and dominance over another," as do also Guerin and Hennessy (2002) in a similar way.

Therefore bullying may be gradually developed along the continuum from relatively harmless teasing to severe bullying. In other words, this notion of bullying as a continuum implies that an act of low severity would commonly involve thoughtless

periodic teasing, name-calling and occasional exclusion. While this can be annoying and unpleasant, it can escalate and then involve more serious forms of bullying (Besag, 1989, p.12-13; Thompson, Arora & Sharp, 2002, p.21). With a similar viewpoint, DeBaryshe, Patterson & Capaldi, (1993) state that aggressive students are at high risk, initially for delinquency and of being school dropouts and later for crime. Thus, chronicity or a repeating continuum becomes a very important factor when considering the conceptualisation of bullying.

Power imbalance in the relationship between 'bully' and 'victim'

Bullying means psychological, emotional or physical attack on less powerful individuals by more powerful individuals or groups with the intention to cause hurt and distress for their own gain or gratification (Besag, 1989; Rigby & Slee, 1991; Rigby, 1993; Slee & Rigby, 1993; Byrne, 1994). It must be stressed that the term 'bullying' is not used when two persons of approximately the same physical or psychological strength are fighting or quarrelling. In order to use the term 'bullying', there should be a certain imbalance in the strength relations or an asymmetric power relationship. The person who is exposed to the negative actions has difficulty in defending him/herself and is somewhat helpless against the person or persons who harass (Olweus, 1994; 1999a). Smith and Sharp (1994a, p.2) describe bullying as "the systematic abuse of power." One obvious source of power is physical strength. The physical strength of an individual or the combined strength of a group, however, is not the only way to characterise power. Another possible source of power influence that may be considered is the power of 'mental strength' such as social status or popularity. Olweus (1993b; 1999a) and Farrington (1994) both stated that bullies were of average or above average popularity. On the contrary, Lagerspertz, Björkqvist, Berts and King (1982) reported that both bullies and victims were unpopular, and victims more so. Besag (1989) and Glow, R. A. and Glow, P. H. (1980) also reported that bullies were seen as unpopular.

The 'power imbalance' concept of bullying may need to be studied much more. Recently, Rigby (2002a, p.34) argues that "in any case, over time power imbalances may change, as potential victims acquire the means of defending themselves, or

potential bullies lose their supporters." Therefore, although it has been shown that bullying involves a power imbalance, there may be some difficulties in accurately understanding power imbalances.

Unjust use of power in bullying between different ethnic groups

The understanding of bullying is associated with racial superiority and cultural values (Besag, 1989, pp. 47-49; Sullivan, 2000, p.12; Rigby, 2002a, pp.38-39, pp.182-185). Bullying behaviour is considered as a response to other racial groups to gain respect. The NSW Standing Committee on social issues of the Legislative Council (NSW SCSI, 1995, pp.48-49) tentatively determines that violence can be a response to the way racial groups are perceived or treated by other groups, and may be used as a means to gain respect when no other apparent means are available to them. Rigby has also emphasised the factors of gender, race, disability and social class on bullying in school. In relation to 'ethnicity' described in social class he says that "there can be no doubt that feelings of superiority because one belongs to a particular ethnic group, usually a socially dominant group, can give rise to bullying and harassment" (Rigby, 2001, p.9).

Further, bullying behaviour arises from different values between cultural or religious groups. The values may include a person's prejudice that is in contradiction to another culture. Barrett (2004, p.436) explains, "Most parents are aware of the racial discrimination in Western countries and prepare their children by reinforcing pride in their own religion and culture to counteract the corrosive effects of exclusion." In Australia, "Among white Australians there is sometimes a degree of racism directed towards Australian Aboriginals" (Rigby, 2002a, p.182). "At the same time, survey results from Australian children aged 8 to 11 years, which used the PRQ (Peer Relations Questionnaire) did not show differences in reported peer victimisation between children identified as from non-English speaking backgrounds and others" (Rigby 2001, p.40). However, "the country and the specific ethnic groups involved may make a crucial difference" (Rigby, 2001, p.40).

Here, it is difficult to define clearly the term 'ethnicity' since the terminology in

general use has changed markedly over time (Bulmer, 1986a; 1986b). In the distinction between race and ethnicity, Jenkins (1986) states that races refer to the categorisation of people, while ethnicity has to do with group identification. Different cultures classify people into ethnic groups according to a set of characteristics that are socially significant. Jenkins (1986, p.5) argues "ethnicity is generally more concerned with the identification of 'us', while racism is more oriented to the categorisation of 'them'." However, Barrett (2004, pp.436-437) studied a sample of boys who were living in a Punjabi village, a matched sample of Punjabi boys living in Birmingham, Britain and a sample of indigenous white boys. In the results, "the cognitive profile of boys from Birmingham was very similar, but significantly different from the native Punjabi boys. This shows the strong influence of social and educational factors on the development of cognitive abilities" (Barrett, 2004, p.436).

Unlike the evidence of this result, racial bullying at school, obviously, builds on the assumption that personality is somehow linked with hereditary characteristics that differ systematically between racial groups, and in this way racial bullying may hurt school safety (Eriksen, 1993; Connolly & Keenan, 2000). Therefore, of all forms of school safety, it is ethnicity which currently offers the greatest challenge, for migration from overseas has undoubtedly added greater cultural variety than can be found, say, in the usual spectrum of schooling. Such feelings of racial superiority and cultural prejudice against other ethnic groups can give rise to bullying (Besag, 1989, pp.47-49). There is consequently a rather greater concern about cultural differences at multicultural schools, and a sharper debate about linking school bullying with cultural differences. And then the importance of cultural and ethnical approaches to the study of school bullying have been emphasised (Besag, 1989, p. 17, pp.47-49; Cowie, Smith, Boulton & Laver, 1994; Rigby, 1996, pp.78-79; 2002a, p.38, pp.180-185).

2.4 The contributing factors to the occurrence of bullying

The contributing factors to the occurrence of bullying are complicated and vary across and within different cultural and economic contexts. They include characteristics of individual and family sources such as personal values, attitudes and beliefs, and

social environments and school culture such as society-related experiences and attitudes and peer group experiences. In addition, to analyse the factors contributing to bullying, the approaches to the primary sources of bullying such as an actor-centred and an action-centred approach to the understanding of bullying, and implications of bullying such as ethology and socio-culture are involved.

Roots in the individual and family

Factors that have been thought to contribute to the development of bullying behaviour in individuals are as follows:
- Personality characteristics such as knowledge, attitudes, thoughts about bullying (Besag, 1989, pp.13-26; Olweus, 1993a, p.26; 1999a, p.16; Byrne, 1994, pp.42-45; Smith, 1999, p.73-77; Smith, Madsen & Moody, 1999, pp. 268-280; Rigby & Slee, 1999, p.332; Rigby, 2001, p.15).
- Skill deficits such as being poorly developed and having early problem behaviour (Olweus, 1993a, pp.18-21; Smith & Thompson, 1991, p.8; Smith & Sharp, 1994a, p.5; Rigby, 2002a, pp.130-138).
- Impulsiveness or low levels of self-control such as rebellious attitudes and beliefs favouring law violation (Olweus, 1993a, pp.34-35; 1993b; 1999a, pp.16-17; Rigby, 2001, p.15).
- Low levels of social competency skills in taking the perspective of others and correctly interpreting social cues, such as identifying likely consequences of actions and alternative solutions to problems (Smith & Thompson, 1991, pp.8-9; Smith, 1999, pp. 73-77; Smith, 2001).

There are also many contributing forces at the family level, including lack of parental affection and support, exposure to violence in the home, physical punishment and child abuse, and having parents or siblings involved in criminal behaviour. Several reviews summarise the research literature linking these factors with 'crime' (Hawkins, Catalano & Miller, 1992; Farrington, 1993; Howell, Krisberg, Wilson & Hawkins, 1995; Gottfredson, Sealock & Koper, 1996; WHO, 1999).

Immediate school and general social environmental influences

School environment factors related to violence are as follows:

- The low levels of adult supervision or surveillance (Besag, 1989, p.38; Farrington, 1993, p.383; Smith & Sharp, 1994a, p.2; Kim, J. D., 1998a; 1998c).
- The characteristics of the classroom and school social organization such as strong academic mission and administrative leadership (Besag, 1989, p.4; FPYV, 1998a; 1998b; 1998c; 1998d; 1998e; Kim, J. D., 1998a; 1998b; Rigby, 2002a, pp.204-205)
- A climate of negative emotional attitudes like lack of warmth and involvement and negative social treatment such as labelling and punishment (Kim, J. D., 1987; 1998a; 1999c; 1999d; Besag, 1989, pp.45-47; Olweus, 1993a, p.18; FPYV, 1999; Rigby, 2002a; Thompson, Arora & Sharp, 2002, pp. 24-25).
- Authoritarianism in home and school (Kim, J. D., 1987; 1998a; 1998c; 1999a; 1999b; Besag, 1989, p.62; Smith & Thompson, 1991, pp.5-10; Randall, 1997b, pp.8-11; Rigby, 2002a, p.213).
- The progress of the economic and social crisis, with unemployment (Besag, 1989, p.71; Farrington, 1993, p.383; Smith & Sharp, 1994a, p.15; Fabre-Cornali, Emin & Pain, 1999, p.131; Harachi, Catalano & Hawkins, 1999, p.279-295).
- Role models and mass-media violence found in the television, the radio, the newspaper and the internet (Pearce, 1991, p.77; Fabre-Cornali, Emin & Pain, 1999, p.131; Morita, Soeda H., Soeda K. & Taki, 1999, pp.311-312; .Thompson, Arora & Sharp, 2002, p.21).

School-related experiences and attitudes often precede bullying. These experiences include a less positive attitude to school work, poor school performance and attendance, a low commitment to schooling (Besag, 1989, p.19; Kim, J. D., 1998a) and lack of social integration (Rigby, 2002a, p.143). Peer-related experiences, many of which are school-centred, include rejection by peers and association with antisocial peers (Goldstein & Conoley, 1997, p.333). In addition, social factors include unequal power relations between men and women, or between different ethnic groups, poverty and urbanisation, rapid economic development with high levels of unemployment among young people, and media influences (Hawkins, Catalano & Miller, 1992; Howell,

Krisberg, Wilson & Hawkins, 1995; Yoon, J., 1996; Kim, J. D., 1998a; 2001; Fabre-Cornali, Emin & Pain, 1999; WHO, 1999).

In particular, in an authoritarian culture, students who have already experienced physical punishment or strong threats from their parents or teachers, tend to more easily form aggressive tendencies or an approval of bullying (Randall, 1997b, pp.7-11). As a result, the students' bullying behaviour has been considerably influenced by means of "the parents' and teachers' disciplinary practices" along with factors of their domestic conditions and school life (Randall, 1997b, p.5-16; Thompson, Arora & Sharp, 2002, p.21). In other words, this means that students, who have been victimised by authoritarian behaviour from their parents or teachers, more easily became bullies themselves in Korea (Kwon, J. Y., 1991; Kim, J. D., 1998a; 2001; Duncan, 2004).

The approaches to the understanding of bullying

In relation to these contributing factors to the occurrence of bullying it can be hypothesised that school bullying is mainly caused by society and school-related surroundings, individual behaviour and peer-related experience. The primary sources can be classified into two approaches to the occurrence of bullying: the actor-centred approach and the action-centred approach. In the actor-centred approach patterns, especially with gender differences in aggressive behaviour, it is supposed that boys are more often victims and in particular perpetrators of direct bullying (Maccoby & Jacklin, 1980; Gottfredson, 1984; Besag, 1989, pp.38-41; Olweus, 1993a; Sharp & Smith, 1994a, p.4; Gottfredson, 1999; Sullivan, 2000, p.20; Rigby, 2001). It is well documented that relationships among boys are often harder, tougher, and more aggressive than amongst girls (Maccoby & Jacklin, 1980; Olweus, 1999b; Pellegrini & Bartini, 2001; Rigby, 2002a). Physical bullying goes on mainly between boys and relational bullying goes on mainly between girls (Smith & Thompson, 1991, p.5; Olweus, 1993a, pp.18-19; Whitney & Smith, 1993, 3-20; Sharp & Smith, 1994a, p.4; Kumpulainen, et al., 1998, pp.705-706; Lagerspetz, 1999, pp.229-230; Sullivan, 2000, p.20; Rigby, 2002a, pp.59-61). These differences certainly have both biological, social and environmental roots (Besag, 1989; Olweus, 1993a; 1994).

In addition, the action-centred approach to bullying behaviour seems to be especially related to the ethos of school and the traditional culture in a society. In Korea, bullying can also be viewed as a component of a more general antisocial and rule-breaking behaviour pattern. In reality, many bullies are expelled because they have disobeyed school rules and then they are categorised as dropouts in Korea (Kim, K. S., 1997). From this perspective, "it is natural to predict that youngsters who are aggressive and bully others in school run a clearly increased risk of later engaging in other problem behaviours such as criminality and alcohol abuse" (Olweus, 1993a, p.18). Several studies confirm this general prediction (Farrington, 1993, p.383; Swearer & Doll, 2001, p.8).

Ethological implication of bullying

The ethological approach to bullying takes a proximate perspective and is directed at the analysis of how animals establish and maintain a social organization by means of their communicative and interactive behaviours and how individuals regulate their position in cooperation and in competition with others. From the point of view of ethology, parallels are certainly there between some animal and human behaviours of the kind people can call bullying even though the conclusions people may draw are far from clear. Aggression is good for animals to protect themselves from 'outsiders' and preserve the purity of their group, but an unspeakable evil for people (Besag, 1989; Tattum & Tattum, 1992; Rigby, 2002a). Nevertheless ethology provides important clues, for the research of bullying, in humans as a social animal (Rigby, 2002a, pp.19-22). Dan Olweus (1999a, p.8) describes how Heinemann previously borrowed "the term 'mobbning' from the Swedish version of a book on aggression written by the ethologist Konrad Lorenz" and "the word 'mobbning' was used to denote a collective attack by a group of animals on an animal of another species, which was usually larger and a natural enemy of the group."

Lorenz, K. who has drawn attention to "the positive features of intra-species aggression" and "the formation of hierarchical status" (Rigby, 2002a, p.19). Lorenz

(1966, p. 32, pp.128-133) saw three advantages accruing to species whose members continually acted aggressively towards their 'inferiors', that is, bullying when they could. First, 'bullying' or 'aggression' is a way to get a better chance of mating. In other words, this may mean a way to fulfil self-satisfaction. Second, this type of animal bullying has a hierarchical structure to maintain the stability of the groups. This may imply group or self-defence (Lorenz, 1966, pp.27-32). Third, intra-species aggression contributes to expand their dominant spaces (Lorenz, 1966, pp.10-13, p.134). This may involve group-size and situation as an important factor in making a decision to be selfish or unselfish. In the three above factors, namely, self-defence, self-satisfaction and situation are central in ethology for studying the perceptions of bullying among humans as social animals. They may also be helpful for understanding the behaviour of children with low self-control (Pellegrini & Bartini, 2001). The low self-control is related to lack of parental supervision (Besag, 1989; Espelage & Holt, 2001), where verbal and physical abuses occur between parents and between parents and children.

Socio-cultural implication of bullying

Bullying is a complex phenomenon. Bullying has been defined in varying ways, depending on different countries, even by researchers within the same country. This phenomenon occurs as "a result of the complex relationships between the individual, family, peer group, school, community, and culture" (Swearer & Espelage, 2004, p.3). A researcher's area of focus, such as individual or group bullying, and international comparison of bullying may give more understanding (Besag, 1989; Smith & Morita, 1999; Smith & Brain, 2000). In particular, Smith, Cowie, Olafsson and Leifooghe (2002, p.1119) say "there is a need to examine the use of the word 'bullying' and cognate terms in a variety of languages, at an international level, to understand fully the similarities and differences in the phenomenon across different countries and language groups." Together with these points of view, Leymann (1996, pp. 165-168) sees bullying as 'a kind of social interaction' and Rivers and Soutter (1996, pp.360-370) emphasise 'a situational phenomenon' rather than 'individual psychological or personality factors' and Olweus (1993a, pp. 26-27) also suggests that 'external characteristics and personality' and 'situations or environments, for instance, as regards school and family

conditions.'

Therefore the study of bullying behaviour should not only include developmental or psychological factors, but also consider cross-national environments as well as a broad spectrum of situations in society.

In reality, what is currently not known is what differences exist between the behaviour of bystanders in different cultures and in different schools and what can be done to increase the level of active discouragement by bystanders of bullying behaviour at school (Rigby, 2002a, p.71). In relation to bystander behaviour in different situations, there are some reasons for them to encourage bullying in Korea. There are students, who are not direct participants in bullying, yet fail to make any effort to defend the victim or to report the incidents to teachers or staff. They fail to defend or help the victim for fear that they will be perceived by the bullies as being 'the same type of person' as the target of '*Ddadolim*.' Consequently, they fear that they might become the next targets of bullying. Further, these children appear to be unaware that by being silent witnesses, they are actually facilitating the situation by indicating approval and support, and by being passive participants (Kim, J. H., 1997; FPYV, 1998b). Many bullies are unaware of the seriousness of their actions, feel no remorse toward their actions, and consider it a part of play and that the victim is chosen for no significant reason (Kim, J. D., 1998a; 1998b). Bullied children are often ignored, pinched, beaten, threatened, forced to give money to the bullies and forced to disrobe in public.

Tamotsu Sengoku (1997, pp.84-88), a Japanese researcher, defines bullying in Japan as typically being carried out by a particular group of people. The key point may be what distinguishes them from others. The new patterns of school bullying can be said to be a mixture of 'fun-type' or 'teasing', enjoying the suffering of others and resistance to adults. As a result he insists that the new Japanese bullying does not occur because of poverty or deficiency, but from the desire to gain status and to make a display of self-identity (Tamotsu, 1997, pp.84-88). Therefore in any culture, bullying occurs in different patterns for different cultures and situations and the definition of bullying is also a core factor for the study of developmental change in perceptions of bullying on

the part of children, adolescents and adults.

2.5 Research into the personality characteristics of participants in bullying

Bullying is a formative social experience with long-term developmental implications (Smith & Sharp, 1994a, pp.4-5). Previous research has mainly investigated the negative consequences of bullying for the victims (Olweus, 1993b; Sharp, 1995; Salmivalli, Karhunen, & Lagerspetz, 1996; Duncan, 1999; 2004) and for the bullies (Stephenson & Smith, 1989; Whitney, Smith & Thompson, 1994; Smith, 2001).

<u>Those who bully</u>

A distinctive characteristic of typical bullies is mostly their aggression toward peers; this is implied in the definition of a bully (Besag, 1989, pp.27-41). Generally, they have a more positive attitude to violence and use of violent means than other students do (Besag, 1989; Stephenson & Smith, 1989; Whitney, Smith & Thompson, 1994). They are often impulsive and have a strong need to dominate others and have little empathy with the victims of bullying (Besag, 1989; Olweus, 1994; Rigby, 2001; 2002a).

Rigby (1996; 2001) has seen that the existence of power imbalances in a school community make bullying possible, and then typical bullies can be described "as having an aggressive personality pattern combined (at least in the case of boys) with physical strength" (Rigby, 2001, p.8). Consequently, bullies enjoy the submission (Olweus, 1999a, pp.15-18; Rigby, 2001, p.15); bullies intend to gain some reward and like to be excited (Thompson, Arora & Sharp, 2002, p.23); and they like fun (Besag, 1989, p.18; Rigby, 2001, p.15). Further, many bullies are unaware of the seriousness of their actions (Rigby, 2002a, pp.35-36). They feel no remorse about their actions, and in Korea, consider it a part of play and that the victim is chosen for no significant reason (Ku, J. S., 1996; Kim, J. D., 1998a, 1998b, 1998c;). Bullied children are often the victims of being ignored, pinched, beaten, threatened, forced to give money to the bullies, forced to disrobe in public in Korea (Kim, J. H., 1997; FPYV, 1998a, 1998b). There are many other reasons that the reason may be unknown. Most shocking of all are the extremes to

which the bullying goes. When most people think of bullying they think of physical abuse and maybe some mental abuse, but in Japan '*ijime*' is taken to extremes. Bullies are not above extreme physical violence, isolating an individual, or even carrying out pure extortion. They feel that the students who suffer in the so-called '*ijime*' are either strange or weak (Kadokawa, 1998; Morita, Soeda, H., Soeda, K. & Taki, 1999).

In Korea, victims and bullies exist in the same school environment. Most bullies have not only a less positive attitude to school work, staff and authority figures, but also they easily join groups with possible antisocial and disruptive problems (Besag, 1989, p.18, pp.86-89; FPYV, 1998a). Some bullies practise the senior students' discipline of juniors, in a similar pattern to military service with the traditional Confucianism that there shall be an order between the old and the young in Korea (Kim, J. D., 1998a). This is similar to Besag's opinion that a type of aggression may be inflicted legitimately by playing sport or enlisting in the army (Besag, 1989, p.37, pp.87-88).

The victims of bullying

The picture emerging from the research literature of the typical victim is relatively unambiguous. Victims of bullying are more non-assertive than students in general (Rigby, 2002a, p.139). The victims are lonely and feel abandoned at school (Salmivalli, Karhunen & Lagerspetz, 1996, pp.100-102; Duncan, 1999, pp. 46-51; Olweus, 1999a, p.15). As a rule, they have only a single good friend and are unpopular in their class (Rigby, 2002a, p.139). They are not aggressive or teasing in their behaviour, accordingly, one cannot explain the bullying as a consequence of the victims themselves being provocative to their peers (Olweus, 1991; 1993b). Differences in power between individuals and between groups make bullying possible (Rigby, 2001, p.8).

In Korea the victims are much affected by cultural life-style. Children need plenty of affection from their parents, and a lack of love from them also can be a factor in bullying. Alternatively, being given too much affection and caring (for example, being a 'Mamma's boy') is rather a dangerous trigger (Besag, 1989; Olweus, 1993b; Baldry & Farrington, 1998; 2000), and then the children may easily be involved in '*Ddadolim*'.

Some victims have a positive attitude to schoolwork and are quiet, shy and submissive in the classroom (Smith & Sharp, 1994a, p.8; Olweus, 1999a, p.15). Their attitude might be the target of *'Byumsenni'* in Korean schools. The term *'Byumsenni'* implies very submissive behaviour to a teacher's authority and an extremely positive attitude to schoolwork. In a similar pattern, people who have an exceptional ability might be abused because of the jealousy of others in Japan. For example, if a student is unusually good at mathematics, his exceptional talent may bring about bullying. He may become the target of *'ijime'* (Takano, 1986; Yanai, Tokushige, Sunaga, & Togashi, 1986).

The nature of bystanders

There are bystanders who are not direct participants in bullying, yet fail to make any effort to defend the bullied student or to report the incidents to an authority figure (Kim, J. H., 1997; Thompson, Arora & Sharp, 2002; Yang, K. M., Chung, H. H. & Kim, U. C., 2003). They fail to defend or help the victim for fear that they will be perceived by the bullies as being the targets of *'Ddadolim'*, a type of isolation from a group in Korea (Kim, J. D., 2001; Yang, K. M., Chung, H. H. & Kim, U. C., 2003). They believe that they may become the next victims (Elliott, 1991a, p.9). Further, these children appear to be unaware that by being 'silent witnesses,' they are actually facilitating the situation by indicating approval and support (Thompson, Arora & Sharp, 2002, p.40).

2.6 Explanations of bullying

The theoretical perspective on bullying ranges from examining individual pathologies or deviancies to examining factors in the social environment. This study on bullying will briefly discuss developmental and contextual explanations and life-style explanations at an individual or a psychological level, social learning explanations and subculture explanations at an interpersonal and sociological level, and multiple explanations at a complex level, with the chief approaches to bullying behaviour being mentioned at each level.

Developmental and contextual explanations of bullying proposed by Lerner, R. M., Lerner, J. V., Flannery, Smith and Sharp

Violence or deviant behaviour may be viewed as a silent cry for help from psychologically unstable children. Early adolescents' problematic behaviours should be seen from the perspective of 'developmental contextualism' (Yeon, J. Y., 1996; Lerner, 1995; 2001). Parents, siblings, teachers, and peers treat young adolescents who are similarly aggressive quite differently: some families are tolerant of violent behaviour or even encourage aggressiveness, whereas other families do not accept such behaviour or punish it severely. Developmental contextualism views early adolescent development as rather flexible and with potential plasticity (Lerner & Lerner, 1986; 1999a; 1999b). Consistent with this view is evidence that physical bullying is much more common in early childhood than later, and that what is identified as bullying gradually becomes less and less apparent as children become older (Sharp & Smith, 1994a, p.3).

In the area of developmental changes, Daniel J. Flannery (1997, p.12) considers 'violence' along a continuum of behaviour within a developmental framework. For example, violent behaviour for young elementary school children primarily consists of aggressive behaviours such as kicking, hitting, spitting, or name-calling. As children grow older, behaviour becomes more serious, characterised by bullying, extortion, and physical fighting (Sharp & Smith, 1994a, p.3). Lowered academic achievement and rejection often follow a child's antisocial behaviours (Besag, 1989, pp.20-21). Joining a deviant peer group may provide alienated and frustrated children an alternative, and eventually they may become chronically violent as they remain involved with such a group (Yoon, J., 1991; 1996). These developmental changes show that early adolescent negative relationships and inadequate interactions with significant others in their life space (family, school and friends) become important mediating factors in reinforcing antisocial behaviour. Together with the antisocial behaviour, aggressive or violent children in early adolescence may engage in assault against other students and staff, sexual harassment, gang activity, or weapon carrying (Besag, 1989; Goldstein & Glick, 1994).

However, considering school violence as behaviour that occurs along a continuum from aggression to violence is important because limiting the focus to serious acts of violence does not fully capture the nature and extent of school crime and victimisation (Hanke, 1996). The term 'school crime' has also been used to define different types of criminal behaviour at school, including theft, property offences, and vandalism (Goldstein, Apter & Hartoonunian, 1984; Goldstein & Glick, 1994). And then the consideration of school violence along a developmental continuum permits an examination of how different forms of violence exposure and victimisation affect children at various ages, grades, and different developmental levels, and those challenged to perform various developmental tasks (Besag, 1992; Farrington, 1994; Olweus, 1994; Rigby, 2002a; Smith, Cowie, Olafsson, & Liefooghe, 2002). Therefore, the development of early adolescent violent behaviour would be better understood when reconstructed in situational contexts rather than explained simply by learning, modelling, or reinforcement.

Life-style explanations of bullying behaviour by Hindelang, Gottfredson, Garofalo, Jensen, Brownfield, Sampson and Lauritsen

A more general explanation of bullying behaviour with respect to the relationship between perpetrators and victims can be drawn from 'life-style' theory. The basic proposition of 'life-style' theory is that regardless of the structural and cultural environments that motivate individuals to commit acts of bullying, sometimes a defenceless person is in the wrong place at the wrong time and becomes a victim (Kim, J. D., 1998a; 2001). Briefly stated, both the bully and victim roles are equally cultivated in the same environment that is conducive to violent behaviour, and often occur together in the same student, through interrelations between conditions, choice and cognition (Walters, 1998, pp.26-21). In other words, the most likely victims of violence are those who have been violent to other people and a bullying life-style also increases the danger of being victimised regardless of experiences of violence or demographic factors. As a result, the possibility for the categories of perpetrators and victims to overlap each other is very high (Rigby, 2002a, pp.65-70).

As can be seen in most bullying studies, involvement with a bullying life-style (committed participation in a deviant peer group) is critical in the developmental process of violent behaviour in early adolescents. Most of these studies focus on the perpetration aspect of violence. On the other hand, other studies show that a bullying life-style also provides an important clue in understanding victimisation (Hindelang, Gottfredson & Garofalo, 1978; Jensen & Brownfield, 1986; Sampson & Lauritsen, 1990). In other words, people with a violent life-style are in a greater danger of being victimised than others, not only because of their behavioural characteristics but also because of their exposure to violent people. As Jensen and Brownfield (1986) pointed out, people who get involved in violent behaviour (whether as a perpetrator or as a victim) are considered as having a specific kind of life-style because of their motivation, vulnerability, and also bullying or victim experiences. Also, even a non-violent deviant life-style increases the potential of being victimised as well, because social activities geared to amusement and entertainment usually reduce the potential to be protected (Gottfredson, 1999; Gottheil & Dubow, 2001). Rigby (2003) also supports this theory with the explanation, in his words, 'attributions to individual differences of bullying.' He states that children who repeatedly bully others at school tend to be low in empathic regard for others and inclined towards psychoticism (Slee & Rigby, 1993) and the low-empathic regard arises from a dysfunctional family life in which children do not feel loved and/or feel over-controlled by parents. And then this "low-empathic regard can lead to them acting aggressively at school" (Rigby & Slee, 1999, p.332).

Some studies show that the characteristics of perpetrators of interpersonal offences are similar to those of the people who tend to be victimised (Gottfredson, 1984; Jensen & Brownfield, 1986; Garofalo, 1987; Sampson & Lauritsen, 1990). Alternatively, the most likely victims of violence are those who have been violent to other people and a deviant life-style also increases the danger of being victimised regardless of experiences of violence or demographic factors. In spite of some limitations in considering individual personalities and cultural situations, this 'life-style' theory can be a guide, in helping people easily understand the characteristics of bullying.

<u>Social learning explanations of bullying by Bandura, Prothrow-Stith, Quaday, Schwartz,</u>
<u>Dodge, Pettit, Bates and Pearce</u>

Prothrow-Stith and Quaday (1995) say that chronic exposure to violence adversely affects a child's ability to learn. It may thus be presumed that all forms of violence, including school bullying or aggression, are learned. If violence is learned, it can be inferred that many perpetrators or bullies might have learned violence through their experience of having been victimised in the past. Schwartz and his co-researchers (Schwartz, Dodge, Pettit & Bates, 1997, pp.165-172; Schwartz et al., 1998, pp.432-439) have found that "early socialisation patterns affect the social behaviour of aggressors as well as victims" and "boys who experienced physical abuse and who were witnesses to adult aggression in the home showed more aggressive behaviour and emotional disturbance in middle childhood." These same children were also more prone to peer victimisation.

The American Psychological Association (APA, 1993) and Baldry (2003) explains this in more detail. Often through early experiences with family members, schools, media, peers and communities, children learn that violence, rather than communication or negotiation, is an appropriate way to solve interpersonal problems; refer also to John Pearce who has a similar opinion (Pearce, 1991, pp.76-79). For example, witnessing violence in the home gives strong messages to young children, such as: violence is a way to resolve conflict or manage anger; violence has a place within family interactions; and inequality of power and sexism are acceptable within the family (Randall, 1997b, pp.5-13). Numerous studies have shown that boys and girls who witness violence in their homes are at a higher risk of emotional and behavioural problems, and of becoming involved in future violent relationships as children or adults (Smith, 1986; Farrington, 1993; Gamache & Snapp, 1994; Pepler & Slaby, 1996; Tattum & Tattum, 1997).

In the field of cognitive perspective, Smith, F. (1986) and Bandura (1973; 1986) argue that students learn about new processes or new information in the light of what they already know and understand. The problem for students who fail to learn social

adaptation is not one of not being able to learn it, but rather not being able to make sense of what they are trying to learn. The argument here is supportive of a culturally inclusive curriculum coupled with a strong family and community partnership (Farrington, 1993, p.383-384). It is also important to remember that children can hold both unconventional and conventional notions about social adaptation or social justice at the same time. Therefore, when the concept of restructuring conventional or cultural worldviews and learning new knowledge is considered, the students' violent behaviour can be considerably influenced by the parents' and teachers' disciplinary practices along with factors of their domestic conditions and school life (Besag, 1989; 1991b; Rigby & Slee, 1992; Tattum, 1997a; 1997b). That is, students who have already experienced physical punishment or strong threats from their parents or teachers, tend to form aggressive tendencies or an approval of violence more easily (Elliott, 1991a, p.8).

What is important in this discussion is the impact of disciplinary violence, especially the possible effect of modelling and self-reinforcement. Some studies have shown that the children who experienced abusive violence in the process of socialisation in the family tend to lack empathic capacity, act impulsively, and exhibit irrational beliefs and antisocial behaviour (Hoffman-Plokin & Twenty, 1984; Kim, J. H., 1990; Kwon, J. Y., 1991; Yeon, J.Y., 1996). Gelles and Straus (1979) argue that when children experience corporal punishment from parents or observe parents physically abusing each other, they may receive unintended messages.

In summary, the children associate love with violence, and they learn that the people who love them the most can beat them, or even that those people are entitled to hit them (Besag, 1989; Farrington, 1994). Further, the children learn that there is something so important as to justify using violence (Besag, 1991b; Rigby, 2002a). In particular, young people may become violent if their integrity, family honour, sense of masculinity, and territory or friends is threatened. Violence may also be attractive because it gives young people a sense of potency and status (Bessant & Watts, 2002). Lastly, these messages eventually influence children's personalities and worldviews, and most of all, provide an expectation that their using experience-based notions of wrong behaviour can be justified (KIC, 1992; 1994). This logic can be applied to violence at school as

well. Thus there has been established a link between bullying behaviour and antisocial or criminal activities (Besag, 1989). As a result, it is hypothesised that an intervention program against bullying might also lead to a reduction in antisocial behaviour.

Subculture explanations of bullying by S.I. Singer

Does being delinquent or violent heighten the risk of getting victimised? The 'violent subculture' provides a traditional explanation about the relationship between perpetrators and victims. Singer (1981) argues that in such a subculture, individuals tend to choose between the role of perpetrator and the role of victim. In such situations, individuals develop a self-inflicted behavioural pattern rather than fall into the category of either victim or perpetrator. In other words, a victim of violence easily turns into a perpetrator under the subculture norm that justifies violence, and a perpetrator easily becomes a victim because of the subculture value that encourages using violence to resolve a conflict (Rigby, 1996, pp.58-63). This implies that specified groups in a subculture exist within different levels of power as well as similar or homogeneous norms. In fact, in a patriarchal society, males feel justified in oppressing females with the consequence that society believes that males should be the dominant sex in groups (Rigby, 2003). Numerous studies have also indicated that boys are more likely than girls to initiate bullying (Olweus, 1993a; Smith & Sharp, 1994a).

In addition, these relationships between perpetrators and victims are powerfully influenced by a smaller group of peers with whom they have relatively close association in the context of a subculture. Such groups are typically formed within a school on the basis of common interests and purposes, and provide support for group members. In Australian schools, "sports may feature largely, for example, in one class of Year 12 students subgroups were identified by students according to whether they were footballers or non-footballers, and the latter group further divided into Fats (girls who were seen as overweight) and others who were dismissed as Faggots" (Rigby, 1996, p.79). They may also constitute a threat to outsiders, sometimes to ex-members, whom they may bully (Rigby, 2003). Therefore the subculture's value puts emphasis on the homogeneity between group members.

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In reality, bullying related to homogeneous and group-oriented situations often arises in Korean society (Kim, J. H., 1997; Kim, J. D., 2001). The group-oriented thoughts associated with bullying in Korea would be influenced by Confucian collectivism. Confucianism in Korea is not a religion but a system of ethical behaviour based on relationships in the society. This later came to be expressed in ancestor worship and the consequent need for a man to have sons. If his wife produced none, a second wife would be taken, and the first wife turned out, depending on his economic position (Mackenzie, 1995, p.95). The peer group as well as the family group have preferences for 'we-ness', an impact of homogeneous collectivism in Korea. As a result, the students transferred from other schools would often be regarded as outsiders and would sometimes be isolated from classmates or peer groups.

Multiple factor explanations of bullying

Some researchers suggest that all the factors involved in incidents of violence must be considered, rather than focusing on a single cause. Family breakdown may expose a child to abuse or physical violence; a lifestyle that includes drug and alcohol abuse may lead to delinquency and violence; and racial tension in the community may cause fights among some groups. Violent behaviour in an individual may be the result of a complex pattern of interaction (NSW SCSI, 1995, p.3; Baldry, 2003, p.728). These arguments were mostly developed from a combination of the 'subculture of peer', which is a branch or a stream of social learning explanation, or the 'circular function', the 'developmental change' and the 'life-style'.

In the context of multiple factors for bullying, Rigby (2003) introduces five different explanations for bullying. These emphasise respectively, developmental features, individual differences, a socio-cultural perspective, group and peer pressure and the rationale for restorative justice. Adam Graycar, Director, Australian Institute of Criminology (AIC), states that "none of them provides a comprehensive explanation for school-based bullying and that their value lies especially in suggesting actions that may be taken by schools in addressing particular bully/victim problems" (Rigby, 2003, p.1).

Therefore, these different theories of violence can be related to each other. For example, structural factors such as unemployment may thwart goals and lead to depression or frustration. This frustration may then lead to aggression and violence that draws on learned behaviour. In this case there should be considered methodologies of multiple dimensions, such as political situations, social or economic conditions, and individual and psychological factors (NSW SCSI, 1995). Particularly, the aggressors can be affected by the context of the family and the social environment, and further, the social structure and interpretation of the culture's norms and rules might influence them. Hence, this multiple theory approach seems to have validity in a multicultural society.

2.7 School interventions to reduce and eliminate bullying

Rigby lays great emphasis upon interventions to reduce 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). The intervention programs have been developed within school authorities. Don Olweous developed the Bullying Prevention Program in 2004 (SAMHSA, 2004) and Keith Sullivan (Sullivan, 2000) has reviewed various programs to resolve bullying problems, such as the No-blame approach, the Pikas Method of Shared Concern, Circle Time and Peer Counselling. However, teachers would mainly manage the No-blame approach and Pikas Method of Shared Concern. Circle Time and Peer Counselling would closely work with peers (Pikas, 1989; Cowie & Sharp, 1994; 1996; Cowie, Smith, Boulton & Laver, 1994; FSU, 2000). These interventions are introduced as follows.

The Olweus Bullying Prevention Program

The Olweus Bullying Prevention Program is a multilevel, multicomponent school-based program designed to reduce bullying in schools with children from 6 to 15 years old (SAMHSA, 2004; Limber et al., 2004, pp.55-80). The program focuses on preventing development of new cases of bullying and improving peer relations at the school. Core components of the program are implemented at the school, classroom, and individual levels.

School-level interventions include formation of a Bullying Prevention Coordinating Committee, distribution of an anonymous student questionnaire assessing the nature and prevalence of bullying, training for committee members and staff, development of a coordinated system of supervision during break periods, adoption of school-wide rules against bullying, development of appropriate positive and negative consequences for students' behaviour, holding staff discussion groups related to the program and involvement of parents .

Teacher-level factors predicting implementation of classroom intervention measures were tested with five factors (Perceived level of bullying; Self victimized as a child; Read program information; Affective involvement; Perceived staff importance) (Smith, Pepler & Rigby, 2004, pp.26-30). As a result, classroom-level interventions (or teacher-level predictors) include reinforcement of school-wide rules against bullying, holding regular classroom meetings with students to increase knowledge and empathy about bullying and peer relations, class meetings with parents (SAMHSA, 2004).

Individual-level interventions include individual meetings with children who bully or who are targets of bullying and discussions with parents of involved students.

A number of places also are implementing community-level components, such as: convening meetings with community members, incorporating anti-bullying messages and strategies in youth-related activities in the community, including recreational activities, scouting, and after-school programs.

<u>'No-Blame' approach</u>

Maines & Robinson (1992) and Robinson & Maines (1997) in UK advocate a 'no-blame' approach to bullying, similar in its non-punitive and non-direct approach to the Pikas Method of 'Shared Concern' developed by Anatol Pikas in Sweden (Pikas, 1989). "The no-blame approach does not require such intensive training as the method of 'shared concern' and training is available through inset and as a distance learning pack with a video presentation" (Thompson, Arora & Sharp, 2002, p.149).

The principle of the no-blame approach strategy (Sullivan, 2000, p.162; Welsh, p.121; FSU, 2000) is that it is more important to solve the problem rather than punish the bully. In the first place, the victim is interviewed and asked to draw a picture or write a poem about the effect bullying has had. A meeting is then held between a teacher and a group of students, including the bullies, those who may have seen the incidents and others who are not directly involved. The teacher explains to the group how the victim is feeling and the group then offers suggestions for finding a solution. The idea is that as the bullies are not being blamed for what they have done, they stop feeling threatened and can be part of finding a solution (Sullivan, 2000, pp.162-166). Those who were bystanders are supposed to be able to see that by doing nothing, they were condoning the bullying. Others witness a very high proportion of bullying incidents so it seems sensible to involve those people in trying to find a solution. The group is asked for its ideas, pupils can come up with practical problem-solving solutions and the responsibility for carrying out these ideas rests with the group. Each pupil in the group then carries out their own solution, so that a child who has been excluded from activities with other children may now have someone to play with and another may accompany him on other occasions to make sure there is no bullying. A week or so later the group reconvenes to discuss progress and what has been achieved. This is supposed to give them a sense of success. This approach is effectively used in primary schools and in some secondary schools (Rigby, 2001, p.32).

Pikas Method of 'Shared Concern'

The strategy of the 'shared concern' is a counselling-based approach for resolving bullying situations (Thompson, Arora & Sharp, 2002, p.145). This method is mainly useful where there is group bullying, a type of bullying referred to in Scandinavia as *mobbing*, by a teacher or a counsellor (Sullivan, 2000, p.185). The method is that the removal of punishment takes away the likelihood of retaliation, and tension and aggression are defused (Pikas, 1989). Sullivan (2000, pp.184-192) explains that this method also tries to come up with practical solutions and that it is apparently very successful, even with difficult cases. Especially in a large majority of cases this method is effective (Rigby, 2001, p.32). Methodologically, it is important not to interview the victim before all the bullies have been interviewed (Sullivan, 2000, p.185). A counsellor

first speaks to the ringleader and then with his/her associates one after the other and before speaking to the victim, so it cannot be assumed that the victim is telling tales. The counsellor explains that there is no intention of attributing blame and that the victim is being made miserable by bullying. The bullies are each asked how things could be improved for the victim. If they have not any ideas the counsellor can suggest some. After speaking to the bullies, the counsellor meets the victim. If they are thought to be a provocative victim this will be acknowledged but without the counsellor offering blame or judgment.

Pikas (2002) has improved this method of 'shared concern' with much broader information. He divided it into five 'phases' in 'shared concern' and included a number of 'steps' as the sub-division units within the phases. The first phase is individual talks with the suspected bullies. It implies five steps: build up confidence in Step 1; transform the bullying into shared concern in Step 2; reach a turning point in Step 3; stimulate constructive solutions in Step 4 and lastly Step 5 includes prepare for a group meeting. He introduces individual talks with the victim in Phase II; then follows a preparatory group meeting with the former bullies exclusively in Phase III; the victim and the former bullies meet with the mediator in Phase IV; and Phase V is a follow-up of the results.

'Circle Time' approach

The strategy of 'circle time' (Cowie & Sharp, 1994; 1996; Cowie, Smith, Boulton & Laver, 1994) is that pupils sit in a circle and play games or do something enjoyable for a short time, and then they can discuss matters as a group, including bullying. This method is developed to help children with disabilities in mainstream schools (Sullivan, 2000, p.167). This is a way for everyone in a class to take part in a structured way. This method suggests that the teacher asks children who know that bullying has taken place in the school to stand up and change places, and then the same question is asked about bullying in the class.

This is divided into three phases and eight steps (Sullivan, 2000, pp.167-173). Phase I, on arranging the circle of friends, there are five steps: permission from the young person; planning with staff, agreement from parents; talking to the whole class about the

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circle of friends; taking questions about the circle of friends; choosing the circle members. Phase II is meetings. There are four meetings. Forming the group and planning the action in the first meeting; monitoring progress with praise and encouragement in the second meeting; reflecting on the work and planning the final meeting in the third meeting; talking with bullies, planning the celebration and closing the circle of friends in the fourth meeting. Step 6 includes keeping in touch with the bullies. Phase III proceeds to step 7 and step 8. Step 7 focuses on celebrating with the whole class and step 8 evaluates the whole process. This approach is useful as the teacher may gain insight into the scale of the bullying problem.

'Peer Counselling' method

The 'peer counselling' method focuses on a one-to-one relationship, but in this case it is a specifically advisory and supportive client-centred relationship (Sullivan, 2000, p.145), Further this method uses 'action-based interventions', whereas peer partnering and peer mentoring are focussing on the reinforcement of the introduction or maintenance of a safe school policy (Sullivan, 2000, p.145) .

Cowie and Sharp (1996) point out that everyone in school knows that bullying is unacceptable, so children moving up from primary school need reassurance that the secondary school is a safe place to be from their first day there. In brief, older pupils undergo intensive training over a number of months on the effects of bullying, and how to care for younger pupils who are unhappy because of it (Sullivan, 2000, pp.145-151). Badges or ribbons then identify these volunteers, who tend to be mostly girls, and pupils know they have someone of their own age who will take their concerns seriously. Obviously there is teacher involvement behind it as other issues such as child abuse may be raised. Recognising that some children may not have friends, schools set aside a quiet room where pupils can go to do their homework, play board games or just chat with others who have nothing in particular to do. The underlying principle is that children can solve their own problems without too much teacher intervention.

2.8 Conclusion

Bullying in schools is a big issue in the world, even for schools in a single cultural

background as well as for multicultural schools. In terminological approaches to defining bullying, this thesis defines the term 'bullying' as similar to the terms 'aggression' and 'violence'. Negative action by one or more students is also a form of bullying. In relation to criminal offences, bullying is not only related to crime, but bullies also grow up to be violent criminals. In particular, complex interactions between children and their environments bring about antisocial behaviour in each individual child. There are many different values in a multicultural school in Australia as well as cultural gaps between home life and school life in Asian groups in Britain. Different principles operate to distinguish between right and wrong and good or bad in home and school. The relationship between bullying and criminal offences is dependent upon moral values in different cultures. The Australian Concise Oxford Dictionary (2004) defines 'morality' as "degree of conformity to moral principles." Moral principles may be somewhat different from the concept of moral effect such as feelings of satisfaction following good deeds or guilt following misdeeds in social conventions (Good & Brophy, 1995, pp.110-112). Since the social conventions are different in different societies and since antecedent events get stored in memory and used to guide processing in future situations (Dodge & Rabiner, 2004, p.1004), judgment about what is criminal or non-criminal, as well as on moral behaviour and what are good deeds or misdeeds, can be affected by the moral values in a society.

In addition, bullying has been conceptualised by four elements: serious intent, repetition, power imbalance and ethnic group differences. Several definitions given with intent and several concepts about repetition have been argued. Power imbalance in the relationship between 'bully' and ' victim' as well as unjust use of power as a response to other racial groups to gain respect has been also argued.

Consequently, bullying is explained differently in different cultures. School culture becomes the context for understanding bullying. A broader understanding of the contributing factors to the causes of bullying behaviour arises from cultural comparison of bullying. Further, any approach to anti-bullying in the schools needs to be a multi-component and multi-context intervention (Stephens, 1995).

CHAPTER 3   Methodology

Abstract

Chapter 3 describes the methodology of the thesis. To facilitate research and reduce errors and misinterpretations, two major strategies of data collection were employed. A quantitative analysis was made of Korean and Australian data to find the cultural impact on the construction of the concept of bullying. A qualitative analysis was also made to find the relationship between the diverse anti-bullying policies that exist in Korean and Australian cultural settings.

3.1 Strategies

The strategies used to compare bullying in Korea and Australia were: (1) a questionnaire (2) document analysis. A quantitative analysis was undertaken of the questionnaire (Chi square and Hierarchal cluster analysis). These two strategies enabled the researcher to assess the impact of culture on the construction of the concept of bullying and make a comparison of the anti-bullying policies of Australian and Korean schools.

The nature of this study

A questionnaire was devised to investigate how Korean primary children conceptualise bullying. The questionnaire consisted of two parts: (a) background information (questions 1-8) and cartoon depictions of typical situations in schools (questions 9-35).
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.
Cartoon questions analysis: The results of the study were analysed statistically mostly using Chi square method. Adopting these strategies enabled this statistical data to provide some information about how some Korean-speaking children define the term 'bullying'.

In addition, this thesis combines qualitative technique and analytical comparison of policies (Thomas, 2003). This analytical comparison looked at the method of agreement and method of difference from the basis of analytical comparison in qualitative data analysis (Burgess, 1986; Burns, 2000; Neuman, W. L., 2000). The comparative analysis was chosen as a research tool to examine the substance of certain interventions within anti-bullying policy documents. This began with identifying a research question. Anti-bullying policies were coded into manageable policy categories. Using this analytical comparison method of policy, the thesis established regularities that were not limited to a specific setting (time, place, groups, etc.). In particular, through the examination of the research questions this thesis provides an overall interpretation of a cultural scene or a policy setting by studying and comparing Australian and Korean students.

3.2 Questionnaire study of Korean terms used to describe bullying situations

Setting

This empirical study firstly examined the terms for bullying used by Korean students and Australian-Korean students in different cultures and secondly compared the cultural interpretation of bullying in Korea and Australia as a part of this main project. The project was given ethical approval by the University of Sydney Ethics Committee (See Appendix 1). The survey provided information on the questionnaire to the participants about the project's objectives, which were to find what words Korean children used to describe bullying behaviour and to find how they responded to this questionnaire. The questionnaire information sheets given in the survey were Appendices 2 and 3. The questionnaire information in this project used a consent form (See Appendix 4).

Pupils

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 3-1.

Table 3-1 Samples description

Sample source	Total Numbers	Year at School (Numbers)	Gender		Private schools	Government or 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

Sample background

The Korean society in Sydney has formed and revolved around the Korean migrant

churches, so that Australian-Koreans may almost claim that the history of Korean society in Australia is the history of the Korean migrant churches in Australia. The history of Korean migrant churches in Sydney has come to its 32nd year since a Korean Christian fellowship started at Strathfield, NSW, in July 1974 (Lee, S. T., 1987; 1989; Christian Review, 1991; Korean Community Magazine, 2004). In the last 32 years, Korean migrants in Australia have shown significant growth to become a community comprising 45,000 people, and 200 Korean churches in 2001, and by 2004, 50,000 people and 250 Korean churches (Christian Review, 2004, p.79; Sunday News Paper, 2004, p.123).

In the early period of Korean migration to Australia, people shared news of Korea, information about employment opportunities and accommodation, and news of other people including people who had worked together with them in Vietnam, and were now living in other parts of Australia or working in the Middle East. At this time, others came to Australia after having lived in Paraguay or Brazil for a while (Christian Review, 2004, p.79; Korean Community Magazine, 2004, p.115-116).

For them, the church became a focal point for fellowship, news and information. Many became Christians through that experience of 'church.' Others simply enjoyed the friendship and the weekly escape from loneliness. It was a place to hear news of 'home' or the 'fatherland.' Most of these men and the few women who came to Australia had trades or professional skills. They were able to obtain employment. For many of them, this was an initial step towards setting up their own small business in Australia. As a result of the rapid increase in Korean immigration from people who had different professional skills, since the early 1980's people have continued to look to the church for information as Korean migrant society has developed.

After the Korean Association was formed in the middle 1980s, the church continued to fulfil many of the functions of that Association. It was a place for Korean-Australians to meet, to share experiences, to share information about employment, housing, schools, health care and shopping, etc. In other words, the churches performed a function as social welfare organizations as well as a role as the spiritual and religious body of Christ

(Lee, K. W., 2004, p.240). The Korean churches in Sydney still perform these functions.

During the 1990s, the Sydney Korean churches commenced an annual sports day, when families from the various Korean congregations came together in a park, and the children and young people engaged in various kinds of athletic and sporting events in a picnic atmosphere. These events brought together large numbers of Australian-Koreans to share friendship. More recently, the Sydney Korean churches have taken an active interest in the welfare of Korean society and provide support for it in addition to their usual roles.

In particular, the Sydney Korean Churches laid emphasis on the multicultural education of their second generation and most Australian-Korean children attend the Churches. Therefore it is easy to get information about Australian-Korean children, if a researcher does a questionnaire survey through the Korean churches in Sydney. When undertaking a questionnaire survey in the church group in South Korea, the researcher can get information from the children attending different schools easily. The samples of children in this thesis were collected from the churches in NSW, Australia and Kyunggi Province, South Korea.

Questionnaire construction

(1) Questionnaire structure

The questionnaire consisted of eight background questions (1-8) and twenty-seven cartoon questions (9-35) with one practice item. A full copy of the English version questionnaire is in Appendix 5.

● *Description of the depicted situations in cartoon questions 9-35*

The Korean terms were chosen from previous knowledge of Korean culture. The language and situations used were those understood by late primary school children (Year 4 to Year 6). 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. This thesis changed the question numbers from 9-35 in the questionnaire to 1-27 for convenience sake. Cartoon questions 1-25 were similar to those used in Smith's study (Smith et al., 2002). The situations in two cartoon questions (26, 27) often take place among pupils in South Korea. They were included to compare the thinking of students living in different cultural settings. The twenty-seven cartoons describe situations as shown in Table 3-2.

Table 3-2 Captions for the cartoon questions 9-35 (English language translations)

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

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*]) (See Appendix 5). If respondents did not find a suitable term, they wrote their own term.

Although Korean researchers use different words for the interpretation of the term 'bullying,' the meanings of the words used may be similar. For example, the term *'Wang-ta'* was used to mean the same as *'Ddadolim.'* Alternatively, because of the nature of bullying the terms would be used differently, because the usage of terms would depend upon each researcher's opinion. However, the 'possible' terms appear in Table 3-3.

Table 3-3 'Possible' English translations from Korean terms

English	Korean
Harass	*Giesokaemukida*
Bully	*Yakhan ja goelophinen ja*
Victim	*Huisaeng ja*
Tease	*Guichankegoilophida*
Isolate	*Ddadolida (or Wang-ta sikida)*
Friend	*Saijoke jinaenen chingu (or Chingu)*
Close friends	*Maewoochinhanchingudeil (or Chinhan chingudeil)*
To annoy and blame	*Hoongbogo goichankehanenjit*
Fight	*Ssawoomhada (or Ssawoonjilhada)*
Sexual discrimination	*Sungchabyul*
Sexual abuse	*Sunghakdae*
Intentional	*Uidojeuk (or Gouijuk)*
Child abuse	*Adonghakdae*

(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. 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 3-4.

Table 3-4 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 CONCEPTUALISATION 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).

Administration of the cartoon survey

The procedure for the survey was shown in Figure 3-1.

Figure 3-1 Procedures for information gathering

Step 1: Classifying the responses about a 'good' or a 'bad' situation depicted in each cartoon	Step 2: Listing and encoding one response from seven words given by each group and arranging the best descriptive names in their own words with the particularities of Korean culture	Step 3: Analysing and sorting task using cartoons to delineate ways for cross-comparison with each gender group or each country group

Grouping task analysing similarity and dissimilarity

For constructing responses to the questions SPSS 11.5 for Windows was used for statistical purposes. Cross-tabulation method, Chi square and Hierarchical cluster analysis (HCA) were conducted.

The survey in two countries followed a three-step procedure. Each respondent was

asked to:

Step 1: Each respondent was asked to classify the responses about a 'good' or a 'bad' situation depicted in each cartoon (See Appendix 7).

Step 2: Each respondent was asked to list and select one response only from the seven words given and arrange the best descriptive names in their own words when participants did not find a suitable word in a caption. Of the names selected in the captions for investigation, each was taken in the order of the numbers. The names written on their words were arranged in turn. Among them, the terms that overlapped were taken in the order of the numbers. The main terms used for each cartoon were indicated as shown in Table 3-5.

Table 3-5 Main terms used for each cartoon

Number	Seven terms given in each cartoon	Korean transliterations	Abbreviations
1	Bullying	*Yankhan ja goelophim*	BL
2	Teasing	*Guichanke goelophim*	TS
3	Friendship	*Saijoke jinaem*	FS
4	Harassment	*Giesok aemukim*	HR
5	Isolation	*Ddadolim*	IS
6	Closeness	*Maewoochinhake jinaem*	CL
7	Pick on	*Hoongbogi*	PO

Step 3: Completion of a sorting task. Concepts used to describe cartoons are used to delineate ways for cross-comparison with each gender group (See Appendices 8, 9 and 10) and with each country group (See Appendices 11 and 12).

Analyses of responses to cartoons

SPSS 11.5 for Windows was used for statistical analyses. The work was carried out using cross-tabulation of the answers of students of the same race from two different cultural backgrounds in Australia and South Korea (See Appendix 6). The responses about a 'good' or a 'bad' situation depicted in each cartoon were analysed by the cross-

tabulation method (See Appendix 7). To compare the two different gender groups cross-tabulation was used for the 100 students in both Australia and South Korea (See Appendix 8), for the 50 students only in the Australian group (See Appendix 9) and the other 50 students in the Korean group (See Appendix 10).

By comparing their percentage profiles it could be assessed whether there was a similarity or difference between terms used by participants in both Australian and Korean groups. The information gained from the respondents was analysed by statistical comparative analysis of different terms given for the same situation, and the same term given for different situations. This permitted an analysis of the structure of the cartoon set, over all respondents. To this end, cross-tabulation method and Chi square were conducted, using datasets from both countries. Analyses were separated for Australian-Korean students and Korean students. The observed numbers, expected frequencies and residual numbers for each cartoon in both groups were compared (See Appendices 11 and 12). The number of participants for each term was computed using a separate table for each of the two groups from Korea and Australia (See Appendices 13 and 14).

A hierarchical cluster analysis (HCA) was used to indicate how many cartoon situations were similar or go together e.g. friendly teasing and accidental breakage, nasty teasing and other verbal bullying, physical assaults and other forms of physical aggression, isolation and intention may be found to cluster together. The terms were clustered through hierarchical cluster analyses based on the dendrogram using average linkage between country groups and between gender groups and that was formulated by the re-scaled-distance cluster combined technique in chapter 4. The hierarchical cluster analysis attempts to identify relatively homogeneous groups of cases (or variables) based on selected characteristics, using an algorithm that starts with each case (or variable) in a separate cluster and combines clusters until only one is left (See Appendices 15, 16, 19 and 20).

3.3 Qualitative analysis -Comparative analysis for cultural construction of bullying and anti-bullying policies -

Techniques

The procedure for information gathering consists of three steps as shown in Figure 3-2.

Figure 3-2 Procedure for qualitative information gathering

Step 1: Comparative analyses of the contributing factors to occurrence of bullying in both countries were conducted to clarify possible pathways to bullying	Step 2: Policy sources for tackling bullying within appropriate policy categories (policy-making, policy direction, education authorities, intervention programs and school practice) were collected.	Step 3: Comparative analyses of anti-bullying policies were conducted by the examination of intervention programs to reduce bullying
Examples of bullying in both countries	Categorising policy documents and clarifying policy sources	Comparison of two different policy orientations through three different intervention programs reviewed by Rigby (2002)

Comparison of anti-bullying policy and practice between NSW, Australia and Kyunggi Province, South Korea

This study discusses the subject of the cultural construction of bullying in Australia and Korea using an extensive survey of the literature on bullying in Australian and Korean schools, and examines anti-bullying policy documents. The first step focuses on a comparison of bullying examples in both countries. From the bullying examples, the forms of bullying and the contributing factors to the occurrence of bullying are examined. In relation to the cultural construction of bullying, the concepts of bullying focus mainly on three categories such as intention, repetition and power imbalance. Besag (1989, p.4) describes bullying as "the repeated attack -physical, psychological, social or verbal-," "on those who were powerless to resist," and "with the intention of

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causing distress for their own gain or gratification." The cultural construction of bullying needs to be addressed. The results are further combined with empirical investigation. Through the comparative analyses of bullying incidents, possible pathways leading to bullying that might be drawn in both countries are discussed.

The second step proceeds to data collection of anti-bullying policies. This research project uses multiple document sources of data to examine anti-bullying policies and school practices, including policy-making, policy direction, education authorities, intervention programs and the school community. The last step focuses on the examination of anti-bullying policies and practices by analysing and comparing the existing documents.

Data collection

(1) Examples of bullying incidents

Data were collected from multiple sources of evidence such as news magazines, self-reports and the Internet on bullying incidents that happened in both countries. The procedure consisted of three steps: describing the incident, analysing the implications of the event and confirming cultural differences of bullying with appropriate evidence, as shown in Figure 3-3.

Figure 3-3 Procedure for information gathering from bullying incidents
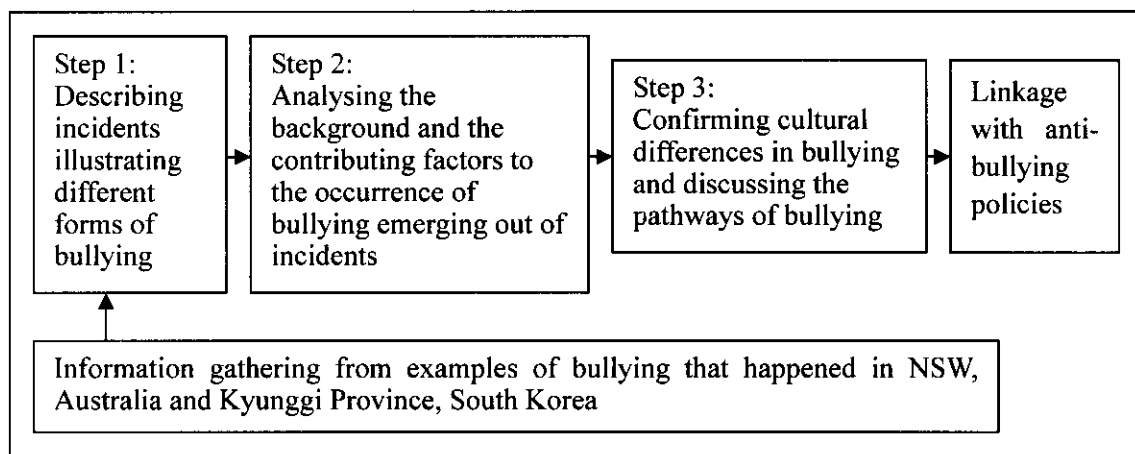
Step 1 focused on describing bullying examples illustrating different forms of bullying in both countries. The different forms of bullying were clarified by looking at the examples of bullying incidents. Data collected was analysed through a comparative method. Step 2 analysed the background of bullying incidents and the contributing factors to the occurrence of bullying emerging out of incidents. The explanations of cultural differences in bullying in NSW, Australia and Kyunggi Province, South Korea were tested with a few examples of bullying. The factors contributing to the occurrence of bullying and the pathways of bullying in both countries were qualitatively analysed and discussed. Step 3 confirmed cultural differences in bullying between NSW, Australia and Kyunggi Province, South Korea. The results interlinked with anti-bullying policies in both countries.

(2) Anti-bullying policy sources

Policy analyses were employed to analyse school practices to counter bullying. Sixteen anti-bullying policy documents in Australia were collected, nine from schools in NSW, Australia and six from Department of Education and Training (DET) and one from the NSW government. Anti-bullying policy information was collected from 4 school communities (See Appendices 22, 23, 24 and 28). Five schools' anti-bullying programs from the rest were accessed via the Internet site (https://www.det.nsw.edu.au/ntibullying/programs.html) on July 14, 2005 (See Appendices 21, 25, 26, 27 and 29). Programs from five public schools, three high schools and one religious school authority programs were collected. The following documents were analysed.

The anti-bullying policies and programs collected from nine schools are as follows:
• Anti-bullying programs in Budgewoi Public School (Appendix 26)
• Anti-bullying programs in Cammerary Public School (Appendix 27)
• Summer Hill Policy –Anti-bullying-, Sydney (Appendix 28)
• Anti-bullying programs in Newport Public School (Appendix 29)
• Anti-bullying programs in Revesby South Public School (Appendix 21)
• Anti-bullying policies of Catholic Education Office, Sydney (Appendix 22)

• Anti-bullying policies in Marist Sisters' College, Sydney (Appendix 23)

• Newington College's anti-bullying policy, Sydney (Appendix 24)

• Anti-bullying programs in Jamison High School (Appendix 25)

Six policy documents were collected from the New South Wales Department of Education and Training (NSW DET). NSW DET provides some important resources to counter bullying as follows:

• *Anti-bullying: Best Practice in school* (NSW DSE, 1994)

• *The Peer Mediation Training Package* (NSW DSE, 1994)

• *Child Protection Education: Curriculum materials* (NSW DSE, 1994)

• *Resources for Teaching Against Violence* (NSW DET, 1996b)

• *The Playground: Best practice for minimising risk in primary school* (NSW DET, 1997)

• *Protecting and Supporting Children and Young People, Revised Procedures* (NSW DET, 2002)

One NSW government parliament document also provided an important source to tackle bullying as follows:

• *A Report into Youth Violence, Legislative Council No.8*, NSW Standing committee on social issues in September 1995 (NSW SCSI, 1995)

In Kyunggi Province, South Korea, only two policy document sources were collected from the Ministry of Education and Human Resources (MOE) because Korean policies have been controlled under the authority of the government. However the contents were similar to each other.

• *A guideline to counter violence at school* (MOE, 2002b) (See Appendix 30)

• *5 year basic plan for preventing violence at school from 2005 to 2009* (MOE, 2005) (See Appendix 31).

Method for comparative study of intervention to counter bullying

This study looks at how policy comparative analysis was administered (Burns, 2002) and focuses on examining "How policies and practices in the state of NSW, Australia and Kyunggi Province, South Korea addressed bullying in a school community."

The framework for comparative analysis of anti-bullying policies in this thesis was designed as shown in Figure 3-4.

Figure 3-4 Framework of anti-bullying policy document analysis
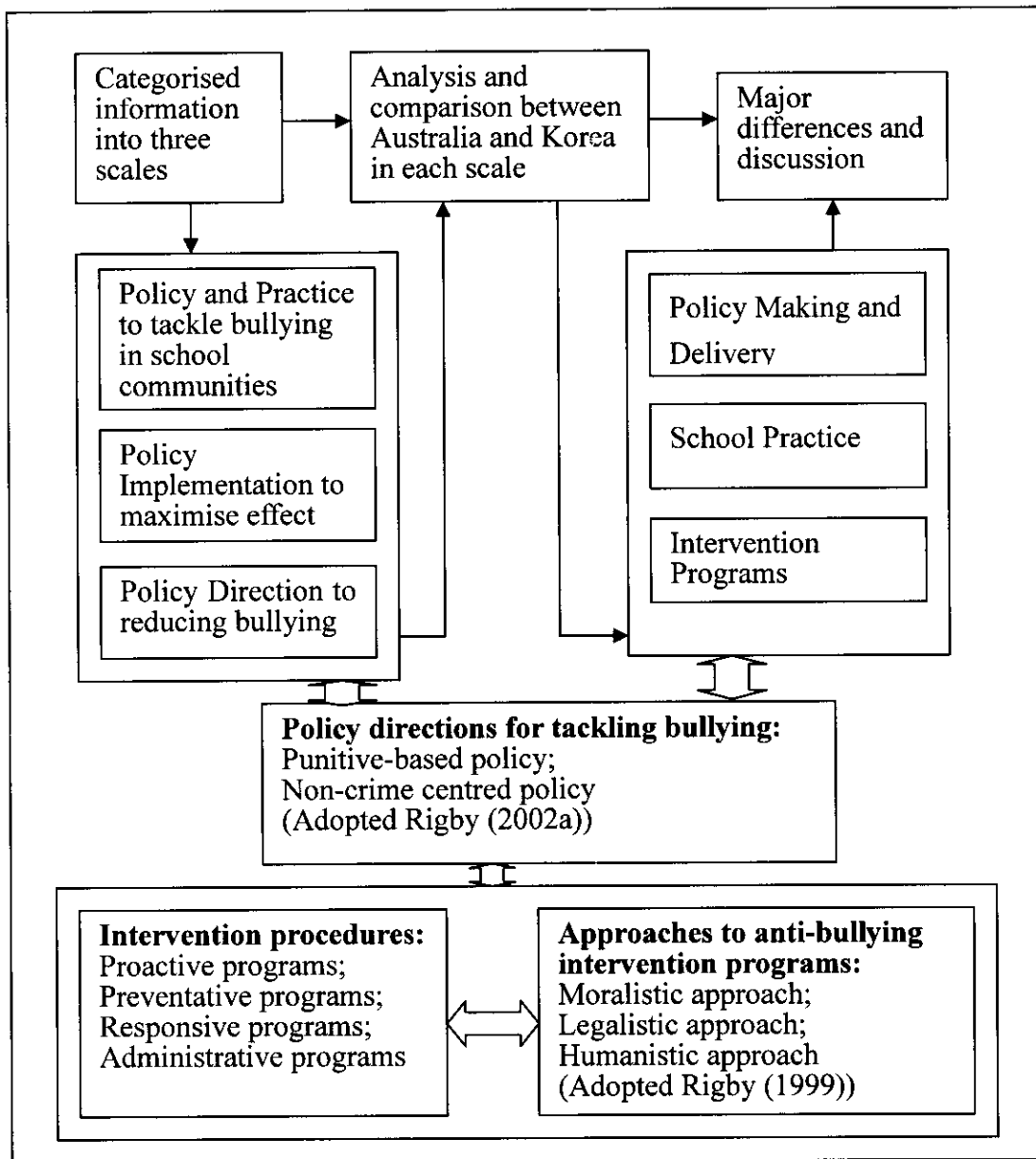
Note: The lower section of this framework was adopted from Rigby (1999; 2002a) while the upper section is the author's own model.

As mentioned previously, the intervention procedures to combat bullying may mainly be practised using four phases: proactive programs, preventative programs, responsive

programs and administrative programs (Slee, 1993; Hyndman & Thorsborne, 1994; NSW SCSI, 1995; Rigby, 1995b, 1996; NSW DET, 2002).

Further, Rigby and Slee (1999, p.333) categorise the approach to anti-bullying intervention programs and delivery as moralistic, legalistic and humanistic. The moralistic approach focuses on the assertion of school values that are inimical to bullying; the legalistic approach includes the imposition of punishments and sanctions for children who bully others; and the humanistic approach involves counselling or talking with students in an attempt to change their behaviour. The moralistic or legalistic approaches are closer to reactive intervention. The humanistic approach focuses on more proactive training.

This thesis combines the intervention programs for anti-bullying with the intervention approaches. With these intervention programs and approaches, the thesis categorises policy documents into three scales: policy practice, policy implementation and policy direction. The thesis focuses on three scales of policies to counter bullying by comparing each perspective emphasised in both countries. The study then concentrates on explanations of the policy-making and delivery, the policy direction, school practice and intervention programs.

Using the viewpoint of the categories of intervention programs to tackle bullying, this thesis proceeds to a comparison of anti-bullying policies in NSW, Australia and Kyunggi Province, South Korea. In the comparison of anti-bullying policies in both countries, two guiding principles described by Rigby (2002a, p.238) are engaged. They are as follows: On the one hand, "a policy may emerge that relies entirely on rules and sanctions and zero tolerance for rule infractions." On the other hand, "instances of bullying may be treated as 'non-crimes'." In other words, the direction of policy for tackling bullying is either 'legal and punitive-based' or 'non-crime centred' (Rigby, 2002a, p.238). By focusing on these two different directions for tackling bullying, this thesis has focused on the issues that the differences may have to do with whose responsibility it is to counter bullying. Further, qualitative analyses are made. Particularly in the intervention effects in relation to children's ages, Rigby states that similar results between primary school children and secondary school age were

produced (Rigby, 2002b, p.12). Adapting Rigby's position, this thesis doesn't distinguish policies in primary schools from those of secondary schools.

A comparative analysis of anti-bullying policies broadly contributes to them being educationally internationalised so as to be more useful and accessible to policy-makers who wish to support or oppose a specific program of change. Chapter 6 discusses anti-bullying policies in NSW, Australia and Kyunggi Province, South Korea. This thesis uses three aspects to compare anti-bullying policies existing in NSW, Australia with policies in Kyunggi Province, South Korea. They are policy practice, policy implementation and policy direction. They were analysed using some factors, such as policy-making and delivery, school practices and intervention programs. Rigby's focus was on investigating major differences between anti-bullying policies in Australia and Korea.

3.4 Summary

This thesis examines bullying in Korea and Australia making a comparison on how it is dealt with in NSW, Australia and Kyunggi Province, South Korea. For data collection, strategies were mainly quantitative analyses for investigation of the cultural construction of bullying, and qualitative analyses for the comparison of policies to counteract bullying. The results are given statistically allowing for differences in gender and differences between Australian-Korean and Korean children with respect to terms used to describe situations. Further, through an analysis of the differences and similarities in the cultural impact of bullying, the extent of cultural understanding was derived qualitatively. Chapters 4 and 5 proceed to the cultural interpretation of bullying in Korea and Australia by testing the research question "How does culture impact on the construction of bullying among primary school pupils in Australia and Korea?" Chapter 6 discusses anti-bullying policies by comparing the results in Australia and South Korea and by focussing on the research question "How do policies and practices in the state of NSW, Australia and Kyunggi Province, South Korea address bullying in a school community?"

CHAPTER 4   Investigation of Terms used in Korean by school children to describe bullying behaviour

Abstract

Chapter 4 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.

4.1 Introduction

This chapter 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 research issue "cultural differences in the understanding of bullying between Australian-Korean students and Korean students in Korea." A questionnaire study was used to address the issue. This chapter looks 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. Twenty-seven cartoons similar to those used in a 14 nation-study by Smith, Cowie, Olafsson and Liefooghe (2002) were used.

This study investigated Korean terms used by Australian-Korean and Korean children to describe bullying behaviour within the different groups. 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 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. The task was put on trial in Australia before being given to a Korean group in Korea with no familiarity with English. Differences between the two groups were examined by giving the same task to Australian and Korean groups; samples were balanced for gender to allow also for male-female comparisons. Participant background description is shown in Table 4-1.

Table 4-1 Participants' background description

		Australia	Korea	Total
Subjects	Samples	50	50	100
Gender	Male	25	25	50
	Female	25	25	50
Age	9	4	6	10
	10	12	17	29
	11	21	17	38
	12	13	10	23
Languages used at Home	Korean	25	50	75
	English	17	0	17
	Bilingual	8	0	8
Schools	Government	43	45	88
	Private	7	5	12
Survey Periods		March 15, 2003- April 06, 2003	June 20, 2003- July 09, 2003	
Numbers of Participant Institutes		9	5	14

For data collection, fifty-two questionnaires (25 males and 27 females) were given to children in 9 Korean churches in NSW, Australia, from March 15, 2003 to April 6, 2003. Two of the answer sheets to the questionnaire were invalid and withdrawn from data entry, as they did not give useful information. There were four in the age group from 9 years to 12 years. Nine-year old respondents were 4, 12 were ten years old, 21 were eleven years old and 13 were twelve years old. Participants were Korean students born in Australia. Among them 43 were government school students and 7 were religious or

private school students. Language differences were examined by giving the task to the Australian-Korean group. Australian-Korean students who used Korean at home were 25, 17 students used English and bilingual-users were 8; samples were equal numbers for gender to also allow for male-female comparisons.

In Korea, fifty-five questionnaires (28 males and 27 females) were collected from five church groups. Five of the answer sheets to the questionnaire were invalid, as they did not give complete or useful information. Fifty samples (25 males and 25 females) were obtained in person from 5 church groups in Korea from June 20, 2003 to July 09, 2003. Six respondents were 9 years old, seventeen were 10 years old, seventeen were 11 years old and ten were 12 years old. All participants were Korean students born and living in Korea. Among them 45 were government or public school students and 5 were religious or private school students.

4.2 Data analysis

Techniques

The analysis was undertaken using SPSS 11.5 for Windows. 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 (See Appendix 7). The cross-tabulation method was also used for encoding responses from 100 students of both genders in Australia and in Korea (See Appendix 8 on Total students, Appendix 9 on Australian-Korean students and Appendix 10 on Korean students). 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 (See Appendix 11 for Australian data and Appendix 12 for Korean data). The observed number for the results of Chi square measure in both groups was calculated (See Appendix 13 for Australian data and Appendix 14 for Korean data).

Hierarchical cluster analyses (HCA) were conducted on the same percentage profile

data as the Chi square solutions. The distance matrix between terms was based on Euclidean distance. These analyses further indicated a greater capacity of each student group to differentiate meaning in the terms. With a dendrogram using average linkage between country groups and between gender groups, the hierarchical cluster analysis was combined with the re-scaled distance clusters (See Appendix 15 for Australian data and Appendix 16 for Korean data; Appendix 19 for female data and Appendix 20 for male data). By comparing their percentage profiles the similarity or difference between Australian and Korean groups was assessed. This permitted an analysis of the structure of the cartoon set, over all respondents.

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 4-2 (See Appendix 13 for Australian data and Appendix 14 for Korean data).

Table 4-2 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 (Bullying, Teasing, Friendship, Harassment, Isolation, Closeness and Pick on) 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. 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 terms were described as shown in Table 4-3.

Table 4-3 Terms used in Australian-Korean and Korean groups

Number	Terms (Korean transliterations)	Australian-Korean group	Korean group	Abbreviation	Terms overlapped	Terms given
1	*Yakhan 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	*Injongchabyul*	Racism	Racism	RC	*	
13	*gyulko hamkenoljianeum*	Never play	Never play	NP	*	
14	*Muchaekim*	Slack		SL		
15	*Gongpogam*	Scared		SC		
16	*Bulchinjeul*	Not kind	Not kind	NK	*	
17	*Ohhae*	Misunderstanding	Misunderstanding	MU	*	
18	*Oyihyub*	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	*Gueman*		Prudent Personality	PS		
26	*Yongseo*		Forgiveness	FG		
27	*Goangaenabbum*		Not good relationship	NR		
Total		21	23	27	17	7

The twenty-one terms used in the Australian group consisted of 7 terms given with the mark # 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. Seventeen terms marked * overlapped in both countries

4.3 Comparison between the statistical solutions in Australian and Korean groups

<u>Analyses of the results formed by making a judgment about a 'good' or a 'bad' situation</u>

This study not only asked students the best term for each situation, but also to make judgments of the moral effect of the situations, by providing a heading with a question "Is this a good situation? Or a bad situation?" in each caption. In other words, questions to make a judgment about right or wrong in both student groups in Australia and Korea were required. Cross-tabulation analyses were conducted on the situations responded to by both student groups (See Appendix 7).

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 was generally higher than that of the Korean student group in all the three questions (10, 16, 18). The results are shown in Table 4-4.

Table 4-4 Students' judgment for 'good' or 'bad' in each cartoon situation (n=100)

Cartoon number	Australian-Korean group (n=50) (%)		Korean group (n=50) (%)	
	'bad' situation	'good' situation	'bad' situation	'good' situation
1	50 (100 %)	0 (0%)	50 (100%)	0 (0%)
2	50 (100%)	0 (0%)	50 (100%)	0 (0%)
3	50 (100%)	0 (0%)	50 (100%)	0 (0%)
4	50 (100%)	0 (0%)	50 (100%)	0 (0%)
5	50 (100%)	0 (0%)	50 (100%)	0 (0%)
6	50 (100%)	0 (0%)	50 (100%)	0 (0%)
7	49 (98%)	1 (2%)	50 (100%)	0 (0%)
8	49 (98%)	1 (2%)	44 (88%)	6 (12%)
9	50 (100%)	0 (0%)	50 (100%)	0 (0%)
10	0 (0%)	50 (100%)	1 (2%)	49 (98%)
11	50 (100%)	0 (0%)	50 (100%)	0 (0%)
12	50 (100%)	0 (0%)	49 (98%)	1 (2%)
13	50 (100%)	0 (0%)	49 (98%)	1 (2%)
14	50 (100%)	0 (0%)	50 (100%)	0 (0%)
15	49 (98%)	1 (2%)	49 (98%)	1 (2%)
16	8 (16%)	42 (84%)	19 (38%)	31 (62%)
17	50 (100%)	0 (0%)	50 (100%)	0 (0%)
18	3 (6%)	47 (94%)	8 (16%)	42 (84%)
19	49 (98%)	1 (2%)	50 (100%)	0 (0%)
20	50 (100%)	0 (0%)	48 (96%)	2 (4%)
21	50 (100%)	0 (0%)	50 (100%)	0 (0%)
22	50 (100%)	0 (0%)	49 (98%)	1 (2%)
23	50 (100%)	0 (0%)	49 (98%)	1 (2%)
24	50 (100%)	0 (0%)	50 (100%)	0 (0%)
25	50 (100%)	0 (0%)	50 (100%)	0 (0%)
26	47 (94%)	3 (6%)	48 (96%)	2 (4%)
27	50 (100%)	0 (0%)	50 (100%)	0 (0%)

The results of the three questions are shown in Table 4-5 for question (10), Table 4-6 for question (16) and Table 4-7 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 4-5.

Table 4-5 Results for students' judgment of social morality about question 10 (n=100)

Situation: "Jimy forgot his pen so Kiok lends him one of his"

* Count (Percentage): Total students (Australian-Korean students (AKSG) / Korean students (KSG))

		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) *

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 4-6. The responses were 84% in AKSG and 62% in KSG.

Table 4-6 Results for students' judgment of social morality about question 16 (n=100)

Situation: "Kilsoo makes fun of Guenho's hair, they both laugh"

* Count (percentage): Total students (Australian-Korean students (AKSG) / Korean students (KSG))

		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) *

An average of 89% responded to question (18) by saying a 'good situation' as shown in Table 4-7. The responses were 94% in AKSG and 84% in KSG.

Table 4-7 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 (Australian-Korean students (AKSG) / Korean students (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 4-8.

Table 4-8 Results for students' judgment of social morality about question 8 (n=100)

Situation: "Moonho borrows Daechul's ruler and accidentally breaks it"

* Count (Percentage): Total students (Australian-Korean students/ Korean students)

		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) *

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.

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

The 27 cartoons (rows) and the terms given for each cartoon (columns) were indicated in a table and the frequency of terms used by participants for each cartoon was shown in cells (See Appendix 13 for AKSG and Appendix 14 for KSG). The result of Chi square measure in each cartoon is indicated in Appendix 11 for the Australian-Korean student group and Appendix 12 for the Korean student group. Chi square measure resulted in an example as shown in Question 1 of the Korean student group in Table 4-9 below.

Table 4-9 Example for Chi square measure

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		

Notes: 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 fails 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 4-1.

Figure 4-1 Procedure for analysis of Chi square measure
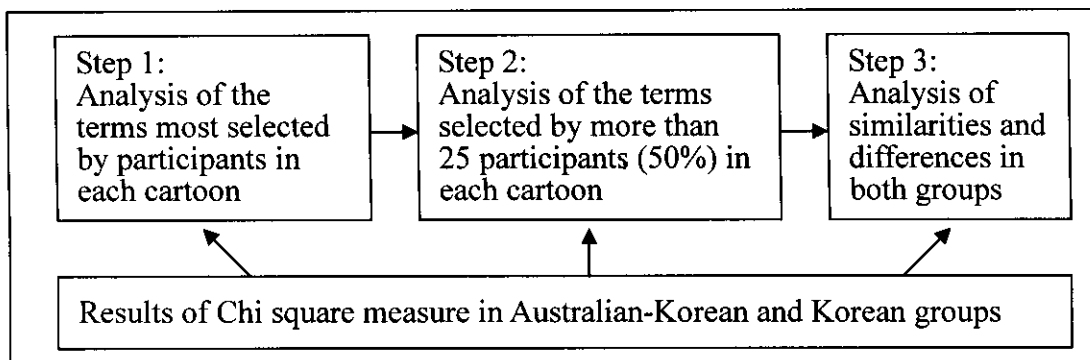
Step 1 focuses on an analysis of the terms most selected by participants in each cartoon. Many different terms might be selected in a cartoon. But there is only one term occupying the highest percentage in each cartoon. Then, the terms most selected by participants might be different to each other, although 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.

<u>Results of Chi square measure in the Australian-Korean student group</u>

Table 4-10 indicates the results of Chi square measure in the most responses observed in each cartoon in the Australian-Korean student group (AKSG).

Table 4-10 Results of Chi square measure in the terms most observed in each cartoon in the Australian-Korean student group (n=50)

Cartoon number (The term most used in each cartoon)	(1) Observed numbers (Frequencies of participants)	(2) Expected numbers (Participants (50) ÷ Numbers of terms selected)	Residual value (Observed number- Expected numbers) (1) - (2)
1 (Bullying)	24	7.1 (a)	16.9 *
2 (Bullying)	26	8.3 (b)	17.7 * # @ $
3 (Bullying)	32	7.1	24.9 * # @ $
4 (Teasing)	35	10.0 (c)	25.0 # @
5 (Bullying)	28	8.3	19.7 # @
6 (Bullying)	25	7.1	17.9 * # @ $
7 (Bullying)	24	8.3	15.7
8 (Accidents)	33	5.6 (d)	27.4 * #

9 (Bullying)	17	6.3 (e)	10.8
10 (Friendship)	48	25.0 (f)	23.0 * # @ $
11 (Teasing)	39 ·	12.5 (g)	26.5 # @
12 (Teasing)	43	16.7 (h)	26.3 # @
13 (Teasing)	29	8.3	20.7 #
14 (Teasing)	34	8.3	25.7 #
15 (Teasing)	38	10.0	28.0 # @
16 (Friendship)	33	10.0	23.0 * # @ $
17 (Teasing)	34	12.5	21.5 # @
18 (Friendship)	44	12.5	31.5 * # @ $
19 (Isolation)	24	5.6	18.4 *
20 (Isolation)	18	6.3	11.0 *
21 (Isolation)	14	8.3	5.7 *
22 (Isolation; Pick on)	12	6.3	5.8
23 (Isolation)	14	5.0 (i)	9.0 *
24 (Isolation)	16	7.1	8.9 *
25 (Teasing)	31	7.1	27.9 # @
26 (Bullying)	35	7.1	27.9 * # @ $
27 (Bullying)	29	12.5	16.5 # @
Total	779	249.2	533.3
Average	779 ÷ 27= 28.9	249.2 ÷ 27= 9.2	533.3 ÷ 27= 19.8

Notes: * The same term in the same cartoon where AKSG overlapped with KSG
  # Terms selected by more than 25 participants (50%) in each cartoon (n=50)
  @ The ccartoons where AKSG overlapped with KSG among the terms selected by more than 25 participants (50%) in each cartoon
  $ The same term in the same cartoon where AKSG overlapped with KSG among the terms selected by more than 25 participants (50%)
  (a) 0 cells (.0%) have expected frequencies less than 0.5. The minimum expected cell frequency is 7.1.
  (b) 0 cells (.0%) have expected frequencies less than 0.5. The minimum expected cell frequency is 8.3.
  (c) 0 cells (.0%) have expected frequencies less than 0.5. The minimum expected cell frequency is 10.0.
  (d) 0 cells (.0%) have expected frequencies less than 0.5. The minimum expected cell frequency is 5.6.
  (e) 0 cells (.0%) have expected frequencies less than 0.5. The minimum expected cell frequency is 6.3.
  (f) 0 cells (.0%) have expected frequencies less than 0.5. The minimum expected cell frequency is 25.0.
  (g) 0 cells (.0%) have expected frequencies less than 0.5. The minimum expected cell frequency is 12.5.
  (h) 0 cells (.0%) have expected frequencies less than 0.5. The minimum expected cell frequency is 16.7.
  (i) 0 cells (.0%) have expected frequencies less than 0.5. The minimum expected cell frequency is 5.0.

From the results in Table 4-10, the number of the same terms in the same cartoon where the Australian student group (AKSG) overlapped with the Korean student group (KSG) was 14, marked by an asterisk *. The rate of selection was more than 50% of the total 27 cartoons. Cartoons in which a term was selected by more than 25 participants (50%) numbered eighteen out of 27, excluding only 9 cartoons where the term most selected in each cartoon was chosen by less than 50% of participants, as shown by the mark #. They occupied 67% of the total 27 cartoons. 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 description of the eighteen cartoons selected by more than 25 participants (50%), as shown by the mark # in AKSG is indicated in Table 4-11.

Table 4-11 Description of terms selected by more than 25 participants (50%) in each cartoon for Australian-Korean students (n=50)

Cartoon Number	Terms used by participants (Number)	Frequencies of participants (Percentage) (M: male; F: female)	Categories of cartoon situations	Topic of cartoon
2 @ $	Bullying (1)	26 (52%) (M: 10; F: 16)	Physical aggression	Physical aggression
3 @ $	Bullying (1)	32 (64%) (M: 14; F:18)	Physical aggression	Power imbalance
4 @	Teasing (2)	35 (70%) (M: 18; F: 17)	Physical aggression	Power imbalance
5 @	Bullying (1)	28 (56%) (M: 13; F: 15)	Physical aggression	Repetition
6 @ $	Bullying (1)	25 (50%) (M: 11; F:14)	Physical aggression	Physical aggression
8	Accidents (9)	33 (66%) (M: 15; F: 18)	Non aggression	Non aggressive one
10 @ $	Friendship (3)	48 (96%) (M: 24; F: 24)	Non aggression	Pro-social one
11 @	Teasing (2)	39 (78%) (M: 19 F: 20)	Verbal aggression	Verbal aggression
12 @	Teasing (2)	43 (86%) (M:22; F: 21)	Verbal aggression	Repetition
13	Teasing (2)	29 (58%) (M: 14; F: 15)	Verbal aggression	Cultural orientation
14	Teasing (2)	34 (68%) (M: 17; F: 17)	Verbal aggression	Power imbalance
15 @	Teasing (2)	38 (76%) (M: 18; F: 20)	Verbal aggression	Verbal aggression

16 @ $	Friendship (3)	33 (66%) (M: 14; F: 19)	Non aggression	Non aggressive one
17 @	Teasing (2)	34 (68%) (M: 17; F: 17)	Verbal aggression	Corresponding aggression
18 @ $	Friendship (3)	44 (88%) (M: 21; F: 23)	Non aggression	Pro-social one
25 @	Teasing (2)	31 (62%) (M: 15; F: 16)	Psychological aggression	Relational aggression
26 @ $	Bullying (1)	35 (70%) (M: 19; F: 16)	Physical aggression	Cultural orientation
27 @	Bullying (1)	29 (58%) (M:17; F: 12)	Physical aggression	Cultural orientation

Notes: @ The cartoons where AKSG overlapped with KSG among the terms selected by more than 25 participants (50%) in each cartoon
$ The same term in the same cartoon where AKSG overlapped with KSG among the terms selected by more than 25 participants (50%)

Among the eighteen, there were 15 cartoons where AKSG overlapped with KSG as shown by the mark @ and 7 terms in the same cartoons overlapped with KSG as shown by mark $. Among the eighteen cartoons, five cartoons (2, 5, 6, 13 and 27) were selected by more than 50% and less than 60%, six cartoons (3, 8, 14, 16, 17 and 25) by more than 60% and less than 70% and seven cartoons (4, 10, 11, 12, 15, 18 and 26) in the rest by more than 70%.

The eighteen cartoons in AKSG represented four categories of cartoon situations. They consisted of physical aggression (cartoons 2, 3, 4, 5, 6, 26 and 27), non-aggression (cartoons 8, 10, 16 and 18), verbal aggression (cartoons 11, 12, 13, 14, 15 and 17) and one psychological aggression (cartoon 25). In particular, all terms used by participants for aggressive situations focused on 'bullying' and 'teasing', but all non-aggressive cartoons were related to 'friendship.' Further, for all cartoons (2, 3, 5, 6, 26 and 27) in the category of 'physical aggression,' 'bullying' was selected. 'Teasing' was used for only one (cartoon 4). Those who chose the term 'teasing' all focused on verbal aggression, excluding one psychological aggression (cartoon 25) and one physical aggression (cartoon 4). The topics of the eighteen cartoons were various: physical aggression, power imbalance, repetition, a non-aggressive one, a pro-social one, verbal aggression, cultural orientation, corresponding aggression and relational aggression.

In addition, the result of responses in each cartoon situation according to gender in AKSG was indicated in Appendix 9. When comparing genders the result of responses

for the terms most selected in the eighteen cartoons was generally similar, even though cartoon (2) showed some difference for each gender.

To summarise, these results for AKSG showed that the use of the term 'teasing' overwhelmed 'verbal aggression' and the use of the term 'bullying' overwhelmed 'physical aggression.'

Results of Chi square measure in the Korean student group

Table 4-12 indicates the results of Chi square measure in the terms most observed in each cartoon in the Korean student group (KSG).

Table 4-12 Results of Chi square measure in the terms most observed in each cartoon in the Korean student group (n=50)

Cartoon number (The term most used in each cartoon)	(1) Observed numbers (Frequencies of participants)	(2) Expected numbers (Participants(50) ÷ Numbers of terms selected)	Residual numbers (Observed number- Expected numbers) (1) - (2)
1 (Bullying)	21	8.3 (a)	12.7 *
2 (Bullying)	26	8.3	17.7 * # @ $
3 (Bullying)	43	16.7 (b)	26.3 * # @ $
4 (Pick on)	34	10.0 (c)	24.0 # @
5 (Teasing)	27	7.1 (d)	19.9 # @
6 (Bullying)	35	8.3	26.7 * # @ $
7 (Isolation)	24	12.5 (e)	11.5
8 (Accidents)	22	7.1	14.9 *
9 (Teasing)	16	8.3	7.7
10 (Friendship)	35	25.0 (f)	10.0 * # @ $
11 (Pick on)	31	10.0	21.0 # @
12 (Pick on)	26	8.3	17.7 # @
13 (Pick on)	23	8.3	14.7
14 (Pick on)	24	12.5	11.5
15 (Pick on)	32	10.0	22.0 # @
16 (Friendship)	26	6.3 (g)	19.8 * # @ $
17 (Pick on)	33	16.7	16.3 # @
18 (Friendship)	39	10.0	29.0 * # @ $
19 (Isolation)	40	6.3	33.8 * #
20 (Isolation)	41	8.3	32.7 * #

21 (Isolation)	44	10.0	34.0 * #
22 (Isolation)	35	7.1	27.9 #
23 (Isolation)	38	8.3	29.7 * #
24 (Isolation)	34	10.0	24.0 * #
25 (Pick on)	35	8.3	26.7 # @
26 (Bullying)	30	8.3	21.7 * # @ $
27 (Teasing)	33	10.0	23.0 # @
Total	847	270.3	576.9
Average	847 ÷ 27=31.4	270.3 ÷ 27=10.0	576.9 ÷ 27=21.4

Notes: * The same term in the same cartoon where AKSG overlapped with KSG
  #   Terms selected by more than 25 participants (50%) in each cartoon (n=50)
  @ The cartoons where AKSG overlapped with KSG among the terms selected by more than 25 participants (50%)
    in each cartoon
  $ The same term in the same cartoon where AKSG overlapped with KSG among the terms selected by more than
    25 participants (50%)
  (a) 0 cells (.0%) have expected frequencies less than 0.5. The minimum expected cell frequency is 8.3.
  (b) 0 cells (.0%) have expected frequencies less than 0.5. The minimum expected cell frequency is 16.7.
  (c) 0 cells (.0%) have expected frequencies less than 0.5. The minimum expected cell frequency is 10.0.
  (d) 0 cells (.0%) have expected frequencies less than 0.5. The minimum expected cell frequency is 7.1.
  (e) 0 cells (.0%) have expected frequencies less than 0.5. The minimum expected cell frequency is 12.5.
  (f) 0 cells (.0%) have expected frequencies less than 0.5. The minimum expected cell frequency is 25.0.
  (g) 0 cells (.0%) have expected frequencies less than 0.5. The minimum expected cell frequency is 6.3.

The cartoons where the Korean student group (KSG) overlapped with the Australian-Korean student group (AKSG) by selecting the same term most frequently is shown by an asterisk *. In the total of 27 cartoons, the terms selected by more than 25 KSG participants (50%) in each cartoon were twenty-one shown by the mark #. The rate of selection was 78% of a total of 27 cartoons. The result compares with 67% in 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) ÷ Expected number(10.0) = 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.

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The description of the twenty-one terms that were selected by more than 25 participants (50%) in KSG is indicated in Table 4-13 by the mark #.

Table 4-13 Description of terms selected by more than 25 participants (50%) in each cartoon for Korean students (n=50)

Cartoon Number	Terms used by participants (Number)	Frequencies of participants (Percentage) (Gender)	Categories of cartoon situations	Topic of cartoon
2 @ $	Bullying (1)	26 (52%) (M: 9; F: 17)	Physical aggression	Physical aggression
3 @ $	Bullying (1)	43 (86%) (M: 20; F: 23)	Physical aggression	Power imbalance
4 @	Pick on (7)	34 (68%) (M: 16; F: 18)	Physical aggression	Power imbalance
5 @	Teasing (2)	27 (54%) (M: 13; F: 14)	Physical aggression	Repetition
6 @ $	Bullying (1)	35 (70%) (M: 17; F: 18)	Physical aggression	Physical aggression
10 @ $	Friendship (3)	35 (70%) (M: 16; F: 19)	Non aggression	Pro-social one
11 @	Pick on (7)	31 (62%) (M: 12; F: 19)	Verbal aggression	Verbal aggression
12 @	Pick on (7)	26 (52%) (M: 9; F: 17)	Verbal aggression	Repetition
15 @	Pick on (7)	32 (64%) (M: 13; F: 19)	Verbal aggression	Verbal aggression
16 @ $	Friendship (3)	26 (52%) (M: 14; F: 12)	Non aggression	Non aggressive one
17 @	Pick on (7)	33 (66%) (M: 13; F: 20)	Verbal aggression	Corresponding aggression
18 @ $	Friendship (3)	39 (78%) (M: 17; F: 22)	Non aggression	Pro-social one
19	Isolation (5)	40 (80%) (M: 20; F: 20)	Psychological aggression	Repetition
20	Isolation (5)	41 (82%) (M: 19; F: 22)	Psychological aggression	Repetition
21	Isolation (5)	44 (88%) (M: 21; F: 23)	Psychological aggression	Power imbalance
22	Isolation (5)	35 (70%) (M: 14; F: 21)	Psychological aggression	Cultural orientation
23	Isolation (5)	38 (76%) (M: 18; F: 20)	Psychological aggression	Cultural orientation

24	Isolation (5)	34 (68%) (M: 15; F: 19)	Psychological aggression	Relational aggression
25 @	Pick on (7)	35 (70%) (M: 14; F: 21)	Psychological aggression	Relational aggression
26 @ $	Bullying (1)	30 (60%) (M: 14; F: 16)	Physical aggression	Cultural orientation
27 @	Teasing (1)	33 (66%) (M: 15; F: 18)	Physical aggression	Cultural orientation

Notes: @ The ccartoons where AKSG overlapped with KSG among the terms selected by more than 25 participants (50%) in each cartoon

$ The same term in the same cartoon where AKSG overlapped with KSG among the terms selected by more than 25 participants (50%)

In twenty-one cartoons out of a total of 27 the KSG participants selected one term by 50 percent or more, excluding only 6 cartoons (1, 7, 8, 9, 13, 14) the term most selected in each cartoon was chosen by less than 50% of participants. Among the twenty-one, 15 cartoons overlapped with AKSG as indicated by the mark @. Seven terms in the same cartoons out of the 15 cartoons overlapped with AKSG as shown by the mark $.

Among cartoons that overlapped in both groups, the terms used by participants might be different because only the term most used in each cartoon was selected. Among the twenty-one, four cartoons (2, 5, 12 and 16) were selected by more than 50% and less than 60%, seven cartoons (4, 11, 15, 17, 24, 26 and 27) by more than 60% and less than 70% and ten cartoons (3, 6, 10, 18, 19, 20, 21, 22, 23 and 25) by more than 70%.

The twenty-one cartoons in KSG represented four categories of cartoon situations. They consisted of physical aggression (cartoons 2, 3, 4, 5, 6, 26 and 27), non-aggression (cartoons 10, 16 and 18), verbal aggression (cartoons 11, 12, 15 and 17) and psychological aggression (cartoons 19, 20, 21, 22, 23, 24 and 25). In particular, in the category of 'psychological aggression' students selected the term 'isolation,' excluding one cartoon (25). Most of them were selected by more than 70% of participants, excluding one cartoon (24) selected by 68%. The term 'bullying' was only used in the category of 'physical aggression.' The term 'friendship' was used in all non-aggressive cartoons. 'Pick on' and 'teasing' were found in a few categories. However, the meaning of all 'verbal aggressive' cartoons was 'pick on.' The meanings of the term 'teasing' all focused on 'physical aggression.' The topics of the twenty-one cartoons were various:

physical aggression, power imbalance, repetition, pro-social one, verbal aggression, non-aggressive one, corresponding aggression, cultural orientation and relational aggression.

The results of responses in each cartoon situation according to gender are indicated in Appendix 10. According to these results, the term most selected in the twenty-one cartoons was selected more frequent by females than by males as indicated in Table 4-13. There were significant differences between genders in some cartoons (2, 11, 12, 15, 17 and 25).

In summary, these results for KSG showed that the use of the term 'isolation' overwhelmed 'psychological aggression' and the use of the term 'pick on' overwhelmed 'verbal aggression.' The frequencies of the term that occupied more than 50% of participants in each cartoon were clearer for both genders than in AKSG. The female group was generally higher in KSG than the male group.

4.4 Findings from the 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' or 'bad' by focusing on the 'consequences' rather than the 'causes.' However, the judgment on bullying made by the Australian-Korean students (AKSG) depended much more on 'consequences' than 'causes,' in comparison with the Korean student group (KSG). Alternatively, KSG focused on 'causes' rather than 'consequences' in making a judgment between 'right' and 'wrong'.

In the result of the Chi square measure, the numbers of participants who used the same term for the same cartoon in each group are indicated in Tables 4-10 for AKSG

and 4-12 for KSG. 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 (See Appendices 22 and 24). 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. It declares that 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, I. K., 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.

The description of the result for the terms most selected by participants in each cartoon from Tables 4-10 and 4-12 (See Appendices 11 and 12) is indicated in Table 4-14.

Table 4-14 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 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 4-14, the number of the same terms in the same cartoon that overlapped in the Australian student group (AKSG) with the Korean student group (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 and they were marked by the sign # in this study. The number of cartoons that overlapped in both groups for the terms selected by more than 25 participants (50%) was 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.

From the results as shown in Table 4-14, 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 (See Appendix 11 for the Australian-Korean group and Appendix 12 for the Korean group). 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.

Furthermore, the terms that were most selected by more than 25 participants (50%) for each cartoon are indicated in Tables 4-11 for AKSG and 4-13 for KSG From the results, both genders in AKSG were similar in frequencies to each other, but there were some differences in KSG In KSG, the female group had more frequencies of participants than the male group, particularly in the categories of verbal and psychological aggression. In addition, the characteristics of the result in Table 4-11 for AKSG show that the use of the term 'teasing' overwhelmed 'verbal aggression' and the use of the term 'bullying' overwhelmed 'physical aggression.' In contrast, Table 4-13 for KSG indicates that the use of the term 'isolation' overwhelmed 'psychological aggression' and the use of the term 'pick on' overwhelmed 'verbal aggression.'

For the terms most observed in each cartoon, a statistical description for both groups is shown in Table 4-15.

Table 4-15 Comparison of the terms most observed in each cartoon in AKSG and KSG

Cartoon number (Terms AKSG/KSG) (Topics of cartoon situation)	Observed numbers (Frequencies of participants) (AKSG/KSG)	Expected numbers (Participants (50) ÷ Numbers of terms selected) (AKSG/KSG)	Residual numbers (Observed number-Expected numbers) (AKSG/KSG)
1(bullying/bullying)	24/21	7.1/8.3	16.9/12.7

(physical aggression)	*		
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
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)	31/35	7.1/8.3	27.9/26.7

(relational aggression)	@		
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

Notes: * The same term in the same cartoon where AKSG overlapped with KSG
@ The cartoons where AKSG overlapped with KSG among the terms selected by more than 25 participants (50%) in each cartoon
$ The same term in the same cartoon where AKSG overlapped with KSG among the terms selected by more than 25 participants (50%)

Terms used in Table 4-15 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 by the term 'teasing' in KSG. The term 'teasing' selected in AKSG was also replaced by the term 'pick on' in KSG in the same cartoons (4, 11, 12, 13, 14, 15, 17, 25). In particular, use the term 'teasing' overwhelmed 'verbal aggression' (Cartoons 11-15) in the AKSG and use 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 frequency of use of participants in the category of 'verbal aggression' in AKSG was 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; that is "don't like each other" and "start to fight," or '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 group." Both groups used the same term 'bullying' as the most frequent term in cartoons (1) and (3). The frequency of use by participants in KSG was 21 participants (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 members 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 distinguished 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'." Here for both groups the same term, 'bullying', was the most used. This situation was described as "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, J. D., 1998a; 2001) and Korean students often hear news about extortion from other students, while some students experience it for themselves. The frequency of use of the term 'bullying' that selected in cartoon (6) was 25 participants (50%) in AKSG and 35 participants (70%) in KSG. The frequency of use of this term in cartoon (6) in KSG was much more than in AKSG. Further, it was more than the frequencies of use 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 in 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. Therefore the factors contributing to the occurrence of bullying can be investigated by examining a few examples of bullying. Major findings from this

empirical study are summarised as shown in Table 4-16.

Table 4-16 Characteristics for the concepts of bullying in Australian-Korean and Korean groups

Concepts of bullying	Australian-Korean student group	Korean student group
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
Genders	Similar thoughts in both gender groups	Somewhat different thoughts for different genders
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 group
Extortion	Regarded as just a type of physical aggression	Regarded as stronger physical aggression

4.5 Further presentation of the results

Hierarchical cluster analyses and results of 27 terms used by AKSG and KSG

Hierarchical cluster analyses were conducted on the terms used by both Australian-Korean and Korean students. The 27 cartoons (rows) and the terms given for each cartoon (columns) were indicated in a table and the frequency of terms used by participants for each cartoon was shown in cells (See Appendix 13 for AKSG and Appendix 14 for KSG; Appendix 17 for female group and Appendix 18 for male group). The results are shown in Appendices 15 for AKSG and 16 for KSG. Twenty-seven terms were used by all the participants. Ward's method was used to combine clusters of twenty-seven terms. Each term has a number and abbreviation as shown in Table 4-17.

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Table 4-17 Cluster results of 27 terms used by AKSG and KSG (n = 100)

	Terms used by Australian-Korean Student group (AKSG)	Terms used by Korean Student group (KSG)	Differences in Terms used by both groups
Cluster 1	4, 11, 12, 13, 14, 15, 17, 25	11, 12, 13, 14, 15, 17, 25	Omit 4 in KSG
Cluster 2	1, 2, 3, 5, 6, 7, 8, 9, 26, 27	1, 2, 5, 8, 9, 27	Omit 3,6,7, 26 in KSG
Cluster 3		3, 4, 6, 26	Omit all in AKSG
Cluster 4	19, 20, 21, 22, 23, 24	7, 19, 20, 21, 22, 23, 24	Omit 7 in AKSG
Cluster 5	10, 16, 18	10, 16, 18	All the same
Total	27 Terms	27 Terms	5 Terms

* Above numbers within clusters mean as follows.

No.	Terms (Korean transliterations)	Abbre-viations	No.	Terms (Korean transliterations)	Abbre-viations
1	Bullying (*yankhan ja goelophim*)	(BL)	15	Scared (*gongpogam*)	(SC)
2	Teasing (*guichanke goelophim*)	(TS)	16	Not Kind (*bulchinjeul*)	(NK)
3	Friendship (*saijoke jinaem*)	(FS)	17	Misunderstanding (*ohhae*)	(MU)
4	Harassment (*giesok aemukim*)	(HR)	18	Threat (*oyihyub*)	(TH)
5	Isolation (*ddadolim*)	(IS)	19	Intention (*goyi*)	(IT)
6	Closeness(*maewoochinhake jinaem*)	(CL)	20	Sexism (*sungchabyul*)	(SX)
7	Pick on (*hoongbogi*)	(PO)	21	Guiltiness (*bumjoui*)	(GL)
8	Fighting (*ssawoomjil*)	(FT)	22	Annoying (*bulkouihada*)	(AN)
9	Accidents (*wooyunhan sago*)	(AC)	23	Extortion (*kumpumgalchui*)	(ET)
10	Mean (*biyulham*)	(MN)	24	Playfulness (*jangnan*)	(PL)
11	Hate (*jeungoh*)	(HT)	25	Prudent Personality (*gueman*)	(PS)
12	Racism (*injongchabyul*)	(RC)	26	Forgiveness (*yongseo*)	(FG)
13	Never Play (*gyulko hamkenoljianeum*)	(NP)	27	Not a good relationship (*goangaenabbum*)	(NR)
14	Slack (*muchaekim*)	(SL)			

The solution for the Australian-Korean student group produced four clusters [4 (HR), 11 (HT), 12 (RC), 13 (NP), 14 (SL), 15 (SC), 17 (MU), 25 (PS)], [1 (BL), 2 (TS), 3 (FS), 5 (IS), 6 (CL), 7 (PO), 8 (FT), 9 (AC), 26 (FG), 27 (NR)], [19 (IT), 20 (SX), 21 (GL), 22 (AN), 23 (ET), 24 (PL)] and [10 (MN), 16 (NK), 18 (TH)] in Appendix 15, whereas the solution for the Korean student group showed five clusters [11 (HT), 12 (RC), 13 (NP), 14 (SL), 15 (SC), 17 (MU), 25 (PS)], [1 (BL), 2 (TS), 5 (IS), 8 (FT), 9 (AC), 27 (NR)], [3 (FS), 4 (HR), 6 (CL), 26 (FG)], [7 (PO), 19 (IT), 20 (SX), 21 (GL), 22 (AN), 23 (ET), 24 (PL)] and [10 (MN), 18 (TH), 16 (NK)] in Appendix 16.

The differences between clusters for the 27 terms used by the Australian-Korean students and the Korean students indicated a greater capacity for each student group to differentiate meaning in the clusters. In cluster 1, the terms in the Australian-Korean group were all the same as those in the Korean group, excluding the term 'harassment' (4). The Korean group included the term 'harassment' (4) in cluster 3. Both the Australian and Korean groups similarly understood the relationships between the terms 'hate' (11), 'racism' (12), 'never play' (13), 'slack' (14), 'scared' (15), 'misunderstanding' (17) and 'prudent personality' (25). These terms were understood presumably by a correlation between a cause and an effect. As a result, this implies that 'hate,' 'racism,' 'never play' and 'slack' would arise from misunderstanding between different cultures or from differences of individual personalities.

In cluster 2, both the Australian and Korean groups included 'bullying' (1), 'teasing' (2), 'isolation' (5), 'fighting' (8), 'accidents' (9) and 'not a good relationship' (27) all together. But the differences were that the Australian group involved the terms 'friendship' (3), 'closeness' (6), 'pick on' (7) and 'forgiveness' (26) in cluster 2, but the Korean group did not include them. This result means that among the Australian-Korean

students their thoughts for each term were different from each other. In other words, a definition for each term depended upon individual judgment in the Australian-Korean students. As contrasted with the result of the Australian group, the Korean group made a much greater distinction between 'friendship' or 'closeness,' and 'bad situations', for example, 'bullying', 'teasing', 'isolation' and 'fighting.'

Furthermore, cluster 3 existed in only the Korean group. In the Korean group, the four terms 'closeness' (6), 'friendship' (3) and 'forgiveness' (26) formed cluster 3, together with 'harassment' (4). The Australian-Korean group mixed these four terms with clusters 1 and 2. This means that harassment may be allowed among friends and it would sometimes lead to friendship or intimacy in Korea. Therefore, these results from cluster 2 and cluster 3 imply that the Korean student group had a clear criterion for judgment between 'good' and 'bad,' in comparison with the Australian group. This result indicates that the Korean students were more influenced by the judgment between 'right' and 'wrong' based on social morality and its practice than the Australian–Korean students. As a result, the Korean students in Korea had more group-oriented thoughts than the Australian-Korean students.

In cluster 4, both Australian and Korean groups included 'intention' (19), 'sexism' (20), 'guiltiness' (21), 'annoying' (22), 'extortion' (23) and 'playfulness' (24) all together. The difference was that the Korean group included the term 'pick on' (7) in cluster 4, but the Australian group included the term 'pick on' (7) in cluster 2. All these terms were physically or psychologically related to 'aggressive act.' Therefore, it would be meaningless whether the term 'pick on' was included in cluster 4 or not. In cluster 5, both groups were all the same as each other.

Hierarchical cluster analyses were conducted on the terms used by both gender groups. The results are shown in Appendices 19 for girls and 20 for boys. Cluster results of 27 terms used by both gender groups were shown in Table 4-18.

Table 4-18 Cluster results of 27 terms used by gender groups (n = 100)

	Terms used by female group	Terms used by male group	Differences in Terms used by both groups
Cluster 1	4, 11, 12, 13, 14, 15, 17, 25	4, 11, 12, 13, 15, 17, 25	Omit 14 in male group
Cluster 2	1, 2, 5, 9, 27	1, 2, 5, 9, 14, 27	Omit 14 in female group
Cluster 3	3, 6, 7, 26	3, 6, 7, 26	All the same
Cluster 4	8, 19, 20, 21, 22, 23, 24	8, 19, 20, 21, 22, 23, 24	All the same
Cluster 5	10, 16, 18	10,16,18	All the same
Total	27 Terms	27 Terms	1 Term

* Above numbers within clusters mean as follows.

No.	Terms (Korean transliterations)	Abbre-viations	No.	Terms (Korean transliterations)	Abbre-viations
1	Bullying (*yankhan ja goelophim*)	(BL)	15	Scared *(gongpogam)*	(SC)
2	Teasing (*guichanke goelophim*)	(TS)	16	Not Kind (*bulchinjeul*)	(NK)
3	Friendship (*saijoke jinaem*)	(FS)	17	Misunderstanding (*ohhae*)	(MU)
4	Harassment (*giesok aemukim*)	(HR)	18	Threat (*oyihyub*)	(TH)
5	Isolation (*ddadolim*)	(IS)	19	Intention (*goyi*)	(IT)
6	Closeness(*maewoochinhake jinaem*)	(CL)	20	Sexism (*sungchabyul*)	(SX)
7	Pick on (*hoongbogi*)	(PO)	21	Guiltiness (*bumjoui*)	(GL)
8	Fighting (*ssawoomjil*)	(FT)	22	Annoying (*bulkouihada*)	(AN)
9	Accidents (*wooyunhan sago*)	(AC)	23	Extortion *(kumpumgalchui)*	(ET)
10	Mean (*biyulham*)	(MN)	24	Playfulness (*jangnan*)	(PL)
11	Hate (*jeungoh*)	(HT)	25	Prudent Personality (*gueman*)	(PS)
12	Racism (*injongchabyul*)	(RC)	26	Forgiveness (*yongseo*)	(FG)
13	Never Play (*gyulko hamkenoljianeum)*	(NP)	27	Not a good relationship (*goangaenabbum*)	(NR)
14	Slack (*muchaekim)*	(SL)			

Both gender groups produced five clusters. The female group was clustered as follows: Cluster 1 [4 (HR), 11 (HT), 12 (RC), 13 (NP), 14 (SL), 15 (SC), 17 (MU), 25 (PS)], Cluster 2 [1 (BL), 2 (TS), 5 (IS), 9 (AC), 27 (NR)], Cluster 3 [3 (FS), 6 (CL), 7 (PO), 26 (FG)], Cluster 4 [8 (FT), 19 (IT), 20 (SX), 21 (GL), 22 (AN), 23 (ET), 24 (PL)] and [10 (MN), 16 (NK), 18 (TH)] in Appendix 19, whereas the solution for the male group showed five clusters as follows: Cluster 1 [4 (HR), 11 (HT), 12 (RC), 13 (NP), 15 (SC), 17 (MU), 25 (PS)], Cluster 2 [1 (BL), 2 (TS), 5 (IS), 9 (AC), 14 (SL), 27 (NR)], Cluster 3 [3 (FS), 6 (CL), 7 (PO), 26 (FG)], Cluster 4 [8 (FT), 19 (IT), 20 (SX) 21 (GL), 22 (AN), 23 (ET), 24 (PL)] and [10 (MN), 16 (NK), 18 (TH)] in Appendix 20.

The 27 terms used by both genders were all the same as those in clusters, excluding the term 'slack' (14). The female group included the term 'slack' with more psychological terms as shown in cluster 1, whereas the male group included the term 'slack' with more physical terms as shown in cluster 2. This result in both gender groups did not imply a particular meaning, unlike a differentiated meaning in the clusters between AKSG and KSG

CHAPTER 5 Qualitative analysis for cultural construction of bullying in schools in NSW, Australia and Kyunggi Province, South Korea

Abstract

Chapter 5 examined cultural construction of bullying in schools in NSW, Australia and Kyunggi Province, South Korea. There were collected five examples of bullying from each country and the different examples presented typical forms of bullying that would be happened in schools. Contributing factors to the occurrence of bullying in NSW, Australia and Kyunggi Province, South Korea were analysed by comparisons of the examples of bullying. Cultural impacts on bullying in schools in both countries were represented by flow charts. As a result, bullying in South Korea is influenced by group-oriented morality, but the nature of bullying in Australia is broadly influenced by individual factors such as an individuals' attitude or personality. Further, possible pathways to bullying that might be drawn in both countries were discussed. NSW had more possibilities of a cycle that might reach from bullying to victimisation than those in Kyunggi Province. On the contrary, the paths leading to being bullied or to becoming a bully in Kyunggi Province were different. The cultural differences contributed largely to the understanding and interpreting of bullying.

5.1 Introduction

It is conjectured that there are many different values in relation to bullying in a multicultural school. Rigby (2001) further suggests two ways (direct and indirect) to classify bullying in the Christian or Western cultural setting. However his classification would not fit for some kinds of bullying in the Korean historical and cultural background. Rigby states that gestural bullying varies in subtlety from finger signs and tongue poking to rolling of the eyes and a deliberate inappropriate poker face (Rigby, 2001). But this gestural bullying would be broadly permitted for developing friendship in Korea (FPYV, 1997; 1998b; Lee, J. K., 1998; 1999a; 1999b; 2001).

In addition, verbal expressions may vary in sophistication or subtlety, from crude name-calling and up-front insults, more common among children, to the use of cruel

sarcasm, innuendo and rational-sounding (but knowingly unfair) criticism employed by older students and adults (Rigby, 2001). In general, verbal abuse is found in Korea, but the meaning of crude name-calling is very ambiguous in the Korean situation. Students often use nicknames, with some crude names included, even among close friends. That is, crude name-calling would sometimes be used intimately in Korea (FPYV, 1997; Kim, J. H., 1997; Kim, J. D., 1998a). Furthermore, Rigby (2001) says that physical means are the least commonly practised, but occur more frequently among boys and among younger students. According to his opinion, physical bullying is likely to be more important among boys than among girls. However, physical and group bullying among girls has become more serious in South Korea. Although not physically hurtful, the continual removal of belongings is common in many schools. Such a form of bullying as '*Ddadolim*,' that is, being isolated by a peer group, has provoked serious harm in schools in South Korea. Similar forms of bullying are represented in the following examples of bullying.

5.2 Bullying incidents in NSW, Australia and Kyunggi Province, South Korea

The examples came from bullying incidents in both countries. The examples illuminate bullying incidents that happened during their real school life. These examples help to explain the different cultural impacts of bullying in different countries through real stories. This study investigates what factors influenced the occurrence of bullying, especially through examining these bullying incidents. The investigation is linked with the pathways of bullying.

Examples of bullying in NSW, Australia

The five examples that follow were obtained from the Internet and a school bulletin in NSW, Australia.

Example 1: I was bullied

I didn't realise for a while after it happened that I was being bullied. I was in year 11 and had only been at this school for a year. All the girls at school wore really short skirts, heaps of makeup and jewellery, smoked after school, most had had sex and had boyfriends. I wasn't like that. I wore my skirt longer, had plain hair and spent my time after school going to dance classes- I was thinking about becoming a professional dancer. I was into other stuff. I was into punk music and indie rock, got my nose pierced and then later put my hair in dreadlocks. On days when we could wear what we wanted at school, the other girls wore skimpy skirts and I wore tie-dyed second hand dresses. I was interested in Buddhism and cult movies, they were interested in Cosmo magazine and TV soaps. They often got drunk at parties and didn't really do well at school. I did pretty well at school too.

There were times when I made friends with the "cool" people, and other times when I felt completely alone. I ended up making friends with a couple of girls in my maths class who also put their hair in to dreadlocks and died it rainbow colours. Because us "weirdos" were different from the "cool" people, they picked on us. If I was alone girls would call out names like "weirdo", "freak" or "bitch" from classroom windows and then hide while I walked through the empty playground- they thought I didn't know it was they. It hurt that they could be so cruel but at the same time I knew what they were doing was dumb and boring. I thought, "what a boring life they must lead if they enjoy spending time being mean to people and thinking up the nastiest things to say." I was really surprised that some people were admired because they judged people. It's like the ring leader had power because she/he could criticise someone they happened to not like, and then other people would agree with them so they could be the friend of the ring leader and share some of this power. What helped me get through it was finding that people outside of school were cool because of the things I was interested in. And I thought I only needed one or two friends at school anyway. I felt I'd become stronger by sticking to my values rather than trying to fit in and do things that might hurt others. It annoyed the "cool" people that I didn't want to be like them- and I realised they are just as afraid as me of not being accepted. So I would try to be nice to them even though they were mean to me. It's funny- a couple of years after I finished school, I saw one of the "cool" girls and she was really nice to me. Maybe she didn't think she had to try so hard to be "cool" and maybe she didn't have to be mean to be "cool" after all. It's funny that when this was happening at school I understood the feelings of what bullying means, but I didn't use that word at the time. I just thought of the people who were bullying me as mean and bored and just different. But now I can see that they were bullies. I don't think they were bad, maybe just having a hard time themselves and made themselves feel safer and secure by hurting others. It's sad because I didn't get to have some of their fun, but I learned to make my own fun. My self esteem was hurt, but I've learned a lot about myself in trying to work out how to rebuild it.

Source from http://www.reachout.com.au/default.asp?ti=1563 (Accessed on July 05, 2005)

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Synopsis: This story can be summarized as follows. A flowchart on being bullied was made through linkage between the causes and their effects on bullying. This girl student did not adjust well to peer group culture due to different culture or religious reasons. Her outward appearance was different from other students' external features. As a result, a peer group picked on her and they often said nasty things and sometimes threatened her. The 'cool' group wanted to be admired by others and enjoyed the submission of others. The bullies had low empathy with victims and they made fun of the victim's attitude. Therefore the girl was shunned by the peer group and felt a psychological sense of oppression. And then she was lonely and her school life was boring. Consequently her self-esteem was hurt and she was depressed.

Example 2: "Taking a stand": A story by Stewy, a young person, about being teased at school "Having something to say."

I am not what you would call the popular one at school. I started school earlier this year and had a few friends. Then some one found out I lived on a chicken farm and every one in school thought that was really funny. So instead of calling me by my first name people started to call me "chicken man". This made me feel about 2 inches tall.

I went to talk with my school counsellor who suggested I just agree with what they were saying. So I did and it worked! One student (who is now my friend) didn't even know my name, and one day he was sitting next to me and he started whispering "chicken man" really softly and it started to get louder and so I said WHAT!!!! And he just looked at me and he said it again so I said unless you have something to say, stop calling my name. He then stopped and asked me what my real name was. I told him and ever since that day he has stuck up for me.

Source from http://www.reachout.com.au/default.asp?ti=210 (Accessed on July 05, 2005)

Synopsis: This story implied that bullying could bring about serious anguish of heart and cause psychological suffering for a long time. A flow chart on being bullied was as follows. Low popularity among students made someone a target for being bullied. By the use of 'name-calling', a type of verbal bullying, he was usually made fun of by bullies. One day he was shocked by the fact that many peers had forgotten his real name. He was depressed. This affair left a scar in the boy's heart for a long time.

Example 3: Bullying is a silent nightmare in Michael's story (14 year old boy).

"When I was in primary school, I got picked on non-stop for two years. No-one talked to me. I hadn't done anything to get blamed for, and I still don't know the reason. I got picked on.

I used to cry myself to sleep every night. I was miserable. My parents knew and they talked to the Principal who tried to help. My parents knew all the bullies' parents. One girl even lived in the same street and we had been friends since we were two years old. Like a sheep, she dumped me because no-one else talked to me. This all happened in Year 6 and I have lost nearly all my self-confidence and have been on my own. I'd hate to think this was happening to anyone else. I have a fear that if one girl doesn't talk to me they will start again and it will never stop. I don't want it to go on for the rest of my school life. I couldn't cope.

Source from "No Fear, A Whole School Approach, A kit addressing gender based violence." *Secondary. Focus Area No. 8, 2002.* (Student Resource, Macarthur Girls High School Bulletin).

Synopsis: This story was an example of the poor performance of an anti-bullying policy in a school. Michael got picked on continually and was isolated socially for two years without any reasons from his peers. The experience of being bullied is a 'nightmare' in this story. It does not refer to bad dreams at night here. He suffered a silent nightmare every night and spent a miserable time. He talked to his parents and they asked the school principal to be helpful to Michael. However, the school authority didn't take suitable action and Michael was still bullied by the peers. He lost confidence and was seized with fear. The terrible memory still existed in his heart.

Example 4: I was bullied for 4 years

"On Tuesday 11th May 2004 at 7.30pm tune in to Reach Out! Real Stories on Triple J's Super Request to hear Shannon share his experience about what happened when he was bullied at school."

When I started Year 7 four years ago, I became aware of bullies. For the past 4 years I have put up with these people. Every day I used to get picked on by these horrible people. I felt lonely and I was scared to tell anyone about it. I had tried everything - ignoring them, and even talking to them but nothing worked. They used to tease me about how weak I was, as I couldn't defend myself all that well, and I was just so scared to tell anyone because I thought if the bullies found out I had told on them they would hurt me even more.

One day I came home and my mum said, "How was school?" I replied "It was all right." She then thought, "There's something wrong and I'm going to go and talk to him." She came into my room and I was crying. She said, "What's wrong?" I then said, "Mum I don't want to go back to that school again." She said "Why not?" I replied, "Mum, I get bullied and I hate it." She said, "Let's talk about it". So mum and I sat down for about an hour talking about what happened. She said "When you go to school tomorrow try and ignore them. If that doesn't work, then talk to them. ok?" I said "ok mum I'll try."

So the next day I went to school and tried everything that mum had told me. I got home from school and mum said "How did you go?" I said "Well, have a look at this." I showed her all the punch marks on my arms. She said, "If they keep going tell me and I will go up to the school and talk to them myself!" So every time I came home I would sit on my bed crying about how I got treated at school. I also told mum what happened every day I went to school.

One day she said, "That is it, I am sick of this!" She went up to the school the next day and insisted she speak with he headmaster. So she did. Everyday I came home I would tell her what happened. She said "If they're not going to do anything I will!" So the next day mum said, "I have thought about what I am going to do." And I said, "What are you going to do?" She said "I'm going to sue that school." I said, "ok mum, you do that." Unfortunately my solicitor dropped out at the last minute. So I thought I would start chipping in the next day. I insisted on speaking to one of the assistant principals. I got put onto one of them straight away. She said, "Have you spoken to teachers about this?" I said, "Yes, I have and they have done nothing about it." She said, "ok then this is what I will do, I will put the people that bully you on a bullying contract so if they bully anyone this semester they will automatically get suspended." I said "That sounds fair." By this time I felt really happy and that I would be able to get on with life. I came home that night and she said "That sounds great! Now you are able to get on with school."

For the rest of the year they were on this contract. Then the holidays came and I thought that next year they will probably start again. I then started to get worried. Finally 2004 came. Well, I said to myself here we go again. Well this year has been great. They haven't touched me and I've felt a lot happier at school. They even talk to me now. So now I can get on with my life and achieve my dream without having them annoying me!

Source from http://www.reachout.com.au/default.asp?ti=1568 (Accessed on July 05, 2005)

Synopsis: This story was a case about a student who was picked on by a peer group. A group repeatedly teased a girl student for 4 years. Shannon ignored their bullying behaviour and braced herself. Shannon made every effort to be free from the horrible situation but he could not defend himself well because most students were bystanders at class. He felt lonely. He talked to his mother about what happened at school. He did as his mother told him but the results were worse. He suffered physical assault by the group at school. At last, the school authority intervened in the affair and strict application of the school rule for bullies made an amicable solution.

Example 5: "Take a deep gasp, brace yourself, and smile"
I can't tell you what it's like to be numb...
I don't know. It feels like nothing. Maybe it's a good thing to be numb. Nothing hurts. Maybe it's not. Maybe everything hurts, but I just pretend it doesn't.
How can anyone not feel anything? They just don't understand. They just don't want to believe that I am resistant to what they say. I'm a superhero... I think "Your insults cannot hurt me.. My skin is like a shield of steel!"
Oh, no! There they are! The populars! They never say anything nice to me. Walk faster and maybe they won't notice you; Be noticed and be insulted.
"What a loser... Hey Loser! You're a loser!"
That hurts....
Walk faster. Let them know it doesn't hurt a bit. Maybe I'm not that resistant. Maybe I've been fooling them for so long that I've started fooling myself. Maybe I'm just a fool. A pretender. A loser.
I can feel it... Someone's looking at me. They know I'm a loser too. Their eyes are shooting loserdom at me. They're walking towards me. Look back down and walk past.
Who are they anyway? Don't let them see you looking. They might talk to you and be really boring. Leave them alone or you'll regret it. You don't want to have to be friendly to them, just to be polite.
It's a stranger. A girl. My age. She's looking down... Smiling... She's probably shy... no wait... She must know something I don't know...
Was she laughing at me? No chance for a second look! Her head is rising! Look away! Look away! No, don't look back, look away.
Wait, she might not be laughing at me. Friendly smile, non-confrontational. Not entirely bad. No sudden movements. Eyes friendly. She's looking at my eyes! She smiles more! She's going to speak!
Oh no! Here it comes! Brace yourself!!
"Hi!"
Wha? I, I, I... choke.. smile.. say something back.....quick!
"Hi!" Oh, nice spluttering!... you really screw... She smiled!
SHE SMILED!
EXCELLENT!
How good did that feel! Pretty darn good. In fact. REALLY darn good! Keep walking... You know what, brain? I really like this feeling. Make me feel it more often...
Wait a sec... Here comes someone... Looking down... Sad, the poor thing. I know how that feels.
Stand up straight. Smile. Say hi.
"Hi!"

He looks up... HE'S LOOKING AT ME!!! Oh, no... Brace yourself!!!
IT'S A SMILE! It's over! Breathe out!
NO... WAIT! He's about to speak! Here it comes!!! Hold on!
"Hi!"
YES! SUCCESS! WHAT-DO-YOU-THINK-OF-THAT,-HUH?
Bounce, bounce, jog, run, bounce, walk, walk.
Wait a sec! People are looking... .
.. Noooo, wait another sec! Who the hell cares!! I sure don't! Forget them!
Feel happy!!
I made someone happy, cha, I made someone happy, cha-cha.
You know what, brain?...
... I could get used to this.
Source from http://www.reachout.com.au/default.asp?ti=208 (Accessed on July 05, 2005)

Synopsis: This story suggested that personality characteristics influence bullying. This boy being bullied was a pretender who was displaying himself as a hero or sometimes as a loser. Schoolmates left him strictly alone and made him despair. He felt insulted, but he braced himself with all efforts. As a result, his perseverance carried him over all difficulties. At last he made himself happy.

Cultural impacts on bullying in schools in NSW, Australia

The characteristics of bullying examples in NSW, Australia, were not physical, but verbal or psychological. Further, the bullying incidents were considerably influenced by an individual's personality, cultural factors around a bully or a victim and school climate. These examples suggested that bullying incidents in NSW, Australia, took place through multiple co-relationships between bully and victim as an individual. In particular, personality characteristics were a contributing factor to the occurrence of bullying and the effects of psychological or verbal bullying continued for a long time. The flow charts of bullying examples in NSW, Australia are described as shown in Figure 5-1.

Figure 5-1A flow chart representing relationships between examples of bullying in NSW, Australia

Example 1 (Girl): "I was bullied"

Causes ➡ Effects

- Different culture
- An outward appearance making a difference from schoolmates
- Maladjustment to school climate
- Picked on by a 'cool' peer group
- Admiration from others
- Low empathy with victims
- Fun or enjoying the submission of others
- Threat
- Nasty saying

➡

- Loneliness
- Boredom
- Isolation
- Hurt self-esteem

Example 2 (Boy): Taking a stand

Causes ➡ Effects

- Popularity among students
- Name-calling
- Prejudice

➡

- Depression
- Tragic memory

Example 3 (Boy): Bullying is a silent nightmare

Causes ➡ Effects

- Without a reason
- Poor school performance of anti-bullying policies

➡

- Picked on
- Nightmare
- Fear

Bully/Victim

Example 4 (Boy):I was bullied for 4 years

Causes ➡ Effects

- Group bullying
- Physical assault
- Picked on by a horrible group
- Loneliness
- Teased repeatedly
- Bystanderss
- Classroom climate

➡

- Intervention of school authority
- Strict application of school rule

Happy end

Example 5 (Boy):Take a deep gasp, brace yourself, and smile

Causes ➡ Effects

- Psychological sense of oppression
- Pretending
- Personality characteristics

➡

- Insult
- Despair

Further, maladjustment to the school climate can cause a student to be a target for being bullied. However, good performance of a school's program for anti-bullying is very helpful to tackle bullying. Consequently, the factors contributing to the occurrence of bullying are based on multiple psychological causes rather than external environments.

Examples of bullying in Kyunggi Province, South Korea

Each example illustrates either a male or a female. Five examples were gathered from self-reports and newspaper articles. The examples provided information about the severity of bullying in schools in Kyunggi Province, South Korea.

Example 1: Daehyun's case led to suicide

"One day, a boy had thrown away his life/ because of our carelessness, a young soul had been threatened then left us."

On 8th of June 1995, at an apartment in Seoul, a boy threw himself from level 5 in an apartment where he was by himself. He had tried to commit suicide twice. On his first try, he had fallen on the car. The boy was alive with his body covered with blood and again, went up to the level 5. He had, then, thrown himself on the concrete ground. He was found not only with several injuries from committing suicide but also with more than a few bruises.

Daehyun Kim. 16 yrs old, year 10. The only reason that led Daehyun to death was the school bullying. It was when his father was in the mortuary of a hospital that he found out the reason for his son's death. He was shocked when he heard it from the friends of his son. Occasionally, his father had seemed to be vaguely aware that his son had been deprived of money by gangs, but he didn't think that it was extremely serious because it had often happened to him. Carrying bags for the gangs was common. Sneakers, jumper and even the bus fare were taken away and he walked home more than a few times. From the act of violence of a gang, which included a wooden bat, Daehyun's glasses had been broken over ten times and when Daehyun rejected the offer from the gang to smoke, he used to get burnt from a cigarette. If he told his parents, then the threats such as burning the house intimidated him and his older sister continually. From year 7 to year 10 for 4 years Daehyun had such a hard time, particularly in year 9 and one semester in year 10.

Daehyun (David) Kim came back to his native country after 4 years. When he came back to Seoul, Korea it was autumn, 1991. Daehyun's father, an official at the Hong Kong site of M group, had finished his work and come back to Korea, where Daehyun attended a B Primary school in Seoul in year 6. In Hong Kong, from year 1, Daehyun attended Eastern English School and Hong Kong Korean School. After he came back from Hong Kong, he was teased. Demand to carry bags started. Daehyun told his father that he would have a fight with the boy who demanded him to carry his bag. It was Daehyun's victory. After that, till he graduated from primary school, his time in primary school had gone smoothly. Daehyun was a star in his high school; he was involved with the school leaders in year 8 and 9.

He was always in the top 3. In year 8, he went for the swimming competition and received the trophy as a winner. It was his ability, which he learnt at a Hong Kong beach. He was also good at basketball so his friends called him Michael Daehyun, which comes from Michael Jordan. One summer day, Daehyun came home with bare feet. His sneakers had been taken away. In no time, Daehyun was beaten and came home on foot because bullies took his bus fare away. After school, on the way to tutoring, and even going to the shop, he was beaten continuously.

When his parents reported it to the police office, the police showed the photos of gangs but they weren't there. Whenever Daehyun and his dad went there to notify and to search for the gangs, the police officers looked puzzled saying they were still searching.

"Talking only" mumbled Daehyun in English, which he promised himself not to use as he came out of the police office. Daehyun entered J. high school early in March, 1995. On 6th of April 1995, "Mum, can you please take me to the tutoring college?" Daehyun asked for the first time. Not even once did, his parents take him to the school nor anywhere else. He was beaten so much. He was unable to walk along from level 5. The police office was the only place to go. The result was obvious. He was scared of going out of his house even. His height was 1.76m and weight was 65 kg. He was very well built, however, he was not able to resist a group of boys from a gang. A huge wall that he couldn't struggle over! A shadow of bullying that he couldn't get rid of. Daehyun was slowly giving up, thinking of something beyond the despair. It was a fearsome matter. "I want to go back to Hong Kong..." Three weeks before the suicide Daehyun told his older sister (year12) as though he was dreaming. The only son in a family of 1 son and 1 daughter, a young soul, who was dreaming of being a scientist, was gone, only leaving an empty desk behind.

On his voice message inbox, still, his friends' crying voices are sent. "Good bye, angel" "Sorry, Daehyun" "Forgive us." His body was buried in the Sok-Cho beach near the Pacific Ocean and only the photograph returned home with his older sister. He was at last smiling in his portrait.

Where there is a place with no bullying, there would be only one place where you can study comfortably. Remembered by sixteen white chrysanthemums, the boy seemed to be resting in peace, at last.

Source from A self-report provided by the Foundation for Preventing Youth Violence, on June 08, 1996

Synopsis: This tragic story suggested the severity of physical aggression including extortion in South Korea. Students who perform well in class, who are submissive to the teacher's discipline and who have a mild manner are called 'Byumsenni' in South Korea. The 'Byumsenni' students are used to being a target for bullying. This Daehyun's case was typical. Some students were jealous of Daehyun's success and affluent circumstances. Daehyun became a 'Byumsenni' student who experienced jealousy from

others and was a target for '*Ulchalae,*' a kind of physical action such as money extortion. He delivered bullies' school bags on the way home from school. Their persistence in smoking under compulsion and an unreasonable demand of money wore him down. In spite of all his efforts it was beyond him. He was forced to submit. He was depressed. Consequently he committed suicide on June 08, 1995. His father established the Foundation for Preventing Youth Violence in 1995.

Example 2: Yuri's case led to an incurable disease

Ruthless school bullying had taken away all the dreams of a teenage girl, Yuri Cho, who is in 509, National Rehabilitation hospital in Seoul, South Korea. The Joy of her family has also been taken away. Yuri was hospitalized on 28th April 1999 and she was treated to be rehabilitated with help of doctors and nurses for about 1 month. The treatments that she is having are the basic treatment exercises, including speaking, sitting and going to the bathroom. However, for Yuri, even the basic treatment exercises are too much for her. During her treatment, as though the nightmare from a year ago had come back to her mind, she suddenly started to cry calling her mum. She was beautiful and smart. The reason that Yuri had to be hospitalized was the school bullying from gangs who belong to '*iljinhoy*,' a violent circle organized in school. On 5th of June 2000, Yuri was beaten by four girls aged 13~14 near her high school, Seoul S.High school again, where she attended Year 10. All of the bullies were the members of '*iljinhoy*'. Further, for rejecting the demand of money and valuables from the girls met on the street, Yuri was taken to the car park of a flat near her school. They confined Yuri in the car park then took the action of continuous beating for 4 hours. When Yuri was found by the neighbours, she was already unconscious as a result of serious brain injury. Yuri lost her memory, lost the sight of her left eye and became unable to use her right arm and leg. The only words that she can say are 'mum' and 'sister.' Before the accident, Yuri couldn't speak anything for a while, but her mother, Sunghi Huh (46) and her 3 sisters visited her often to make her feel friendlier and familiar. Nearly a year passed, but she was no different to a little child, who had started to learn the language. She was unable to go to the bathroom on her own. This accident was reported as an atrocious criminal act which shook all levels of Korean society. The school faculties were passionate about helping the teenagers who are discouraged from the school bullying recovering their dreams and hope. This campaign strongly gave a signal that "In this land, there should be no more school bullying." The Korean education faculty association had a huge charity effort to support her with some help from over forty thousand teachers and citizens, after the media had announced the story of Yuri Cho, who was brutally bullied and beaten by four girls, 1~2 years younger and for over a year, spending time in the hospital. "Let us, the teachers, restore a young girl's dreams and happiness" declared the Teacher's Federation of Korea. For doing so, all parts of the country: 180 cities, districts, wards, local councils and primary and high school principals, and approximately 20 labour unions decided to have fund-raising.

Source from an article in Kyunghyang Newspaper on May 29, 2001

Synopsis: This true story implied that a gang at school was very serious in South Korea. A representative organization 'iljinhoy' among the gangs had a grand network in school and among schools. There was no distinction of sex among the members of 'iljinhoy'. Further the 'iljinhoy' organization was sometimes linked to organized violence in society. The girl student was victimized by the gang 'iljinhoy'. Her beautiful outward appearance made her a target for being bullied. As a result, she was physically assaulted by the gang and her brain was damaged. She has been in hospital since May 2001.

Example 3: Jiyun's case led to suicide

Jiyun, a girl (15. Yr.9), died because she was isolated by a group of three classmates for 6 months from April, 2001 to August, 2001. She had kept intimate company with these three classmates for two years since the beginning of secondary school. Her mother was a member of School Council. Jiyun was an object of envy to her classmates. One day Jiyun heard from her old friends that "we will play together with you if you do as we demand' and "we will not be with you if you refuse our request." The class-teacher roughly sensed the fact that Jiyun was excluded by peers, but the teacher waited for them to make a peaceful solution for themselves. The teacher did not intervene in their matters. Thereafter the three girls left Jiyun completely alone for 6 months. At last, Jiyun let her mother know the situation 'Ddadolim' with a cry through her mobile phone. When she returned home from school, she jumped from a verandah of her apartment and she died on August 26 2001.

Source form Foundation for Preventing Youth Violence, http://www.jkim.net (Accessed on July 05, 2005)

Synopsis: This tragic story implied that 'belongingness' or 'we-ness' in Korean culture influences bullying in school. The girl student 'Jiyun' was afraid of having broken faith with her old friends and she also stood in fear of being a black sheep. She suffered an insult, but was patient. In spite of her effort, she became a student left in the cold by her peer group. Consequently, she committed suicide, jumping from her apartment on a high floor.

Case 4: Hansun Hong committed suicide after serious bullying.

In January 2005, Hansun Hong (18), who had been bullied by his classmates, by reason of his awkwardness in speech, committed suicide.

Hansun Hong was an academically outstanding and very devoted student and certainly a son of whom his mother was proud. When Hong enrolled in the high school, he chose to enrol in the vocational school due to his concern. He wanted to support his household, when he was graduated from a high school. After the enrolment at Ban Wol vocational high school, he had shown different skills relating to computers so that he was the top student in his class constantly. Also as a result of his hard studying, he had achieved 11 qualification certificates relating to computers. He was definitely an exemplary student. However, school bullying had darkened his life and had continued every day in his life. Hong congenitally had a shorter tongue compared to others, which was often a weak point that his mates teased about. Often during the class times, when Hong was reading out loud, he had been teased. Especially, a student 'M' who had been with Hong since year 10 teased him and the severity was extreme. The student 'M' had followed Hong around, bullying him by imitating his voice and sometimes, the M student had used violence to show his power. The M student was in the same class in year 11 and his teasing continued. Hong, who had always been teased by the bully 'M', came to be bullied by the entire class. Soon, in the middle of Year 11, his school achievement record started to go down. Looking at the conversations that Hong had with himself through the 'Internet', his state of mind is known. "I want to learn boxing. Honestly I have someone to beat. He is quite big and strong. The shame that I had in Year 10 he spread around to his mates in year 11. So I was thinking of learning boxing to return the shame I had and pay him back at the end of Year 11."

Nevertheless, Hong could not resist the teasing from the major bully 'M', till the end of year 11. As though it was a quirk of fate, again, Hong was in the same class with the bully 'M' in year 12. In Hong's internet messages, "I can't stand it anymore. So with an unyielding mind, I was thinking of beating him up. But using violence is a disadvantage for me because he has done so many cruel things to me."

In Year 12, Hong had explained to his parents earnestly about student 'M' and asked to change schools. Hong's parents, who had heard the shocking story of their son, visited Hong's teacher and discussed the matter. Then Hong's father went to the classroom and scolded the student 'M'. However, Hong had been bullied by a group in his class continually. The continuous bullying had made him give up. Summer 2004, Hong had written the following in his diary:

"I'm so stupid. I'm always like this. Maybe, being bullied and teased by people is my fate. Maybe this is what I get for trying to change my fate and the reality. I have lost all my will to live, including my confidence, even my identity and I feel my present life is threatened. I used to not hate myself, but now...I have given up everything..."

After that time, he had shown extremely serious depression and schizophrenia. Soon, he had committed suicide at his house in January 2005, when he had left only one month till his graduation in a high school.

Source from Naeil News paper on April 28, 2005

Synopsis: This story suggested that *'Ddadolim (Wang-ta)'* bullying for a long time was very serious and led to suicide. Physical disability was also a factor leading to being bullied in South Korea. The boy student 'Hansung Hong' who was faltering in speaking was bullied by a student and after that time he was isolated from his classmates for three years, even though he obtained high academic achievement as an exemplary student. The major bully wanted to show off in the presence of Hong, who talked with his parents about something that happened at school and his state of mind. His father's unsuitable response to the bullying in school made the situation worse. As a result, Hong was depressed and got schizophrenia. Consequently, he committed suicide on January 2005.

Example 5 Hyemi's case

A mother, Jungshil Jo, who is living with her only daughter, Hyemi (19), feels very joyful currently. Early March, last year, her daughter, Hyemi had specialized in tourism after entering university. However, for Mrs. Jo and Hyemi, there was an unforgettable wounded heart. It is the memory of the school bullying that Hyemi went through when she was in high school at Seoul, Kyunggi Province. It was an unexpected misery for Hyemi who was usually bright and had many friends. The school bullying that tormented Hyemi had started in Year 8. The bullies requested Hyemi join their violent circle, called *'iljinhoy.'* The circle was well organized. Hyemi refused their suggestion. The bullies of her classmates who were "protected" by the top bullies of seniors had habitually robbed Hyemi of her money. The bullies of her classmates had given the money extorted to the group of seniors. Hyemi told her mother about the situation and Mrs. Jo had visited the school and had warned the students not to harass Hyemi. However, the result was even more frightening violence. The bullies of her classmates who had a grudge against Hyemi had told the seniors. This made 5 seniors who were involved in the bullying group *'iljinhoy'* take Hyemi to their house and carry out violence. Their act of violence was over the cruelty of the gangsters. With a prepared stick, feet and fists, she was punched and harassed. While one of the girls was kicking Hyemi with bare feet, the bully said "My bare feet are hurting more." Then she started to kick her face with her shoes so many times that her nose bone was broken and lips were cracked. Even when Hyemi's face was covered with blood the seniors' violence didn't stop. They made her hold the stick between her thighs and started to stamp on her. When her nose was bleeding, the senior bullies said that looking at the blood made them feel excited, and continued the harassment including dragging her by her hair. Lastly, the bullies said "We will threaten your family if you tell the police." After the outrage, Hyemi was sent to the hospital and for over 40 days, she had to get hospital treatment. However, the seniors and the other bullies visited the hospital and showed the threats and disturbance rather than apologizing. Also, they grabbed Hyemi's mother, Mrs. Jo by the collar and reviled her saying that if she reported to the police, they would kill every family member after they come out of the jail without any hesitation.

Since then, Hyemi was suffering from anthrop-phobia and depression for a while and for two months, she had to get psychiatry treatment.

Even though there was a complaint towards the school, the school didn't exercise any prevention. Also she had reported to the criminal investigation group but all they said was to make an agreement. At school, the assailant students were given community duty for five days and these students continued school life without having trouble.

Only tears came out of this reality of life for Mrs. Jo. Thinking of the fears and pain that her daughter had gone through only caused more anger. She thought that she shouldn't stop at this point. She had moved house and transferred Hyemi to another school at Yoi.jungboo city, Kyunggi Province. She closed the shop that she was running and was spreading the truth about the school bullying everywhere. Firstly, she wrote about all the details that Hyemi had come across on the Internet then she started to lodge a complaint about the school bullying. In this campaign, the general public started to encourage her. The public 'netizens' started to protest to homepages where the assaulters' parents are involved and at the end, they succeeded in getting the apologies. Also, with help from the religious organization, they established a campaign against school bullying by forming a prevention committee. Mrs. Jo opened a campaign against school bullying regularly by forming a Youth Union Against Bullying. Also she opened a community discussion about school bullying and at the same time, led the school bullying campaign all over Korea.

"For this incident, there was a criminal case for 1 year and a civil case for 3 years. To reach this stage, it's hard to describe in words how much money and mental suffering that had to be gone through," Mrs. Jo recalled. However, people who helped Hyemi and her new friends had become an encouragement to go through these sufferings.

Even though Mrs. Jo was running the campaign and the case on her own for 4 years, the household economy was getting tougher. At the end, she had to apply for an individual's household bankruptcy last year. However, Mrs. Jo, helped the other victims' parents generously, when they asked for help. And she felt she had the ability to suffer any difficulties if she could abolish school bullying. "Until now, I was rejected when I went everywhere to announce the reality of school bullying. When school bullying became a society issue, people started to become agog over the seriousness of school bullying after so long time," expressed Mrs. Jo with disappointment. Also, "punishing the bullies unconditionally is not the right thing. Teaching how to apologize sincerely and reflecting what they have done is important." "Having a campaign by themselves to abolish the matter is more important than the way of abolishing the school bullying by adults' immediate intervention" After the interview, Mrs. Jo, who showed the Valentine's present for Hyemi from her university friends, said "Do you think this happy girl should be beaten?" "I'm very proud of my daughter who had suffered through the difficulties."

Source from Naeil Newspaper on March 16, 2005.

Synopsis: This tragic story began from '*iljinhoy*', a gang organized at school. The violent circle was a big issue in South Korea, as in Yuri's case. A circle '*iljinhoy*' extorted money from students through a network of seniors in that school and among schools. The gang asked Hyemi to join the '*iljinhoy*' and she refused their suggestion. She was bullied. Her mother's unsuitable intervention made the situation worse. The police's response was weak. Hyemi was further seriously bullied. Consequently Hyemi was transferred to another school and her mother carried the bullying story on the Internet. Organising the public 'netizens' group encouraged her along with the support of religious organizations. However, Hyemi and her family felt psychologically hurt and their household economy was in difficulty.

Cultural impacts on bullying in schools in Kyunggi Province, South Korea

The five examples in Kyunggi Province, South Korea and their implications were different from the forms and cause of bullying incidents in NSW, Australia. The flowchart in each example suggested some developmental stages of bullying from a student's previous actual situation, which led to tragic effects. The previous conditions of students who were bullied should be sufficiently illuminated through the study of home background, domestic economy, academic achievement and physical conditions. In the examination of developmental reasons the contributing factors to the occurrence of bullying should be thoroughly investigated. In particular, the key basic factors for being bullied were examined and then the forms of bullying were defined. Lastly, the effects rising from the causes of the bullying incidents should be analysed by looking at both psychological suffering and physical effects. In these contexts, the five examples in South Korea are described in the flow chart shown in Figure 5-2.

Figure 5-2 A flow chart representing the relationships between examples of bullying in Kyunggi Province, South Korea

Suicide

Being in hospital; Domestic breaking

Suicide

Depression

Brain damage; Amnesia; Loss of her eyesight in left eye

Loneliness; Depression

Delivering goods: Extortion; Smoking under compulsion; Physical assaults; '*Ulchalae*'

Beating from a gang; Extortion; Physical assaults

Psychological threat; Suffering an insult

Jealousy

Request of money and her refusal

'We-ness'; '*Ddadolim*' Social Exclusion

Example 1: Daehyun (Boy)

Reason: '*Byumsenni*'

Example 2: Yuri (Girl)

Reason: Beautiful appearance

Example 3: Jiyun (Girl)

Reason: 'Belongingness'

Bully/Victim

Example 4: Hansun (Boy)

Reason: Physical disability

Example 5: Hyemi (Girl)

Reason: Request to join a gang ('*iljinhoy*') and her refusal

Faltering in speaking; '*Byumsenni*'; Parents' unsuitable response to bullying

An organized gang and extortion; Mother's intervention and police's legal response

'*Ddadolim*'

Transfer school; Carried the bullying story on Internet; Synchronism of 'Netizen' and conformity of religious organisations

Depression; Schizophrenia

Suicide

Psychological hurt and serious domestic difficulties for 4 years

These flowcharts of bullying incidents suggested the obvious fact that a bullying incident had a pathway. The pathway to bullying had causes and effects through multiple chains.

5.3 Contributing factors to the occurrence of bullying in NSW, Australia and Kyunggi Province, South Korea

Causes of bullying in the state of NSW, Australia

The nature of bullying in the Australian examples had more psychological factors than in the Korean examples. It was common to attribute an individual's bullying behaviour to personality and culture (Besag, 1989, pp.13-26; Olweus, 1993a, p.26; 1999a, p.16; Smith, 1999, p.73-77; Rigby & Slee, 1999, p.332).

In general, personality is defined as an organised pattern of notable personal characteristics or a grouping together of qualities, such as thoughts, feelings and behaviours that distinguish one person from another and persist over time and situations (Erickson, 1987; Phares, 1988; The Australian Concise Oxford Dictionary, 2004). These definitions state that each of these was relatively stable during the lifetime. But this doesn't mean that situations exercised absolutely no control over behaviour. "People assimilated experiences throughout their lives and act accordingly" (Besag, 1989, p.31), and then the variation in these situations is seen as relatively minor. In this sense, bullying is understood in the sense of the influence of personality (Olweus, 1993a, p.40; Siann, Callagham, Glissou & Lockhart, 1994, pp.123-134; Rigby, 2002a, p.128).

In addition, bullying occurs as a result of the effect of the culture or environment around bullies (Johnson, 1980, p.8; Barcan, 1988, p,110; 1993, p.100-112; Dahl, 2002). For example, the individual will experience a profound change in their identity throughout their school life. The individual will make an adaptation to the new life, and learn to live with it. Some people will show more profound rejection than others. While

it can generally be said that people are able to adjust, certain individuals may strongly resist such an internal change (Besag, 1989, p.32; Kim, Y. Y., 1996, p.313). Therefore bullying in NSW mainly occurs from the correlation between the individual's personality and the culture or environments that they are in. According to the investigation of the study, the contributing factors for the occurrence of bullying are described as shown in Figure 5-3.

Figure 5-3 Pairs of co-occurring factors drawn from implications of bullying incidents in NSW, Australia
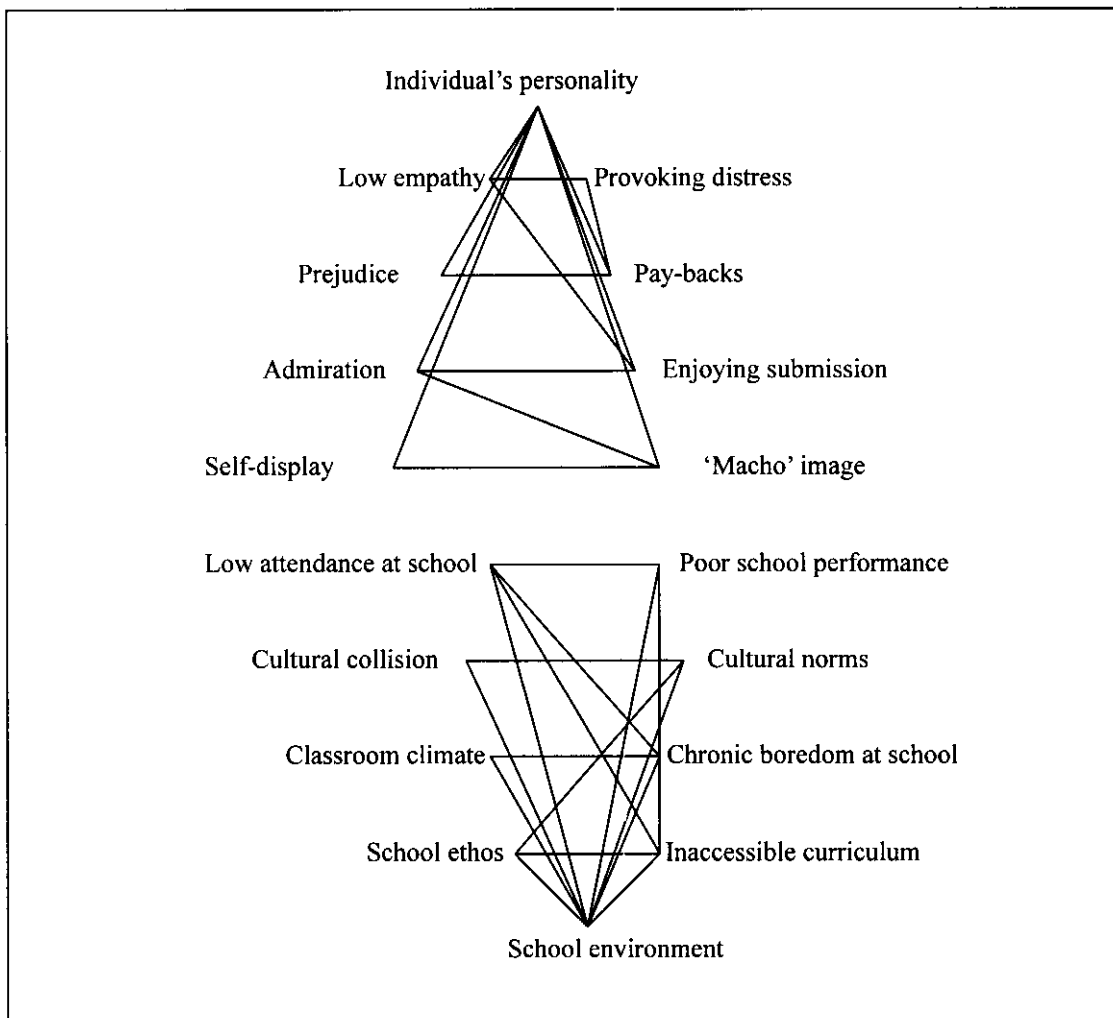
Characteristic factors in Western or Australian society favourable to the development of bullying behaviour in these examples included the following:

Firstly, bullies lacked the capacity to feel the pain of others. Bullies had little empathy with victims, which resulted in a bully being unaffected by the evident distress of others as shown in all examples of this study (Besag, 1989, p. 18; Rigby, 2001, p.15; Espelage, Mebane & Adams, 2004, pp.37-58). Such low-empathy and aggressive personalities were not only inclined to involve themselves in bullying behaviours (Besag, 1989, p.31-33; Rigby, 1996, p.72-73; 2001, p.42), but also to believe that some kinds of people deserve to be bullied.

Secondly, bullies had prejudice toward the victims. The victims were perceived as having provoked the negative treatment and commonly bullies saw their bullying behaviour as 'pay-backs' and an aggressive reaction pattern (Olweus, 1993a, p.35; 1999a, pp.18-19; Byrne, 1994, p. 24). For example, people of a different ethnic group or of a different sexual orientation, even of a different religious group did this (Besag, 1989, p.15-17; Rigby, 2002a, pp.179-185).

Thirdly, bullies typically believed that they were not only admired for what they do, often on good evidence (Rigby, 1997b; 2002a), but they also enjoyed the submission of others (Smith & Thompson, 1991). Being threatened, sometimes more physically or sometimes just verbally, also more common in boys, did not vary greatly from primary to high school (Archer, 1994, pp.70-78).

Fourthly, bullying others was consistent with a 'macho' or imposing 'masculinity' image as a type of self-display, especially if one was male but increasingly so for females. It was sometimes pointed out that boys typically constructed and conformed to a 'macho' image of masculinity that led them to engage in acts of aggression and bullying (Archer, 1994, pp.70-86; Rigby, 1996, p.81; Gilbert & Gilbert, 1998, pp.1-10).

Fifthly, a school ethos such as strong academic mission and administrative leadership influenced a student's attitudes and behaviour (Rigby, 1996, p.80-85; 2002a, p.70; Rivers & Soutter, 1996, pp.359-375). In particular, school-related experiences and attitudes including poor school performance, low attendance at school, and low

commitment to schooling often preceded violence (Rigby & Slee, 1993a; Rigby, 1996; 1997b; 2002a).

Sixthly, bullying behaviour reflected a range of social contexts, and responded to messages embedded in aspects of the cultural norms and major social institutions (Johnson, 1980, p.8; Barcan, 1988, p.110).

Seventhly, classroom climate was another important factor to impact on bullying (Holt & Keyes, 2004, pp.124-125; Kasen, Berenson, Cohen & Johnson, 2004, pp.187-207). Besag (1991a, p.39) gave emphasis to a "teacher's role and attitude" in the classroom, especially, at sport and playground games. Rigby (1996, p.83) also stressed "the modelling effect of teacher behaviour" in the classroom. Actually, "Much of teacher behaviour was unavoidably directed towards getting people to do what the teacher wants" (Rigby, 1996, p.83). Further, Rigby and his co-researchers found that the occurrences of "students feeling bored, angry and frustrated in the classroom are low among children who are educated in classrooms where lessons are well planned and capture their imagination" (Rigby, 2002a, p.70). Similarly, this appeared to be true where teachers' concern about the children's feelings genuinely influenced positively and socially student's behaviour (Jacka, 1974, p.19; Pearce, 1991, p. 81-82; Barcan, 1993, p.110; Byrne, 1994, pp.50-54; Tattum, 1997b, p. 51). Furthermore, 'culture collision' was a profound negative experience in which students encountered another culture in the classroom (Dahl, 2002). There were multitudes of possible shocks, such as the different roles, language impact or cultural fatigue when individuals were exposed to a 'foreign' culture in the classroom. Some studies suggested a positive correlation between 'culture collision' and the occurrence of mental illnesses resulting from the stress experienced (Kinzie, Tran & Breckenridge, 1980; Linsky, Bachman & Straus, 1995; Adler, 1998; Kim, Y. Y., Sage & Oaks, 2002). In reality the open classroom programs in Australia positively influenced the improvement of student attitudes in general, however, since the 1980s, as the number of non-English speaking immigrant people has increased, the program has clashed with different school cultures and their English limitations (Kim, H. S., 1997). The culture shock arising from the intercultural stress among Australian-Korean students has greatly influenced their school life in

Australia (Kim, H.S., 1997). This required the suspension of certain behaviour, and possibly norms and values and basic assumptions, and the accommodation to new behaviour and adaptation to new norms, values and basic assumptions (Dahl, 2002). This met initially with a conscious or unconscious resistance of the individual to adapt. This caused additional stress that may be linked to bullying.

Lastly, the inaccessible curriculum and chronic boredom at school resulted in bullying as a means of making life more interesting and a way to achieve by using power over others (Rigby, 1996, p.82; 2001, p.15). Students were aggressively involved in a chronic, incessant struggle to achieve more and more in less and less time, and, if required to do so, they needed to do it against the opposing efforts of other things and students (Friedman & Rosenman, 1974; Besag,1989).

In sum, these causes of bullying in NSW, Australia suggested that bullying arose from the individual's personality and school environment. The contributing personality factors to the occurrence of bullying involved low empathy with victims, provoking distress, prejudice, pay-backs, admiration from others, enjoying submission, self-display and 'macho' image. There was another factor that caused bullying to occur in a school environment. This factor involves low attendance at school, poor school performance, cultural collision with different religious backgrounds, classroom climate, school ethos and chronic boredom at school with inaccessible curriculum.

Causes of bullying in Kyunggi Province, South Korea

Korean Culture was strongly influenced by Confucian teachings (Five Codes and Three Bonds of Human Relations), which were central to harmony and order (Kim, J. D., 1987; 1998a; 2001; Lee, J. K., 1999a; 2001). The Five Moral Codes include: (1) Between Parents and Children, there shall be love; (2) Between the Rulers and the Governed, there shall be justice; (3) Between Man and Wife, there shall be distinction; (4) Between the Old and the Young, there shall be an order; (5) Between friends, there shall be trust. Further, the Three Moral Bonds are: (1) Parents love children; Children respect parents and are filially pious (2) The Rulers are just; The Ruled are loyal (3)

Man calls; Wife follows (Sorensen, 1994).

Up to the present, Confucianism has been the main prop of current Korean society for forming individual morality as well as for building harmonious community, even though Christianity swiftly spread all around South Korea in the past 50 years.

With the values of Confucianism, children displayed shy, quiet, or hesitant behavioural tendencies as a reflection of the dominant values of the society as a whole (Chen & Rubin, 1992, pp.259-270; Schwartz, Jo Ann, Lei & Yoolim, 2002, p.114). These behaviours were generally praised by teachers, parents, and other adult caregivers (Chen, 2000, pp.331-350; Schwartz, Jo Ann, Lei & Yoolim, 2002, p.114). Shy or timid dispositions were likely to be positively evaluated in Asian children's peer groups, despite the association between such interactive styles and peer rejection for Western children (Rubin, 1998; Schwartz, Jo Ann, Lei & Yoolim, 2002, p.114).

The characteristics of bullying in the Korean examples had more physically group-centred factors and the students were more familiar with extortion than in the Australian group. It was common to attribute an individual's bullying behaviour to authoritarian and group-oriented culture. According to the cultural background of the five bullying examples in Kyunggi Province, South Korea, multiple factors that were thought to contribute to the development of bullying behaviour are described as shown in Figure 5-4.

Figure 5-4 Pairs of co-occurring factors drawn from implications of bullying incidents in Kyunggi Province, South Korea
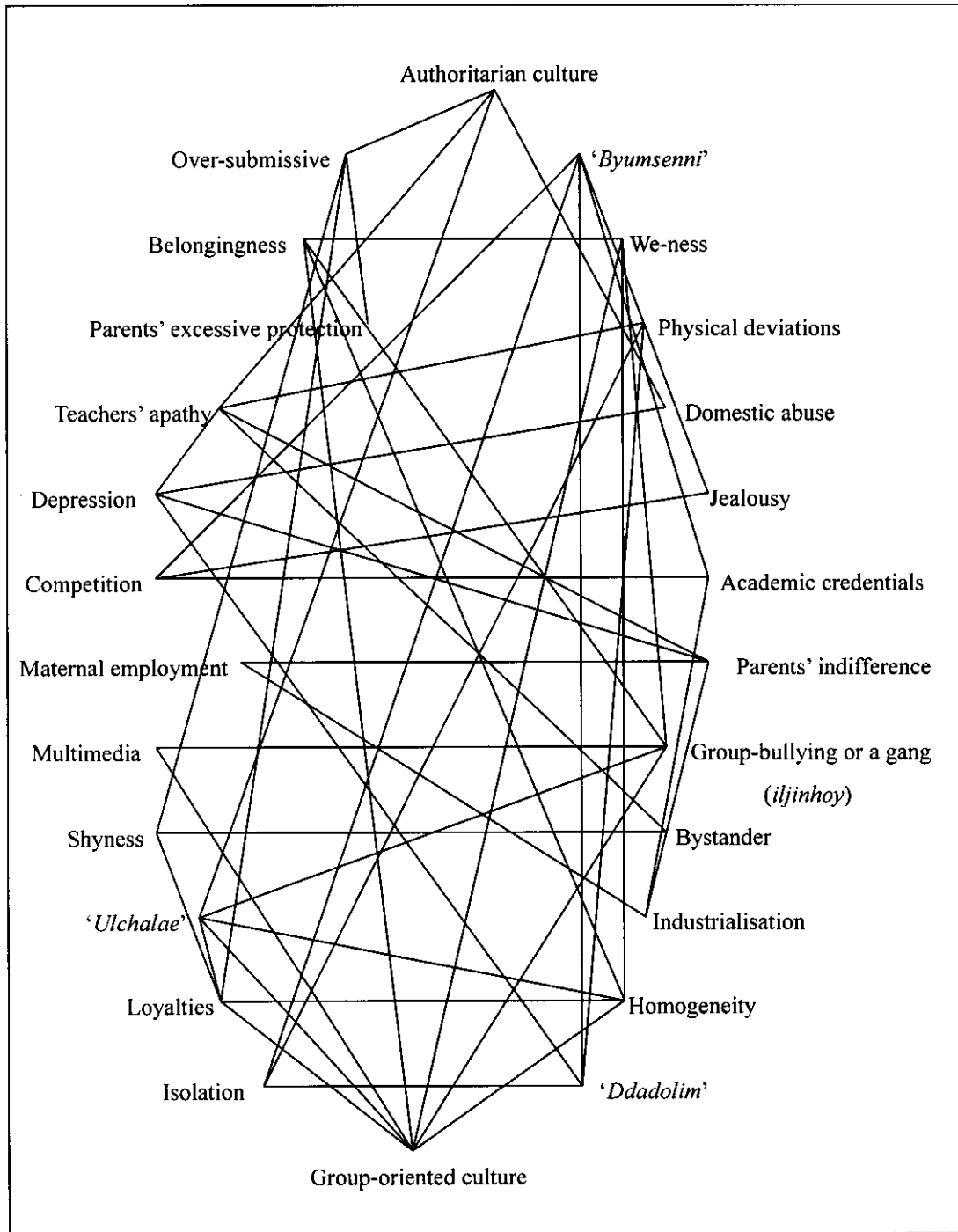
In this context, these contributing factors to the occurrence of bullying in Figure 5-4 included the following:

Firstly, the over-submissive culture often justified bullying with silence (Besag, 1989, p.18) because there was not any opposition to bullies in Korea. Bullying was generally carried out by people who were obediently following orders in an authoritarian society, even when the orders appeared inhumane and unjustified (Milgram, 1974; Besag, 1989). For example, a student's submission to the teacher's discipline was usually based on Confucianism as a model for the learner's attitude (Lee, H. Y., 1995; Lee, J. K., 1998; 1999b). The students could not even step on or touch a teacher's shadow in the Korean tradition. That means that the teachers were in such a revered position that students were scared of them. However, the submission forced by teachers has been an influence in building up 'passive silence' and 'social distance' between student and teacher (Kim, J. D., 1998a; 2001; Lee, C. J., 1999). The submission within traditional discipline in Korea has also spread to the relationship between the strong and the weak in a peer group as well. While bullies as the strong wanted to be admired for what they did for themselves, victims as the weak were long familiar with submission to bullying in Korean society (FPYV, 2005). In particular, students who were getting high marks in the class were mostly submissive to the teacher's teaching method and discipline in the class and they are called 'Byumsenni' in Korean. Nowadays they would often be targets for being bullied because they were envied for their success by other students. In the meantime, their over-submissive attitudes such as being 'mamma's boy,' a result of 'over-protection' would sometimes make them targets for being bullied and bullies enjoyed their submission (Kim, J. H., 1997; Kwon, J. M., 1999; Rigby, 2002a).

Secondly, belongingness had an impact on bullying in Korean schools. The emphasis on family and group-associations forced individuals to suppress their own needs and desires, transcending their own self-interests and priorities for the sake of others (Choi, S. C. & Choi, S. H., 1994; Lee, S.W., 1994; Cho, S.H., 1999). This negated individuality and individual expression and pressured individuals to conform to the goals of the group (Park, K. B. & Lee, Y. H., 1994, p.100; Kwak, K. J., 1999). The accompanying moral effects positively or negatively influenced students to develop their humanity and behaviour (Choi, S. C. & Choi, S. H., 1994; Cho, K. H., 1999). The characteristics of collectivism in Korean society were termed 'we-ness' that absorbed the individual concepts of 'I' and 'my' into 'we' and 'our'. The belonging concept of 'we-ness', the importance of identifying self as a member of a group and the custom of labelling non-family members with familial labels, created familial feelings of warmth

and care for non-family members in Korean society (Choi, S. C.& Choi, S. H., 1994; Suh, C. S., 1996). However, the problems often took place in group bullying between groups or between a group and an individual because group membership and loyalties were confirmed and strengthened through stereotyping of 'we-ness' (Farver, Kim & Lee-Shin, 2000). 'We-ness' was a conceptual framework in which the divisions between 'I' and 'you' were invisible. In other words, the individual concepts of 'I' and 'my' were absorbed into the concepts of 'we' and 'our'. Therefore, groups in Korea initiated social conventions. The gang *'iljinhoy'* was rooted in the thoughts of 'belongingness.' The gang justified violence in school and formed the network of organized violence around school. This group-oriented thought also influenced the homogeneity of Korean people.

Thirdly, shyness or being withdrawn, especially having an introverted personality, produced many bystanders who were not direct participants in bullying or victimisation (Olweus, 1993b; Kim, J. H., 1997; Lee, S. I., 1999; Kim, J. D., 1998a; 2001). They avoided aggression and lacked the confidence to help the victims. They hesitated to make any effort to defend the victims or to report the incidents to an authority figure (Besag, 1989, pp.11-13; Thompson, Arora & Sharp, 2002, pp.37-40).

Fourthly, industrialisation was prioritised in Korean homes and society in general, and as a result, families and societies were sacrificed. This resulted in a generation in which the children were not very attached to their families, or even their neighbours and were rather indifferent to these relationships (Bandura, 1973; 1986; Kim, H. K., 1980; Koo, J. H. & Nahm, A. C., 1997; Being, 1998; Kadokawa, 1998; Kim, J. D., 1998a; 2001; Baldry, 2003).

Fifthly, rapid modernisation was thought to lead children to reject their social humanity and enjoyed themselves with aggressive programs through multimedia, T.V. and Internet games at home without parents' supervision, and then they were subject to copying violence through harmful media (Long, 1987; Hoshino & Kumashiro, 1990; Pearce, 1991, p.77; Wada, 1991; Lee, J. S., 1999).

Sixthly, together with the increase of maternal employment, each member of the family carried on a lifestyle independent of the other members where there was little communication or sharing of a common activity among family members, including

between the parents such as eating meals together or involving children in household tasks (Lee, J. K., 1997; 2001). This weak bonding among the family members and the alienation of each member in an industrial society discouraged children from consulting their parents in times of trouble and turmoil (Takano, 1986; Yanai, Tokushige, Sunaga, & Togashi, 1986; Kim, S. H., 1999).

Seventhly, strong competition in the classroom influenced students' feelings and produced stress, boredom, anger and frustration in the classroom. Academic credentials were regarded as a great chance for upward mobility since they influence occupational attainment (Duncan, 1968; Halsey, 1992). Credential-centred schooling required strong competition between students from primary school to college, and as a result, the competition influenced the attitude of students who had poor academic achievement and the behaviour of maladjusted students who were in the minority (Rigby, 1996, p.84). They were not able to fulfil themselves in study and they felt depressed in school. This contributed to them being stirred up so that they got involved in problematical situations such as bullying (Espelage, Melbane & Swearer, 2004, p.18).

Eighthly, a college-entrance-centred curriculum influenced the lives of students from the middle of primary school to the last year of high school for about 10 years. Korean children got stressed from college entrance examinations and had very little time to develop socially or mentally, delaying emotional and psychological growth until they passed the college entrance examination (Kim, Y. H., 1992; 1993; Ann, B., 1995; Lee, H. Y., 1995). The stress or depression associated with college entrance examinations influenced students to deviate from social adjustment and adjusted school life and then they became aggressive (Kim, K. S., 1997; Kim, J. D., 2001).

Ninthly, relationships between teachers and students followed Confucian ethical principles. A teacher's love of students was parallel to parental love of children. And then, teacher-student relationships resembled the father-son relationship of Neo-Confucian values (Janelli, 1993; Lee, J. K., 1997; 1998; 1999b; Kim, S. H., 1999). The students' rebellious behaviour was considerably influenced by teachers' and parents' authoritarianism (Randall, 1997b, pp.9-14).

Lastly, a teacher's attitude also influenced a student's behaviour. Teachers forced

students into high achievement with their authoritarian power under school norms (Kim, J. D., 1987; 2001). Students often tended to face cultural and behavioural clashes with the school authoritarian norms. As a result, students sometimes had disruptive and resistant attitudes towards the teachers' requirements and then they were negatively labelled as problem students, deviant students, and delinquent adolescents (Kim, K. S., 1997; Lee, J. K., 1999a). This means that students who have been victimised by authoritarian behaviour from their parents or teachers more easily become bullies (Kim, Y. H., 1992; 1993; Kim, J. H., 1997; Kim, K. S., 1997; Randall, 1997b; Tattum, 1997a; Yang, H. K., 1999).

5.4 Discussion

Possible pathways to bullying that might be drawn in NSW, Australia and Kyunggi Province, South Korea

The causes that produce a bully or a victim in Korean schools are different from those in Australia. As a result, the paths leading to being bullied or to becoming a bully in Korean schools are also different. The path leading to bullying in Korea forms a different process line from victimisation (FPYV, 1997; 1998b; Lee, J. K., 1998; 1999a; 1999b; 2001); on the contrary, a path going from victim to bully in Australia is a cycle. A diagram can be referred to. This visual explanation is not based on a very practical approach to bullying, however, it provides a more profound development of the actual criteria that influence the different levels. This thesis discusses the pathways leading to bullying by considering the sociological, philosophical and religious factors that have had an impact upon bullying.

Possibility of a cycle that might reach from bullying to victimisation in NSW

A victim of bullying can easily turn into a perpetrator under the subculture norm that justifies bullying, and a perpetrator can easily become a victim because of the subculture value that encourages using violence to resolve a conflict (Rigby, 1996, pp.58-63). And also in the context of bullying, both the bully and victim roles are equally cultivated in the same environment that is conducive to violent behaviour, and

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they often occur together in the same student (Gottfredson, 1984; Jensen & Brownfield, 1986; Garofalo, 1987; Sampson & Lauritsen, 1990). In other words, the most likely victims of bullying are those who have bullied other people, and a deviant life-style also increases the danger of being victimised, regardless of experiences of violence or demographic factors (Forero, Mclellan, Rissel & Bauman, 1999, pp.344-347). As a result, the possibility for the categories of perpetrators and victims to overlap each other is very high. In this context, an important characteristic of the bullying processes in Australia is that it forms a cycle from bully to victim and bullying to victimisation (Rigby, 1996, pp.61-63; 2001, pp.56-57; 2002a, pp.65-67). The process according to which bullying begins and develops is represented by the cycle of bullying. The cycle of bullying in Australia begins when a child is seen as relatively weak and vulnerable to attack from others (Rigby, 2001, p.12). If the victim is passive, unresisting, the cycle may continue in the way suggested by Figure 5-5.

Figure 5-5 Diagram of the development of the bully and victim cycle in Australia
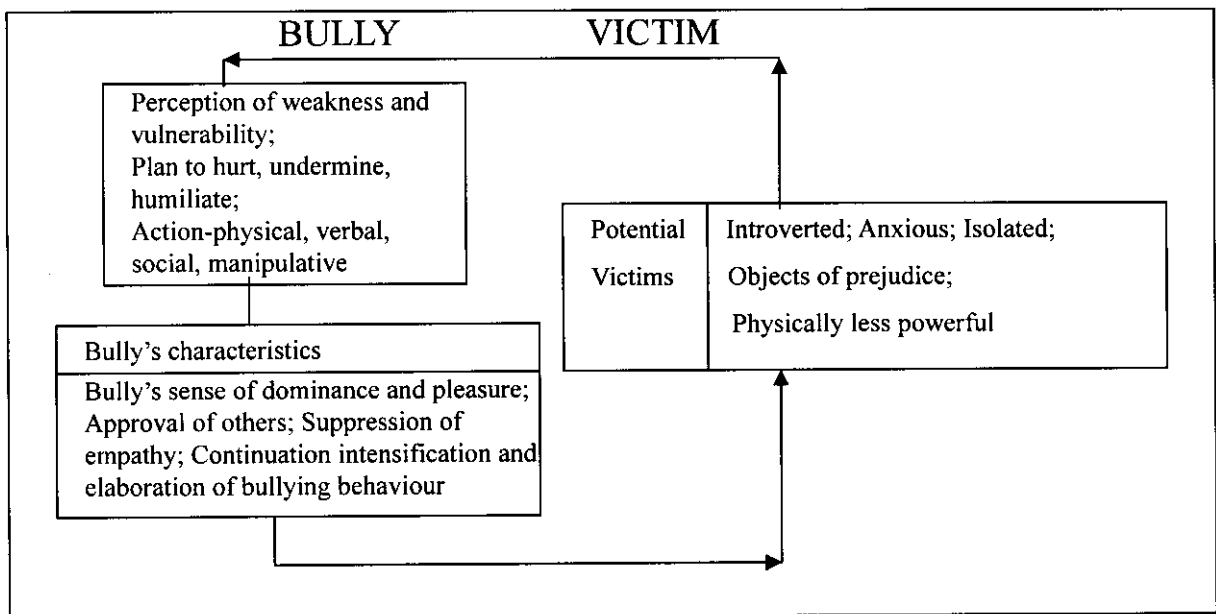
Sources: Rigby, K. (2002a). *New Perspectives on Bullying*. London: Jessica Kingley Publishers.
        Rigby, K. (2001). *Stop the Bullying: A handbook for schools*. Melbourne: The
        Australian Council for Educational Research Ltd.

Sociological, philosophical and religious factors influence the bullying processes in

both countries. However, because the three factors in NSW are much more blended than in Kyunggi province they cannot easily be classified individually.

A result of AKSG in Table 4-16 indicated that the Australian-Korean students who are living in the influence of a Western culture are more familiar with individual thinking than Korean students. An important sociological factor is an individualistic tendency that is based on power imbalance in personal relations. A more powerful child or group of children decides to target potential victims and to subject them to various forms of abuse. It starts with teasing and mild ridicule and may go no further, but often it advances (Rigby, 2002a, pp.64-67). Other children join in. The victim's belongings are moved or stolen and he or she is verbally abused, pushed around or, in extreme cases, physically attacked. Periods of unwelcome attention alternate with periods in which he or she is isolated. Such a victim typically feels threatened and fearful (Rigby, 2001, p.13). If the victim shows signs of being disturbed or upset, this is evidence that the bullying is succeeding. The bully is then able to enjoy a pleasurable sense of dominance. If there is approval from others – friends and bystanders- any concern or empathy the bully may have for the plight of the victim quickly dissipates. It all seems like fun (Rigby, 2001, p.15), and the bullying is likely to continue and the harassment to become more intense and the means more elaborate (Rigby, 2002a, p.66). Then an individual's bullying behaviour is often attributed to a power imbalance.

As the result of such bullying, the victim may occasionally resist or take action to stop the bullying. The victim may seek ways of escaping or avoiding the tormentors: for instance, by keeping close to teachers or spending time in the school library (Besag, 1989; Mellor, 1991). Alternatively, he or she may fight back; act assertively or perhaps even nonchalantly. But if the imbalance of power is too great and the bullying persistent, which it often is, such 'resistance' is likely to fail. Some children try to find others to help them, or, failing that, think up ways in which they can distract or amuse children who might otherwise bully them. Therefore this process is viewed as a bullying-cycle; consequently, the path leading to bullying in Australia forms a cycle from bully to victim.

Philosophical factors focus on democratic thoughts that secure students' rights. Students' rights are secured by the school ethos as especially shown in Example 4 above.

However, children are more influenced by domestic philosophy as particularly shown in Example 1 above. In the context of the causes, bullying is best understood as an adaptive behaviour that makes sense within certain family environments and negative experiences. In Australian research, a link was found between family dysfunction and aggressive children (Rigby, 1994a; 2002a; 2003; Rigby & Slee, 1999). These studies showed that aggressive parenting and aggressive behaviour on the part of children with their peers were related. Although aggressive behaviour by parents was the main variable that was reported as correlating with children's behaviour with peers (Smith & Sharp, 1994a; Tattum, 1997a; 1997b), permissive parental behaviour also appeared to be related (Rigby, 2001; 2002a). Therefore a particular home philosophy in multicultural society could influence a latent aggressive behaviour, even if the person doesn't know why he or she did such a thing. As a result, the aggressive behaviour would be continued.

A bully's thoughts and attitudes may be influenced by religious factors in the background of Christianity. In particular, the biblical teachings of the Psalms imply that persecutors oppressed and bullied believers in God and the victims of persecution felt an intense anger towards those who were oppressing them (Rigby, 2002a, p.15). The persecutors suppress empathy and continually intensify bullying. Those who are being continually victimised by their persecutors feel their anguish and often enough their rage. By identifying with the victims of persecution, they feel anxious about their safety in the school as well.

In particular, students see adults' behaviour as a model for their own behaviour; for example, as a prefect or teacher (Rigby, 2001, p.15). Attitudes and beliefs related to bullying are acquired through role modelling that included parental and school example, and students also learn to bully through role models in popular culture (Vitaro, Arseneault & Tremblay, 1997; Vitaro, Brendgen & Tremblay, 2000; Rigby, 2002a; Rowling, Martim & Walker, 2002). Aggressive 'models', in real life and/or by viewing violent videos, influence students. Many studies link viewing violence on television with subsequent aggression (Pearce, 1991; Fabre-Cornail, Emin & Pain, 1999). For instance, an American study of elementary and middle school students found that children who were frequently exposed to violence on television were more likely to

engage in violent behaviour (Singer et al., 1999). This was so especially when there was a lack of parental monitoring. Varnava (2002, p.2) said that "the most severe cases of bullying are covered by the national media, attracting public attention" but "it is the so-called 'low-level violence', its widespread acceptance, and the fear of bullying that go unreported, the psychological pain usually lasting far longer than the physical."

Possibility of bullying-victimisation dichotomy in Kyunggi Province

The causes of bullying in Korean schools mostly come from four factors: personal, family, school and society (Tattum, 1997a; 1997b; 1997c; Kim, J. D., 1998a; FPYV, 1998a; 1998b). These factors are examined by sociological, religious and philosophical approaches. The path leading to be a bully in Korea forms a line as indicated in Figure 5-6.

Figure 5-6 Diagram of the development of bullies in South Korea

Sociological Factors:	Unexpected act to arouse concern and approval from peers;

Sociological Factors:
Immature sense of values;
Broken family;
Parents' indifference;
Domestic abuse;
'*Ulchalae*' as in military culture;
Consequences of industrialisation;
Increase of maternal employment and problems of parenting;
Teachers' authoritarian discipline

Unexpected act to arouse concern and approval from peers;
Feeling unloved and over-controlled;
Coping with violence;
Senior students or peer groups' discipline for junior students or newcomers;
Falling easily under the influence of harmful mass media;
Visiting harmful facilities and places and joining gangs;
Coping with misconduct or learning of worse behaviour.;
Rebelliousness

Philosophical factors:
Stress from the college entrance examination;
Credentials-centred schooling;
Stereotype school authority;
Teachers' apathy or violence;
"We-ness" culture distorted

Over-competition to achieve high grade marks;
Involvement within anti-social peer groups;
Stress or distress;
Wrongdoing in the sense of '*Ddadolim*'

Religious Factors:
A reward in accordance with a deed in Buddhism;
Bullies got exactly what they deserved.

As a certified scoundrel, a bully should be punished and separated from students;
Bullies proceed to bullies.

BULLIES

In the context of social learning theory mentioned, the American Psychological Association (APA, 1993) describes different methods of developing bullying behaviour. Dodge and Rabiner (2004, p.1003) states that latent mental structures affect behavioural responses in social situations. Often through early experiences with family members, peers and media, children learn violence. Then, the problem of bullying and victimisation is especially salient for some children who have special needs (Whitney, Smith & Thompson, 1994, p.213). In reality, the characteristics of the bullying or victimisation process have more of a distinction between bully and victim in Korea, in comparison with bullying pathways in Australia. Where there are not bullies, there are not victims. When sociological, philosophical and religious factors are considered, the pathways leading to being a bully in Kyunggi Province were more distinct than in NSW.

Confucianism explains the contributing sociological and philosophical factors to the result of pathways in Kyunggi Province. By Confucianism is meant the complex system of moral, social, political, and religious teaching built up by Confucius based on the ancient Chinese traditions and introduced to Koreans in the early 10th century, and perpetuated as the moral traditions down to the present day. Confucianism aims at making not simply the person of virtue, but the person of learning and of good manners. The perfect person must combine the qualities of saint, scholar, and gentleman. Confucianism does not contain all of the elements of some other religions, like Christianity and Islam. It is primarily an ethical system to which rituals at important times during one's lifetime have been added. The principles of morality and their concrete application to the varied relationships of life are embodied in the sacred texts, which in turn represent the teachings of the great sages of the past raised up by Heaven to instruct humankind. These teachings were not inspired, nor were they revealed; yet they were infallible. The sages were born with wisdom from Heaven to enlighten children. It was thus a wisdom that was providential, rather than supernatural. The notion of Divine positive revelation is absent from the Confucian texts. To follow the path of duty as laid down in the authoritative rules of conduct is within the reach of all people, provided that their nature, good at birth, is not hopelessly spoiled by vicious influences. Confucianism adheres to the traditional view that all people are born 'good.'

Of anything like original sin there is not a trace in his teaching. It has failed to recognize even the existence of vicious hereditary tendencies. According to this point of view, what spoiled people was bad environment, evil example, an inexcusable yielding to evil appetites that everyone by right use of their natural powers could and ought to control. In short, this is represented by a system that encourages good and punishes evil. The Confucian tradition has influenced Korean thinking. The characteristics appear in the Five Codes and Three Bonds of Human Relationships.

In regard to the sociological factors of Confucian influence, an immature sense of values in adolescence accidentally develops into actions that arouse concern and approval from peers. The family widely influences children's behaviour at an early age in Korea. In particular, a broken family and parents' indifference to children is an element that impacts on children's emotional behaviour (Randall, 1997b; Brendgen, Vitaro, Tremblay & Lavoie, 2001; Thompson, Arora & Sharp, 2002). Most children are left alone at home and easily fall into the habit of enjoying violent internet-games widely available at home. If not, they enjoy talking and playing with friends whose conduct is undesirable and this leads them to a place called "Red Zone" that is out-of-bounds for children. Reliable links between bullies and harmful media or places have been found particularly in school surveys, and this is related to an unsatisfactory home life where they have felt badly treated (Donnellan, 2001, pp.6-7; Rigby, 2001, p.15). A general hostility towards others is engendered by negative experiences with parents and families such as domestic abuse (Gamache & Snapp, 1994), especially feeling unloved and/or over-controlled. On the basis of a wide variety of tests it was found that although victims and non-victims of abuse in the home or at school did not differ in psychological well-being, those who were dual victims, that is, had been abused or bullied in the home and at school, fared significantly worse than each of the other groups (non-victims, bully-only victims and abuse-only victims) (Tattum, 1997a; 1997b; Rigby, 2002a). They were significantly more likely than others to show a range of symptoms of psychological distress. In this context, it was shown that violence in the home, both physical and verbal, produced violent children (Tattum, 1997a; Rigby, 2002a). In reality, in relation to the family-centred culture in Korea, students who already experienced physical punishment or strong threats from their parents or teachers,

tended to more easily form aggressive tendencies or an approval of violence (Farrington, 1994; Schwartz, Dodge, Pettit & Bates, 1997). The students' violent behaviour was considerably influenced by the parents' and teachers' disciplinary practices along with factors of their domestic conditions and school life (Kim, J. D., 1998a; Lee, Y. H., 1998).

'Ulchalae,' a form of physical aggression, originated in the Confucian moral code "Between the Old and the Young, there shall be an order." 'Ulchalae' for newcomers which often appears within the military culture, became a practice in schools. The term 'Ulchalae' is understood as a negative approach by group members to show off their vested rights to newcomers, or the way the seniors traditionally discipline the juniors when juniors neglect to give precedence to seniors. Thompson, Arora and Sharp (2002, p.30) stated "the first entry into a new school is a crucial one for the development of bullying. Like adults, when children first come together to form a group, they establish their range of roles, from the dominant to the submissive, within a short period of time." Further they wrote that "children who normally use aggression or coercion will attempt to establish dominance and 'show off to their mates' by such means" (Thompson, Arora & Sharp, 2002, p.31). In a similar pattern, physical actions to show off the dominant child's power to classmates, called 'Ulchalae,' happen in schools. As a result, a transferred student is a target of physical bullying without reason, 'Ulchalae.'

In addition, Confucian philosophy that gave an emphasis on learning, authority and collectivism has shaped school philosophy in Korean society. College entrance examination-centred schooling has fostered over-competition to achieve high-grade marks between students, and the associated excessive stress has affected students' behaviour (Morita, Soeda H., Soeda K. & Taki, 1999, pp.316-323; Rigby, 2002a, pp.204-207). When some students drop out of their studies, they make trouble and become aggressive and advocate aggressive means for solving conflicts associated with school studies (Olweus, 1997). Further, the stereotype of school authority hierarchically leads to formal authoritarianism that ignores the self-determination or the self-esteem of students as subordinates (Kim, J. D., 1987; 1998c; 2001). Especially, authoritarian teachers' apathy and aggressive discipline aggravates rebelliousness in some students and the students proceed to bullying. In reality, bullying is understood as an adaptive

behaviour that makes sense within certain family environments (Morgan & Picos, 1997, pp.17-28). Most bullies come from homes in which 'authoritarian' styles of parenting are employed (Randall, 1997a; 1997b). Authoritarian parenting is characterised by an immutable power imbalance in favour of the parents' punishment, and an absence of explanation, negotiation, or consultation (Randall, 1997a; 1997b). Children learn to be violent chiefly through imitation of these violent role models at home. This means that parents who rely on corporal punishment or verbal abuse to 'control' their kids are unwittingly acting as models for bullying behaviour (Bandura, 1973; Baron, 1977). As a result, 'self control' takes longer to develop when there is a conflict between methods of discipline at home and ethical teaching at school. In addition, the word 'we-ness' is used as a means of avoiding social isolation from the peer group because peer groups often enjoy using the word 'we-ness' to show off strong intimacy between peer group members. This 'we-ness' culture sometimes works in peer groups positively (FPYV, 1997; Kim, J. H., 1997; Kim, J. D., 1998a). However, when the peer groups become deviant they easily become anti-social (Tattum, 1997a; 1997b; 1997c) and then this symbolic word 'we-ness' becomes a cause of bullying within a peer group (Lee, J. H., 1988; Kim, J. H., 1990; Kim, J. D., 1999c).

From a religious perspective, Buddhism has also influenced Korean thoughts in a deep-rooted culture since the early 6th century. Buddhism occupied 35% of religious population in Kyunggi Province in 2003 (KDI, 2003). Buddhism is associated with the idea of 'karma' that is a reward for a deed. A little more of an in-depth explanation of Buddhism is essentially this: People who are not enlightened are caught within the karmic web of causality. Within this web, when one does karmic actions, they have consequences. To become enlightened is to move outside of the web of karmic actions and for one's actions to no longer operate inside of causality. As an interesting note, within Buddhism, there is no such thing as good karma or bad karma, all karma is bad in the sense that it traps one within the web of causality. In the concepts of karma, bullies get exactly what they deserve; as a result, it is natural that bullies have to be separated themselves from regular students or victims in Buddhism.

On the other hand, being a victim has different causes in Korea. The Figure 5-7

shows the causes in Korean schools.

Figure 5-7 Diagram of the development of victimisation in South Korea

Sociological factors: Ineffectual social skills; Obsessive behaviour; Poor communication skills; Parents' incompetence in socio-economic status; Pessimistic self-consciousness	Low self-esteem; Poor self-image; Feelings of inferiority; Losing confidence in one's own ability; Self-disruptive behaviour; Melancholia	
Philosophical factors: Extremely positive to school work; Quiet and submissive to authority; Parents' excessive protection; Confucian sexism; The sense of reluctance to new comers; Withdrawn; Possible physical deviations, e.g. obesity, tall, small	'*Byumsenni*' students; Selfishness and Mamma 's boys; Predominance of men over women; A target of '*Ddadolim (Wang-ta)*' for no reason	VICTIMS

There is not a clear distinction between sociological and philosophical factors in the study of pathways leading to being a victim in Korea. Religious factors have little influence, if any. The contributing sociological factors leading to becoming a victim are as follows:

Firstly, ineffectual social skills, obsessive behaviour, poor communication skills and low self-esteem easily make a student lose confidence in their own ability (Besag, 1989, p.19; Rigby, 1994b, p.184), especially in the shyness culture of Korea (Schwartz, Jo Ann, Lei & Yoolim, 2002). According to Confucian morality shy persons or those who keep silent display virtue and talkative persons lack virtue.

Secondly, family socio-economic status, for example, incompetence or disability, influences child development as in the study of NICHD (2003). Especially, students

with incompetent parents or a single parent with a poor family function easily have feelings of inferiority and lose self-esteem (Rigby, 1993, p.501).

Thirdly, pessimistic self-consciousness in males is occasionally linked to self-disruptive behaviour (Besag, 1989; Thompson, Arora & Sharp, 2002; Rigby, 2002a). This occasionally leads them to suicide in Korea or to proceed to bullying. In reality, a high-school student who had been physically abused repeatedly at his school committed suicide at Seoul in the middle of 1995. The student was rich, achieved high marks in school and did not experience abuse at home. Yet the reason that he committed suicide was jealousy of his peers and his melancholic personality (Kim, J. H., 1990; Kwon, J. Y., 1991; Yoon, J., 1991; 1996; Ku, J. S., 1996).

On philosophical grounds, Confucian ethical values are highly respected by Korean students and they provide strong moral norms for students. Students who focus only on reaching high academic achievement and who remain submissive to the teacher's authority are called '*Byumsenni*' students in Korea. Submission is positively correlated with victimisation (Schwartz et al., 1998, p.437). The '*Byumsenni*' students are extremely positive about their schoolwork and are quiet and submissive to those in authority. The term '*Byumsenni*' is however used as a way of verbal bullying and then the '*Byumsenni*' students are sometimes targets of '*Ddadolim*' bullying, a pattern of isolation.

Further, parents' excessive protection of children results in them turning to selfishness and falling prey to victimisation (Besag, 1989, p.22; Olweus, 1993b, pp.1-10; Baldry & Farrington, 2000, pp.17-31). A boy who is overprotected by his parents is called 'Mamma's boy'. In comparison, children who are unloved and/or over-controlled or abused at home become bullies. Confucianism also makes a distinction between male and female. The dominance of men over women is deep-seated in Korean thinking.

In addition, it is disseminated academic collectivism that excludes other persons who studied in heterogeneous schools or institutions from homogeneous ones (Kim, J. H., 1997; Kim, J. D., 2001). Academic collectivism among Korean students contributes to

the isolation of students who are transferred and therefore are newcomers. Then these students who were transferred are victimised, without reason, as a target of *'Ddadolim'*. To sum up, the path leading to victimisation in Korea forms a different line from that leading to bullying. Consequently, the bullying/victimisation process in Korea is a dichotomy that forms different pathways between bully and victim.

5.5 Policy issues arising from the empirical studies

Policy attempts to tackle bullying in NSW and Kyunggi Province are dealt with in the next chapter. The empirical results discussed in this chapter suggest that there were differences in the forms of bullying as well as differences between the factors contributing to the occurrence of bullying in NSW and Kyunggi Province. A further difference occurred in comparison of the pathways to bullying.

The examples of bullying in NSW took place through co-relationships between bully and victim as individuals so that the contributing factors to the occurrence of bullying had a basis of psychological causes rather than external environments. On the contrary, the external environments around a bully or a victim, such as family background, social environment, school authority and peer groups, largely contributed to the occurrence of the bullying incidents in Kyunggi Province. Furthermore, bullying in South Korea is influenced by group-oriented morality, but the nature of bullying in Australia is broadly influenced by individual factors such as an individuals' attitude or personality. Further, the Korean student samples in Korea were more linked with a kind of physical aggression and extortion, in comparison with the Australian-Korean student samples.

These differences broadly mean that in Australia, when an individual does a bad thing, he or she should bear the responsibility for it himself or herself. In Korea, in contrast to Australian school culture, when an individual deviates from social morality the responsibility is attributed to the group. As a result, students in Korea create their subcultures that give emphasis to homogeneity in peer groups: positive or negative 'we-ness'. Being addressed by the examples of bullying incidents, the negative 'we-ness' causes group bullying'. If a student deviates from the subculture of 'we-ness', he or she

would be a target of '*Ddadolim* (or *Wang-ta)*'. The gang '*iljinhoy*', as a type of organized violence in school is rooted in the nature of negative 'we-ness'. As bullying becomes a more serious problem in Korea, Korean researchers feel it is necessary to consider bullying as an act of a maladjusted student (Kim, J. H., 1997). Especially, they focus on the relevance of bullying to parenting and family life (Kim, J. H., 1997; Kim, J. D., 2001) and the nature of the personalities of bullies and victims (Kwon, J. Y., 1991). Most Korean scholars focus on the link between bullying and crime and the relationship between morality and its practice (KIC, 1997; Kim, J. H., 1997; FPYV, 1998a; CYP, 2000).

In addition, Korean society is vertically structured and formal because of the influence of Confucianism, whereas Australia is a relatively informal and horizontal society based on democracy (Lee, S. T., 2004, pp.341-348). Korea is generally a family-centred society whereas Australia is an individual-centred society. Asian culture, including Korea, depends more on the group-centred structure, while in the West and Australia the cultural interaction puts emphasis on the individual.

Therefore, different school culture has influenced the formulation of bullying behaviour and the degree of its severity. Further, the paths leading to being bullied or to becoming a bully in Korean schools are roughly different. Bullying in Korea forms a different process line from victimisation; on the contrary, a path leading from victim to bully in Australia seems to be a cycle. Important policy issues arising from these investigations influences the formulation of policy in NSW and Kyunggi, Province.

5.6 Conclusion

This study examined the cultural orientation towards bullying and the cultural construction of bullying referring to the concepts of bullying. The different contributing causes to bullying in different cultures were explained (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 different concepts of bullying contribute to the different constructions of bullying, even the degree of its severity in different cultures. As an example of the cultural influences on bullying, Australian schools address bullying differently from Korean schools.

In particular, Tattum (1989, pp.7-8) states that "bullying is a wilful, conscious desire to hurt another." In this definition, the focus is more on aggressive thoughts or attitudes rather than on bad acts. As contrasted with Tattum's definition of bullying, Olweus (1999a, p.10) stresses "repeatedly and over time" and "negative actions on the part of one or more other students." He seems to focus on actions rather than attitudes. Recently, more and more aspects of the bullying problem were identified and researched. Western or Australian researchers seem more likely to stress the relationship between an attitude and an act (Besag, 1989, xii; Rigby, 2002a, p.28).

The difference not only contributes largely to the understanding and interpreting of bullying, but also influences the policy and practice of anti-bullying. The courses of bullying guide the directions of intervention programs in different nations. The investigation can be used as a tool to tackle bullying by breaking the pathways leading to bullying. It is possible that there need to be diverse policies and practices to counter bullying. Then, how policy and practice tackle bullying by comparing the currently existing data in NSW, Australia and Kyunggi Province, South Korea are addressed in the next chapter.

CHAPTER 6   Comparative Analysis of Anti-bullying Policies in the state of New South Wales, Australia and Kyunggi Province, South Korea

Abstract

Chapter 6 identifies effective interventions to eliminate bullying by comparing current policies in NSW, Australia and Kyunggi Province, South Korea. Researchers from a school policy unit recount how they tackle bullying through the school and community, enlisting the approaches of bullying prevention from MOE in South Korea and DET in NSW, Australia. A major difference is the dominance of a 'whole-school' policy. In Australian schools most bullies stay in schools, without suspension or expulsion if they don't commit a crime. The non-criminal basis adopted gives teachers the role of discipline provision and student welfare. An 'alternative school' policy used in Kyunggi Province sees most bullies separated from the group and it includes suspension or expulsion to protect students from bullying. The criminal basis of disciplining, the use of alternative schools and collectivism is quite different to the Australian approach. School policies as broadly practised are student-centred in Australia in contrast to being teacher-centred in South Korea. Classroom practices are widely oriented towards 'proactive humane-training' in NSW, in contrast to 'reactive discipline' in Kyunggi Province.

6.1 Introduction

Rationale for a comparative study on anti-bullying policy

Bullying behaviour between students occurs to some degree in all schools and bullying, as one type of antisocial behaviour in schools, constitutes a serious problem for those who are the victims (Forero, McLellan, Rissel & Bauman, 1999; Smith & Morita, 1999; Rigby, 2002a). A large number of theories and approaches have been developed to understand bullying in children in many parts of the world (Rigby & Slee, 1993a; 1993b; Olweus, 1994; Rigby, 2000; 2001; Souter & McKenzie, 2000; Sullivan, 2000; Smith, Cowie, Olafsson & Liefooghe, 2002).

To protect children from bullying, many countries developed similar anti-bullying

strategies. In spite of the application of the same policy, it was often alleged that "gaps between expectation and its responses for the application in each country exist" (Ho, I. T., 2000, p.1). The reasons for this are various. Firstly, the definition of bullying is expressed in a different way in different cultures (Smith, Cowie, Olafsson & Liefooghe, 2002). Secondly, there are generally differences in the application and practice of the same theory of bullying among different nations (Kim, J. H., 1997; Ho, I. T., 2000). Thirdly, bullying broadly comes from 'misunderstandings from different cultures in a society,' although an individual or a group perpetrates bullying (Rigby, 1996, pp.78-79). The major issues should be clarified for different schools or social situations in which individual factors motivate individuals to commit bullying.

This chapter provides a rationale for a comparative study of anti-bullying policies in Australian and Korean school communities. The study outlines how a deeper understanding of bullying can contribute to making schools safer. It fosters Australian-Korean students' further understanding of each others' practices within school policies. It has the potential to benefit teachers, schools and school authorities currently working toward safer schools in both Australia and Korea. The study also sheds light on the integration and recognition of different immigrant groups within Australian schools.

Comparative and international research provides a diverse, multidisciplinary and ever-changing field to which contributions from many disciplinary perspectives have long been welcome (Broadfoot & Osborn, 1992, pp.69-70; Crossley & Watson, 2003, pp.12-16). In the multidisciplinary context, "implications for the rethinking of development strategies, and for comparative and international research in the fields of education, development and beyond cannot be underestimated" (Crossley & Watson, 2003, p.3). Comparative research further points to ··· "its traditional strengths as an applied, problem-oriented field of policy" (King, 1989, p.370). Since lessons for future policy can be learned from past mistakes, there has been "a real challenge for comparative education to re-establish its unique role in providing comparative historical insights for future policy action" (Watson, 2001a, p.24).

Comparative research of policy contributes to "the volume of widespread interest in

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EDUP 1002 Introduction to Teaching and Learning: Literacy

Semester 1 2007

Course Readings

Unit Co-ordinator: Nikki Brunker

NB: Refer to the Unit of Study Outline for all weekly readings, as readings will be drawn from both this book of readings as well as the text book Groundwater-Smith, Susan (et al) (2003) <u>Teaching: Challenges and Dilemmas</u>. Melbourne: Thomson. The Outline also lists recommended readings (some of which are included in this book of readings) which may be useful in preparation for Professional Experience and the completion of assignment task

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what can be learnt from other countries" (Phillips, 1992a, p.7). Anti-bullying policy perspectives within a comparative study can be improved by exploring comparative implications of different intervention programs. It is also possible to borrow anti-bullying policy and practice from one context and transfer it to another with a real hope of the transplant being successful (Crossley & Watson, 2003, p. 23). Therefore this comparative study largely contributes to reducing and eliminating bullying in NSW, Australia and Kyunggi Province, South Korea.

There are a number of reasons that justify a comparative approach in this study. Crossley (2001, pp.47-53) points out four reasons as follows: a research orientation towards the potential of cross-national comparison, evidence-based policy and research, theoretical implications of context and culture and rapprochement between comparative and international research. Watson (2001a, p.26-37) justifies the reasons for the need of comparative education as follows: the need to challenge wrong assumptions; the need to stress the unique contribution of comparative educational research; the need to understand the implications of globalisation; the need to understand the economic aspects of education; the need to look beyond the economy and to analyse spiritual and philosophical values; the need to prepare for the future. These reasons focus on educational research and why it is to be more cumulative and authoritative to both policy-makers and practitioners. Comparative research of anti-bullying policies is broadly educationally internationalised and may be more useful and accessible to policy-makers who wish to support or oppose a specific program of change.

This chapter discusses anti-bullying policies in the state of NSW, Australia and Kyunggi Province, South Korea. This study does not distinguish between policies in primary schools or secondary schools as in Rigby's opinion similar results between primary school children and secondary school age were produced (Rigby, 2002b, p.12). The policies that are administered in NSW and Kyunggi Province include the policies in Sydney and Seoul respectively.

Framework for conducting a comparative analysis

The research framework of anti-bullying policies is shown in Figure 6-1.

Figure 6-1 Research framework of anti-bullying policy analysis
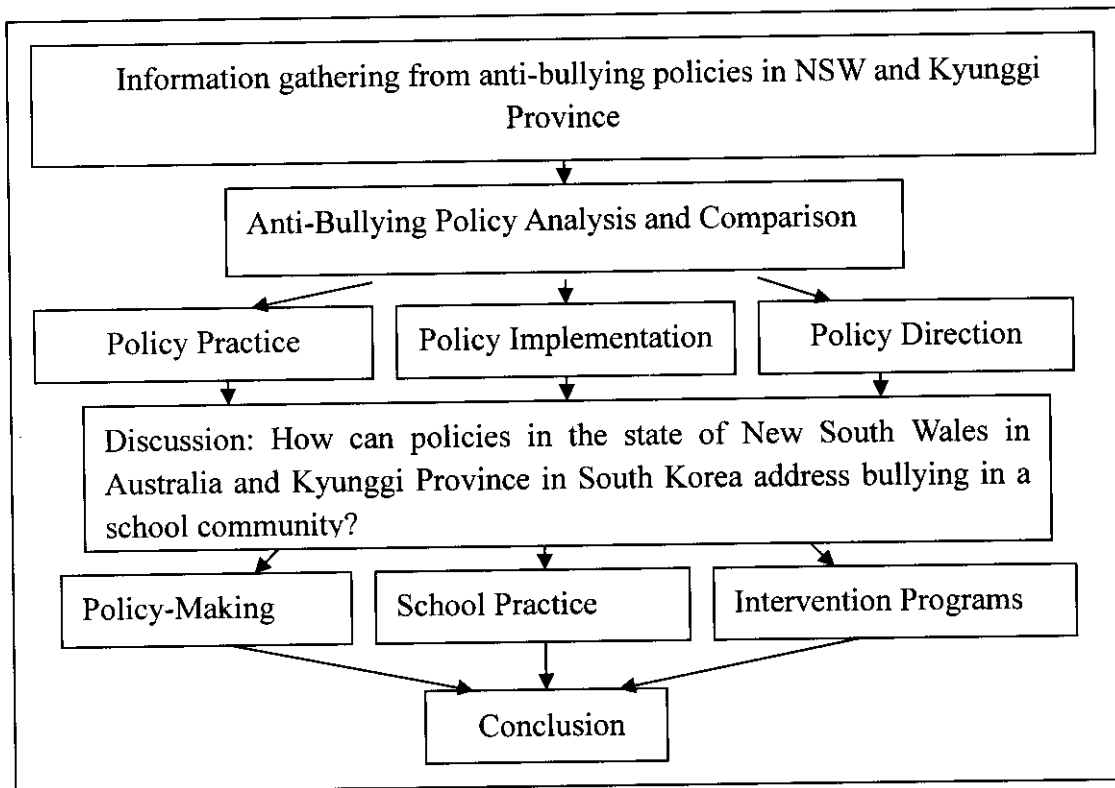
The procedure consisted of three major stages: information gathering from policy characteristics, policy analysis and comparison, and discussion about policy practices.

- Stage 1 gathered information on anti-bullying policies that exist in the state of NSW, Australia and Kyunggi Province, South Korea. For deeper understanding of policies, the information provided characteristics for anti-bullying in the two states.

- Stage 2 provided policy analysis and comparison. The procedure consisted of three categories: policy practice, policy implementation and policy direction. It was discussed by comparing anti-bullying policies between the state of NSW, Australia and Kyunggi Province, South Korea.

- Stage 3 discussed anti-bullying policy and practice. This stage put stress on how

anti-bullying policies were differently addressed in Australia and South Korea. This stage focused on how anti-bullying policies were formulated and delivered in Australia and South Korea. They were compared in relation to three aspects: policy-making, school practice and intervention programs.

6.2 Outlines of information gathered from anti-bullying policy documents in the state of NSW, Australia and Kyunggi Province, South Korea

Anti-bullying policy in the state of NSW, Australia

In order to address anti-bullying policies existing in different schools, this thesis utilises information gathered between March and June 2003, about anti-bullying policies from 10 school communities including the Catholic Education Authority in Sydney. Six responses did not give helpful information relating to anti-bullying and did not include methods of addressing anti-bullying policies. The policies exercised in the four remaining school communities provided broad intervention plans to counter bullying (See Appendices 22, 23, 24 and 28). This thesis also used information gathered from the New South Wales Department of Education and Training (NSW DET) documents and Internet site (https://www.det.nsw.edu.au/ntibullying/programs.html). Five schools' anti-bullying programs were accessed on July 14, 2005 (See Appendices 21, 25, 26, 27 and 29).

An important finding was the overall similarity among nine school communities (five public schools, three high schools and one religious school authority) in their main policy, a 'whole-school' policy, although details differed in particular schools. The 'whole-school' policy provides "the framework for any type of intervention against bullying," which involves the whole school community in discussing the problems and possible solutions (Thompson, Arora & Sharp, 2002, p.97). The 'whole-school' policy therefore emphasises "the importance of establishing an 'anti-bullying network' by building links within and beyond the school community" (Whitney, River, Smith & Sharp, 1994, p.23). In brief, the 'whole-school' approach is an intervention strategy to

tackle bullying, through a combination of consistent management and attention to maintenance of long-term procedures with school staff, student and parents on policy principles (Sharp & Thompson, 1994b, pp.60-61; Thompson, Arora & Sharp, 2002, p.96).

Rigby states that "Schools in Australia have been generally taking a so-called 'whole-school' policy to counter bullying" (Rigby & Slee, 1999, p. 333). The 'whole-school' policy in Australia focuses on the active collaboration of teachers, students and parents with a plan formulated and implemented to prevent bullying. The community as a whole must share the responsibility for at risk people (Tattum, 1997c; Tattum & Tattum, 1997; Rigby & Slee, 1999, Thompson, Arora & Sharp, 2002). The 'whole-school' policy emphasises teachers' responsibility to maintain acceptable standards of discipline and behaviour in schools, and suggests strategies to assist schools in developing an effective 'whole-school' approach in addressing bullying (BDE, 1994; Sharp & Thompson, 1994b; DfEE, 2001).

Contents of anti-bullying policies gathered from nine school communities included:

- An overview of the process of developing, implementing and monitoring a 'whole-school' policy (including assessment, raising awareness, consulting staff on policy development, communicating policy, encouraging cooperative behaviour, discussing bullying incidents with students, sanctions, dealing with minor and serious incidents, and the use of exclusion) (See Appendices 22, 23, 24 and 28)
- Definitions of bullying and statistics on its incidence (See Appendices 22, 23, 24, 25, 28 and 29)
- Provision of procedures to determine the incidents of bullying at school, including survey development and analysis of results over time (See Appendices 21, 22, 25, 26, 27, 28 and 29)
- Teaching strategies relevant to bullying, including media use, curricular materials, quality circles and teaching students how to challenge bullying (Appendices 25, 26, 27, 28 and 29)
- Examination of work with students in bullying situations, using the method of

'shared concern', the 'no-blame' approach, 'assertiveness training', 'peer counselling' and 'bully courts' (See Appendices 21, 23, 24, 25, 27 and 29).

A major characteristic of this 'whole-school' policy is that a bully might be subject to counselling rather than immediately being excluded or punished as in the 'criminal approach' to bullying. This 'whole-school' approach has a comprehensive orientation (Rigby, 2002a; Thompson, Arora & Sharp, 2002).

Further, as a way to implement the policy, the New South Wales Department of School Education (NSW DSE, 1996a, p.4) provides student welfare policy in schools. Each school administered policy following guidelines in relation to student welfare which:

- Encompasses everything the school community does to meet the personal, social and learning needs of students (See Appendices 22, 23, 27 and 28)
- Creates a safe, caring school environment in which students are nurtured as they learn (See Appendices 21, 22, 23, 24, 25, 26 and 27)
- Incorporates effective discipline (See Appendices 22, 23, 24 and 26)
- Incorporates preventive health and social skills programs (See Appendices 22, 23, 27, 28 and 29)
- Stresses the value of collaborative early intervention when problems are identified (Appendices 21, 25 and 27)
- Provides ongoing educational services to support students (Appendices 27, 28 and 29)
- Recognises the diversity within the school community and provides programs and supports that acknowledge difference and promotes harmony (Appendices 23, 24 and 28)

In addition, in the principles of the 'whole-school' policy, the NSW government practises the NSW 'Safer Schools' program in multiple preventions and interventions (NSW SCSI, 1995). The NSW 'Safer Schools' program was summarised as a shared partnership between teachers, students and families, with collaborative professional expertise in 'comprehension' or understanding the thoughts of a bully (NSW SCSI,

1995, p.241). The strategies for 'Safer Schools' intervention are based on the principle of the management of behaviour asserted in a *Report into Youth Violence, Legislative Council No.8*, NSW Standing committee on social issues in September 1995.

The management of student behaviour gives an emphasis on "a shared partnership between teachers, students and families" as in Revesby South Public School (See Appendix 21) and "collaborative professional development" as in Cammeray Public School (See Appendix 27). In accord with the NSW Standing Committee on Social Issues (SCSI), education authorities provide some important resources to counter bullying as follows:

- *Anti-bullying: Best Practice in school* (NSW DSE, 1994)
- *The Peer Mediation Training Package* (NSW DSE, 1994)
- *Child Protection Education: Curriculum materials* (NSW DSE, 1994)
- *Resources for Teaching Against Violence* (NSW DET, 1996b)
- *The Playground: Best practice for minimising risk in primary school* (NSW DET, 1997)
- *Protecting and Supporting Children and Young People, Revised Procedures* (NSW DET, 2002)

Anti-bullying policy orientation in Kyunggi Province, South Korea

In South Korea it is not possible to distinguish between Central and Local government school safety policies because the government system is centralised (Kim, H. K., 1980; Kwon, J. Y., 1991; Ku, J. S., 1996; Kim, J. D., 1998a; 1999b). They are only different from each other in the context of the administrative district area. Standards for division generally depend on the size of the population, not the size of the area. Local governments consist of nine Provinces and seven Metropolitan Cities (Seoul, Busan, Daegu, Kwangju, Incheon, Deajeon, and Woolsan). Provinces (or Dos) are divided into smaller districts, Goons or Cities (or Towns), and Goons or Cities (or Towns) are divided into smaller areas, Myuns or Ups. Meanwhile, metropolitan cities are divided into smaller districts, 'Gus'. Gus are divided into smaller areas, Dongs.

An anti-bullying policy in Kyunggi Province is based on information gathered from the Ministry of Education and Human Resources (MOE) documents. MOE controls whole anti-bullying policies in South Korea. Recently, MOE provided important resources to counter bullying. Two documents to tackle bullying suggest the best way to understand anti-bullying policies in Kyunggi Province, South Korea:

- "*A guideline to counter violence at school*" (MOE, 2002b).
- "*5 year basic plan for preventing violence at school from 2005 to 2009*" (MOE, 2005) (See Appendix 30).

The contents of the latter mostly include that of the former in main policy streams. An important finding is an 'alternative school' strategy. An 'alternative school' policy is emphasised as 'punitive' intervention to counter bullying (Kim, J. H. 1997; Kim, J. D., 1998a; MOE, 2005). The aggressive behaviour of a student becomes more serious and worsens and in turn begins to influence the peer group. To minimise the impact, the Ministry of Education and Human Resources (MOE) in South Korea considered a strategy that separates bullies from their peer group and corrects a bully's aggressive behaviour, and finally bullies come back to a regular school (FPYV, 1998a). The alternative school policy was decided as a responsive intervention against bullying in the late 1990s (FPYV, 1998b; Kim, J. D., 2001). The anti-bullying policy gave an emphasis on contextual and environmental or structural characteristics of a school that contributed to the incidents of bullying (MOE, 2002b). The 'alternative school' policy included:

- Focusing on changing comprehensively the climate or culture of a school
- Emphasising the teaching staff's tolerance to dealing with bullying
- Providing bullies with hobby-activities, a code of conduct, humanity education rather than an academic curriculum that requires hard work.

Further, in relation to the factors contributing to the occurrence of a student's aggression, over-competition between schoolmates to get credentials is a chronic problem in schools. The academic credentials-centred policy comes from the Confucian tradition in old Korean society (Kim, J. D., 2001). The tradition is still in effect up to now and "⋯ credentials are increasingly required by specialised occupations in

modernised economies" (Halsey, 1992, p.18) and further this has been reinforced by industrialisation. Up to now schooling has been regarded as a great chance for upward mobility in Korea. This credentials-centred policy means that students should concentrate on a task. School authorities could simply discipline students' behaviour under the pretext of study. However, stress occurring from school competition contributes to students being aggressive in schools (Rigby, 1996, p.84). Therefore, the credentials-centred policy as a strategy of an anti-bullying policy needs to be discussed in more depth.

In addition, the Ministry of Education and Human Resources (MOE), as a way of social education, attaches importance to the roles of family and the caregivers at home and the roles of adults in society in order to counter bullying in the problem students. Among the strategies, the 'School life campaign of boys and girls in safety' intervention has been practised since 1997 with strong support from society (MOE, 2002b; 2005). The main tasks are as follows:

- Establishing a youth police commission
- Founding a parents' patrol organization
- Reinforcing peer counselling
- Practising short-period refinement training to bullies and victims
- Strengthening care and inspection for youth offenders

Summary

The characteristics gathered from anti-bullying policies are 'Safer Schools' programs, student welfare policies and a 'whole-school' approach in NSW, Australia, and a 'school life campaign of boys and girls in safety' program, an academic credentials-centred policy and an 'alternative school' approach in Kyunggi Province, South Korea. It is important to compare Australian policies with Korean policies and to analyse how these policies are administered and how intervention programs are practised in NSW and Kyunggi Province.

6.3 Anti-bullying policy comparison between the state of NSW, Australia and Kyunggi Province, South Korea

Anti-bullying policy and practice existing in the state of NSW, Australia and Kyunggi Province, South Korea is considered with reference to three categories: policy practice, policy implementation and policy direction. They are compared with each other according to the characteristics in both states. In policy practice, the 'Safer Schools' program in NSW is compared with the 'School life campaign for boys and girls in safety' program in Kyunggi Province. The 'Student welfare' policy in NSW is compared with the 'Academic credentials-centred' policy in Kyunggi Province in policy implementation for tackling bullying. The 'Whole-school' strategy in NSW is compared with an 'alternative school' strategy in Kyunggi Province in policy direction. A diagram is shown in Figure 6-2.

Figure 6-2 Diagram for anti-bullying policy comparison


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│  ┌──────────────────────────────────────────────────────────────┐     │
│  │ Information gathering from anti-bullying policies in NSW and   │     │
│  │ Kyunggi province                                              │     │
│  │ ('Whole-school' approach, 'Student welfare' policy and        │     │
│  │ 'Safer school' program in NSW                                 │     │
│  │ 'Alternative school' approach, 'Academic credentials centred' │     │
│  │ policy and 'School life campaign for boys and girls in safety'│     │
│  │ program and in Kyunggi Province)                              │     │
│  └──────────────────────────────────────────────────────────────┘     │
│                                                                        │
│              ┌──────────────────────────────────────────┐             │
│              │  Anti-Bullying Policy Analysis and        │             │
│              │  Comparison                                │             │
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│                                                                        │
│  ┌──────────────┐    ┌──────────────────┐   ┌──────────────────┐      │
│  │Policy         │    │Policy            │   │Policy Direction: │      │
│  │Practice:      │    │Implementation:   │   │'Whole-school'    │      │
│  │'Safer Schools'│    │'Student welfare' │   │strategy vs.      │      │
│  │program vs.    │    │policy vs.        │   │'Alternative      │      │
│  │'School life   │    │'Academic         │   │school' strategy  │      │
│  │campaign for   │    │credentials-      │   │                  │      │
│  │boys and girls │    │centred' policy   │   │                  │      │
│  │in safety'     │    │                  │   │                  │      │
│  │program        │    │                  │   │                  │      │
│  └──────────────┘    └──────────────────┘   └──────────────────┘      │
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│                         ┌────────────┐                                 │
│                         │  Findings  │                                 │
│                         └────────────┘                                 │
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│  ┌──────────────────────────────────────────────────────────────┐     │
│  │ Discussion: How can policies in the state of New South Wales   │     │
│  │ in Australia and Kyunggi Province in South Korea address       │     │
│  │ bullying in a school community?                               │     │
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Policy practice to counter bullying in NSW and Kyunggi Province

'Safer Schools' program in NSW

The strategies for the 'Safer Schools' program are based on the principle that the management of student behaviour is a shared partnership between teachers, students and families, and it focuses on prevention with an emphasis on collaborative professional expertise (NSW SCSI, 1995, p.241). With this principle, schoolteachers should be trained or re-trained in fair discipline methods, which focus on constructive, anti-violent methods, because student behaviour has a considerable effect on teaching staff (Rowling, Martim & Walker, 2002, p.34). The training of teachers includes modelling of non-violent behaviours. Also, reacting with a creative and clever, rather than a defensive or violent approach to student misbehaviour provides a context with a decrease in tension rather than an increase in the volatility of a situation (NSW SCSI, 1995). The training of teachers should result in a decrease in teacher stress and improved morale, improved community perceptions of school and teachers, and community values reflecting the changes in attitudes of teachers and students (NSW DSE, 1994; NSW SCSI, 1995; NSW DET, 1997).

Peer support programs have been operating, and while they were originally developed to counter the incidence of drug abuse among young people in schools, methods used, include raising the self-esteem of students, and are recognised as being directly relevant to school violence (NSW SCSI, 1995, p.217). The major feature of peer support programs is training senior students to guide juniors through structured activities designed to enhance certain skills for living (See Appendix 27). These skills include communication, improving self-awareness and self-esteem, decision-making, problem solving, the art of successful negotiation, clarification of values, strategies for saying 'no' to harmful influences and behaviour, conflict resolution, appropriate assertive behaviour and developing a supportive and nurturing network (NSW SCSI, 1995; Boston, 1997a; NSW DET, 2000). The peer support programs are really proactive for tackling bullying (See Appendices 27 and 29).

By the strategies for the 'Safer Schools' program a number of DET resources have been provided to help schools develop anti-bullying programs (Boston, 1997b). With DET materials and resources, the following intervention programs are used in many schools (NSW DSE, 1994; NSW DET, 1997; 2002):

- *Anti-Bullying: Best practice in school* provides playground interventions such as lessons in playground games or games competitions run by the Student Representative Council, and anti-bullying lessons and anti-bullying committees in which students are active participants (NSW DSE, 1994).

- *The Peer Mediation Training Package* provides better peer networks or participation in a counselling program. Peer mediation programs assisted students to resolve disputes before they degenerate into ongoing harassment, and pastoral care was also provided through peer support programmes (NSW DSE, 1994).

- *Child Protection Education: Curriculum materials* support teaching and learning in personal development, health and physical education (NSW DSE, 1994).

- *The Playground: Best practice* for minimising risk in primary schools focuses on surveys to assess the amount of bullying and where it is taking place. While many schools use the questionnaire in strategies for safer schools others use a map of the playground on which students mark areas where bullying is prevalent (NSW DET, 1997).

- *Resources for Teaching Against Violence,* revised in 1996, and *Protecting and Supporting Children and Young People, Revised Procedures* (NSW DET, 2002) includes parent information such as a leaflet setting out actions which parents can take if their child has been bullied, parent meetings and articles in the school newsletter that helped the school spread the anti-bullying message and it gives clear procedures for staff to follow if they become aware of bullying.

In summary, the major characteristics of the strategies for the 'Safer Schools' program focuses on training senior students to guide juniors with peer support programs and further focuses on proactive activities that are based on school autonomy.

The 'School life campaign for boys and girls in safety' program focuses on the reinforcement in society to tackle bullying. In Korean society, mainly family and interpersonal factors cause school bullying (Kwon, J. Y., 1991). In particular, the relationships between teachers and students follow Confucian ethical principles and respect for and trust of teachers is a deep-rooted cultural trait. Teacher-student relationships resemble the father-son relationship of Neo-Confucian values (Janelli, 1993; Lee, J. K., 1997; 1998; 1999b).

Most Korean students are well acquainted with learning through teachers and submission to the instruction of teachers (Ho, I. T., 2000, p.39-73; Schwartz, Jo Ann, Lei & Yoolim , 2002, p.114). Classes are not only teacher-centred in which rote learning is the main learning tool, but also students are forced by the teacher's authority to attain high achievement. At the same time, school policy and practice also focus on a student's submission to the instruction of teachers. However, students often face cultural and behavioural clashes with school institutional norms and the teachers' authority. They experience disappointment because they can't have their own way at school and consequently they might become bullies or be victimised by their deviant behaviour.

In addition, the family situation may disrupt the students' education emotionally as well as economically. Domestic poverty may become a factor preventing students from continuing their education (Kwon, J. Y., 1991; Ku, J. S., 1996; Kim, J. D., 2001). Some students may be forced to drop out of school to earn money in the daytime while other students go to school. Abuse, family separation and divorce make it difficult for some adolescents to have emotional stability, let alone an ability to concentrate on their studies. Once students run away from home, dropping out of school and involvement in negative peer groups tend to take place simultaneously (Kim, Y. Y., Sange & Oaks, T., 2002). In other instances, parents' overprotection results in students' rebellion that leads to dropping out of school. These students want to escape parents who force them to study and supervise their every move. Further, maternal employment, a consequence of industrialisation in Korean society, where mothers were traditionally responsible for

domestic care of children, has impacted upon their children's emotional or psychological well-being (Kim, J. H., 1997).

Therefore the Ministry of Education and Human Resources (MOE) has emphasised the roles of family and the care by society for the problem students in order to make school a safer place to be. The "School life campaign for boys and girls in safety" program has been practised with strong support from society since 1997. Thereafter, MOE (2002b; 2005) developed knowledge about bullying and distributed guidelines for exercising policies to schools at the level of 'School life campaign for boys and girls in safety' program. The guidelines provide:

- At the first stage, they raise awareness about why people bully and are bullied.
- At the second stage, they raise awareness about how parents deal with bullying. It includes various resources to recognise the signs that a child is being bullied and a strategy to build a child's self esteem and relationship skills.
- At the third stage, they raise awareness about how students respond to bullying, such as a way to overcome the child's reluctance to tell.
- Lastly, for teachers, they show how to teach the child to be assertive but not aggressive.

This program focuses on a re-awareness about social justice in a contemporary society with deep-rooted cultural conventions. The culturally harmful traits comprehensively permitted in school and society, such as '*Ulchalae*,' are prohibited and punished. As a result, this school safety program focuses on reactive complementary measures for changing society.

Policy implementation against bullying in NSW and Kyunggi Province

Student welfare policy in NSW

Strategies to counter bullying form part of the school's implementation of the student welfare policy (Boston, 1997b). The student welfare policy was identified by a Ministerial Statement in 1995. The Ministerial Statement 1995, *Good Discipline and*

Effective Learning, stated that "every student has the right to expect that he or she will spend the school day, both in and out of the classroom, free from bullying and intimidation" (NSW DSE, 1995, pp.4-5).

In reality, this policy and practice within the 'whole-school' strategy broadly considers the safety, welfare and well-being of students, students' developmental capacity and the parents' responsibility for students' bullying and violent behaviour. By forming these principles NSW DET and the Non-government School Community (NSC) practise whole-school-based intervention in order to protect a child or young person from harm (NSW DSE, 1994; 1996a; 1996b; NSW DET, 1997; 2000; 2001; 2002). In particular, the Catholic Education Office (CEO), Sydney, emphasises the rights and responsibilities of all its members, "that all have a right to feel safe at all times," "that the school is a non-violent place," and "that nothing is so awful that its members can't talk to someone about it" (CEO, 2003, p.4). In implementing this policy the Catholic Education Office practises a school-wide policy, in collaboration with the NSW DET, which identifies provisions regarding the roles, rights and responsibilities of key groups (school personnel, students and parents) (See Appendix 22). In addition, operational procedures or practices (hidden curriculum) that can challenge bullying are provided by specific strategies to respond effectively to a bullying incident (CEO, 2003, p.5).

In short, the NSW school community autonomously administers 'student-centred schooling policy' emphasising the rights and well-being of students, and further, teachers work together with students who have been in bullying situations in a more egalitarian manner (See Appendices 23, 24 and27). As a result, the preventative work of bullying at schools has become more democratic within student welfare policies and has closely linked schools with child protection in the community (See Appendix 27 and 29).

Consequently, the anti-bullying policies operating in NSW emphasise each student's welfare by the practice of democracy, so that the anti-bullying policy in NSW focuses on individual responsibility for bullying behaviours in a context of individualism (See Appendices 23, 24, 27 and 29). Further, the student welfare policies tend toward a

'humanistic approach' rather than a 'moralistic approach' and an 'actor-centred' intervention rather than an 'action-centred' intervention.

Academic credentials-centred policy in Kyunggi Province

Korean schooling is related to credentials. The need for academic credentials in Korea is the result of Confucianism, in which the majority of students' time is spent memorising facts, figures and theories (Ann, B., 1995). Therefore they might not value out-of-class activities that are more focused on developing other skills such as creativity, flexibility, awareness, practical application and interpersonal skills. Further, the college entrance examinations are very important in contemporary Korean society because they have the power to significantly enhance the social status of an individual (Ann, B., 1995). According to Korean educational practices, most school dropouts or expelled students tend to go to substitute educational institutions and take the examination *komjonggosi,* which is an examination that helps them to gain a school certificate through self-studying without school attendance (KATO, 1997). This is different from Australian school systems.

Most education policies and curricula focus on exams in Korea. The competition of exams is so fierce that students begin preparing for these examinations as early as kindergarten, where they begin to develop the strict discipline necessary to commit to, and successfully complete 15 years of 'examination hell' (Kim, H. S., 1997, p.70). This credentials-centred policy has contributed not only to increasing the national economy, but also to reducing students' visitation to Internet game rooms or at-risk places because students concentrate on only one task. However, students experience much stress while preparing for the exams. Friedman and Rosenman state that stress comes from being aggressively involved in a chronic, incessant struggle to achieve more and more in less and less time, and, if required to do so, against the opposing attractions of other things and students (Friedman & Rosenman, 1974). According to this opinion of stress, most Korean students feel stressed in their classrooms, because of the competition to gain high academic achievement (Rigby, 1996, pp.84-85; 2002a, pp.204-206). In particular, the conventional morality that 'studying' is 'good,' but 'idling' is 'evil' has largely

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driven students into 'examination hell' and it has further increased the burden laid on them. As a result, students feel the heavy burden of studying and are bored by school life, and then they are aggressive as a way of getting rid of stress (Besag, 1989).

At the school level, educators and educational administrators have to come to grips with the enduring educational needs of their college-bound students. They are less interested in those alienated from the college admission process, for example, high school dropouts, delinquent adolescents and bullies, and those whose parents could not afford their children's education. When these students attempt to get high school diploma equivalents, they encounter difficulties psychologically or environmentally in returning to regular school.

Consequently, the academic credentials-centred policy based on Confucianism makes inroads on activating student welfare in school. In order to improve student welfare, nowadays teaching staff focus on reducing the psychological burdens of preparing for college exams (Kwon, J. Y., 1991; Ku, J. S., 1996; KATO, 1997; Kim, J. D., 1998a). They put emphasis on a student's re-awareness of the conventional morality. As a result, the academic credentials-centred policy is inclined toward a 'moralistic approach' and an 'action-centred' intervention, in comparison with a 'humanistic approach' and 'actor-centred' policies as in NSW.

Policy direction to tackle bullying in NSW and Kyunggi Province

'Whole-school' approaches to anti-bullying policy in NSW

According to the NSW Standing Committee's Perspective (NSW SCSI, 1995), schools should not be seen as the focus of the problem of youth violence nor should they be solely responsible for addressing the problem. The community as a whole must share the responsibility for its young people, and collaboration between schools, parents, the community and government is therefore essential (Tattum, 1997c; Warner & Richards, 1997; Thompson, Arora & Sharp, 2002). Schools in Australia adopted a 'whole-school' approach in which a general anti-bullying policy was written with the

active collaboration of teachers, students and parents, and a plan formulated and implemented to prevent bullying (Rigby & Slee, 1999, p.333). The process of policy development included "awareness raising; consultation; preparation of draft and transition to final policy; communication and implementation; maintenance and review" (Sharp & Thompson, 1994a, p.27).

Rigby (1996, pp.131-135) suggests seven features of an anti-bullying policy as follows: "the school's stand for anti-bullying", "a succinct definition of bullying", "the rights of children", "the responsibilities of children", "the premises of each school to counter bullying", "the evaluation of the policy", "other considerations such as consultation". In particular, this implies that the school should comprehensively consider the rights of children and stand on the side of students in helping to make them safer from the aggressive intent and actions of others (See Appendices 21, 22, 23, 24 and 29). This policy further requires a strong statement of the school's stand against bullying and a declaration of the rights of individuals in the school community (Rigby, 2001, p.24). In the principles of the 'whole-school' policy, strategies to counter bullying form part of the school's implementation of the student welfare policy and the 'Safer Schools' program (NSW SCSI, 1995; Boston, 1997b).

In particular, the student welfare policy was identified with the 1995 Ministerial Statement. The student welfare policy focuses on the individual rights of students. When an individual does a bad thing, he/she should bear the responsibility for it him/her self and in accordance with democratic principles the perpetrators are not separated from regular schools, even though there is sometimes non-tolerance of particular behaviours as in Revesby South Public School (See Appendix 21). School policy and the democratic process in Australia protect the rights of students. As a result, the direction of the policy is interrelated by the student welfare system within the general principles of 'non-criminality' and individualism. Further, the 'Safer Schools' program in New South Wales puts emphasis on a shared partnership between teachers, students and families, and collaborative professional expertise with the ethos 'whole-school approaches to counter bullying' (NSW SCSI, 1995, p.241). The NSW policy on school bullying is oriented towards a 'whole-school' principle and the community in

cooperation with DET and the school community (Boston, 1997a; NSW DET, 1997; 2001; 2002; Rigby & Slee, 1999).

The anti-bullying policy in NSW, Australia stresses 'no-blame' and 'shared concern' methods according to a humanistic basis (Rigby, 1996, pp.206-223) (See Appendices 27 and 29). The direction of the 'whole-school' policy has a broad non-criminal orientation (Rigby & Slee, 1999; Thompson, Arora & Sharp, 2002).

'Alternative school' approaches to anti-bullying in Kyunggi Province

The Korean MOE controls all schools including non-government schools and administers the policies for all the schools (Korea Education Law, 1995). The MOE policy is centralised so that school safety depends mostly upon the policy directions of the top decision maker. The Ministry of Education and Human Resources (MOE) makes an effort to prevent school violence, to understand the nature of the children's behaviours (e.g. what type of student is bullying and what type of student is being bullied) and to create constructive schools (Kim, J. H., 1990; KIC, 1992; Kim, J. D., 1998a; 1999d). In spite of the effort of the Ministry, students are still not satisfied with school policies and school violence is becoming more prevalent (FPYV, 1998a; 1998b). According to the statistical yearbook of education, in Kyunggi Province, including Seoul, in 1997 (KDS, 1997), 1.5% of high school students dropped out, mainly from all kinds of bullying. By 2001, there was an increase of 0.3% to 1.8% (KDS, 2001).

The students' behaviour became more serious and worsened, and in turn began to influence other students, and then the bullies were identified as having committed an offence. Their bullying behaviour, such as *'Ulchalae'* and *'Ddadolim,'* contributed to criminal offending. The group bullying developed into a gang of organized violence, such as *'iljinhoy,'* in school. Especially, the term *'Ulchalae'* which came from the deep and long traditional new-appointee discipline in military culture, chronically existed among students in Korea (FPYV, 1998a; Kim, J. D., 2001). So research has shown that potentially the most effective programs go beyond a concentration on individual children and attempt to meaningfully change the climate or culture of the entire school

(Braaten, 1997, pp.46-57; Tattum, 1997c, pp.114-118; 1997d, pp.159-172).

This is not to say that individual child-focussed programs are ineffective and should be discontinued. This is also a valuable violence prevention tool (Tolan, Guerra, & Kendall, 1995; Kim, J. D., 1998a; 1998c). They do not, however, address the contextual and environmental or structural characteristics that contribute to the incidence of violence. Programs also typically need to last at least two years before they demonstrate a change in behaviour that is sustainable over time (Yoshikawa, 1994). Aggressive behaviour such as 'Ddadolim' and 'Ulchalae' is very stable and chronic in Korea, making it very difficult to change with short-term, curriculum-limited interventions. School authorities must be responsible for tackling 'Ddadolim' and 'Ulchalae.' They do this by emphasising the roles of family and society as well as school.

The Korean government made a decision in the 1990s to act upon such negative actions of violence in and around schools. This was a nation-wide project to counter bullying (Kim, J. D., 1998a; 1999a). The policy focused on restriction of students' behaviour and rigid enforcement of regulations. Frequently the MOE minister directed the schools across the nation in their crack down on bullying and they maintained school safety by regarding bullying as a deviant act that increasingly challenged social justice (KIC, 1997). The MOE implemented an anti-bullying policy with the conventional principle that encouraged the good and punished the evil in the minds of the offenders. The latter were separated from the main school system. Teachers collectively administered the Korean policy in an authoritarian disciplinary system.

Consequently, the MOE made a decision to separate them from other students in regular schooling. The main streams of the policy were a matter of establishing alternative schools as a kind of rehabilitation for the correction of bullies' aggressive behaviour, but these were not different from their former school life with the exception of some differences in curriculum. Despite different motivations and different timing when they decided to return, most students would be aware of schooling as a path toward upward social mobility (Kim, J. D., 2001). The policy was confirmed in 1997 and the high school equivalency certificate was administered biannually by the local

bureau of Ministry of Education and Human Resources, not by individual alternative schools (Kim, J. D., 2001; MOE, 2002a). There were 22 alternative schools or non-regular schools in Korea and among them 8 schools in Seoul and Kyunggi Province in 2002 (MOE, 2002a). With the MOE policy, alternative schools used various methods to prevent bullying.

The alternative schools were asked to use a responsive strategy to combine the caring of society (Kim, J. D., 2001) and the strategies focussed on reactive discipline for students, giving them a second opportunity to be ideal students on the basis of group-oriented thoughts. As a result, a bully became a subject of immediate punishment rather than comprehensive counselling, with the application of Confucian conventions that encouraged 'good', but punished 'evil'.

This implied that the MOE policy emphasised group morality rather than individual rights. The concept of bullying was understood in line with the relationship between social moral effect and its practice on the basis of group-oriented collectivism in Korea. To drive the policy systemically, a law about the countermeasures and preventing violence in school was made on July 30, 2004. Recently, anti-bullying policies in Kyunggi Province under the direction of MOE focused on three major interventions as follows (MOE, 2005) (See Appendix 30).

- Establishing 'safety zone' in and around school
- Establishing 'school police' in school
- Strengthening and expanding 'alternative schools'

Therefore the anti-bullying policy in Kyunggi Province, South Korea was close to 'sanctions and zero-tolerance' intervention to bullying in school on the basis of a more moralistic approach or a more criminal one as in some cases from Rigby's study (Rigby, 1996, pp.195-197). In short, this 'punitive-based' strategy to deal with bullying on a criminal basis in Korean schools was in contrast to the 'no-blame' and 'shared concern' strategy based on humanistic or non-criminal principles in Australia.

Governments in both NSW and Kyunggi Province administer anti-bullying policies with multiple approaches and they work through education authorities (educators and staff), schools (principals and teachers) and communities (parents and pastoral workers). The cultural differences in bullying influence the formulation of policies in NSW and Kyunggi Province. The investigations are as shown in Table 6-1.

Table 6-1 Comparison between anti-bullying policies in NSW and Kyunggi Province

Investigations of anti-bullying policy		NSW in Australia	Kyunggi Province in South Korea
Main streams	Intervention procedure	Proactive intervention	Responsive intervention
	Approaches to anti-bullying	Humanistic approach	Moralistic (or legalistic in particular cases) approach
	Policy orientation	Non-criminal strategy	Sanction or punitive strategy
Categories of policy	Policy and practice	Proactive activities in 'Safer Schools' program	Reactive activities in 'School life campaign for boys and girls in safety' program
	Policy Implementation	Humanistic implementation with 'Student welfare' policy	Moralistic implementation in 'Academic credentials centred' policy
	Policy direction	Non-criminal direction in a 'whole school' strategy	Punitive direction in an 'alternation school' policy

The main streams of anti-bullying policies in both states are as follows: Proactive intervention in NSW vs. Responsive intervention in Kyunggi Province in the perspective of intervention procedure; Humanistic approach in NSW vs. Moralistic approach or legalistic approach in particular cases in Kyunggi Province in the perspective of approaches to anti-bullying; Non-criminal strategy in NSW vs. Sanction or punitive strategy in Kyunggi Province in the perspective of policy orientation.

Anti-bullying policies in both states are categorised by using policy and practice, policy implementation and policy direction. The investigations are indicated as follows.

In the category of policy practice, the 'Safer Schools' program in NSW focuses on proactive activities, but the 'School life campaign for boys and girls in safety' program in Kyunggi province takes reactive complementary measures to tackle bullying.

In terms of policy implementation, the rights of students are much more protected by a 'student welfare' policy in NSW. The policy practises 'humanistic strategies' on the basis of a non-criminal philosophy, in comparison with the Korean 'moralistic' strategies on the basis of punitive principles. Rigby suggests that "it is better to attempt to resolve problems of peer victimisation using so-called humanistic methods, employing counselling and mediation skills, rather than to resort to simple moralistic and legalistic methods of effecting change" (Rigby, 1996, p.201).

The NSW Education Authorities focus on a 'non-crime -based' policy on the basis of a 'whole-school approach' that practises 'no-blame interventions' within the school community and also trains them, while the mainstream of MOE policy is a 'sanctions and zero tolerance' or 'punitive-based' policy that isolates and excludes bullies from regular schools and from their subculture. They also receive training in this system.

6.4 Discussion

Policy-making

The NSW Department of Education and Training (DET) has not only practised the most extensive anti-bullying policy ever devised by an Australian education system, but the Department has also been committed to ensuring that its students and teachers work in a safe environment, free from sexual, physical and emotional aggression (NSW DSE, 1994). The NSW DET in Australia took charge of policies with respect to all government schools. Most non-government schools, such as Marist College and Newington College, have administered their anti-bullying policy independently within the principles of DET (See Appendices 23 and 24). The NSW DET has sometimes put

in place anti-bullying policies in government schools in cooperation with non-government school authorities (NSW DSE, 1994; NSW DET, 1996b; 1997; 2002). The NSW Department of Education and Training (DET) encourages schools to develop ownership of locally based strategies that are informed by research and implemented within a 'whole-school' plan developed by the school community (NSW DET, 2002). In this way, the NSW policy directs anti-bullying strategies that are implemented locally within a 'whole-school' policy developed by the school community. In short, characteristics of policy-making in NSW are 'cooperation,' 'autonomy' and 'horizontal'.

In the procedure of policy-making, the New South Wales Department of Education and Training (NSW DET) has put in place the most extensive school safety policy ever devised by an Australian education system as shown in Figure 6-3.

Figure 6-3 Diagram of NSW school community practice in anti-bullying policies
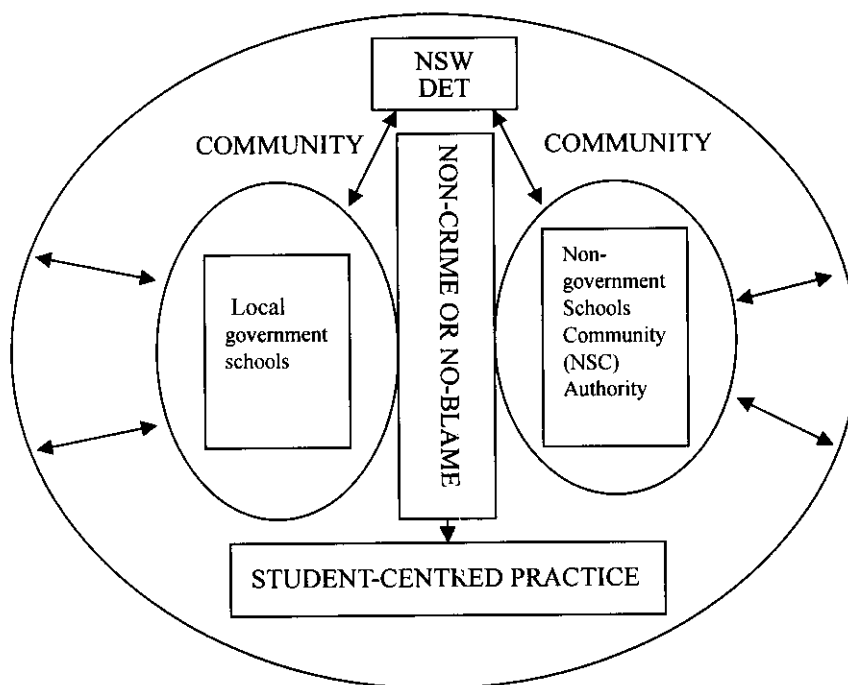
The whole community and the local schools in cooperation with the DET participate in the policy. At the same time, NSW schools administer policy procedures provided by higher agencies and the procedures are active to help schools develop their programs for

themselves. In particular, NSW schools broadly open their doors to the community, develop anti-bullying programs in cooperation with society and practise an anti-bullying policy using the principle of the 'whole-school' project. Schools freely accept the policy of NSW DET and the Non-government Schools Community (NSC) authority, and participate in their policy-making and develop excursive programs for themselves and the program activities are worked out in collaboration with the external organizations. Within the comprehensive stream of a democratic approach, some schools employ different methods from other schools to counter bullying (Rigby & Slee, 1999, pp.333-334).

Further, an education authority and a local school cooperate in the policy-making and its delivery. The school principals develop guidelines to ensure the safety and well-being of students, while NSW district superintendents and religious education authorities support them to develop an effective 'whole-school' approach in addressing bullying, even though government schools change to more compulsory protection training requirements. The DET in New South Wales also mandates that schools have a policy to handle critical incidents such as natural disasters, traumatic incidents and deaths or injuries to students or staff (WHO, 1999) and schools develop student welfare policies, programs and structures.

Therefore, NSW schools emphasise autonomy and cooperation with the community so that whole communities and schools in cooperation with NSW DET participate in the policy. In particular, the policy of DET lays stress on students' developmental capacity with student-centred policy and practice and their parents' responsibility for students' bullying and violent behaviour and the principle of a non-crime approach to tackling bullying in government schools. Non-government school authorities obtain information about school safety and student welfare from the NSW DET and they exercise their anti-bullying policy independently (See Appendices 23 and 24). When individual schools put the policies into practice, the local schools could autonomously make a policy to tackle bullying and carry it out (See Appendices 21, 25, 26, 27 and 29). As a result, the programs developed at one school are different in detail from those at other schools. Policy procedures consider particular school circumstances such as

coeducation, 'girls' only' schools and 'boys' only' schools, school-size, and school locations. Consequently, the anti-bullying policy and delivery in the NSW DET generally work with a 'side-by-side' service system in cooperation with school communities.

On the contrary, in South Korea the Central government and the Local governments make efforts necessary to support the development of new technologies and research projects. Both of them also build a cooperative system with other countries to protect juveniles from media materials, drugs and violence. Generally, city (or town) councils and rural areas (or Goons) are controlled by the policies of both governments. Both governments encourage collaborative activities by juvenile-related organizations and the private sector to monitor the environment harmful to juveniles and file complaints against it and provide necessary support for such activities (KIC, 1997; Kim, J. D., 1998a; 1998b; 1998c).

The Central and Local government policy utilize recommendations from such organizations and the private sector in shaping relevant policies. In order to understand school safety policies in Korea, it is important to realise that all education policy-making is centralised. Korean schools focus on authority and responsibility between the school and the community and the supervision given by teachers. There are two different authorities (Ministry of Education and Human Resources (MOE) and Commission on Youth Protection (CYP)) under the control of the Central government to direct safety policies in school. The MOE controls safety policies in relation to bullying incidents that may happen in school, but the CYP administers juvenile protection policies within the community or sometimes around the school (Juvenile Protection Act, 1997). The MOE in school and the CYP around the school control school violence in a nation-wide project. Since the gang 'iljinhoy' in school is linked with gangs-organized violence within society, the functions of the CYP have been further reinforced recently. Schools exercise policies that come down from higher authorities. As a result, policy-making and delivery is vertical or 'top-down'.

The policies to direct anti-bullying in Korea are run by two different authorities

(MOE and CYP) under the control of the Central government, as shown in Figure 6-4.

Figure 6-4 Diagram of Korean school community practice in anti-bullying policies
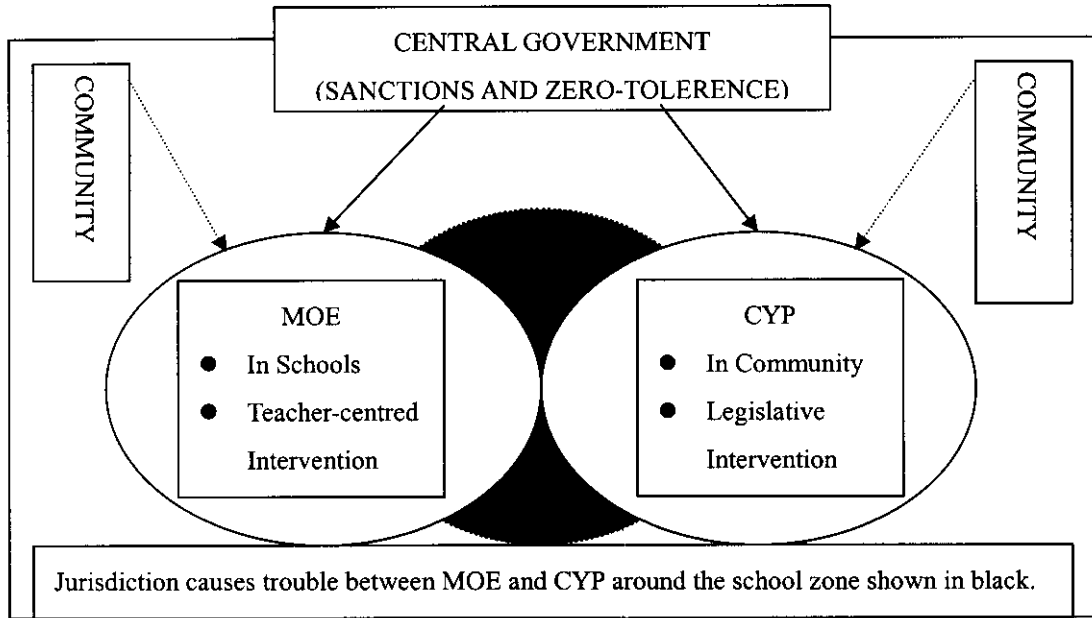
Jurisdiction causes trouble between MOE and CYP around the school zone shown in black.

The MOE controls safety policies in relation to bullying incidents that may happen in school, but the CYP administers juvenile protection policies within the community or around the school. Schools exercise the policies that come down through local educational superintendents from the two central authorities above. At the level of the school community, it is difficult to run anti-bullying programs independently and differently from the direction of the Central government in South Korea (Kim, J. D., 2001). When the school community develops a new strategy, it must report the new programs to the Central government before they begin practising independently and seek cooperation with MOE. Some programs are performed in the local school communities with the permission of the two central bodies. The 'top-down' or 'up-down' policy delivery system makes the autonomy of the school community weaker in relation to prevention of bullying in Korea. On the adoption of different policies in different schools, Thompson, Arora and Sharp (2002, p.9) said, "One interesting corollary of this was the general tensions between 'top-down' management systems in anti-bullying work and the feelings and reactions of those working directly with the

children." Consequently, in Korea the policy delivery is 'top-down'.

To conclude, the NSW government is more collaborative and democratic than the Korean government. Policy delivery systems related to anti-bullying in Australia and Korea are described as 'side-by-side' based on egalitarianism and 'top-down' based on authoritarianism respectively.

School practice

In NSW, Australia, the school policies depend mostly upon Rigby's outline of anti-bullying policy (NSW SCSI, 1995). Rigby (2002a, p.239) points out the elements in an anti-bullying policy as follows:

- A strong statement of the school's stand against bullying
- A succinct definition of bullying
- A declaration of the rights of individuals in the school community
- A statement of the responsibilities of members of the school community
- A general description of what the school will do to deal with incidents of bullying
- An undertaking to evaluate the policy in the near and specified future

This puts emphasis upon the rights and responsibilities of the student as an individual. From the student's standpoint, this democratic ideological practice reinforces students' rights. The notion of bullying is shown more clearly in the policy and procedure in Marist Sisters' College (See Appendix 23). The policy of Marist Sisters' College (2003) states that the bully thrives on power and it places emphasis on responsibility for each individual act as follows: "She may not have experienced a sense of responsibility before. It may be worth taking a risk by giving her a special responsibility. But obviously not one with which she could exert a physical or psychological threat, or perform acts of extortion." In addition, Newington College' policy (2003) focuses on recognition of individual differences and students' rights (See Appendix 24). In these contexts, Australian policies are oriented towards student-centred policy within a democratic practice of a 'humanistic approach' to schooling. The efficiency of the

policy in Australia is obviously represented in the results in the empirical part of this study. The major reason for psychological well-being in school life for Australian-Korean students was "good relationships with school mates" which scored higher than "good relationships with teachers," but the gap between the two reasons was much lower than that in the Korean group (See Appendix 6). This is related to classroom practices that are closer to egalitarianism in Australian schools, as a result of the teachers' retraining. The results of surveys undertaken in Term 4 2004 at Cammeray Public School indicate that 87% of students believe their teachers are fair to them, take an interest and help them, and that 96.1% of parents believe teachers see students as their main focus and can talk to teachers regarding their child's well-being and progress (See Appendix 27). These results may be attributed to the effectiveness of the anti-bullying and student welfare policies at this school.

By contrast in Kyunggi Province, the autonomy of the school community in tackling bullying is weak. Schools firstly emphasise 'academic achievement' and 'credentials' of students. Schooling is regarded as a great chance for upward mobility, as it was widely known that educational credentials influence occupational attainment (Duncan, 1968). With this notion and the connection between occupation and social status in Korea, fierce competition for entrance to the top ten institutions of higher learning occurs every year. In order to attain their goal in this competition, many students take extracurricular lessons with a high fee.

The educational practices and policies for the last couple of decades were created to benefit the academic success of high school students rather than to correct and improve their behaviour. Classes use rote learning to gain high academic achievement. A teacher's authority is reinforced in such educational situations. Further, in Korean society, the relationships between teachers and students follows Confucian ethical principles, so that respect for and trust of teachers arise from a deep-rooted cultural trait. Students not only feel a heavy burden to get academic credentials, but also face cultural clashes with the teachers' authoritarian practice. School policies in Korea emphasise the teacher's authority and so the discipline for a bully is primarily teacher-centred. Its efficiency was clearly demonstrated by the positive responses in the introductory

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questions of the empirical study. The response "good relationships with school mates" in the Korean group was much higher than the same response from the Australian group (See Appendix 6). This indicates that teachers' authoritarian discipline in the classroom impacts negatively on students' feelings in Korea. In Kyunggi Province, a teacher-centred disciplinary system is linked to the authoritarian thoughts of 'credentials-centred' schooling policy on a moralistic basis.

When individual schools practise these policies, both countries show further differences. NSW schools emphasise autonomy and cooperation with the community and student welfare, while Korean schools focus on authority, the responsibility of the school to the community and a teacher's discipline. In short, school practice to tackle bullying in NSW and Kyunggi Province are described as 'student-centred' policy and 'teacher-centred' policy respectively.

Intervention programs

In the NSW 'Safer Schools' intervention, peer mediation programs are well organised to resolve disputes before they degenerate into ongoing harassment and to assist both bully and victim after bullying incidents. The New South Wales Department of Education and Training employs psychologists who are based in secondary or primary schools, to give counselling to maladjusted students. Pastoral care with the support of churches is also provided through peer support programs (NSW DSE, 1994; WHO, 1996; 1999). Tattum (1997b, p.50-51) gives emphasis to the pastoral curriculum as one of the preventative responses that is part of a 'whole-school' approach to bullying: "In the pastoral curriculum, which is about the social and emotional development of young people, it is important to be clear about aims and how they will be achieved." As a result, the policy implementation against bullying in NSW focuses on proactive strategies that adopt the four specific intervention programs ('No-Blame,' Shared Concern,' 'Circle-Time' and 'Peer Counselling' programs) (See Appendices 21, 26, 27 and 28).

In comparison with NSW intervention, a mainstream principle in the Korean MOE program makes a distinction between the role of teacher and student by practising authoritarianism at school. The participation of society or religious groups in school

policies, such as pastoral care in NSW, is difficult in reality. However, the MOE practises the 'School life campaign for boys and girls in safety' program in regular schools in order to make school a safer place to be. As a part of the program, a school police system was introduced into some schools in Kyunggi Province, South Korea. School policepersons consist of veteran youth-leaders retired from youth organizations or youth departments in police stations. They go around the school and guide bullies in lunchtime or after school. The Korean MOE allows religious groups to establish alternative schools within its regulations and then an alternative school sometimes provides pastoral care as one of its strategies (Kim, J. D., 2001). Resistance to mainstream culture in a regular school serves to maintain and reproduce hegemonic mainstream cultural values in an alternative school (Stevenson & Ellsworth, 1991; Ogbu, 1994). The alternative schools do not have special programs to protect students from violence. They administer only a more relaxed school policy. The alternative schools initiate and support their own peer group culture making them distinctive from the authoritarian culture in school policy in general. Therefore, Korean intervention programs focus on reactive strategies.

In sum, the programs in NSW focus on proactive activities and differentiation based on school autonomy with participation from the whole community. On the contrary, Korean programs emphasise reactive activities and standardisation based on the mainstream policy of the higher authorities, with several exceptions in an alternative school. In short, the NSW DET in Australia practises proactive humanistic discipline, while the MOE in South Korea is oriented towards reactive moralistic discipline.

Summary

Anti-bullying policies in New South Wales and Kyunggi Province were compared using three categories: policy-making and delivery, school policy and intervention programs. Both countries show differences when individual schools practise their anti-bullying policies. Differences in the way that anti-bullying policies are implemented are shown in each category. A diagram for comparison appears in Figure 6-5.

Figure 6-5 Diagram for comparison of anti-bullying policy delivery

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┌─────────────────────────────────────────────────────────────────────────┐
│  ┌─────────────────────────────────────────────────────────────────┐    │
│  │ Discussion: How can policies in the state of New South Wales in   │    │
│  │ Australia and Kyunggi Province in South Korea address bullying in a│   │
│  │ school community?                                                 │    │
│  └─────────────────────────────────────────────────────────────────┘    │
│         ↙                    ↓                        ↘                   │
│  ┌───────────────┐   ┌──────────────────┐   ┌──────────────────────────┐ │
│  │ Policy-Making:│   │ School Practice:  │   │ Intervention Programs:    │ │
│  │ 'Side by side'│───│ 'Student-centred' │   │ Proactive humanistic      │ │
│  │ vs. 'Up-      │   │ vs.               │   │ training                  │ │
│  │ down' in      │   │ 'Teacher-centred' │   │ vs. Reactive moralistic   │ │
│  │ policy        │   │ in egalitarianism │   │ discipline                │ │
│  │ delivery      │   │                   │   │                           │ │
│  └───────────────┘   └──────────────────┘   └──────────────────────────┘ │
│                              ↓                                            │
│                      ┌──────────────┐                                     │
│                      │ Conclusion   │                                     │
│                      └──────────────┘                                     │
└─────────────────────────────────────────────────────────────────────────┘
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Notes: NSW vs. Kyunggi Province

In the procedure of policy-making, the anti-bullying policy and delivery in the NSW DET generally work with a 'side-by-side' service system on a more collaborative basis with school communities, in comparison with the 'top-down' delivery system in Kyunggi province.

In relation to school practice of anti-bullying policies, the student welfare policy in NSW is student-centred and focuses on the rights and well-being of students. On the contrary, school practice in Kyunggi Province emphasises the teacher's authority and the discipline for a bully remains teacher-centred. Therefore, the student welfare system in NSW stands in contrast to the teachers' authoritarian disciplinary system existing in Kyunggi Province.

From the perspective of intervention programs, programs in NSW are oriented towards proactive humane-training and differentiation through pastoral curriculum and peer mediation programs, while the MOE practises reactive discipline and standardisation through a teacher's authority.

In short, the differences in the way anti-bullying policies are administered are represented by three categories. In each category the characteristics of the anti-bullying

policies of the two countries seem to be almost opposite to each other: 'side-by-side' vs. 'top-down' in policy-making and delivery, 'student-centred democratic schooling' vs. 'teacher-centred authoritarian schooling' in school practice and 'proactive humanistic training' vs. 'reactive moralistic discipline" in intervention programs.

6.5 Conclusion

Anti-bullying policy and practice should consider both preventative strategies in schools and protective intervention with the community (Besag, 1989). Anti-bullying policy and practice administered by both countries was examined with reference to some procedures from the policy-making level to its practice at individual schools. Both governments commonly practise multiple approaches that work together through the education authorities (educators and staff), schools (principals and teachers) and communities (parents, social workers and youth ministers). The differences not only occur in how societal groups collaborate (education authority, children and youth authority and school community) but also in how interventions are made (ways of making policy, policy direction and delivery, and programs for their implementation).

Strategies to counter bullying are based on a 'whole school' policy in NSW. In other words, the implementation of the policy is summarised by a student welfare system with a 'non-crime' approach applied individually, on a humanistic basis. NSW policy is continuously oriented towards the conceptualisation of bullying behaviour in terms of the connection between individual acts and thoughts. On the other hand, the Korean authority is centralised and controls school violence in a nation-wide project. The policy is administered by a strategy that is based upon an 'alternative school' policy practising conventional discipline, ethics and authoritarian culture. With the implementing of the anti-bullying policy, most bullies are punished to protect students from bullying in Kyunggi Province. Korean policy is administered collectively through the teacher's authoritarian disciplinary system within the 'moralistic' framework on a more criminal basis than in Australia.

In addition, a 'shared partnership' between a teacher and a student in NSW is compared with the 'distinction' between a teacher and a student in Kyunggi Province. The collaborative professional and comprehensive 'whole school' policy in NSW is compared with the 'alternative school' policy that sheltered students from bullies in Kyunggi Province. Some peer mediation programs as a proactive strategy in NSW are included within student-centred schooling. However, the MOE still practises 'teacher-centred discipline', except for alternative schools. While the pastoral care support programs as a humane method of training are helpful to protect children from bullying, the more relaxed policy in alternative schools is a challenge in taking care of children who are from an antisocial background as well as those from schools that have a traditional authoritarian policy.

Furthermore, the NSW policy is directed towards anti-bullying strategies that are implemented locally within a total school plan developed by the school community and are much more autonomous and student-centred, while on the contrary, Korean schools focus on authority, the responsibility of the school to the community and a teacher's supervision.

Consequently, the programs in NSW put stress on proactive humane-training, but in contrast, Korean intervention uses reactive discipline. In short, the anti-bullying policy in NSW that puts the emphasis on long-term proactive strategies is in contrast to policies in Kyunggi Province oriented toward short-term responsive programs.

CHAPTER 7   Summary of Findings and Discussion

Abstract

Chapter 7 summarises major principles regarding bullying. It highlights possible factors in bullying situations as well as offering strategies that can be employed to condemn the behaviour. The factors in the impact of bullying in Australian schools are not only different from those in Korean schools, but possible pathways of bullying that are drawn in NSW are also different from those in Kyunggi Province. Bullies in Australian schools often change into victims. Because of the 'separation' policy this does not happen in South Korea.

7.1 Major principles regarding bullying in the state of NSW in Australia and Kyunggi Province in South Korea

This thesis specifically addressed two research questions: "How does culture impact on the construction of bullying among primary school pupils in Korea and Australia?" and "How do policies and practices in Kyunggi Province, South Korea and NSW State, Australia address bullying in a school community?" In accordance with the research design, this study employed quantitatively and qualitatively administered methodologies to address the issues and cultural differences of bullying in schools in NSW State, Australia and Kyunggi Province, South Korea. This thesis began by testing cultural differences in the understanding of bullying in the Australian-Korean students and the Korean students in Korea through quantitative analyses.

This study investigated Korean terms used by Australian-Korean and Korean children to describe bullying behaviour within the different groups. The results were compared with each other in the conceptualisation of bullying. Further the formulation of bullying behaviour and its severity were explained by a few examples of bullying in both states. The contributing factors to the occurrence of bullying and the pathways to being bullied or to bully others were also discussed. In addition, intervention to break the pathways of bullying was considered through comparative analyses. The findings of this thesis are summarised as shown in Figure 7-1.

Figure 7-1 Flow chart of this thesis

Examination of the empirical study

Cultural orientation towards bullying * Individual-oriented thoughts in NSW
* Group-oriented thoughts in Kyunggi Province

Conceptualisation of bullying
  * Judgment between 'right' and 'wrong': Focusing on 'consequences' rather than 'causes' in NSW, in comparison with Kyunggi Province
  * Power imbalance: Not a distinction between 'to fight' and 'to bully' in NSW; Distinction between 'to fight each other' and 'to bully' or 'to be bullied by a stronger or one side' in Kyunggi Province

Forms of bullying focused more on:
* Psychological aggression and verbal aggression in NSW;
* Physical violence, extortion and social exclusion in Kyunggi Province

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Examination of a few examples of bullying incidents

Severity of bullying resulted in:
* Mental problems, depression and becoming familiar with psychological aggression in NSW
* Suicide, hospitalization, fear and becoming familiar with physical aggression in Kyunggi Province

Causes of bullying generally come from personality characteristics in NSW, but socio-cultural factors and school environment in Kyunggi Province

Pathways of bullying formed:
  * A cycle of the pathways from bullies to victims in NSW
  * Dichotomy of the pathways leading to bullies or victims in Kyunggi Province

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Examination of anti-bullying policies through comparative analyses

Cultural orientation towards an anti-bullying policy in NSW and Kyunggi Province:
* Policy and practice: 'Safer Schools' programs in NSW and 'School life campaign for boys and girls in safety' programs in Kyunggi Province (Proactive vs. Reactive activity)
* Policy implementation: 'Student welfare' policy in NSW and 'Academic credentials-centred' policy in Kyunggi Province (Humanistic vs. Moralistic strategy)
* Policy directions: A 'Whole-school' policy' in NSW and 'Alternative school' policy in Kyunggi Province ('Non-criminal' vs. 'Punitive' direction)

Intervention characteristics to tackle bullying:
  ● Policy-making: 'Side by side' in NSW and 'Up-down' in Kyunggi Province
  ● School Practice: 'Student-centred' in NSW and 'Teacher-centred' in Kyunggi Province
  ● Intervention programs:' Proactive humanistic training' in NSW and 'Reactive moralistic discipline' in Kyunggi Province
  ● Policy approaches: 'Non-criminal' in NSW and 'Sanctions' basis' in Kyunggi Province

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CONCLUSION AND RECOMMENDATIONS

To summarise, with the empirical results, the cultural orientation of bullying relating to thought leading to acts in an individual in Australian schools stands in comparison with the conceptualisation of bullying as a breach of social morality in Korea. Korean students in Korea are more able to make a judgment between good and bad behaviour as it relates to collective social morality than Australian students involved in Western culture. Judgment between 'right' and 'wrong' depends on 'consequences' rather than 'causes' in NSW, in comparison with Kyunggi Province. Further the conceptualisation of bullying related to 'power imbalance' had a distinction between 'to fight each other' and 'to bully' or 'to be bullied by a stronger one or one side' in Kyunggi Province, in comparison with NSW. In the formulation of bullying, NSW focuses more on psychological and verbal aggression, while Kyunggi Province focused on physical violence, extortion and social exclusion.

Through the examination of bullying incidents in NSW and Kyunggi Province, the severity of bullying is represented as follows. Mental problems and depression mostly result in psychological and verbal aggression in NSW, while suicide, hospitalisation and fear result in physical aggression or extortion and social exclusion in Kyunggi Province. These results influence anti-bullying policies in both states.

The contributing factors to the occurrence of bullying were explained by using three perspectives: personality characteristics, school environment and socio-cultural factors. From the perspective of personality, the extroverted-active personality that used 'self-display' in Australia is in contrast to the introverted-shy personality that submits to discipline more easily in Korea. Industrialisation and maternal employment had an impact on student behaviour and attitudes in Korea. The pathways to bullying are also different from each other. A path going from victim to bully is a cycle in Australia, but the pathways leading to being bullied or to becoming a bully in Korean schools are different. These results are linked to the 'whole-school' policy direction in NSW and the 'alternative school' policy in Kyunggi Province respectively.

Anti-bullying policies were examined by using three categories: policy practice, policy implementation and policy directions. In the perspective of policy practice, the

'Safer Schools' program in NSW focuses on proactive activities, but the 'School life campaign for boys and girls in safety' program in Kyunggi province takes reactive complementary measures to tackle bullying. In terms of policy implementation, the 'student welfare' policy in NSW practises 'humanistic strategies', in comparison with the Korean 'moralistic' strategies focusing on the 'academic credentials-centred' policy. The direction of policy in the NSW Education Authorities focuses on a 'whole-school-based' policy on the basis of a 'non-crime approach', while the main principle of MOE policy is a 'sanctions and zero tolerance' or 'punitive-based' policy on the base of 'alternative schools' policy.

In addition, policy-making, school practice and intervention programs were discussed. The results are indicated by using NSW vs. Kyunggi Province as follows: 'side-by-side' vs. 'top-down' in policy-making and delivery, 'student-centred democratic schooling' vs. 'teacher-centred authoritarian schooling' in school practice and 'proactive humanistic training' vs. 'reactive moralistic discipline" in intervention programs. The major principles investigated by this study were outlined as follows.

The criteria for a definition of the term 'bullying'

Besag (1989), Tattum and Tattum (1992) and the Scottish Council for Research in Education have a similar opinion that bullying is an attitude rather than an act. The Scottish Council for Research in Education (Johnson, Munn & Edwards, 1991) defines bullying as "a wilful, conscious desire to hurt or threaten or frighten someone else." Similarly, Tattum and Tattum (1992) also state that bullying is a wilful conscious desire to hurt another and put him/her under stress. In these points of view, bullying is rather a bad thought than an act and then bullies are people who have bad thoughts. This opinion is in contrast to the point of view of Rigby (2002a) and Olweus (1994) focusing on acts rather than on thoughts or the state of mind of the doer. As derived from the above approaches to bullying, Western and Australian culture draw attention to the relationship between thoughts and acts in a climate of individualism.

By contrast, in Asian culture, including Korea, the relationship between moral effect

and its practice is important for understanding bullying. Korean culture is mostly influenced by Confucianism, focusing upon the dichotomous philosophy of good and evil or the negative and positive (*Yin and Yang*), social ethics and human relationships in social order. The five relationships of the Confucian doctrine mentioned in a previous chapter still form the foundation of interpersonal relations for the Korean family unit and Korean society at large, in spite of the spread of Christianity. These relationships demonstrate the vertical structure and hierarchical nature of Korean society, in which morality, duty, obedience, filial piety and loyalty are the primary codes of conduct. These codes of conduct emphasise consideration of others and de-emphasise the value of individual thoughts, opinions and ideas. The latter are subjugated to the family and society.

Therefore, the Asian and Korean perspective on bullying is understood within the relationship between social order and duty or between social morality and its practice on the basis of group-oriented collectivism. In particular, the moral effect that encourages the good and punishes the evil is a latent influence in Korean students' thoughts. The empirical study also shows that Korean students in Korea are more able to make a judgment between good and bad behaviour as it relates to social morality and cultural orientations than Korean students who have grown familiar with Australian or Western culture.

Comparing two different cultures, school culture in Australia broadly recognises that when an individual does a bad thing, he or she should bear the responsibility for it (Najman, 1988; Jupp, 1996). This policy is oriented more towards the individual than in Korea, which is 'group-oriented' and where bullies must be blamed. The term 'group-oriented' collectivism in Korea means that when an individual deviates from social morality the responsibility is attributed to the group. To sum up, Korean school culture is oriented towards the relationship between social order and duty or between social morality and its practice on the basis of collectivism, while Western and Australian culture pay attention to the relationship between the thoughts and actions in the individual.

Contributions of teaching staff to anti-bullying

The strategies for 'Safer Schools' program (NSW DET, 1997) is based on the principle that the management of behaviour should focus on prevention with an emphasis on collaborative professional expertise (NSW SCSI, 1995, p.241). The Standing committee on social issues in NSW Government Parliament (1995) states that school teachers should be trained or re-trained in fair discipline methods, which focus on constructive, anti-violent methods. The training of teachers includes modelling of non-violent behaviours using the principles of the NSW 'Safer Schools' program. Also, by reacting with a creative and clever approach, rather than reacting defensively or violently to student misbehaviour they provide a context with a decrease in the tension rather than an increase in the volatility of a situation. This results in a decrease in teacher stress and improved morale, improved community perceptions of school and teachers and community values reflecting the changes in attitudes of teachers and students (NSW DSE, 1994; NSW SCSI, 1995; NSW DET, 1997).

This program is in contrast to teacher training that focuses on general staffing, languages, special ability and IT (Information & Technology) in Korea. Educators and educational administrators come to grips with the enduring educational needs of their college-bound students. The teacher re-training program focuses mostly on teaching skills, knowledge development and language tests for providing globalisation of education. The education authority is less interested in humanity education alienated from the college admission process. The 'academic credentials-centred' policy is justified by these thoughts and then a teacher's authority in the classroom is reinforced. Consequently, Korean teachers are still more authoritarian than Australian teachers, even though the Korean teachers learned democratic thoughts in educational arenas.

School philosophy

As far as school philosophy is concerned, the influence of the peer group in the administration of schools was strengthened in Australia in the 1980s (Cahill, 1984, p.144; Barcan, 1993, p.307). Through the 1990s, this was further reinforced by student

welfare policy and gave more power to the peer group. The policy of NSW DET still emphasises the rights and well-being of students as well as their developmental capacity and the responsibility of their parents for students' bullying behaviour in schools. The rights of students have recently been secure with a student welfare policy. Since student behaviour has a considerable effect on teaching staff (Rowling, Martim & Walker, 2002, p.34), teachers work together for equal rights with students. Most bullies stay in the school without suspension or expulsion if they did not commit a crime. Therefore, school philosophy is oriented toward student-centred welfare policy in relation to bullying at school on the basis of egalitarianism in Australia.

However, the policies in Korea emphasise a teacher's authority in the classroom and then the discipline for a bully is teacher-centred. In Korean society, the relationships between teachers and students still follow Confucian ethical principles (Walraven, 1989, p.4; Kim, B. W., 1992, p.76) and respect for and trust of teachers does have deep-rooted cultural traits, even though Christianity was introduced into schools. Classes are teacher-centred and rote learning is the main learning tool under the influence of Confucianism, while students often experience cultural clashes with the authoritarian norms of the school. Therefore the contrast between school philosophy in Australia and Korea is a contrast between students' egalitarianism and teachers' authoritarianism.

Characteristics of peer support programs

Peer support programs in Australia have been operating since 1971, while they were originally developed to counter the incidence of drug abuse among young people in schools (Barcan, 1993). The methods used, including raising the self-esteem of students, were recognised as being directly relevant to school violence (NSW SCSI, 1995, p.217). The major feature of peer support programs in the strategies for 'Safer Schools' program is training senior students to guide juniors through structured activities designed to enhance certain skills for living. These skills include communication, improving self-awareness and self-esteem, decision-making, problem solving, the art of successful negotiation, clarification of values, strategies for saying 'no' to harmful influences and behaviour, conflict resolution, appropriate assertive behaviour and

developing a supportive and nurturing network (NSW SCSI, 1995; Boston, 1997a; NSW DET, 2000).

These peer mediation programs with a democratic basis are well organised to resolve disputes before they degenerate into ongoing harassment and they assist both bully and victim after bullying incidents. Pastoral care is also practised through peer support programs as part of the training in a humane approach. The programs in NSW focus on proactive activities and differentiation based on school autonomy with participation by the whole community and with individual freedom and rights. Therefore, peer mediation programs as a proactive strategy and pastoral care support programs as a humane training strategy have been helpful in protecting children from bullying in NSW.

On the other hand, in Korea, the emphasis on family and group-associations forces individuals to suppress their own needs and desires, encouraging them to transcend their own self-interests and priorities for the sake of others (Choi, S. C. & Choi, S. H., 1994; Lee, S. W., 1994). This negated individuality and individual expression pressures individuals to conform to the goals of the group (Park, K. B. & Lee, Y. H. 1994, p.100). The characteristic of collectivism in Korean society is 'we-ness'. The thought of 'we-ness' is a conceptual framework in which the divisions between 'I' and 'you' are invisible. In other words, the individual concepts of 'I' and 'my' are absorbed into the concepts of 'we' and 'our'. This morality of 'we-ness' positively or negatively influences students to develop their humanity and behaviour. When a peer group is deviant from social morality, situations such as group bullying often took place because group membership and loyalties are confirmed and strengthened through the stereotyping of 'we-ness'. Therefore, a subculture stereotyping in peer groups traditionally influences group bullying and the government authority make reactive strategies against the group bullying such as 'iljinhoy,' a gang organized in school.

The peer mediation programs in NSW resolve disputes before the behaviour of a student degenerates into ongoing harassment. Pastoral care is also practised through peer support programs in humane training. However, Korean MOE programs are directed towards reactive or responsive intervention with the immediate application of

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punitive legislation by using authoritarian discipline in the programs. Most male-teachers are legally forced into the military service and the military culture potentially influences students' behaviour. As a result, classroom practices in Korea are more regulated than in Australia.

Consequently, there are differences between intervention programs in the two countries. Anti-bullying programs in NSW emphasise proactive strategies with differentiation in the long term. On the contrary, programs in Kyunggi Province are oriented towards reactive or responsive programs against bullying with standardisation in the short term. The focus of intervention programs is on 'proactive humane-training in differentiation' in NSW and 'reactive discipline in standardisation' in Kyunggi Province.

Collaboration between school and local community

In comparison with Korean schools, NSW schools open their doors to the community, to develop anti-bullying programs in cooperation with society and to practise anti-bullying policies with the principle of the 'whole-school' project. Schools freely accept the policy of the higher agencies, such as NSW DET, and also participate in their own policy-making. The NSW school community autonomously administers 'student-centred' schooling and emphasises the rights and well-being of students. The strategies for the 'Safer Schools' program focus on proactive activities and differentiation based on school autonomy with participation of the whole community. Further, NSW schools efficiently administer policy procedures provided by higher agencies, and procedures are activated to help schools develop their own programs, which collaborate with external organizations and the local community. As a result, programs developed at a particular school are different from those at other schools as the policy procedures vary according to school circumstances. Coeducation schools, for example, girls' schools and boys' schools, school-size, and school locations all influence programs implemented. The school principals develop guidelines to ensure the safety and well-being of students, while NSW district superintendents and religious education authorities support them to develop an effective whole-school approach in addressing bullying, even though

government schools have moved towards a more compulsory protection training requirement.

However, the Korean MOE with its authoritarian culture mandates policies to district superintendents and the district superintendents to schools. It is hierarchical. Almost all of the MOE policies are made with a special committee controlled by the Minister, the top decision-maker and then the policy and programs are delivered to schools through district superintendents. Korean schools exercise policies that come down from higher authorities. In Korea, there is a clear distinction in relationships between 'in school' and 'around school'. Jurisdiction is clear between MOE and CYP. The MOE controls bullying in schools, but the CYP counters it around schools (CYP, 2000). As a result, the relations between the MOE and the CYP are often contradictory. The MOE controls safety policies in relation to bullying incidents that would happen in both government and non-government schools, but the CYP administer juvenile protection policies within the community or sometimes around the school or outside the school. Schools exercise policies that are directed by higher authorities. Therefore relations between school and community are not as collaborative as relations in Australia.

7.2 Discussion

This study described the path leading to bullying as being 'ordered into' three layers, in fact like an onion, where one layer has to be taken off in order to see the next layer. However, the layers were considered with three common criteria of comparison between the Australian and Korean cultures. These factors were described as shown in Figure 7-2 in NSW, Australia and Figure 7-3 in Kyunggi Province, South Korea. Figure 7-2 describes school culture in the Australian multicultural society. The three layers of bullying are explained as follows.

Figure 7-2 Diagram of cultural impacts of bullying in Australian schools
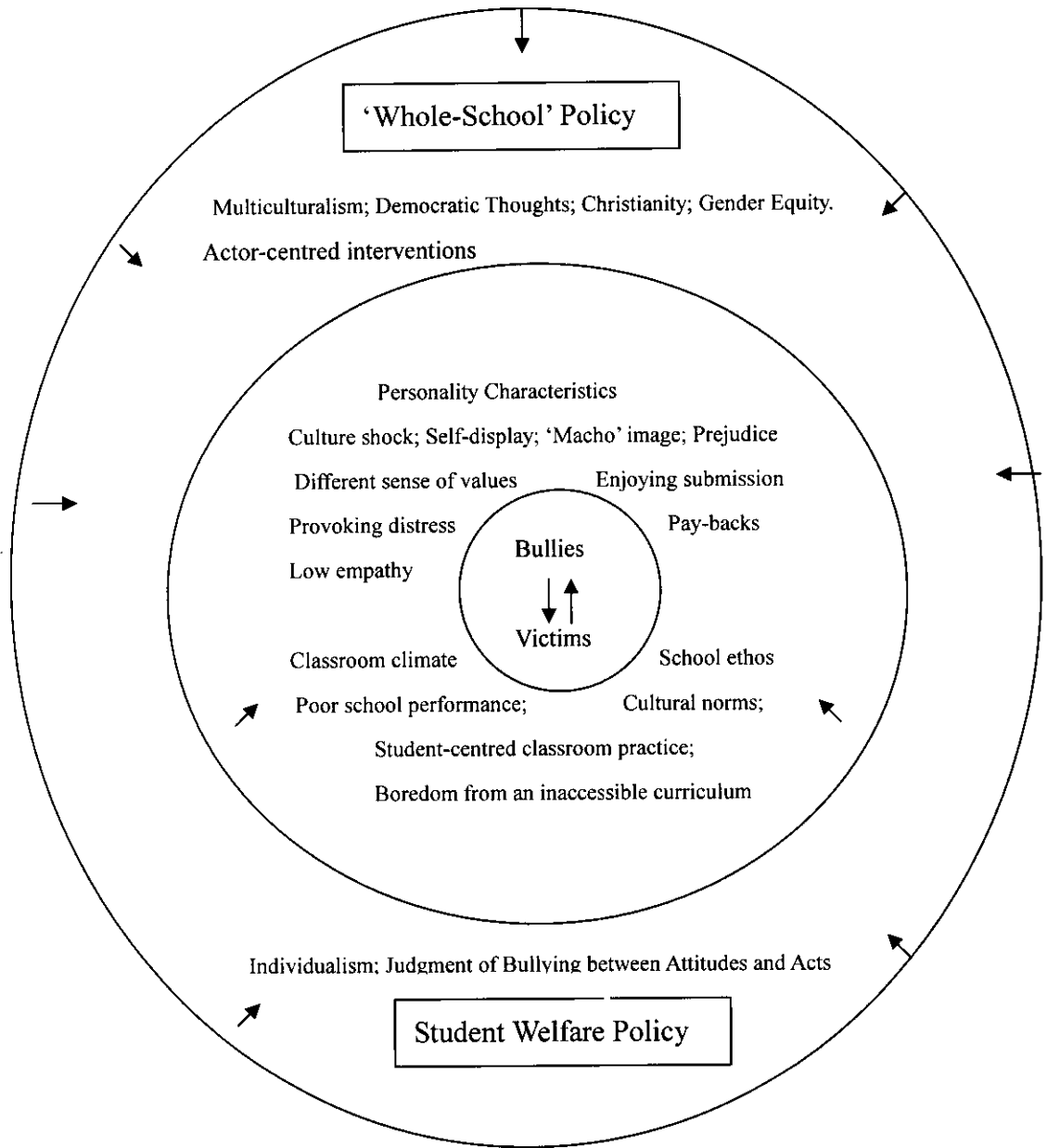
The outer layer is the most obscure of all the layers. It forms a layer of cultural context on the base of 'whole-school' policy and student welfare policy. This includes multiculturalism, democratic thoughts, Christianity, gender equity, actor-centred interventions and individualism. The second layer includes multi-component norms, values and personalities in individual and social experiences. The norms are "the mutual

sense of what is right and wrong" while the values represent the "definition of what is good and bad" (Trompenaars & Hempden Turner, 1997, p.22). The norms and values influence bullies. They involve personality characteristics, culture shock, self-display, 'Macho' image, prejudice, different sense of values, enjoying submission, provoking distress, pay-backs, low empathy, classroom climate, school ethos, poor school performance, cultural norms, student-centred classroom practice and boredom from an inaccessible curriculum.

Generally, each student bears a burden of responsibility for culture shock for himself or herself at schools in Australia. The culture shock requires the individual suspension of certain behaviour, the accommodation to new behaviour and the adoption of norms, values and basic assumptions to accommodate those new ways. This initially meets with a conscious or unconscious resistance of the individual to adaptation. The individual's culture shock arising from intercultural stress greatly influences their school life in Australia (Kim, H.S., 1997). This causes additional stress that could be linked to bullying.

In the innermost layer, bullying or victimisation represents the core assumption of what behaviour is and assumptions about how to hurt or to be hurt in school life. A bully is easily changed into a victim depending on an individuals' attitude.

Figure 7-3 explains school culture in Korean society, widely regarded as a single culture (Lee, S.T., 1989). In the outer layer, the gaps between how to hurt and to be hurt in school life become wider. The judgment as to whether bullying occurs is based on the relationship between group morality and its practice (Kim, J. D., 1986; Lee, H. Y., 1995; Kim, J. H., 1997; FPYV, 1998a; Lee, J. K., 1998; Kwon, J. M., 1999; Farver, Kim & Lee-Shin, 2000). A person who is bullied has a different pathway from a person who bullies others. Action-centred interventions and 'alternative school' policy in a single culture result in a strategy that separates bullies from their peer group.

The second inner layer represents norms and values that come out of the cultural characteristics. They involve discipline-submission, shyness, subculture,

industrialisation, increase of maternal employment, stress from college entrance examinations, striving for academic credentials, rote learning and teacher-centred classroom practice. They influence students to bully or to be bullied.

Figure 7-3 Diagram of the sources of bullying in Korean schools

Bullies

Judgment of bullying between group morality and its practice;

Action-centred interventions; 'Alternative School' Policy;

Single culture

Discipline-submission; Shyness; Subculture

Industrialisation and increase of maternal employment

Traditional Culture;

Confucian Morality;

Authoritarianism

Stress from college entrance examinations;

Striving for academic credentials; Rote learning

Teacher-centred classroom practice

Victims

In the innermost layer, traditional culture and Confucian morality and authoritarianism represent the core assumptions of students' behaviour. Therefore bullies and victims are mostly influenced by external situations or conventional morality rather than an individual's thoughts.

Comparing NSW with Kyunggi Province, when the three layers are examined for Australia, it appears that the trend to bullying occurs in the reverse order for Korean schools. The direction of the path is quite the opposite from the Australian path.

In particular, compared with "boredom from an inaccessible curriculum" in school climates in NSW, "stress from college entrance examinations" exists in Korean schools. The open classroom programs in NSW, Australia are a positive influence in improving students' attitudes (Najman, 1988; Jupp, 1996; Cahill, 1997). The school curriculum encourages better study patterns. On the contrary, Korean school culture is strongly influenced by Confucian teachings (Kim, H. K., 1980; Lee, J. H., 1988; KIS, 2000; 2002, p.13). As mentioned by several Western scholars (Hofstede, 1980; Hofstede & Bond, 1988; Hart, D. M., 1993; de Bary, 1996; Tu, W., 1996; Hart, W. B., 1998; Psacharopoulos & Patrinos, 2004), positive Confucian values are viewed as a catalyst in the modernisation of Korean higher education as well as in the development of the Korean economy. The need for academic credentials in Korea was a result of Confucianism in which the majority of the students' time is spent memorising facts, figures and theories. Classes are teacher-centred, in which rote learning is the main learning tool based on the authority of Confucianism, while students often face cultural clashes with the school authoritarian norms. Excessive competition to get credentials in the classroom and for college entrance examinations, however, cause stress and then the dropout students proceed to bullying.

7.3 Limitations of the study

While in-depth information was obtained, this study paid attention to two questions and attempted to gain an understanding of bullying in schools in New South Wales, Australia and Kyunggi Province, South Korea. This study discussed the content such as typology or causes and sources of bullying, and repetition of bullying. Firstly the difference in the understanding of bullying between New South Wales, Australia and Kyunggi Province, South Korea was examined through an empirical study. Secondly,

this research increased insight into the nature of bullying and school safety or welfare policies in Korea and Australia through policy documents. In spite of these efforts, the results of this study may not apply to all school principles, because this research has provided insight into the narrow outcomes of limited documentary resources and small samples. The context and the method of assessing the quantitative rates of bullying may vary (Siann, Callagham, Glissou & Lockhart, 1994).

7.4 Conclusion

Implications of this investigation for the better implementation of anti-bullying policy and practice in schools in NSW and Kyunggi Province

This thesis focused on cultural differences in understanding bullying and a cultural comparative study of the policy and practice of anti-bullying in schools in NSW and Kyunggi province. Each culture has an impact on what Australian and Korean schools are doing to counter bullying. The thesis found that culturally appropriate strategies had greater impact. The examination of major school anti-bullying efforts in Australia and Korea revealed that cross-cultural policy variations could improve or complement the existing strategies.

Recommendation 1: *Korean policies need to move from teacher-centred approaches to student-centred approaches.*

According to the findings of the empirical study, Korean students are generally homogeneous and group-oriented. This result implies that the Korean interpretation of bullying is more oriented towards the group member's 'we-ness' collectivism, in comparison with the individual attributes of those involved in bullying in Australian schools as discussed before. Confucian authoritarianism and patriarchal ideas traditionally contribute to forming the bonds of family or social groups in Korea.

In particular, these thoughts impact on the school community and intensify focus on national and social ethics as a subject in the regular curriculum in schools. Such ideas are further emphasised through the use of 'Tangun' myths in Korean history as a regular

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subject in schools (Mackenzie, 1995). The subjects have strengthened the thoughts that each individual should give priority to the group or society. Teachers as a body practise group-oriented thoughts to maintain school order and to keep a firm relationship between teacher and student. In the context of the collectivism, it is natural that the teacher has authority over students and that classroom practices are oriented towards the teacher. Korean teachers are still more authoritarian than Australian teachers, even though the Korean teachers learn democratic ideas in educational arenas.

Further, policy delivery in Korea exercises a much more 'top-down' pattern than Australian policy-making, and the teacher-centred philosophy is much stronger than in Australia. As a result, the teacher-centred influence in the classroom and school not only weakens democracy, but students' rights are also ignored by teachers' traditional authority and an academic credentials-centred policy, regardless of student discipline. On the contrary, the rights of students are secure with the more democratic student welfare policy in Australia. Within the classroom strategies of *anti-bullying programs in Cammeray Public School*, school philosophy is oriented towards a student-centred policy on the basis of egalitarianism in Australia (See Appendix 27).

Therefore the school policies that are characterised by the reliance on teacher authority to facilitate a classroom climate, such as the dominant or traditional use of rule-based and punitive approaches in student discipline, should be disposed of in Korea. Policies should be prepared so they are more student-centred in dealing with bully and victim problems in a more flexible way in each school situation.

Recommendation 2: *Australian policies need to be oriented towards standardisation, if bullying at school becomes more serious in the future.*

In the result of the Chi square analyses for the cartoon situations, Korean students from the samples in Korea were more likely to make judgments between 'good' and 'bad' behaviour in social morality and cultural orientations than Korean students from the samples in Australia. This was the result of the influence of being in a Western culture. This means that the Australian explanation of bullying paid more attention to

the relationship between attitudes and actions, in comparison with a greater focus on the relationship between social order and duty or between the social moral effect and its practice in Korean school culture. Even though there was a major viewpoint in Australian schools that bullying was caused by attitudes and actions, the explanations of bullying were different.

The ethos of each school community strongly influences explanations of bullying (See Appendices 22, 24 and 28). Summer Hill Public School (Summer Hill Code of Behaviour, 2002) defines bullying as a form of repeated aggressive behaviour, which is usually hurtful and deliberate (See Appendix 28). Summer Hill Public School puts obvious emphasis only on intentional actions, in contrast to Newington College's definition (See Appendix 24), which includes unintentional acts. In the context of each individual explanation of bullying, the interventions in Australian schools are also administered differently and autonomously depending upon the ethos of each school community. Summer Hill School policy established a strategy as follows. Summer Hill staff have an awareness of the strategies, such as consistent staff modelling and reinforcement of *the Summer Hill Code of Behaviour* and complete student understanding of the class rules, *the Code of Behaviour* and their associated responsibilities, and these are the basis of effective management of student behaviour.

Therefore Australian schools are much more autonomous in their anti-bullying policies and practice and more oriented towards differentiation, in comparison with the standardisation of anti-bullying policies in Korea. The Korean central government controls all anti-bullying policies and transmits the policies to schools through the superintendents of schools. As a result, Korean intervention for bullying is more standardised than in Australian schools. The standardisation in policies has been beneficial in countering bullying with a one-shot strategy in the serious situations of school violence in Korea. It has also been helpful in establishing a more obvious criterion of social morality for the judgment of bullying in Korea. If bullying at school becomes more serious in future, the NSW school authorities might need to be oriented towards more standardisation within the mainstream of NSW DET as an alternative for school security.

Recommendation 3: *The 'whole-school' policy in NSW and the 'alternative school' policy in Kyunggi Province should be continuously maintained in each country. They should be supplemented by strengthening proactive programs such as pastoral care in the long term in Kyunggi Province, and stronger reactive programs in the short term in the state of NSW, especially if bullying in schools becomes more serious.*

Each definition and concept influences how Australian and Korean schools are countering bullying. Each program in the two different cultural backgrounds has strengths and weaknesses. Bully/victim problems in Australian schools are similar to the pattern in Korean schools and it is possible to apply some programs for schools cross-culturally, although the causes of bullying might be different for different cultural backgrounds.

In the empirical results, bullying in Korea forms a different process line from victimisation and the bully doesn't become a victim so easily. On the contrary, a path going from victim to bully in Australia forms a cycle and then a bully sometimes becomes a victim. Together with these paths, Australian schools have anti-bullying strategies that are implemented locally within a 'whole-school' plan developed by the school community based on 'non-crimes' (See Appendices 21, 26, 27, 28 and 29). In Korea, schools mainly administer anti-bullying policies within 'sanctions and zero tolerance' on a punitive basis and in the context of collectivism. The use of such policies in each country depends upon specific socio-cultural situations.

Meanwhile, the investigation of the nature of bullying implied that bullying in Australian schools focused mainly on verbal or gestural bullying based on psychological aggression, whereas in Korea it focused on physical bullying or extortion. In relation to a broad philosophy for strategies, the programs in Australian schools put emphasis on a more proactive approach such as a pastoral care program practised in Cammeray Public School (See Appendix 27). In contrast, there are reactive programs to counter physical aggression in Korean schools. In other words, anti-bullying programs in NSW place more emphasis on proactive thoughts with differentiation in the long term,

as in Budgewoi Public School (See Appendix 26). However, the orientation in Kyunggi Province is towards more reactive or responsive programs against bullying with standardisation in the short term.

In spite of these philosophical differences, if each country's anti-bullying strategies were used in a complementary fashion to address each country's particular bullying problem, this would result in the development of better policies that would foster an international perspective on countering bullying. In applying anti-bullying policies and programs, schools in both countries should consider the strengths and limitations of programs and the appropriateness of their application for bully/victim problems. Rigby says that there are three levels of intervention that depend upon the severity of bullying (Rigby, 2001, p.29). When the severity of bullying is low, pro-social ways of responding to support the bully should be encouraged and reinforced, as in Cammeray Public School (See Appendix 27). In the intermediate level, the 'no-blame' approach or the method of 'shared concern' may be practised, as in Jamison High School (See Appendix 25). With a high severity of bullying, sanctions may be applied, including possible suspension of the perpetrators through interview with the bullies, victims and observers, as in Newport Public School (See Appendix 29).

In South Korea, the case of aggressive behaviour such as '*Ddadolim*' and '*Ulchalae*' is chronic, making it very difficult to change short-term. These behaviours are behaviours that are learned and are unlearned (Bandura, 1973; 1986; Thompson, Arora & Sharp, 2002). If bullying is a learned behaviour, then it is also possible to teach children pro-social competence. Positive coping skills, competencies, and strategies can be taught to very young children so they can deal more effectively with their frustrations and anger (KATO, 1997; Kim, J. D., 2001). Teachers should purposely focus on and reinforce a child's positive behaviour with proactive classroom strategies such as the pastoral care program that is practised in Cammeray Public School (See Appendix 27). Intervention programs in local communities such as Exodus Tutorial Centre Ashfield, Sydney, would also help to prevent the future behavioural problems that can arise from poor literacy or maladjustment to their social environments. The Exodus Tutorial Centre aims to bridge the literacy gap and enable the students to return to the mainstream

education system within a short term and further aims to train them to solve for themselves the problems they would be faced (Exodus Foundation, 2006). The Centre teaches students in years 5 and 6 the reading and writing skills they need to continue their mainstream schooling. They should use a simple and common language to help generalise learning across settings. This makes schools both a logical and necessary setting to implement anti-bullying strategies systematically over the long term (Kim, J. D., 2006). Therefore, to prevent school bullying and to make schools safer, the programs should be implemented more proactively over the long term in Korea. On the contrary, as physical bullying in Australian schools is increasing, reactive programs are more necessary and need to be implemented in response to the unique problems of bullying in Australia.

Consequently, 'non-crime' in Australia and 'sanctions and zero tolerance' in Korea should be continuously maintained. However, it is necessary to strengthen widely proactive programs such as pastoral care in the long term in Korea, and Australian schools need to develop better reactive programs in the near future if bullying in schools becomes more serious.

Contributions of the present study

This thesis addressed how culture impacted on the explanation of school bullying in Kyunggi Province and NSW, and how school policies and classroom climates addressed bullying. This examination included limited empirical data, which showed how the cultural differences affected the understanding of bullying among Australian-Korean students and Korean students in Korea and the reasons behind variations in their explanations of bullying. It also addressed the need for interpretation of the observed gaps in a student's satisfaction in the two groups, and the comparison of policies to deal with school bullying in NSW and Kyunggi Province.

Integrated analyses of both quantitative and qualitative data provided valuable insights that helped add to this knowledge. In the first place, this thesis provided a

comparative criterion of the theoretical approach for explanations of bullying in Australia and Korea. It has been shown that the approach by the Korean school culture to bullying is more oriented towards the relationship between social morality and its practice on the ground of 'we-ness' collectivism, while Australian culture pays more attention to the relationship between thoughts and actions of the individual. This explanation might not be based on a very practical approach to bullying, however, it may provide a more profound development to the actual criteria that influence the different levels.

Such discoveries offered explanations for the differences in the cultural construction of bullying between NSW, Australia and Kyunggi Province in South Korea. Bullying in Korean schools has different causes for either bully or victim, in comparison with the causes of bullying in Australia. Bullying in Korea forms a different process line from the process line for victimisation, whereas in Australia, a path going from victim to bully is cyclical. The explanations for the circle/line paths of bullying that influence the different levels of bullying also provide a more profound development to the actual criteria.

Regarding the policy and practice of bullying, the present thesis has contributed by providing initial validation of a comparative model of anti-bullying policies in Australia and Korea. The 'whole-school' policy and the 'alternative school' policy have strengths in each socio-cultural situation. If such policies are formulated and adopted in response to each country's bullying problems, cross-cultural forces that foster an international perspective may influence both countries. If implemented successfully, the policy variation would make distinctive anti-bullying policies more alike. Since the consequences of many factors for anti-bullying policies are likely to vary between two countries with different cultures and institutions, international outcomes would benefit from examination from a comparative perspective. In addition, this research has not only furthered an understanding of Australian-Korean education and of both cultures within school life, but also promoted social considerations of school safety in both countries.

Suggestions for further research

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. In addition, policy interventions to reduce the rates of bullying may require much more understanding of the complexities underlying the diversification of bullying.

Appendices

Appendix 1 Ethics clearance

The University of Sydney

NSW 2006 Australia

Human Research Ethics Committee

Manager:
Mrs Gail Briody
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Human Secretariat
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          m.williams@reschols.usyd.edu.au

5 March 2003

Dr S Nicholls
Faculty of Education
Education Building – A35
The University of Sydney

Dear Dr Nicholls

I am pleased to inform you that the Human Research Ethics Committee at its meeting on 24 February 2003 approved your protocol on the following study. Please note that subject to annual monitoring returns, the approved protocol is valid for five years.
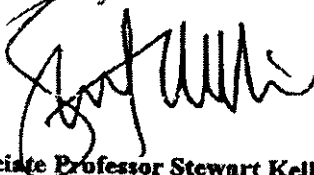
Title:	*Cultural construction of bullying in schools: a pilot study of Korean terms used by children to describe bullying*
Ref No.:	*3368*
Approval Period:	*February 2003 – February 2004*
Authorised Personnel:	*Dr Sandra Nicholls*
	Dr Nigel Bagnall
	Dr Jangdai Kim

In order to comply with the *National Statement on Ethical Conduct in Research Involving Humans*, and in line with the Human Research Ethics Committee requirements the Chief Investigator's responsibility is to ensure that:

(1) The individual researcher's protocol complies with the final and Committee approved.
(2) Modifications to the protocol cannot proceed until such approval is obtained in writing.
(3) The confidentiality and anonymity of all research subjects is maintained at all times, except as required by law.
(4) All research subjects are provided with a Participant Information Sheet and Consent Form, unless otherwise agreed by the Committee.
(5) The Participant Information Sheet and Consent Form are to be on University of Sydney letterhead and include the full title of the research project and telephone contacts for the researchers, unless otherwise agreed by the Committee.

(6)   The following statement must appear on the bottom of the Participant Information Sheet. *Any person with concerns or complaints about the conduct of a research study can contact the Manager of Ethics Administration, University of Sydney, on (02) 9351 4811.*

(7)   The standard University policy concerning storage of data and tapes should be followed. While temporary storage of data or tapes at the researcher's home or an off-campus site is acceptable during the active transcription phase of the project, permanent storage should be at a secure, University controlled site for a minimum of five years.

(8)   A progress report should be provided by the end of each year. Failure to do so will lead to withdrawal of the approval of the research protocol and re-application to the Committee must occur before recommencing.

(9)   A report and a copy of any published material should be provided at the completion of the Project.

Yours sincerely

Associate Professor Stewart Kellie
Chairman, Human Research Ethics Committee

Encl.   Participant Information Sheet
Parent/Care Giver Information Sheet
Consent to Participate in Research Survey Project

The University of Sydney

School of Policy and Practice, Faculty of Education & Social Work A35
College of Humanities and Social Sciences
NSW 2006 AUSTRALIA

NAMES USED TO LABEL BULLYING IN KOREAN
PARTICIPANT - INFORMATION

Your contribution to this research project is very valuable. It will provide greater understanding of bullying. This is a survey to find out what words Korean children use to describe bullying behaviour. Children all over the world have been asked questions like this in their own language. We want to find out about Korean language used by children. Do not put your name or any identifying mark on these questions. Just tick (or circle) the word that you think is the best. There is no right or wrong answer. No one will know how you personally answered the question. When you have finished, the surveys will be sealed in an envelope and opened at the university. This study is for Dr Kim's PhD under the supervision of Dr Nicholls.
Thank you for helping.

Dr. Kim, Jangdae   Dr. Sandra H. Nicholls
Doctor of Philosophy Candidate   Project Supervisor
Faculty of Education   Faculty of Education
The University of Sydney   The University of Sydney

Appendix 3 Parent - Information

The University of Sydney

School of Policy and Practice, Faculty of Education & Social Work A35
College of Humanities and Social Sciences
NSW 2006 AUSTRALIA

NAMES USED TO LABEL BULLYING IN KOREAN
PARENT/CARE GIVER - INFORMATION

Your contribution to this research project is very valuable. It will provide greater understanding of bullying. This is a survey to find out what words Korean children use to describe bullying behaviour. Children all over the world have been asked questions like this in their own language. We want to find out about Korean language used by children. No one will know how your children personally answered the question. The surveys will be sealed in an envelope and opened at the university. This study is for Dr Kim's PhD under the supervision of Dr Nicholls.
Thank you for helping.

Dr. Kim, Jangdae   Dr. Sandra H. Nicholls
Doctor of Philosophy Candidate   Project Supervisor
Faculty of Education   Faculty of Education
The University of Sydney   The University of Sydney

Appendix 4 Consent form

The University of Sydney

School of Policy and Practice, Faculty of Education & Social Work A35
College of Humanities and Social Sciences
NSW 2006 AUSTRALIA
CONSENT TO PARTICIPATE IN RESEARCH SURVEY PROJECT
From: Lecturer/Dr. Sandra H. Nicholls
Ph: + 61 (02) 9351 6272
Fax: + 61 (02) 9351 4548
Email: s.nicholls@edfac.usyd.edu.au

An investigation of the names used to label bullying in Korean.
I (Parent/Caregiver) ....
 (Children over the age of 10)... OF
.... (ADDRESS)
Hereby give permission and consent for (Children's name) ....
to participate in the above research survey of names used for bullying in Korean. The
purposes of the survey and the research have been explained to me and I hereby freely
consent for my son/daughter (or myself) to participate in the research. All information
about participants is confidential.
I AM AWARE THAT THIS SURVEY PARTICIPANTS CAN:
refuse to answer any question,
withdraw from the survey at any time,
request that his/her (or my) survey form be excluded from the research and the record
destroyed.
Signature(Parent/Caregiver) ....
Signature(Children over the age of 10)..
Date..
Dr. Kim, Jangdae
Doctor of Philosophy Candidate
Any person with complaints about the conduct of a research survey should contact the
Manager of Human Ethics Administration, University of Sydney, on (02) 9351 4474.

Appendix 5 Questionnaire

The University of Sydney

QUESTIONNAIRE ABOUT INCIDENTS THAT MIGHT HAPPEN AT YOUR SCHOOL

PART I: BACKGROUND INFORMATION

I would like to know some general information about you. Tick the correct answer.

1. What is your gender?

   Female ( )   Male ( )

2. In which school system do you go?

   Government/Public( )   Religious/Private( )

3. What languages are spoken most often at home?

   Korean ( )   English ( )   Other ( )

4. In what country were you born?

   Korea( )   Australia( )   Other( )

5. What year are you in now?

   Year 4( )   Year 5( )   Year 6( )

6. Write Date of birth.

   Year(   )   Month (   ) Day (   )

7. Which one of these faces describes best how you feel about school?
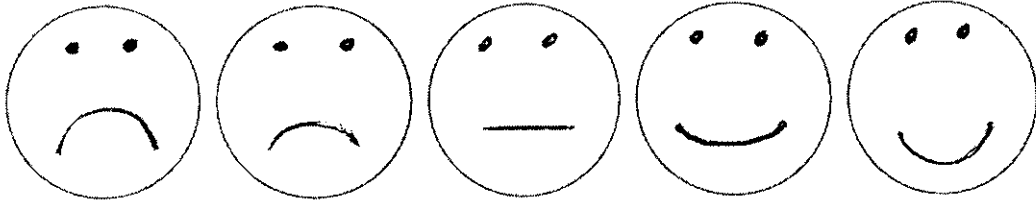
   1( )   2 ( )   3( )   4( )   5( )

- Give a reason. (Circle one response only)
( ) Too much school work
( ) Not a good relationship with teachers
( ) Not a good relationship with school mates
( ) Poor school facilities
( ) Good relationship with teachers
( ) Good relationship with school mates
( ) Good school facilities
( ) Other(Please describe)..

8. Which one of these faces describes best how you feel about home?
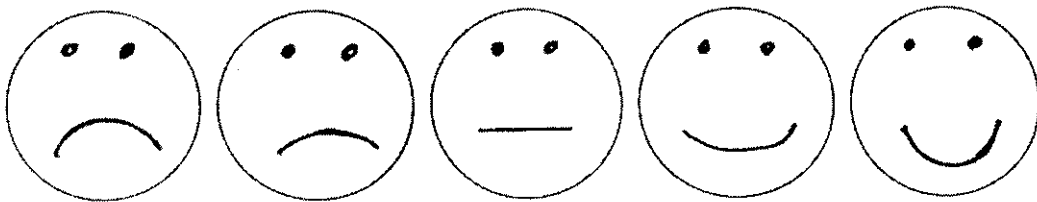
   1( )   2( )   3( )   4( )   5( )

- Give a reason. (Circle one response only)

( ) Forcible demand of study from parents or too much home work
( ) Not a good relationship with parents
( ) Not a good relationship with brothers or sisters or other relatives
( ) Living in poverty
( ) Good relationship with parents
( ) Good relationship with brothers or sisters or other relatives
( ) Living in luxury
( ) Other (Please describe)...

<INSTRUCTIONS for PART 2: CARTOONS>

We would like to know what you think each situation is called. Following are 27 cartoons with words of situations that might happen at school. We would like to know what you think of each situation described in the cartoon and what it is called. Would you circle or tick the word in Korean that best describes each situation. TICK OR CIRCLE ONE RESPONSE ONLY.

<PRACTICE ITEM>
Would you circle or tick the word in Korean that best describes this situation? TICK OR CIRCLE ONE RESPONSE ONLY.

Gilmin tells everyone not to talk to Gunchul

What word best describes this? Give a name.
(Tick or circle one of these)
( ) Bullying[yakhan ja goelophim]
( ) Teasing[guichanke goelophim]
( ) Friendship[saijoke jinaem]
( ) Harassment[giesok aemukim]
( ) Isolation[ddadolim]
( ) Closeness[maewoochinhake jinaem]
( ) Pick on[hoongbogi]
( ) Other (Please name) ....

[Sample] Gilmin tells everyone not to talk to Gunchul
   Is this ( ) a good situation[joeun eel]? or ( ) a bad situation[nabbun eel]?

If you think it is a good situation you will tick or circle thus: "Is this ( ) a good situation[joeun eel]? or ( ) a bad situation[nabbun eel]?"
If you think it is a bad situation you will tick or circle thus: "Is this ( ) a good situation[joeun eel]? or ( )a bad situation[nabbun eel]?"

Have you ticked or circled one response only?
One of the following words may describe the situation. Tick or Circle one only of the following:

What word best describes this? Give a name.
(Tick or circle one of these)
( ) Bullying[yakhan ja goelophim]
( ) Teasing[guichanke goelophim]
( ) Friendship[saijoke jinaem]
( ) Harassment[giesok aemukim]
( ) Isolation[ddadolim]
( ) Closeness[maewoochinhake jinaem]
( ) Pick on[hoongbogi]
( ) Other (Please name) ....

Please check again if you have all ticked or circled one word only.

PART 2: CARTOONS

9. Youngsoo and Chulsoo don't like each other and start to fight

Is this ( ) a good situation[joeun eel]? or ( ) a bad situation[nabbun eel]?

What word best describes this? Give a name.
(Tick or circle one of these)
( ) Bullying[yakhan ja goelophim]
( ) Teasing[guichanke goelophim]
( ) Friendship[saijoke jinaem]
( ) Harassment[giesok aemukim]
( ) Isolation[ddadolim]
( ) Closeness[maewoochinhake jinaem]
( ) Pick on[hoongbogi]
( ) Other (Please name) ....

9. Youngsoo and Chulsoo don't like each other and start to fight
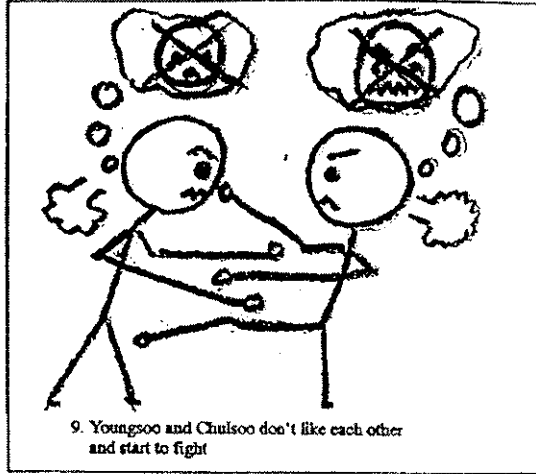
10. Jinho starts a fight with Yunho

Is this ( ) a good situation[joeun eel]? or ( ) a bad situation[nabbun eel]?

What word best describes this? Give a name.
(Tick or circle one of these)
( ) Bullying[yakhan ja goelophim]
( ) Teasing[guichanke goelophim]
( ) Friendship[saijoke jinaem]
( ) Harassment[giesok aemukim]
( ) Isolation[ddadolim]
( ) Closeness[maewoochinhake jinaem]
( ) Pick on[hoongbogi]
( ) Other (Please name) ....

10. Jinho starts a fight with Yunho

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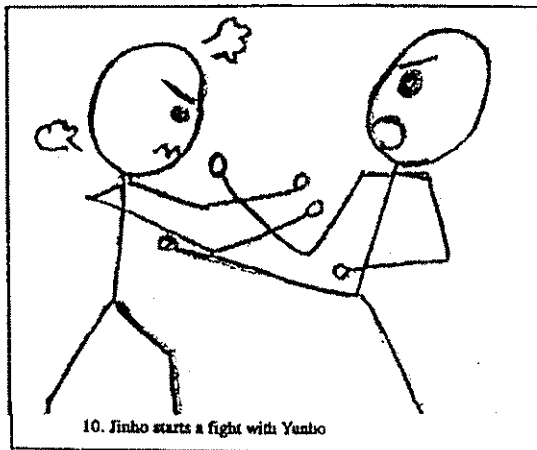
11. Big Sungjin starts to fight with little Yangho

Is this (   ) a good situation[joeun eel]? or (   ) a bad situation[nabbun eel]?

What word best describes this? Give a name.
(Tick or circle one of these)
(   ) Bullying[yakhan ja goelophim]
(   ) Teasing[guichanke goelophim]
(   ) Friendship[saijoke jinaem]
(   ) Harassment[giesok aemukim]
(   ) Isolation[ddadolim]
(   ) Closeness[maewoochinhake jinaem]
(   ) Pick on[hoongbogi]
(   ) Other (Please name) ....

11. Big Sungjin starts to fight with little Yangho
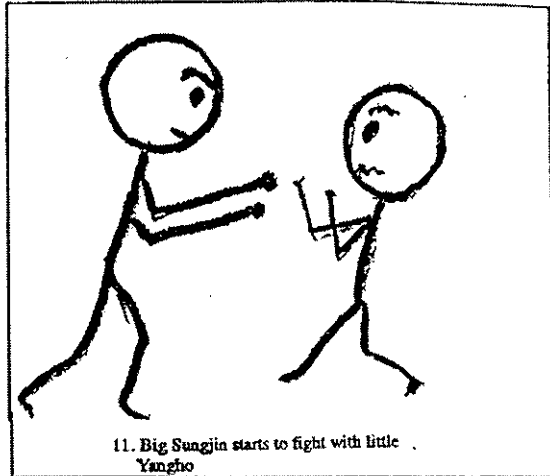
12.Sunil starts a fight with Jungsoo because Jungsoo said Sunil is stupid

Is this (   ) a good situation[joeun eel]? or (   ) a bad situation[nabbun eel]?

What word best describes this? Give a name.
(Tick or circle one of these)
(   ) Bullying[yakhan ja goelophim]
(   ) Teasing[guichanke goelophim]
(   ) Friendship[saijoke jinaem]
(   ) Harassment[giesok aemukim]
(   ) Isolation[ddadolim]
(   ) Closeness[maewoochinhake jinaem]
(   ) Pick on[hoongbogi]
(   ) Other (Please name) ....

12. Sunil starts a fight with Jungsoo because Jungsoo said Sunil is stupid

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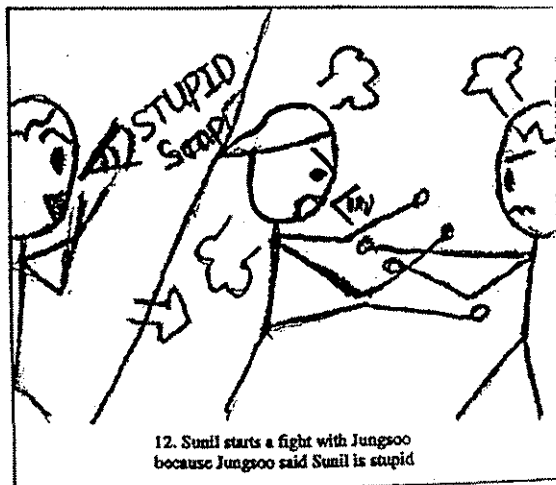
13. Taeyung starts a fight with Daeil every break and lunch time

Is this ( ) a good situation[joeun eel]? or ( ) a bad situation[nabbun eel]?

What word best describes this? Give a name.
(Tick or circle one of these)
( ) Bullying[yakhan ja goelophim]
( ) Teasing[guichanke goelophim]
( ) Friendship[saijoke jinaem]
( ) Harassment[giesok aemukim]
( ) Isolation[ddadolim]
( ) Closeness[maewoochinhake jinaem]
( ) Pick on[hoongbogi]
( ) Other (Please name) ....

13. Taeyung starts a fight with Daeil every break and lunch time
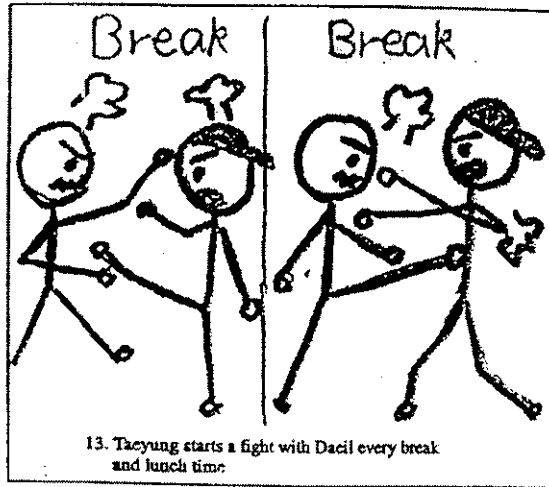
14. Daeho tells Sukil that if you give me money or I will hit you

Is this ( ) a good situation[joeun eel]? or ( ) a bad situation[nabbun eel]?

What word best describes this? Give a name.
(Tick or circle one of these)
( ) Bullying[yakhan ja goelophim]
( ) Teasing[guichanke goelophim]
( ) Friendship[saijoke jinaem]
( ) Harassment[giesok aemukim]
( ) Isolation[ddadolim]
( ) Closeness[maewoochinhake jinaem]
( ) Pick on[hoongbogi]
( ) Other (Please name) ....

14. Daeho tells Sukil that if you give me money or I will hit you
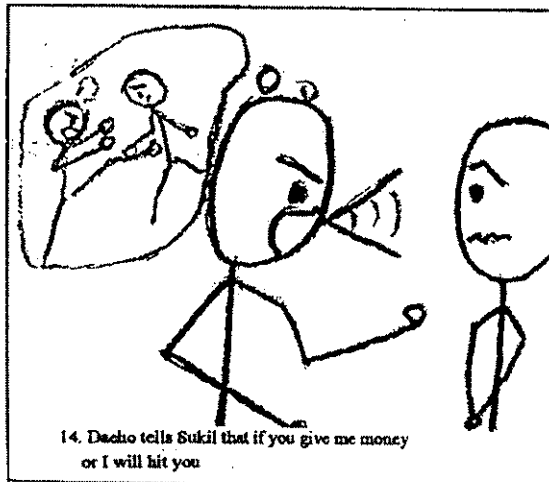
15.Nail and his friends start to fight Taejung

Is this (   ) a good situation[joeun eel]? or (   ) a bad situation[nabbun eel]?

What word best describes this? Give a name.
(Tick or circle one of these)
(   ) Bullying[yakhan ja goelophim]
(   ) Teasing[guichanke goelophim]
(   ) Friendship[saijoke jinaem]
(   ) Harassment[giesok aemukim]
(   ) Isolation[ddadolim]
(   ) Closeness[maewoochinhake jinaem]
(   ) Pick on[hoongbogi]
(   ) Other (Please name) ....

15. Nail and his friends start to fight Taejung
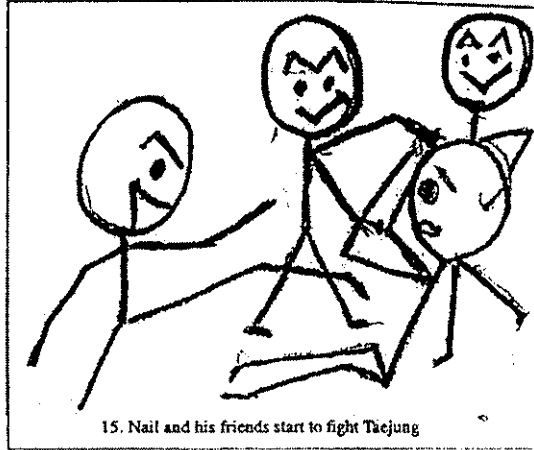
16. Moonho borrows Daechul's ruler and accidentally breaks it

Is this (   ) a good situation[joeun eel]? or (   ) a bad situation[nabbun eel]?

What word best describes this? Give a name.
(Tick or circle one of these)
(   ) Bullying[yakhan ja goelophim]
(   ) Teasing[guichanke goelophim]
(   ) Friendship[saijoke jinaem]
(   ) Harassment[giesok aemukim]
(   ) Isolation[ddadolim]
(   ) Closeness[maewoochinhake jinaem]
(   ) Pick on[hoongbogi]
(   ) Other (Please name) ....

16. Moonho borrows Daechul's ruler and accidentally breaks it

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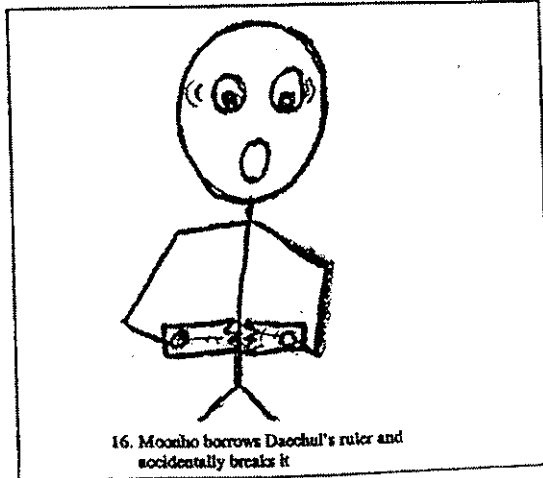
17.Hankil takes Ilsoo's ruler and breaks it

Is this (   ) a good situation[joeun eel]? or (   ) a bad situation[nabbun eel]?

What word best describes this? Give a name.
(Tick or circle one of these)
(   ) Bullying[yakhan ja goelophim]
(   ) Teasing[guichanke goelophim]
(   ) Friendship[saijoke jinaem]
(   ) Harassment[giesok aemukim]
(   ) Isolation[ddadolim]
(   ) Closeness[maewoochinhake jinaem]
(   ) Pick on[hoongbogi]
(   ) Other (Please name) ....

17. Hankil takes Ilsoo's ruler and breaks it
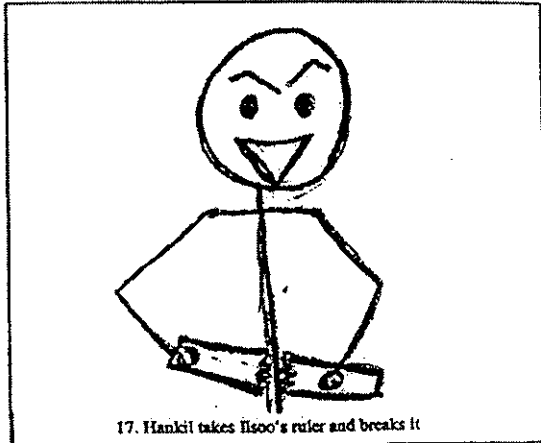
18.Jimy forgot his pen so Kiok lends him one of his

Is this (   ) a good situation[joeun eel]? or (   ) a bad situation[nabbun eel]?

What word best describes this? Give a name.
(Tick or circle one of these)
(   ) Bullying[yakhan ja goelophim]
(   ) Teasing[guichanke goelophim]
(   ) Friendship[saijoke jinaem]
(   ) Harassment[giesok aemukim]
(   ) Isolation[ddadolim]
(   ) Closeness[maewoochinhake jinaem]
(   ) Pick on[hoongbogi]
(   ) Other (Please name) ....

18.Jimy forgot his pen so Kiok lends him one of his
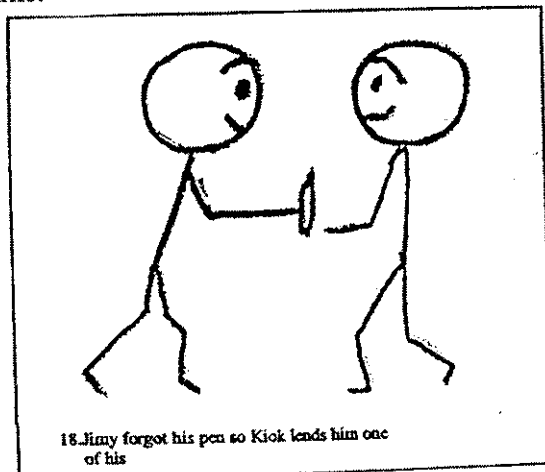
19.Kukje says nasty things to Banchul

Is this (   ) a good situation[joeun eel]? or (   ) a bad situation[nabbun eel]?

What word best describes this? Give a name.
(Tick or circle one of these)
(   ) Bullying[yakhan ja goelophim]
(   ) Teasing[guichanke goelophim]
(   ) Friendship[saijoke jinaem]
(   ) Harassment[giesok aemukim]
(   ) Isolation[ddadolim]
(   ) Closeness[maewoochinhake jinaem]
(   ) Pick on[hoongbogi]
(   ) Other (Please name) ....

19. Kukje says nasty things to Banchul
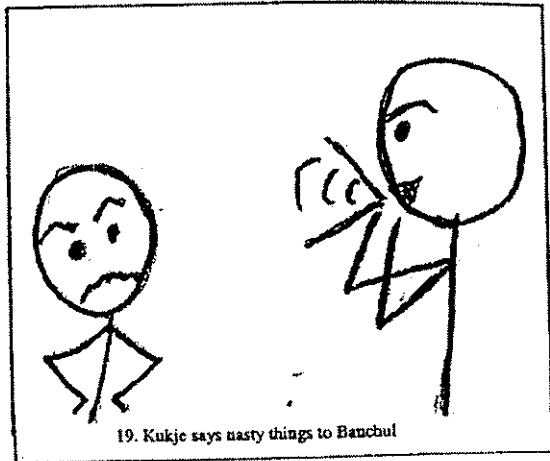
20. Chulkon says nasty things to Magil every week

Is this (   ) a good situation[joeun eel]? or (   ) a bad situation[nabbun eel]?

What word best describes this? Give a name.
(Tick or circle one of these)
(   ) Bullying[yakhan ja goelophim]
(   ) Teasing[guichanke goelophim]
(   ) Friendship[saijoke jinaem]
(   ) Harassment[giesok aemukim]
(   ) Isolation[ddadolim]
(   ) Closeness[maewoochinhake jinaem]
(   ) Pick on[hoongbogi]
(   ) Other (Please name) ....

20. Chulkon says nasty things to Magil every week
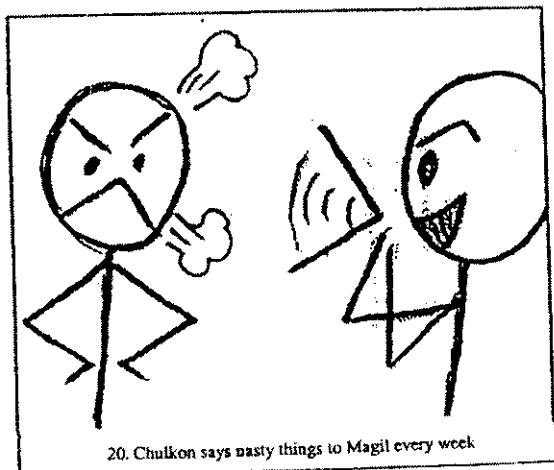
21.Sokil says nasty things to Jangho about the color of his skin

Is this ( ) a good situation[joeun eel]? or ( ) a bad situation[nabbun eel]?

What word best describes this? Give a name.
(Tick or circle one of these)
( ) Bullying[yakhan ja goelophim]
( ) Teasing[guichanke goelophim]
( ) Friendship[saijoke jinaem]
( ) Harassment[giesok aemukim]
( ) Isolation[ddadolim]
( ) Closeness[maewoochinhake jinaem]
( ) Pick on[hoongbogi]
( ) Other (Please name) ....

21. Sokil says nasty things to Jangho about the color of his skin

22.Jooho has a bad leg and must use a stick, Chulmin says nasty things to him about it

Is this ( ) a good situation[joeun eel]? or ( ) a bad situation[nabbun eel]?

What word best describes this? Give a name.
(Tick or circle one of these)
( ) Bullying[yakhan ja goelophim]
( ) Teasing[guichanke goelophim]
( ) Friendship[saijoke jinaem]
( ) Harassment[giesok aemukim]
( ) Isolation[ddadolim]
( ) Closeness[maewoochinhake jinaem]
( ) Pick on[hoongbogi]
( ) Other (Please name) ....

22. Jooho has a bad leg and must use a stick, Chulmin says nasty things to him about it

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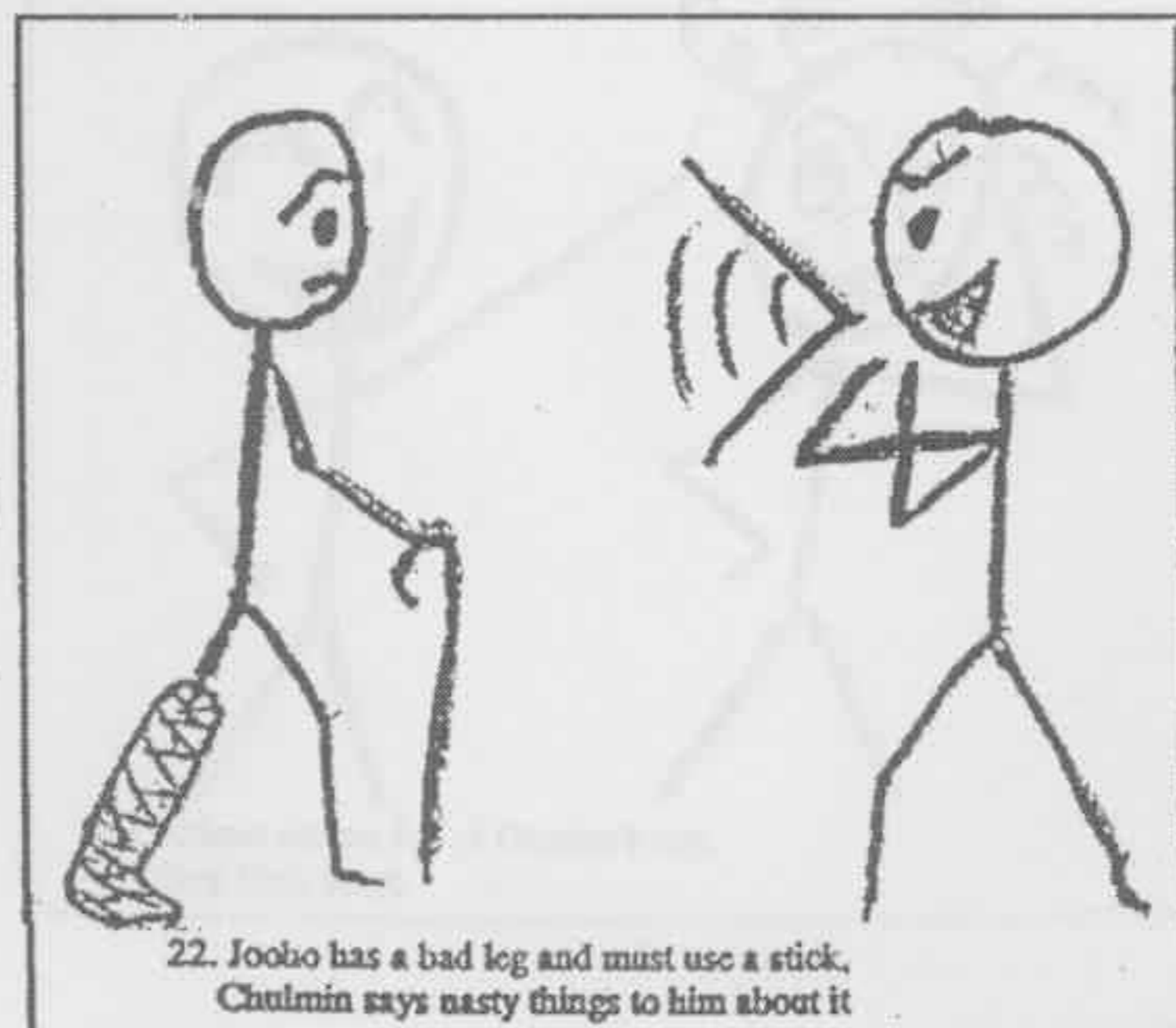
23. Geunkyu says nasty things about Daekil being gay

Is this ( ) a good situation[joeun eel]? or ( ) a bad situation[nabbun eel]?

What word best describes this? Give a name.
(Tick or circle one of these)
( ) Bullying[yakhan ja goelophim]
( ) Teasing[guichanke goelophim]
( ) Friendship[saijoke jinaem]
( ) Harassment[giesok aemukim]
( ) Isolation[ddadolim]
( ) Closeness[maewoochinhake jinaem]
( ) Pick on[hoongbogi]
( ) Other (Please name) ....

23. Geunkyu says nasty things about Daekil being gay
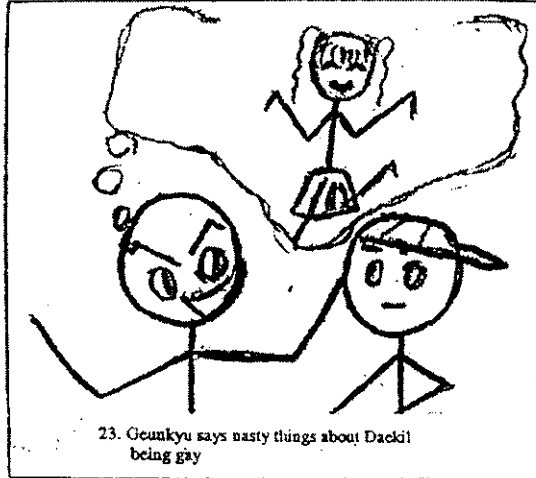
24.Kilsoo makes fun of Guenho's hair, they both laugh

Is this ( ) a good situation[joeun eel]? or ( ) a bad situation[nabbun eel]?

What word best describes this? Give a name.
(Tick or circle one of these)
( ) Bullying[yakhan ja goelophim]
( ) Teasing[guichanke goelophim]
( ) Friendship[saijoke jinaem]
( ) Harassment[giesok aemukim]
( ) Isolation[ddadolim]
( ) Closeness[maewoochinhake jinaem]
( ) Pick on[hoongbogi]
( ) Other (Please name) ....

24..Kilsoo makes fun of Guenho's hair, they both laugh

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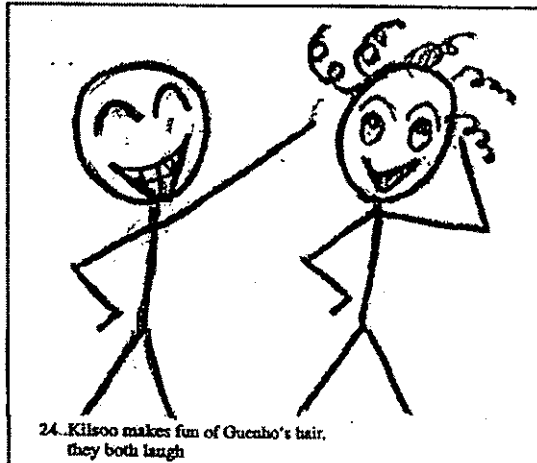
25. Antaek makes fun about Sunkil's hair, Sunkil is upset

Is this (   ) a good situation[joeun eel]? or (   ) a bad situation[nabbun eel]?

What word best describes this? Give a name.
(Tick or circle one of these)
(   ) Bullying[yakhan ja goelophim]
(   ) Teasing[guichanke goelophim]
(   ) Friendship[saijoke jinaem]
(   ) Harassment[giesok aemukim]
(   ) Isolation[ddadolim]
(   ) Closeness[maewoochinhake jinaem]
(   ) Pick on[hoongbogi]
(   ) Other (Please name) ....

25. Antaek makes fun about Sunkil's hair, Sunkil is upset
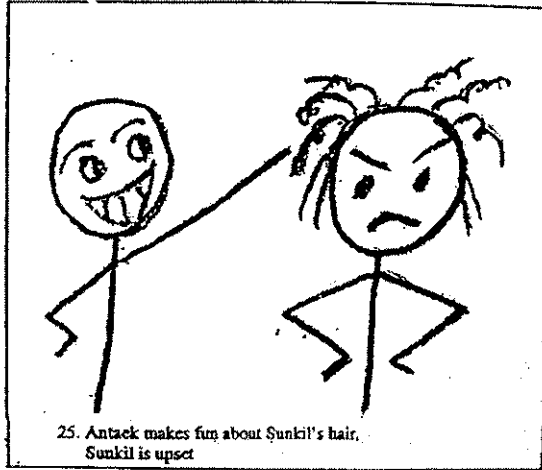
26. Minsoo asks Rikon if he would like to play

Would you call this (   ) a good behaviour[joenhaengdong]? or (   ) a bad behaviour[nabbun haengdong]?

What word best describes this? Give a name.
(Tick or circle one of these)
(   ) Bullying[yakhan ja goelophim]
(   ) Teasing[guichanke goelophim]
(   ) Friendship[saijoke jinaem]
(   ) Harassment[giesok aemukim]
(   ) Isolation[ddadolim]
(   ) Closeness[maewoochinhake jinaem]
(   ) Pick on[hoongbogi]
(   ) Other (Please name) ....

26. Minsoo asks Rikon if he would like to play
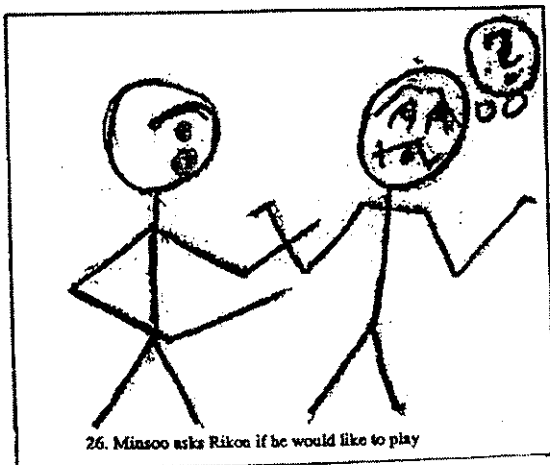
27.Mashik won't let Linkyu play today

Would you call this (   ) a good behaviour[joen haengdong]? or (   ) a bad behaviour[nabbun haengdong]?

What word best describes this? Give a name.
(Tick or circle one of these)
(   ) Bullying[yakhan ja goelophim]
(   ) Teasing[guichanke goelophim]
(   ) Friendship[saijoke jinaem]
(   ) Harassment[giesok aemukim]
(   ) Isolation[ddadolim]
(   ) Closeness[maewoochinhake jinaem]
(   ) Pick on[hoongbogi]
(   ) Other (Please name) ....

27. Mashik won't let Linkyu play today
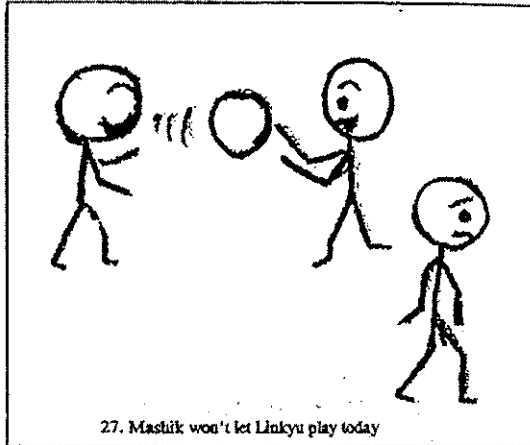
28.Surshik never lets Ryunkil play

Would you call this (   ) a good behaviour[joenhaeng dong]? or (   ) a bad behaviour[nabbun haengdong]?

What word best describes this? Give a name.
(Tick or circle one of these)
(   ) Bullying[yakhan ja goelophim]
(   ) Teasing[guichanke goelophim]
(   ) Friendship[saijoke jinaem]
(   ) Harassment[giesok aemukim]
(   ) Isolation[ddadolim]
(   ) Closeness[maewoochinhake jinaem]
(   ) Pick on[hoongbogi]
(   ) Other (Please name) ....

28. Surshik never lets Ryunkil play

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29. Hyunchul and his friends won't let Ryunil play with them

Would you call this ( ) a good behaviour[joen haengdong]? or ( ) a bad behaviour[nabbun haengdong]?

What word best describes this? Give a name.
(Tick or circle one of these)
( ) Bullying[yakhan ja goelophim]
( ) Teasing[guichanke goelophim]
( ) Friendship[saijoke jinaem]
( ) Harassment[giesok aemukim]
( ) Isolation[ddadolim]
( ) Closeness[maewoochinhake jinaem]
( ) Pick on[hoongbogi]
( ) Other (Please name) ....

29. Hyunchul and his friends won't let Ryunil play with them
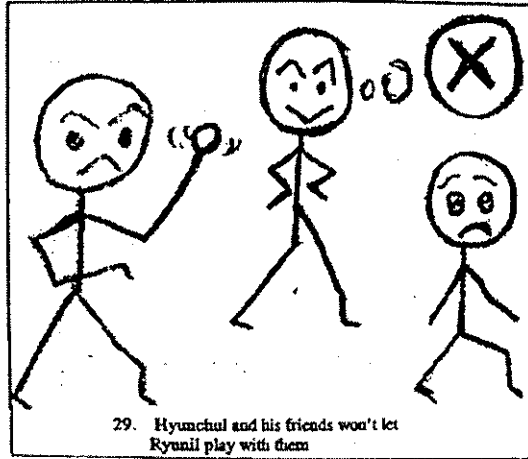
30. The girls won't let Minkil skip with them because he's a boy

Is this ( ) a good situation[joeun eel]? or ( ) a bad situation[nabbun eel]?

What word best describes this? Give a name.
(Tick or circle one of these)
( ) Bullying[yakhan ja goelophim]
( ) Teasing[guichanke goelophim]
( ) Friendship[saijoke jinaem]
( ) Harassment[giesok aemukim]
( ) Isolation[ddadolim]
( ) Closeness[maewoochinhake jinaem]
( ) Pick on[hoongbogi]
( ) Other (Please name) ....

30. The girls won't let Minkil skip with them because he's a boy

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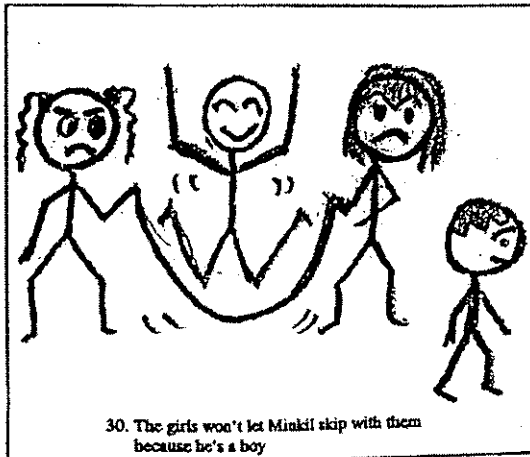
31. The boys won't let Nami play football because she's a girl

    Is this ( ) a good situation[joeun eel]? or ( ) a bad situation[nabbun eel]?

What word best describes this? Give a name.
(Tick or circle one of these)
( ) Bullying[yakhan ja goelophim]
( ) Teasing[guichanke goelophim]
( ) Friendship[saijoke jinaem]
( ) Harassment[giesok aemukim]
( ) Isolation[ddadolim]
( ) Closeness[maewoochinhake jinaem]
( ) Pick on[hoongbogi]
( ) Other (Please name) ....

31. The boys won't let Nami play football because she's a girl

32. Gilmin tells everyone not to talk to Gunchul

    Is this ( ) a good situation[joeun eel]? or ( ) a bad situation[nabbun eel]?

What word best describes this? Give a name.
(Tick or circle one of these)
( ) Bullying[yakhan ja goelophim]
( ) Teasing[guichanke goelophim]
( ) Friendship[saijoke jinaem]
( ) Harassment[giesok aemukim]
( ) Isolation[ddadolim]
( ) Closeness[maewoochinhake jinaem]
( ) Pick on[hoongbogi]
( ) Other (Please name) ....

32. Gilmin tells everyone not to talk to Gunchul
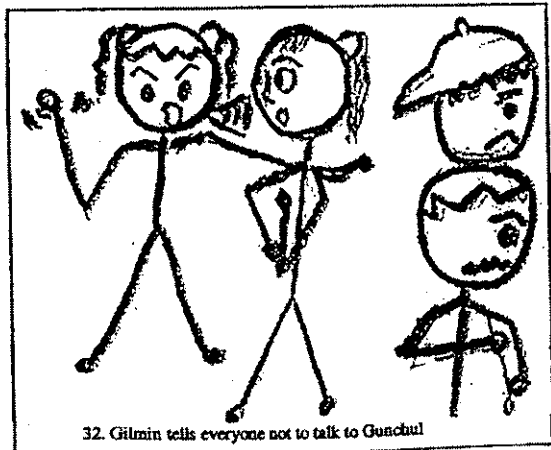
33. Kyunghee spreads nasty stories about Minsoon

Would you call this (   ) a good behaviour[joen haengdong]? or (   ) a bad behaviour[nabbun haengdong]?

What word best describes this? Give a name.
(Tick or circle one of these)
(   ) Bullying[yakhan ja goelophim]
(   ) Teasing[guichanke goelophim]
(   ) Friendship[saijoke jinaem]
(   ) Harassment[giesok aemukim]
(   ) Isolation[ddadolim]
(   ) Closeness[maewoochinhake jinaem]
(   ) Pick on[hoongbogi]
(   ) Other (Please name) ....

33. Kyunghee spreads nasty stories about Minsoon
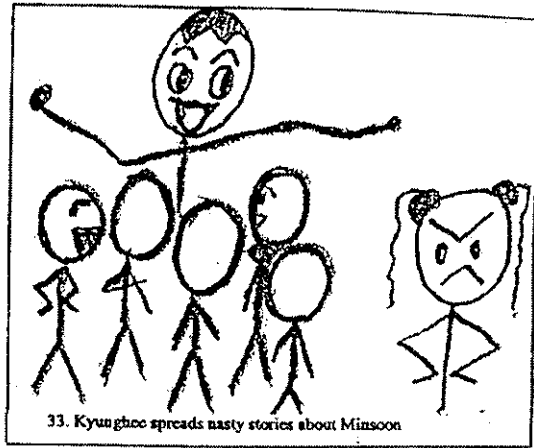
34. Kumho kicks Leesoo's school bag and Leesoo does nothing

Would you call this (   ) a good behaviour[joen haengdong]? or (   ) a bad behaviour[nabbun haengdong]?

What word best describes this? Give a name.
(Tick or circle one of these)
(   ) Bullying[yakhan ja goelophim]
(   ) Teasing[guichanke goelophim]
(   ) Friendship[saijoke jinaem]
(   ) Harassment[giesok aemukim]
(   ) Isolation[ddadolim]
(   ) Closeness[maewoochinhake jinaem]
(   ) Pick on[hoongbogi]
(   ) Other (Please name) ....

34. Kumho kicks Leesoo's school bag and
Leesoo does nothing
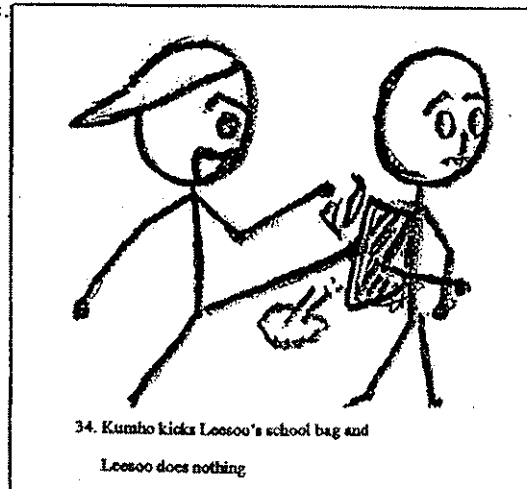
35. Parkwoo throws pieces of rubber at Jungchul in the classroom

Is this (   ) a good situation[joeun eel]? or (   ) a bad situation[nabbun eel]?

What word best describes this? Give a name.
(Tick or circle one of these)
(   ) Bullying[yakhan ja goelophim]
(   ) Teasing[guichanke goelophim]
(   ) Friendship[saijoke jinaem]
(   ) Harassment[giesok aemukim]
(   ) Isolation[ddadolim]
(   ) Closeness[maewoochinhake jinaem]
(   ) Pick on[hoongbogi]
(   ) Other (Please name) ....

35. Parkwoo throws pieces of rubber at Jungchul
in the classroom
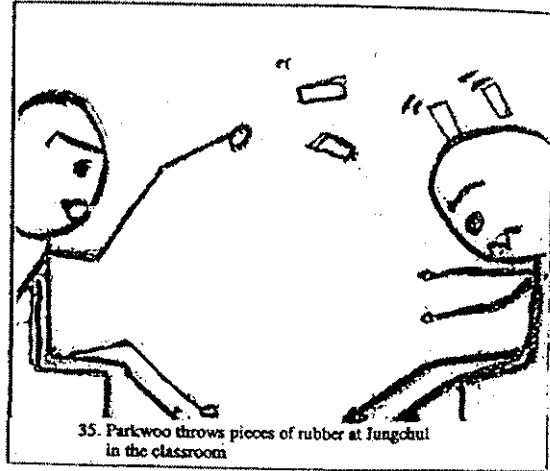
Appendix 6 Survey descriptions of background questions (n=100)

• Survey Background Descriptions in Australian-Korean Students (n=50)

SCHOOL (1: Government Schools, 2: Private Schools)

SCHOOL		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	43	86.0	86.0	86.0
	2	7	14.0	14.0	100.0
	Total	50	100.0	100.0	

LANGUAGE (1: Korean, 2: English, 3: Bilingual)

LANGUAGE		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	25	50.0	50.0	50.0
	2	17	34.0	34.0	84.0
	3	8	16.0	16.0	100.0
	Total	50	100.0	100.0	

BIRTH-COUNTRY (1: Korea, 2: Australia)

BIRTH-COUNTRY		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2	50	100.0	100.0	100.0

SCHOOL YEAR

SCHOOL YEAR		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	4	12	24.0	24.0	24.0
	5	18	36.0	36.0	60.0
	6	20	40.0	40.0	100.0
	Total	50	100.0	100.0	

AGE

AGE		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	9	4	8.0	8.0	8.0
	10	12	24.0	24.0	32.0
	11	21	42.0	42.0	74.0
	12	13	26.0	26.0	100.0
	Total	50	100.0	100.0	

YEAR * AGE Cross tabulation

Count

		AGE				Total
		9	10	11	12	
YEAR	4	4	8	0	0	12
	5	0	4	13	1	18
	6	0	0	8	12	20
Total		4	12	21	13	50

- Survey Background Descriptions in Korean Students (n=50)

SCHOOL (1: Government Schools, 2: Private Schools)

SCHOOL		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	45	90.0	90.0	90.0
	2	5	10.0	10.0	100.0
	Total	50	100.0	100.0	

LANGUAGE (1: Korean, 2: English, 3: Bilingual)

LANGUAGE		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	50	100.0	100.0	100.0

COUNTRY (1: Korea, 2: Australia)

BIRTH-COUNTRY		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	50	100.0	100.0	100.0

SCHOOL YEAR

SCHOOL YEAR		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	4	17	34.0	34.0	34.0
	5	18	36.0	3C.0	70.0
	6	15	30.0	30.0	100.0
	Total	50	100.0	100.0	

AGE

AGE		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	9	6	12.0	12.0	12.0
	10	17	34.0	34.0	46.0
	11	17	34.0	34.0	80.0
	12	10	20.0	20.0	100.0
	Total	50	100.0	100.0	

YEAR * AGE Cross tabulation

Count

		AGE				Total
		9	10	11	12	
YEAR	4	6	11	0	0	17
	5	0	6	12	0	18
	6	0	0	5	10	15
Total		6	17	17	10	50

- Responses for the five-face test of school life in Australian and Korean groups (n = 100)

* Responses (percentages)

Items	Australian group	Korean group
1: very bad	1 (2.0 %)	1 (2.0 %)
2: bad	1 (2.0 %)	2 (4.0 %)
3: no bad and no good	3 (6.0 %)	6 (12.0 %)
4: good	18 (36.0 %)	23 (46.0 %)
5: very good	27 (54.0 %)	18 (36.0 %)
Total	50 (100.0 %)	50 (100.0%)

- Responses for the reasons for students' psychological well-being in school life for Australian and Korean groups (n=100)

* Responses (percentages)

Items	Australian group		Korean group	
1: Too much school work	7 (14.0 %)	6% in face 3 8% in face 4	5 (10.0 %)	2% in face 2 6% in face 3 2% in face 4
2:Poor relationships with teachers	1 (2.0 %)	2% in face 2		
3: Poor relationships with school mates	1 (2.0 %)	2% in face 4	7 (14.0 %)	2% in face 1 2% in face 2 6% in face 3 4% in face 4
4: Poor school facilities	1 (2.0 %)	2% in face 1		
5: Good relationships with teachers	8 (16.0 %)	6% in face 4 10%in face5	2 (4.0 %)	4% in face 5
6: Good relationships with school mates	26 (52.0 %)	18%in face4 34%in face5	36 (72.0 %)	40% in face 4 32% in face 5
7: Good school facilities	6 (12.0 %)	2% in face 4 10%in face5		
Total	50 (100.0 %)		50 (100.0 %)	

- Responses for the five-face test of home life in Australian and Korean groups (n = 100)

* Responses (percentages)

Items	Australian group	Korean group
1: very bad		2 (4.0 %)
2: bad		1 (2.0 %)
3: no bad and no good	3 (6.0 %)	3 (6.0 %)
4: good	10 (20.0 %)	18 (36.0 %)
5: very good	37 (74.0 %)	26 (52 .0%)
Total	50 (100.0 %)	50(100.0%)

• Responses for the reasons for students' psychological well-being in home life for Australian and Korean groups (n=100)

* Responses (percentages)

Items	Australian group		Korean group	
1: Forcible demand of study from parents or too much home work	5 (10%)	6% in face 3 4% in face 4	7 (14.0 %)	4% in face 1 2% in face 2 4% in face 3 4% in face 4
2:Poor relationships with parents			1 (2.0 %)	2% in face 3
3: Poor relationships with brothers or sisters or other relatives				
4: Living in poverty				
5: Good relationships with parents	23 (46.0 %)	8% in face 4 38%in face5	24 (48.0 %)	14%in face 4 34%in face 5
6: Good relationships with brothers or sisters or other relatives	19 (38.0 %)	8% in face 4 30%in face5	16 (32.0 %)	16%in face 4 16%in face 5
7: Living in luxury	3 (6.0 %)	6% in face 5	2 (4.0 %)	2% in face 4 2% in face 5
Total	50 (100.0%)		50 (100.0 %)	

Appendix 7 Students' judgment for 'good' or 'bad' in each cartoon situation (n=100)

(1) Situation: "Youngsoo and Chulsoo don't like each other and start to fight"

* Count: Total students (Australian-Korean students/ Korean students)

		Caption1		Total
		Bad situation	Good situation	
Gender	Female	50 (25/25) *	0 (0/0)*	50 (25/25) *
	Male	50 (25/25) *	0 (0/0) *	50 (25/25) *
Total		100 (50/50) *	0 (0/0) *	100 (50/50) *

(2) Situation: "Jinho starts a fight with Yunho"

* Count: Total students (Australian-Korean students/ Korean students)

		Caption 2		Total
		Bad situation	Good situation	
Gender	Female	50 (25/25) *	0 (0/0)*	50 (25/25) *
	Male	50 (25/25) *	0 (0/0) *	50 (25/25) *
Total		100 (50/50) *	0 (0/0) *	100 (50/50) *

(3) Situation: "Big Sungjin starts to fight with little Yangho"

* Count: Total students (Australian-Korean students/ Korean students)

		Caption 3		Total
		Bad situation	Good situation	
Gender	Female	50 (25/25) *	0 (0/0)*	50 (25/25) *
	Male	50 (25/25) *	0 (0/0) *	50 (25/25) *
Total		100 (50/50) *	0 (0/0) *	100 (50/50) *

(4) Situation: "Sunil starts a fight with Jungsoo because Jungsoo said Sunil is stupid"

* Count: Total students (Australian-Korean students/ Korean students)

		Caption 4		Total
		Bad situation	Good situation	
Gender	Female	50 (25/25) *	0 (0/0)*	50 (25/25) *
	Male	50 (25/25) *	0 (0/0) *	50 (25/25) *
Total		100 (50/50) *	0 (0/0) *	100 (50/50) *

(5) Situation: "Taeyung starts a fight with Daeil every break and lunch time"

* Count: Total students (Australian-Korean students/ Korean students)

		Caption 5		Total
		Bad situation	Good situation	
Gender	Female	50 (25/25) *	0 (0/0)*	50 (25/25) *
	Male	50 (25/25) *	0 (0/0) *	50 (25/25) *
Total		100 (50/50) *	0 (0/0) *	100 (50/50) *

(6) Situation: "Daeho tells Sukil "Give me money or I will hit you"

* Count: Total students (Australian-Korean students/ Korean students)

		Caption 6		Total
		Bad situation	Good situation	
Gender	Female	50 (25/25) *	0 (0/0)*	50 (25/25) *
	Male	50 (25/25) *	0 (0/0) *	50 (25/25) *
Total		100 (50/50) *	0 (0/0) *	100 (50/50) *

(7) Situation: "Nail and his friends start to fight Taejung"

* Count: Total students (Australian-Korean students/ Korean students)

		Caption 7		Total
		Bad situation	Good situation	
Gender	Female	49 (24/25) *	1 (1/0)*	50 (25/25) *
	Male	50 (25/25) *	0 (0/0) *	50 (25/25) *
Total		99 (49/50) *	1 (1/0) *	100 (50/50) *

(8) Situation: "Moonho borrows Daechul's ruler and accidentally breaks it"

* Count: Total students (Australian-Korean students/ Korean students)

		Caption 8		Total
		Bad situation	Good situation	
Gender	Female	49 (25/24) *	1 (0/1)*	50 (25/25) *
	Male	44 (24/20) *	6 (1/5) *	50 (25/25) *
Total		93 (49/44) *	7 (1/6) *	100 (50/50) *

(9) Situation: "Hankil takes Ilsoo's ruler and breaks it"

* Count: Total students (Australian-Korean students/ Korean students)

		Caption 9		Total
		Bad situation	Good situation	
Gender	Female	50 (25/25) *	0 (0/0)*	50 (25/25) *
	Male	50 (25/25) *	0 (0/0) *	50 (25/25) *
Total		100 (50/50) *	0 (0/0) *	100 (50/50) *

(10) Situation: "Jimy forgot his pen so Kiok lends him one of his"
* Count: Total students (Australian-Korean students/ Korean students)

		Caption 10		Total
		Bad situation	Good situation	
Gender	Female	0 (0/0)*	50 (25/25) *	50 (25/25) *
	Male	1 (0/1) *	49 (25/24) *	50 (25/25) *
Total		1 (0/1) *	99 (50/49) *	100 (50/50) *

(11) Situation: "Kukje says nasty things to Banchul"
* Count: Total students (Australian-Korean students/ Korean students)

		Caption 11		Total
		Bad situation	Good situation	
Gender	Female	50 (25/25) *	0 (0/0)*	50 (25/25) *
	Male	50 (25/25) *	0 (0/0) *	50 (25/25) *
Total		100 (50/50) *	0 (0/0) *	100 (50/50) *

(12) Situation: "Chulkon says nasty things to Magil every week"
* Count: Total students (Australian-Korean students/ Korean students)

		Caption 12		Total
		Bad situation	Good situation	
Gender	Female	50 (25/25) *	0 (0/0)*	50 (25/25) *
	Male	49 (25/24) *	1 (0/1) *	50 (25/25) *
Total		99 (50/49) *	1 (0/1) *	100 (50/50) *

(13) Situation: "Sokil says nasty things to Jangho about the colour of his skin"
* Count: Total students (Australian-Korean students/ Korean students)

		Caption 13		Total
		Bad situation	Good situation	
Gender	Female	50 (25/25) *	0 (0/0)*	50 (25/25) *
	Male	49 (25/24) *	1 (0/1) *	50 (25/25) *
Total		99 (50/49) *	1 (0/1) *	100 (50/50) *

(14) Situation: "Jooho has a bad leg and must use a stick, Chulmin says nasty things to him about it"

* Count: Total students (Australian-Korean students/ Korean students)

		Caption 14		Total
		Bad situation	Good situation	
Gender	Female	50 (25/25) *	0 (0/0)*	50 (25/25) *
	Male	50 (25/25) *	0 (0/0) *	50 (25/25) *
Total		100 (50/50) *	0 (0/0) *	100 (50/50) *

(15) Situation: "Geunkyu says nasty things about Daekil being gay"

* Count: Total students (Australian-Korean students/ Korean students)

		Caption 15		Total
		Bad situation	Good situation	
Gender	Female	50 (25/25) *	0 (0/0)*	50 (25/25) *
	Male	48 (24/24) *	2 (1/1) *	50 (25/25) *
Total		98 (49/49) *	2 (1/1) *	100 (50/50) *

(16) Situation: "Kilsoo makes fun of Guenho's hair, they both laugh"

* Count: Total students (Australian-Korean students/ Korean students)

		Caption 16		Total
		Bad situation	Good situation	
Gender	Female	11 (1/10)*	39 (24/15) *	50 (25/25) *
	Male	16 (7/9) *	34 (18/16) *	50 (25/25) *
Total		27 (8/19) *	73 (42/31) *	100 (50/50) *

(17) Situation: "Antaek makes fun about Sunkil's hair, Sunkil is upset"

* Count: Total students (Australian-Korean students/ Korean students)

		Caption 17		Total
		Bad situation	Good situation	
Gender	Female	50 (25/25) *	0 (0/0)*	50 (25/25) *
	Male	50 (25/25) *	0 (0/0) *	50 (25/25) *
Total		100 (50/50) *	0 (0/0) *	100 (50/50) *

(18) Situation: "Minsoo asks Rikon if he would like to play"

* Count: Total students (Australian-Korean students/ Korean students)

		Caption 18		Total
		Bad situation	Good situation	
Gender	Female	4 (1/3)*	46 (24/22) *	50 (25/25) *
	Male	7 (2/5) *	43 (23/20) *	50 (25/25) *
Total		11 (3/8) *	89 (47/42) *	100 (50/50) *

(19) Situation: "Mashik won't let Linkyu play today"

* Count: Total students (Australian-Korean students/ Korean students)

		Caption 19		Total
		Bad situation	Good situation	
Gender	Female	49 (24/25) *	1 (1/0)*	50 (25/25) *
	Male	50 (25/25) *	0 (0/0) *	50 (25/25) *
Total		99 (49/50) *	1 (1/0) *	100 (50/50) *

(20) Situation: "Surshik never lets Ryunkil play"

* Count: Total students (Australian-Korean students/ Korean students)

		Caption 20		Total
		Bad situation	Good situation	
Gender	Female	50 (25/25) *	0 (0/0)*	50 (25/25) *
	Male	48 (25/23) *	2 (0/2) *	50 (25/25) *
Total		98 (50/48) *	2 (0/2) *	100 (50/50) *

(21) Situation: "Hyunchul and his friends won't let Ryunil play with them"

* Count: Total students (Australian-Korean students/ Korean students)

		Caption 21		Total
		Bad situation	Good situation	
Gender	Female	50 (25/25) *	0 (0/0)*	50 (25/25) *
	Male	50 (25/25) *	0 (0/0) *	50 (25/25) *
Total		100 (50/50) *	0 (0/0) *	100 (50/50) *

(22) Situation: "The girls won't let Minkil skip with them because he's a boy"

* Count: Total students (Australian-Korean students/ Korean students)

		Caption 22		Total
		Bad situation	Good situation	
Gender	Female	50 (25/25) *	0 (0/0)*	50 (25/25) *
	Male	49 (25/24) *	1 (0/1)*	50 (25/25) *
Total		99 (50/49) *	1 (0/1) *	100 (50/50) *

(23) Situation: "The boys won't let Nami play football because she's a girl"

* Count: Total students (Australian-Korean students/ Korean students)

		Caption 23		Total
		Bad situation	Good situation	
Gender	Female	50 (25/25) *	0 (0/0)*	50 (25/25) *
	Male	49 (25/24) *	1 (0/1)*	50 (25/25) *
Total		99 (50/49) *	1 (0/1) *	100 (50/50) *

(24) Situation: "Gilmin tells everyone not to talk to Gunchul"

* Count: Total students (Australian-Korean students/ Korean students)

		Caption 24		Total
		Bad situation	Good situation	
Gender	Female	50 (25/25) *	0 (0/0)*	50 (25/25) *
	Male	50 (25/25) *	0 (0/0) *	50 (25/25) *
Total		100 (50/50) *	0 (0/0) *	100 (50/50) *

(25) Situation: "Kyunghee spreads nasty stories about Minsoon"

* Count: Total students (Australian-Korean students/ Korean students)

		Caption 25		Total
		Bad situation	Good situation	
Gender	Female	50 (25/25) *	0 (0/0)*	50 (25/25) *
	Male	50 (25/25) *	0 (0/0) *	50 (25/25) *
Total		100 (50/50) *	0 (0/0) *	100 (50/50) *

(26) Situation: "Kumho kicks Leesoo's school bag and Leesoo does nothing"

* Count: Total students (Australian-Korean students/ Korean students)

		Caption 26		Total
		Bad situation	Good situation	
Gender	Female	49 (24/25) *	1 (1/0)*	50 (25/25) *
	Male	46 (23/23) *	4 (2/2) *	50 (25/25) *
Total		95 (47/48) *	5 (3/2) *	100 (50/50) *

(27) Situation: "Parkwoo throws pieces of rubber at Jungchul in the classroom"

* Count: Total students (Australian-Korean students/ Korean students)

		Caption 27		Total
		Bad situation	Good situation	
Gender	Female	50 (25/25) *	0 (0/0)*	50 (25/25) *
	Male	50 (25/25) *	0 (0/0) *	50 (25/25) *
Total		100 (50/50) *	0 (0/0) *	100 (50/50) *

Appendix 8 Total students' frequency according to gender (n=100)

Notes: Gender 1: Female, Gender 2: Male

- 27 Terms that were chosen by them or that were written in their own words

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

GENDER * Caption 1 Cross tabulation

Count

		Terms given by students in Cartoon 1								Total
		1	2	3	4	5	7	8	26	
Gender	1	18	12	1	5	0	4	10	0	50
	2	13	11	1	10	1	5	8	1	50
Total		31	23	2	15	1	9	18	1	100

GENDER * Caption 2 Cross tabulation

Count

		Terms given by students in Cartoon 2								Total
		1	2	3	4	7	8	11	22	
Gender	1	18	17	0	4	4	5	1	1	50
	2	16	9	1	7	7	8	0	2	50
Total		34	26	1	11	11	13	1	3	100

GENDER * Caption 3 Cross tabulation

Count

		Terms given by students in Cartoon 3								Total
		1	2	3	4	5	7	8	10	
Gender	1	41	2	0	1	0	5	1	0	50
	2	34	2	1	3	1	7	1	1	50
Total		75	4	1	4	1	12	2	1	100

GENDER * Caption 4 Cross tabulation

Count

		Terms given by students in Cartoon 4					Total
		1	2	4	5	7	
Gender	1	4	19	6	3	18	50
	2	4	24	1	1	20	50
Total		8	43	7	4	38	100

GENDER * Caption 5 Cross tabulation

Count

		Terms given by students in Cartoon 5								Total
		1	2	4	5	7	8	22	24	
Gender	1	15	16	9	0	3	2	4	1	50
	2	14	13	11	6	1	5	0	0	50
Total		29	29	20	6	4	7	4	1	100

GENDER * Caption 6 Cross tabulation

Count

		Terms given by students in Cartoon 6								Total
		1	2	4	5	7	8	18	23	
Gender	1	32	2	7	1	5	1	1	1	50
	2	28	6	3	1	8	2	1	1	50
Total		60	8	10	2	13	3	2	2	100

GENDER * Caption 7 Cross tabulation

Count

		Terms given by students in Cartoon 7							Total
		1	2	3	4	5	7	24	
Gender	1	23	2	1	0	17	6	1	50
	2	20	5	0	1	12	12	0	50
Total		43	7	1	1	29	18	1	100

GENDER * Caption 8 Cross tabulation

Count

		Terms given by students in Cartoon 8										Total
		1	2	3	4	5	6	7	9	15	17	21	
Gender	1	1	3	2	9	1	0	1	31	0	1	1	50
	2	1	1	2	9	5	5	2	24	1	0	0	50
Total		2	4	4	18	6	5	3	55	1	1	1	100

GENDER * Caption 9 Cross tabulation

Count

		Terms given by students in Cartoon 9										Total
		1		2	4	5	6	7	10	11	19	
Gender	1		12	8	7	5	0	0	1	1	16	50
	2		17	12	3	1	1	5	2	0	9	50
Total		29		20	10	6	1	5	3	1	25	100

GENDER * Caption 10 Cross tabulation

Count

		Terms given by students in Cartoon 10		Total
		3	6	
Gender	1	43	7	50
	2	40	10	50
Total		83	17	100

GENDER * Caption 11 Cross tabulation

Count

		Terms given by students in Cartoon11					Total
		1	2	4	5	7	
Gender	1	3	23	2	1	21	50
	2	2	30	1	1	16	50
Total		5	53	3	2	37	100

GENDER * Caption 12 Cross tabulation

Count

		Terms given by students in Cartoon 12						Total
		1	2	4	5	7	22	
Gender	1	3	26	1	1	19	0	50
	2	0	31	4	2	12	1	50
Total		3	57	5	3	31	1	100

GENDER * Caption 13 Cross tabulation

Count

		Terms given by students in Cartoon 13						Total
		1	2	4	5	7	12	
Gender	1	8	16	0	7	15	4	50
	2	5	15	3	8	13	6	50
Total		13	31	3	15	28	10	100

GENDER * Caption 14 Cross tabulation

Count

		Terms given by students in Cartoon 14						Total
		1	2	3	4	7	10	
Gender	1	9	19	0	3	18	1	50
	2	16	17	1	2	14	0	50
Total		25	36	1	5	32	1	100

GENDER * Caption 15 Cross tabulation

Count

		Terms given by students in Cartoon 15						Total
		1	2	4	5	6	7	
Gender	1	2	23	4	0	0	21	50
	2	2	24	6	1	1	16	50
Total		4	47	10	1	1	37	100

GENDER * Caption 16 Cross tabulation

Count

		Terms given by students in Cartoon 16									Total
		1	2	3	4	6	7	17	24	26	
Gender	1	0	1	31	0	7	6	1	3	1	50
	2	1	6	28	2	8	5	0	0	0	50
Total		1	7	59	2	15	11	1	3	1	100

GENDER * Caption 17 Cross tabulation

Count

		Terms given by students in Cartoon 17					Total
		1	2	4	5	7	
Gender	1	2	19	3	2	24	50
	2	2	25	4	0	19	50
Total		4	44	7	2	43	100

GENDER * Caption 18 Cross tabulation

Count

		Terms given by students in Cartoon 18					Total
		2	3	4	5	6	
Gender	1	1	45	1	2	1	50
	2	4	38	2	0	6	50
Total		5	83	3	2	7	100

GENDER * Caption 19 Cross tabulation

Count

		Terms given by students in Cartoon 19												Total
		1	2	3	4	5	7	8	10	13	14	25	27	
Gender	1	5	1	1	4	30	1	1	4	1	0	2	0	50
	2	3	1	0	2	34	4	1	2	0	1	0	2	50
Total		8	2	1	6	64	5	2	6	1	1	2	2	100

GENDER * Caption 20 Cross tabulation

Count

		Terms given by students in Cartoon 20									Total
		1	2	3	4	5	7	10	13	16	
Gender	1	5	2	0	3	33	4	2	0	1	50
	2	4	0	1	8	26	8	2	1	0	50
Total		9	2	1	11	59	12	4	1	1	100

GENDER * Caption 21 Cross tabulation

Count

		Terms given by students in Cartoon 21						Total
		1	2	4	5	7	10	
Gender	1	9	2	2	29	3	5	50
	2	6	3	3	29	7	2	50
Total		15	5	5	58	10	7	100

GENDER * Caption 22 Cross tabulation

Count

		Terms given by students in Cartoon 22										Total
		1	2	3	4	5	7	10	17	20	27	
Gender	1	3	5	0	4	27	4	2	1	4	0	50
	2	2	3	1	3	20	13	1	0	6	1	50
Total		5	8	1	7	47	17	3	1	10	1	100

GENDER * Caption 23 Cross tabulation

Count

		Terms given by students in Cartoon 23											Total
		1	2	4	5	6	7	10	16	17	20	27	
Gender	1	6	6	1	29	0	3	1	0	1	3	0	50
	2	5	2	4	23	1	6	0	1	0	7	1	50
Total		11	8	5	52	1	9	1	1	1	10	1	100

GENDER * Caption 24 Cross tabulation

Count

		Terms given by students in Cartoon 24								Total
		1	2	3	4	5	7	10	16	
Gender	1	6	4	0	4	28	7	0	1	50
	2	5	4	1	5	22	12	1	0	50
Total		11	8	1	9	50	19	1	1	100

GENDER * Caption 25 Cross tabulation

Count

		Terms given by students in Cartoon 25							Total
		1	2	3	4	5	7	10	
Gender	1	5	16	0	3	1	25	0	50
	2	4	17	2	6	3	17	1	50
Total		9	33	2	9	4	42	1	100

GENDER * Caption 26 Cross tabulation

Count

		Terms given by students in Cartoon 26							Total
		1	2	3	4	5	6	7	
Gender	1	32	7	1	7	1	0	2	50
	2	33	4	1	3	5	1	3	50
Total		65	11	2	10	6	1	5	100

GENDER * Caption 27 Cross tabulation

Count

		Terms given by students in Cartoon 27					Total
		1	2	4	5	7	
Gender	1	16	20	3	2	9	50
	2	25	17	3	0	5	50
Total		41	37	6	2	14	100

Appendix 9 Australian-Korean students' frequency according to gender (n=50)

Notes: Gender 1: Female, Gender 2: Male

- 27 Terms that were chosen by them or that were written in their own words

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

GENDER * Caption 1 Cross tabulation

Count

		Terms given by students in Cartoon 1							Total
		1	2	3	4	5	7	8	
Gender	1	13	2	1	3	0	1	5	25
	2	11	0	1	5	1	1	6	25
Total		24	2	2	8	1	2	11	50

GENDER * Caption 2 Cross tabulation

Count

		Terms given by students in Cartoon 2						Total
		1	3	4	7	8	11	
Gender	1	16	0	2	2	4	1	25
	2	10	1	4	4	6	0	25
Total		26	1	6	6	10	1	50

GENDER * Caption 3 Cross tabulation

Count

		Terms given by students in Cartoon 3						Total
		1	3	4	5	7	8	10	
Gender	1	18	0	1	0	5	1	0	25
	2	14	1	0	1	7	1	1	25
Total		32	1	1	1	12	2	1	50

GENDER * Caption 4 Cross tabulation

Count

		Terms given by students in Cartoon 4					Total
		1	2	4	5	7	
Gender	1	4	17	3	1	0	25
	2	3	18	0	0	4	25
Total		7	35	3	1	4	50

GENDER * Caption 5 Cross tabulation

Count

		Terms given by students in Cartoon 5						Total
		1	2	4	5	7	8	
Gender	1	15	2	4	0	3	1	25
	2	13	0	2	4	1	5	25
Total		28	2	6	4	4	6	50

GENDER * Caption 6 Cross tabulation

Count

		Terms given by students in Cartoon 6							Total
		1	2	4	5	7	8	18	
Gender	1	14	0	3	1	5	1	1	25
	2	11	1	3	0	8	2	0	25
Total		25	1	6	1	13	3	1	50

GENDER * Caption 7Crosstabulation

Count

		Terms given by students in Cartoon 7						Total
		1	2	3	4	5	7	
Gender	1	13	0	1	0	5	6	25
	2	11	1	0	1	0	12	25
Total		24	1	1	1	5	18	50

GENDER * Caption 8 Cross tabulation

Count

		Terms given by students in Cartoon 8									Total
		1	4	5	6	7	9	15	17	21	
Gender	1	1	2	1	0	1	18	0	1	1	25
	2	1	1	3	3	1	15	1	0	0	25
Total		2	3	4	3	2	33	1	1	1	50

GENDER * Caption 9 Cross tabulation

Count

		Terms given by students in Cartoon 9								Total
		1	2	4	5	6	7	10	19	
Gender	1	8	3	2	4	0	0	1	7	25
	2	9	1	1	1	1	5	2	5	25
Total		17	4	3	5	1	5	3	12	50

GENDER * Caption 10 Cross tabulation

Count

		Terms given by students in Cartoon 10		Total
		3	6	
Gender	1	24	1	25
	2	24	1	25
Total		48	2	50

GENDER * Caption 11 Cross tabulation

Count

		Terms given by students in Cartoon 11				Total
		1	2	4	7	
Gender	1	2	20	1	2	25
	2	2	19	0	4	25
Total		4	39	1	6	50

GENDER * Caption 12 Cross tabulation

Count

		Terms given by students in Cartoon 12			Total
		1	2	7	
Gender	1	2	21	2	25
	2	0	22	3	25
Total		2	43	5	50

GENDER * Caption 13 Cross tabulation

Count

		Terms given by students in Cartoon 13						Total
		1	2	4	5	7	12	
Gender	1	3	15	0	1	3	3	25
	2	1	14	1	1	2	6	25
Total		4	29	1	2	5	9	50

248

GENDER * Caption 14 Cross tabulation

Count

		Terms given by students in Cartoon 14						Total
		1	2	3	4	7	10	
Gender	1	1	17	0	2	4	1	25
	2	3	17	1	0	4	0	25
Total		4	34	1	2	8	1	50

GENDER * Caption 15 Cross tabulation

Count

		Terms given by students in Cartoon 15					Total
		1	2	4	6	7	
Gender	1	2	20	1	0	2	25
	2	1	18	2	1	3	25
Total		3	38	3	1	5	50

GENDER * Caption 16 Cross tabulation

Count

		Terms given by students in Cartoon 16					Total
		2	3	4	6	7	
Gender	1	1	19	0	4	1	25
	2	6	14	1	3	1	25
Total		7	33	1	7	2	50

GENDER * Caption 17 Cross tabulation

Count

		Terms given by students in Cartoon 17				Total
		1	2	5	7	
Gender	1	2	17	2	4	25
	2	2	17	0	6	25
Total		4	34	2	10	50

GENDER * Caption 18 Cross tabulation

Count

		Terms given by students in Cartoon 18				Total
		3	4	5	6	
Gender	1	23	0	1	1	25
	2	21	1	0	3	25
Total		44	1	1	4	50

GENDER * Caption 19 Cross tabulation

Count

		Terms given by students in Cartoon 19								Total
		1	2	3	4	5	7	8	10	14	
Gender	1	4	1	1	3	10	1	1	4	0	25
	2	3	0	0	1	14	3	1	2	1	25
Total		7	1	1	4	24	4	2	6	1	50

GENDER * Caption 20 Cross tabulation

Count

		Terms given by students in Cartoon 20								Total
		1	2	4	5	7	10	13	16	
Gender	1	4	1	2	11	4	2	0	1	25
	2	4	0	4	7	7	2	1	0	25
Total		8	1	6	18	11	4	1	1	50

GENDER * Caption 21 Cross tabulation

Count

		Terms given by students in Cartoon 21						Total
		1	2	4	5	7	10	
Gender	1	8	2	1	6	3	5	25
	2	5	2	2	8	6	2	25
Total		13	4	3	14	9	7	50

GENDER * Caption 22 Cross tabulation

Count

		Terms given by students in Cartoon 22								Total
		1	2	4	5	7	10	17	20	
Gender	1	2	5	3	6	4	2	1	2	25
	2	1	3	1	6	8	1	0	5	25
Total		3	8	4	12	12	3	1	7	50

GENDER * Caption 23 Cross tabulation

Count

		Terms given by students in Cartoon 23										Total
		1	2	4	5	6	7	10	16	17	20	
Gender	1	4	6	1	9	0	2	1	0	1	1	25
	2	4	2	2	5	1	5	0	1	0	5	25
Total		8	8	3	14	1	7	1	1	1	6	50

GENDER * Caption 24 Cross tabulation

Count

		Terms given by students in Cartoon 24							Total
		1	2	3	4	5	7	10	
Gender	1	6	4	0	2	9	4	0	25
	2	4	4	1	1	7	7	1	25
Total		10	8	1	3	16	11	1	50

GENDER * Caption 25 Cross tabulation

Count

		Terms given by students in Cartoon 25							Total
		1	2	3	4	5	7	10	
Gender	1	4	16	0	1	0	4	0	25
	2	2	15	1	2	1	3	1	25
Total		6	31	1	3	1	7	1	50

GENDER * Caption 26 Cross tabulation

Count

		Terms given by students in Cartoon 26							Total
		1	2	3	4	5	6	7	
Gender	1	16	2	1	4	0	0	2	25
	2	19	1	0	1	1	1	2	25
Total		35	3	1	5	1	1	4	50

GENDER * Caption 27 Cross tabulation

Count

		Terms given by students in Cartoon 27				Total
		1	2	4	7	
Gender	1	12	2	2	9	25
	2	17	2	2	4	25
Total		29	4	4	13	50

Appendix 10 Korean students' frequency according to gender (n=50)

Notes: Gender 1: Female, Gender 2: Male

- 27 Terms that were chosen by them or that were written in their own words

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

GENDER * Caption 1 Cross tabulation

Count

		Terms given by students in Cartoon 1						Total
		1	2	4	7	8	26	
Gender	1	5	10	2	3	5	0	25
	2	2	11	5	4	2	1	25
Total		7	21	7	7	7	1	50

GENDER * Caption 2 Cross tabulation

Count

		Terms given by students in Cartoon 2						Total
		1	2	4	7	8	22	
Gender	1	2	17	2	2	1	1	25
	2	6	9	3	3	2	2	25
Total		8	26	5	5	3	3	50

GENDER * Caption 3 Cross tabulation

Count

		Terms given by students in Cartoon 3			Total
		1	2	4	
Gender	1	23	2	0	25
	2	20	2	3	25
Total		43	4	3	50

GENDER * Caption 4 Cross tabulation

Count

		Terms given by students in Cartoon 4					Total
		1	2	4	5	7	
Gender	1	0	2	3	2	18	25
	2	1	6	1	1	16	25
Total		1	8	4	3	34	50

GENDER * Caption 5 Cross tabulation

Count

		Terms given by students in Cartoon 5							Total
		1	2	4	5	8	22	24	
Gender	1	0	14	5	0	1	4	1	25
	2	1	13	9	2	0	0	0	25
Total		1	27	14	2	1	4	1	50

GENDER * Caption 6 Cross tabulation

Count

		Terms given by students in Cartoon 6						Total
		1	2	4	5	18	23	
Gender	1	18	2	4	0	0	1	25
	2	17	5	0	1	1	1	25
Total		35	7	4	1	1	2	50

GENDER * Caption 7 Cross tabulation

Count

		Terms given by students in Cartoon 7				Total
		1	2	5	24	
Gender	1	10	2	12	1	25
	2	9	4	12	0	25
Total		19	6	24	1	50

GENDER * Caption 8 Cross tabulation

Count

		Terms given by students in Cartoon 8						Total
		2	3	4	5	6	7	9	
Gender	1	3	2	7	0	0	0	13	25
	2	1	2	8	2	2	1	9	25
Total		4	4	15	2	2	1	22	50

GENDER * Caption 9 Cross tabulation

Count

		Terms given by students in Cartoon 9						Total
		1	2	4	5	11	19	
Gender	1	4	5	5	1	1	9	25
	2	8	11	2	0	0	4	25
Total		12	16	7	1	1	13	50

GENDER * Caption 10 Cross tabulation

Count

		Terms given by students in Cartoon 10		Total
		3	6	
Gender	1	19	6	25
	2	16	9	25
Total		35	15	50

GENDER * Caption 11 Cross tabulation

Count

		Terms given by students in Cartoon 11					Total
		1	2	4	5	7	
Gender	1	1	3	1	1	19	25
	2	0	11	1	1	12	25
Total		1	14	2	2	31	50

GENDER * Caption 12 Cross tabulation

Count

		Terms given by students in Cartoon 12						Total
		1	2	4	5	7	22	
Gender	1	1	5	1	1	17	0	25
	2	0	9	4	2	9	1	25
Total		1	14	5	3	26	1	50

GENDER * Caption 13 Cross tabulation

Count

		Terms given by students in Cartoon 13						Total
		1	2	4	5	7	12	
Gender	1	5	1	0	6	12	1	25
	2	4	1	2	7	11	0	25
Total		9	2	2	13	23	1	50

GENDER * Caption 14 Cross tabulation

Count

		Terms given by students in Cartoon 14				Total
		1	2	4	7	
Gender	1	8	2	1	14	25
	2	13	0	2	10	25
Total		21	2	3	24	50

GENDER * Caption 15 Cross tabulation

Count

		Terms given by students in Cartoon 15					Total
		1	2	4	5	7	
Gender	1	0	3	3	0	19	25
	2	1	6	4	1	13	25
Total		1	9	7	1	32	50

GENDER * Caption 16 Cross tabulation

Count

		Terms given by students in Cartoon 16								Total
		1	3	4	6	7	17	24	26	
Gender	1	0	12	0	3	5	1	3	1	25
	2	1	14	1	5	4	0	0	0	25
Total		1	26	1	8	9	1	3	1	50

GENDER * Caption 17 Cross tabulation

Count

		Terms given by students in Cartoon 17			Total
		2	4	7	
Gender	1	2	3	20	25
	2	8	4	13	25
Total		10	7	33	50

GENDER * Caption 18 Cross tabulation

Count

		Terms given by students in Cartoon 18					Total
		2	3	4	5	6	
Gender	1	1	22	1	1	0	25
	2	4	17	1	0	3	25
Total		5	39	2	1	3	50

GENDER * Caption 19 Cross tabulation

Count

		Terms given by students in Cartoon 19								Total
		1	2	4	5	7	13	25	27	
Gender	1	1	0	1	20	0	1	2	0	25
	2	0	1	1	20	1	0	0	2	25
Total		1	1	2	40	1	1	2	2	50

GENDER * Caption 20 Cross tabulation

Count

		Terms given by students in Cartoon 20						Total
		1	2	3	4	5	7	
Gender	1	1	1	0	1	22	0	25
	2	0	0	1	4	19	1	25
Total		1	1	1	5	41	1	50

GENDER * Caption 21 Cross tabulation

Count

		Terms given by students in Cartoon 21					Total
		1	2	4	5	7	
Gender	1	1	0	1	23	0	25
	2	1	1	1	21	1	25
Total		2	1	2	44	1	50

GENDER * Caption 22 Cross tabulation

Count

		Terms given by students in Cartoon 22							Total
		1	3	4	5	7	20	27	
Gender	1	1	0	1	21	0	2	0	25
	2	1	1	2	14	5	1	1	25
Total		2	1	3	35	5	3	1	50

GENDER * Caption 23 Cross tabulation

Count

		Terms given by students in Cartoon 23						Total
		1	4	5	7	20	27	
Gender	1	2	0	20	1	2	0	25
	2	1	2	18	1	2	1	25
Total		3	2	38	2	4	1	50

GENDER * Caption 24 Cross tabulation

Count

		Terms given by students in Cartoon 24					Total
		1	4	5	7	16	
Gender	1	0	2	19	3	1	25
	2	1	4	15	5	0	25
Total		1	6	34	8	1	50

GENDER * Caption 25 Cross tabulation

Count

		Terms given by students in Cartoon 25						Total
		1	2	3	4	5	7	
Gender	1	1	0	0	2	1	21	25
	2	2	2	1	4	2	14	25
Total		3	2	1	6	3	35	50

GENDER * Caption 26 Cross tabulation

Count

		Terms given by students in Cartoon 26						Total
		1	2	3	4	5	7	
Gender	1	16	5	0	3	1	0	25
	2	14	3	1	2	4	1	25
Total		30	8	1	5	5	1	50

GENDER * Caption 27 Cross tabulation

Count

		Terms given by students in Cartoon 27					Total
		1	2	4	5	7	
Gender	1	4	18	1	2	0	25
	2	8	15	1	0	1	25
Total		12	33	2	2	1	50

Appendix 11 Results of Chi square measure in each cartoon for AKSG (n=50)

Notes

- 27 Terms that were chosen by them or that were written in their own words

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

1

Terms	Observed N	Expected N	Residual
1	24	7.1	16.9
2	2	7.1	-5.1
3	2	7.1	-5.1
4	8	7.1	.9
5	1	7.1	-6.1
7	2	7.1	-5.1
8	11	7.1	3.9
Total	50		

2

Terms	Observed N	Expected N	Residual
1	26	8.3	17.7
3	1	8.3	-7.3
4	6	8.3	-2.3
7	6	8.3	-2.3
8	10	8.3	1.7
11	1	8.3	-7.3
Total	50		

3

Term	Observed N	Expected N	Residual
1	32	7.1	24.9
3	1	7.1	-6.1
4	1	7.1	-6.1
5	1	7.1	-6.1
7	12	7.1	4.9
8	2	7.1	-5.1
10	1	7.1	-6.1
Total	50		

4

Term	Observed N	Expected N	Residual
1	7	10.0	-3.0
2	35	10.0	25.0
4	3	10.0	-7.0
5	1	10.0	-9.0
7	4	10.0	-6.0
Total	50		

5

Term	Observed N	Expected N	Residual
1	28	8.3	19.7
2	2	8.3	-6.3
4	6	8.3	-2.3
5	4	8.3	-4.3
7	4	8.3	-4.3
8	6	8.3	-2.3
Total	50		

6

Term	Observed N	Expected N	Residual
1	25	7.1	17.9
2	1	7.1	-6.1
4	6	7.1	-1.1
5	1	7.1	-6.1
7	13	7.1	5.9
8	3	7.1	-4.1
18	1	7.1	-6.1
Total	50		

7

Term	Observed N	Expected N	Residual
1	24	8.3	15.7
2	1	8.3	-7.3
3	1	8.3	-7.3
4	1	8.3	-7.3
5	5	8.3	-3.3
7	18	8.3	9.7
Total	50		

8

Term	Observed N	Expected N	Residual
1	2	5.6	-3.6
4	3	5.6	-2.6
5	4	5.6	-1.6
6	3	5.6	-2.6
7	2	5.6	-3.6
9	33	5.6	27.4
15	1	5.6	-4.6
17	1	5.6	-4.6
21	1	5.6	-4.6
Total	50		

9

Term	Observed N	Expected N	Residual
1	17	6.3	10.8
2	4	6.3	-2.3
4	3	6.3	-3.3
5	5	6.3	-1.3
6	1	6.3	-5.3
7	5	6.3	-1.3
10	3	6.3	-3.3
19	12	6.3	5.8
Total	50		

10

Term	Observed N	Expected N	Residual
3	48	25.0	23.0
6	2	25.0	-23.0
Total	50		

11

Term	Observed N	Expected N	Residual
1	4	12.5	-8.5
2	39	12.5	26.5
4	1	12.5	-11.5
7	6	12.5	-6.5
Total	50		

12

Term	Observed N	Expected N	Residual
1	2	16.7	-14.7
2	43	16.7	26.3
7	5	16.7	-11.7
Total	50		

13

Term	Observed N	Expected N	Residual
1	4	8.3	-4.3
2	29	8.3	20.7
4	1	8.3	-7.3
5	2	8.3	-6.3
7	5	8.3	-3.3
12	9	8.3	.7
Total	50		

14

Term	Observed N	Expected N	Residual
1	4	8.3	-4.3
2	34	8.3	25.7
3	1	8.3	-7.3
4	2	8.3	-6.3
7	8	8.3	-.3
10	1	8.3	-7.3
Total	50		

15

Term	Observed N	Expected N	Residual
1	3	10.0	-7.0
2	38	10.0	28.0
4	3	10.0	-7.0
6	1	10.0	-9.0
7	5	10.0	-5.0
Total	50		

16

Term	Observed N	Expected N	Residual
2	7	10.0	-3.0
3	33	10.0	23.0
4	1	10.0	-9.0
6	7	10.0	-3.0
7	2	10.0	-8.0
Total	50		

17

Term	Observed N	Expected N	Residual
1	4	12.5	-8.5
2	34	12.5	21.5
5	2	12.5	-10.5
7	10	12.5	-2.5
Total	50		

18

Term	Observed N	Expected N	Residual
3	44	12.5	31.5
4	1	12.5	-11.5
5	1	12.5	-11.5
6	4	12.5	-8.5
Total	50		

19

Term	Observed N	Expected N	Residual
1	7	5.6	1.4
2	1	5.6	-4.6
3	1	5.6	-4.6
4	4	5.6	-1.6
5	24	5.6	18.4
7	4	5.6	-1.6
8	2	5.6	-3.6
10	6	5.6	.4
14	1	5.6	-4.6
Total	50		

20

Term	Observed N	Expected N	Residual
1	8	6.3	1.8
2	1	6.3	-5.3
4	6	6.3	-.3
5	18	6.3	11.8
7	11	6.3	4.8
10	4	6.3	-2.3
13	1	6.3	-5.3
16	1	6.3	-5.3
Total	50		

21

Term	Observed N	Expected N	Residual
1	13	8.3	4.7
2	4	8.3	-4.3
4	3	8.3	-5.3
5	14	8.3	5.7
7	9	8.3	.7
10	7	8.3	-1.3
Total	50		

22

Term	Observed N	Expected N	Residual
1	3	6.3	-3.3
2	8	6.3	1.8
4	4	6.3	-2.3
5	12	6.3	5.8
7	12	6.3	5.8
10	3	6.3	-3.3
17	1	6.3	-5.3
20	7	6.3	.8
Total	50		

23

Term	Observed N	Expected N	Residual
1	8	5.0	3.0
2	8	5.0	3.0
4	3	5.0	-2.0
5	14	5.0	9.0
6	1	5.0	-4.0
7	7	5.0	2.0
10	1	5.0	-4.0
16	1	5.0	-4.0
17	1	5.0	-4.0
20	6	5.0	1.0
Total	50		

24

Term	Observed N	Expected N	Residual
1	10	7.1	2.9
2	8	7.1	.9
3	1	7.1	-6.1
4	3	7.1	-4.1
5	16	7.1	8.9
7	11	7.1	3.9
10	1	7.1	-6.1
Total	50		

25

Term	Observed N	Expected N	Residual
1	6	7.1	-1.1
2	31	7.1	23.9
3	1	7.1	-6.1
4	3	7.1	-4.1
5	1	7.1	-6.1
7	7	7.1	-.1
10	1	7.1	-6.1
Total	50		

26

Term	Observed N	Expected N	Residual
1	35	7.1	27.9
2	3	7.1	-4.1
3	1	7.1	-6.1
4	5	7.1	-2.1
5	1	7.1	-6.1
6	1	7.1	-6.1
7	4	7.1	-3.1
Total	50		

27

Term	Observed N	Expected N	Residual
1	29	12.5	16.5
2	4	12.5	-8.5
4	4	12.5	-8.5
7	13	12.5	.5
Total	50		

Appendix 12 Results of Chi square measure in each cartoon for KSG (n=50)

Notes

- 27 Terms that were chosen by them or that were written in their own words

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

1

Term	Observed N	Expected N	Residual
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		

2

Term	Observed N	Expected N	Residual
1	8	8.3	-.3
2	26	8.3	17.7
4	5	8.3	-3.3
7	5	8.3	-3.3
8	3	8.3	-5.3
22	3	8.3	-5.3
Total	50		

3

Term	Observed N	Expected N	Residual
1	43	16.7	26.3
2	4	16.7	-12.7
4	3	16.7	-13.7
Total	50		

4

Term	Observed N	Expected N	Residual
1	1	10.0	-9.0
2	8	10.0	-2.0
4	4	10.0	-6.0
5	3	10.0	-7.0
7	34	10.0	24.0
Total	50		

5

Term	Observed N	Expected N	Residual
1	1	7.1	-6.1
2	27	7.1	19.9
4	14	7.1	6.9
5	2	7.1	-5.1
8	1	7.1	-6.1
22	4	7.1	-3.1
24	1	7.1	-6.1
Total	50		

6

Term	Observed N	Expected N	Residual
1	35	8.3	26.7
2	7	8.3	-1.3
4	4	8.3	-4.3
5	1	8.3	-7.3
18	1	8.3	-7.3
23	2	8.3	-6.3
Total	50		

7

Term	Observed N	Expected N	Residual
1	19	12.5	6.5
2	6	12.5	-6.5
5	24	12.5	11.5
24	1	12.5	-11.5
Total	50		

8

Term	Observed N	Expected N	Residual
2	4	7.1	-3.1
3	4	7.1	-3.1
4	15	7.1	7.9
5	2	7.1	-5.1
6	2	7.1	-5.1
7	1	7.1	-6.1
9	22	7.1	14.9
Total	50		

9

Term	Observed N	Expected N	Residual
1	12	8.3	3.7
2	16	8.3	7.7
4	7	8.3	-1.3
5	1	8.3	-7.3
11	1	8.3	-7.3
19	13	8.3	4.7
Total	50		

10

Term	Observed N	Expected N	Residual
3	35	25.0	10.0
6	15	25.0	-10.0
Total	50		

11

Term	Observed N	Expected N	Residual
1	1	10.0	-9.0
2	14	10.0	4.0
4	2	10.0	-8.0
5	2	10.0	-8.0
7	31	10.0	21.0
Total	50		

12

Term	Observed N	Expected N	Residual
1	1	8.3	-7.3
2	14	8.3	5.7
4	5	8.3	-3.3
5	3	8.3	-5.3
7	26	8.3	17.7
22	1	8.3	-7.3
Total	50		

13

Term	Observed N	Expected N	Residual
1	9	8.3	.7
2	2	8.3	-6.3
4	2	8.3	-6.3
5	13	8.3	4.7
7	23	8.3	14.7
12	1	8.3	-7.3
Total	50		

14

Term	Observed N	Expected N	Residual
1	21	12.5	8.5
2	2	12.5	-10.5
4	3	12.5	-9.5
7	24	12.5	11.5
Total	50		

16

Term	Observed N	Expected N	Residual
1	1	6.3	-5.3
3	26	6.3	19.8
4	1	6.3	-5.3
6	8	6.3	1.8
7	9	6.3	2.8
17	1	6.3	-5.3
24	3	6.3	-3.3
26	1	6.3	-5.3
Total	50		

15

Term	Observed N	Expected N	Residual
1	1	10.0	-9.0
2	9	10.0	-1.0
4	7	10.0	-3.0
5	1	10.0	-9.0
7	32	10.0	22.0
Total	50		

17

Term	Observed N	Expected N	Residual
2	10	16.7	-6.7
4	7	16.7	-9.7
7	33	16.7	16.3
Total	50		

18

Term	Observed N	Expected N	Residual
2	5	10.0	-5.0
3	39	10.0	29.0
4	2	10.0	-8.0
5	1	10.0	-9.0
6	3	10.0	-7.0
Total	50		

19

Term	Observed N	Expected N	Residual
1	1	6.3	-5.3
2	1	6.3	-5.3
4	2	6.3	-4.3
5	40	6.3	33.8
7	1	6.3	-5.3
13	1	6.3	-5.3
25	2	6.3	-4.3
27	2	6.3	-4.3
Total	50		

20

Term	Observed N	Expected N	Residual
1	1	8.3	-7.3
2	1	8.3	-7.3
3	1	8.3	-7.3
4	5	8.3	-3.3
5	41	8.3	32.7
7	1	8.3	-7.3
Total	50		

21

Term	Observed N	Expected N	Residual
1	2	10.0	-8.0
2	1	10.0	-9.0
4	2	10.0	-8.0
5	44	10.0	34.0
7	1	10.0	-9.0
Total	50		

22

Term	Observed N	Expected N	Residual
1	2	7.1	-5.1
3	1	7.1	-6.1
4	3	7.1	-4.1
5	35	7.1	27.9
7	5	7.1	-2.1
20	3	7.1	-4.1
27	1	7.1	-6.1
Total	50		

23

Term	Observed N	Expected N	Residual
1	3	8.3	-5.3
4	2	8.3	-6.3
5	38	8.3	29.7
7	2	8.3	-6.3
20	4	8.3	-4.3
27	1	8.3	-7.3
Total	50		

24

Term	Observed N	Expected N	Residual
1	1	10.0	-9.0
4	6	10.0	-4.0
5	34	10.0	24.0
7	8	10.0	-2.0
16	1	10.0	-9.0
Total	50		

25

Term	Observed N	Expected N	Residual
1	3	8.3	-5.3
2	2	8.3	-6.3
3	1	8.3	-7.3
4	6	8.3	-2.3
5	3	8.3	-5.3
7	35	8.3	26.7
Total	50		

26

Term	Observed N	Expected N	Residual
1	30	8.3	21.7
2	8	8.3	-.3
3	1	8.3	-7.3
4	5	8.3	-3.3
5	5	8.3	-3.3
7	1	8.3	-7.3
Total	50		

27

Term	Observed N	Expected N	Residual
1	12	10.0	2.0
2	33	10.0	23.0
4	2	10.0	-8.0
5	2	10.0	-8.0
7	1	10.0	-9.0
Total	50		

Appendix 13 Number of Australian-Korean students who included their definition in each cartoon (n=50)

	BL	TS	FS	HR	IS	CL	PO	FT	AC	MN	HT	RC	NP	SI	SC	NK	MU	TH	IT	SX	GI	AN	ET	PI	PS	FG	NR
1	24	2	2	8	1	0	2	11	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
2	26	0	1	6	0	0	6	10	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
3	32	0	1	1	1	0	12	2	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
4	7	35	0	3	1	0	4	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
5	28	2	0	6	4	0	4	6	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
6	25	1	0	6	1	0	13	3	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0
7	24	1	1	1	5	0	18	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
8	2	0	0	3	4	3	2	0	33	0	0	0	0	0	0	1	0	1	0	0	0	1	0	0	0	0	0
9	17	4	0	3	5	1	5	0	0	3	0	0	0	0	0	0	0	0	12	0	0	0	0	0	0	0	0
10	0	0	48	0	0	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
11	4	39	0	1	0	0	6	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
12	2	43	0	0	0	0	5	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
13	4	29	0	1	2	0	5	0	0	0	0	9	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
14	4	34	1	2	0	0	8	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
15	3	38	0	3	0	1	5	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
16	0	7	33	1	0	7	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
17	4	34	0	0	2	0	10	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
18	0	0	44	1	1	4	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
19	7	1	1	4	24	0	4	2	0	6	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0
20	8	1	0	6	18	0	11	0	0	4	0	0	1	0	0	1	0	0	0	0	0	0	0	0	0	0	0
21	13	4	0	3	14	0	9	0	0	7	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
22	3	8	0	4	12	0	12	0	0	3	0	0	0	0	0	0	1	0	0	7	0	0	0	0	0	0	0
23	8	8	0	3	14	1	7	0	0	1	0	0	0	0	0	0	1	1	0	0	6	0	0	0	0	0	0
24	10	8	1	3	16	0	11	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
25	6	31	1	3	1	0	7	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
26	35	3	1	5	1	1	4	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
27	29	4	0	4	0	0	13	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Notes: Vertical numbers in the first file are cartoon numbers.

Horizontal initials are the terms used by participants.

- Abbreviation of 27 Terms

Bullying(BL) Teasing(TS) Friendship(FS) Harassment(HR) Isolation(IS)

Closeness(CL) Pick on(PO) Fighting(FT) Accidents(AC) Mean(MN) 11.Hate(HT)

Racism(RC) Never Play(NP) Slack(SL) Scared(SC) Not Kind(NK)

Misunderstanding(MU) Threat(TH) Intention(IT) Sexism(SX) Guilt(GL)

Annoying(AN) Extortion(ET) Playfulness(PL) Prudent Personality(PS)

Forgiveness(FG) Not good relationship(NR)

Appendix 14 Number of Korean students who included their definition in each cartoon (n=50)

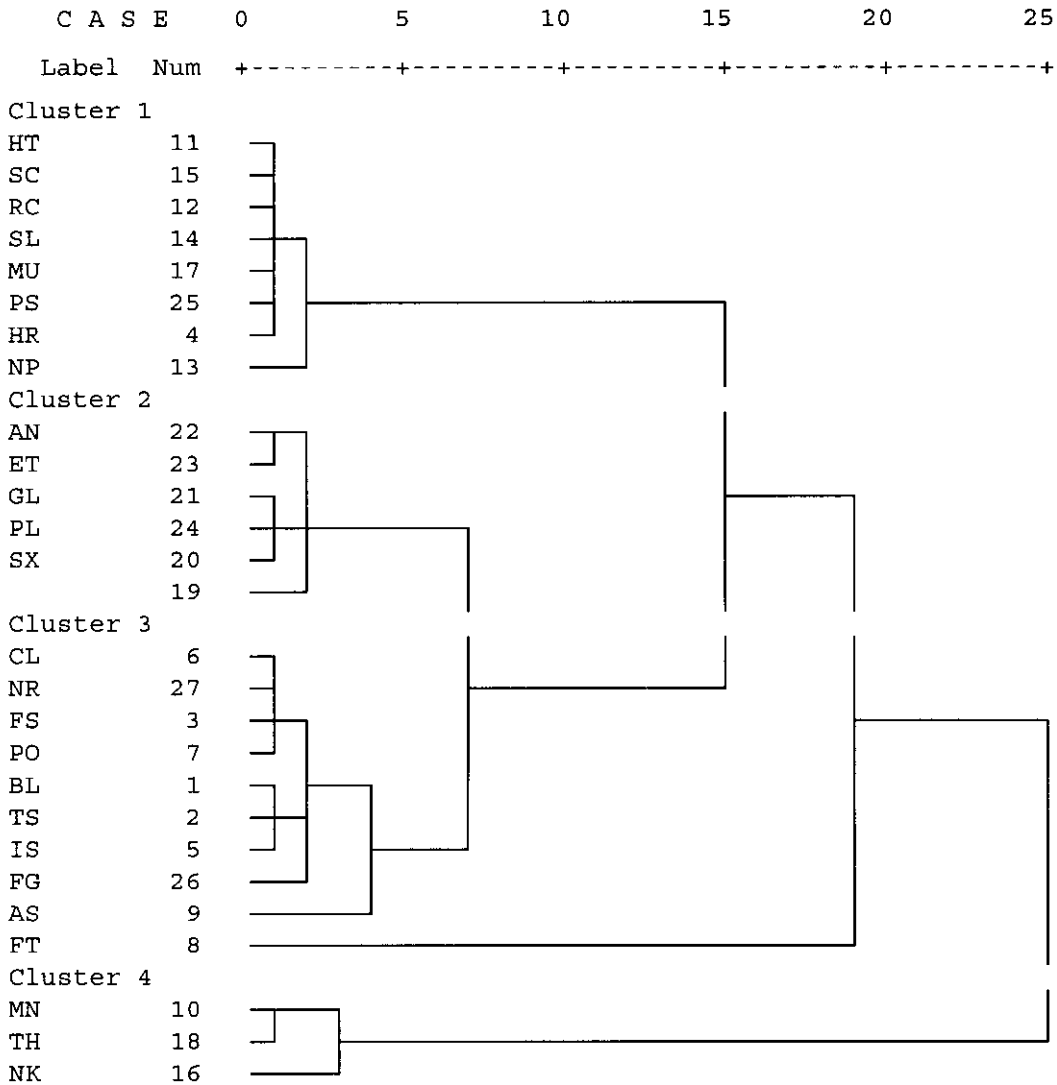|	BL	TS	FS	HR	IS	CL	PO	FT	AC	MN	HT	RC	NP	SI	SC	NK	MU	TH	IT	SX	GI	AN	ET	PI	PS	FG	NR
1	7	21	0	7	0	0	7	7	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0
2	8	26	0	5	0	0	5	3	0	0	0	0	0	0	0	0	0	0	0	3	0	0	0	0	0	0	0
3	43	4	0	3	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
4	1	8	0	4	3	0	0	34	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
5	1	27	0	14	2	0	0	1	0	0	0	0	0	0	0	0	0	0	0	4	0	1	0	0	0	0	0
6	35	7	0	4	1	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	2	0	0	0	0	0
7	19	6	0	0	24	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0
8	0	4	4	15	2	2	1	0	22	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
9	12	16	0	7	1	0	0	0	0	0	1	0	0	0	0	0	0	0	13	0	0	0	0	0	0	0	0
10	0	0	35	0	0	15	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
11	1	14	0	2	2	0	31	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
12	1	14	0	5	3	0	26	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0
13	9	2	0	2	13	0	23	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
14	21	2	0	3	0	0	24	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
15	1	9	0	7	1	0	32	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
16	1	0	26	1	0	8	9	0	0	0	0	0	0	0	0	0	1	0	0	0	0	3	0	0	1	0	0
17	0	10	0	7	0	0	33	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
18	0	5	39	2	1	3	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
19	1	1	0	2	40	0	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	2	0	2
20	1	1	1	5	41	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
21	2	1	0	2	44	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
22	2	0	1	3	35	0	5	0	0	0	0	0	0	0	0	0	0	0	0	3	0	0	0	0	0	0	1
23	3	0	0	2	38	0	2	0	0	0	0	0	0	0	0	0	0	0	0	4	0	0	0	0	0	0	1
24	1	0	0	6	34	0	8	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0
25	3	2	1	6	3	0	35	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
26	30	8	1	5	5	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
27	12	33	0	2	2	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Notes: Vertical numbers in the first file are cartoon numbers.
Horizontal initials are the terms used by participants.

- Abbreviation of 27 Terms

Bullying(BL) Teasing(TS) Friendship(FS) Harassment(HR) Isolation(IS)

Closeness(CL) Pick on(PO) Fighting(FT) Accidents(AC) Mean(MN) 11.Hate(HT)

Racism(RC) Never Play(NP) Slack(SL) Scared(SC) Not Kind(NK)

Misunderstanding(MU) Threat(TH) Intention(IT) Sexism(SX) Guilt(GL)

Annoying(AN) Extortion(ET) Playfulness(PL) Prudent Personality(PS)

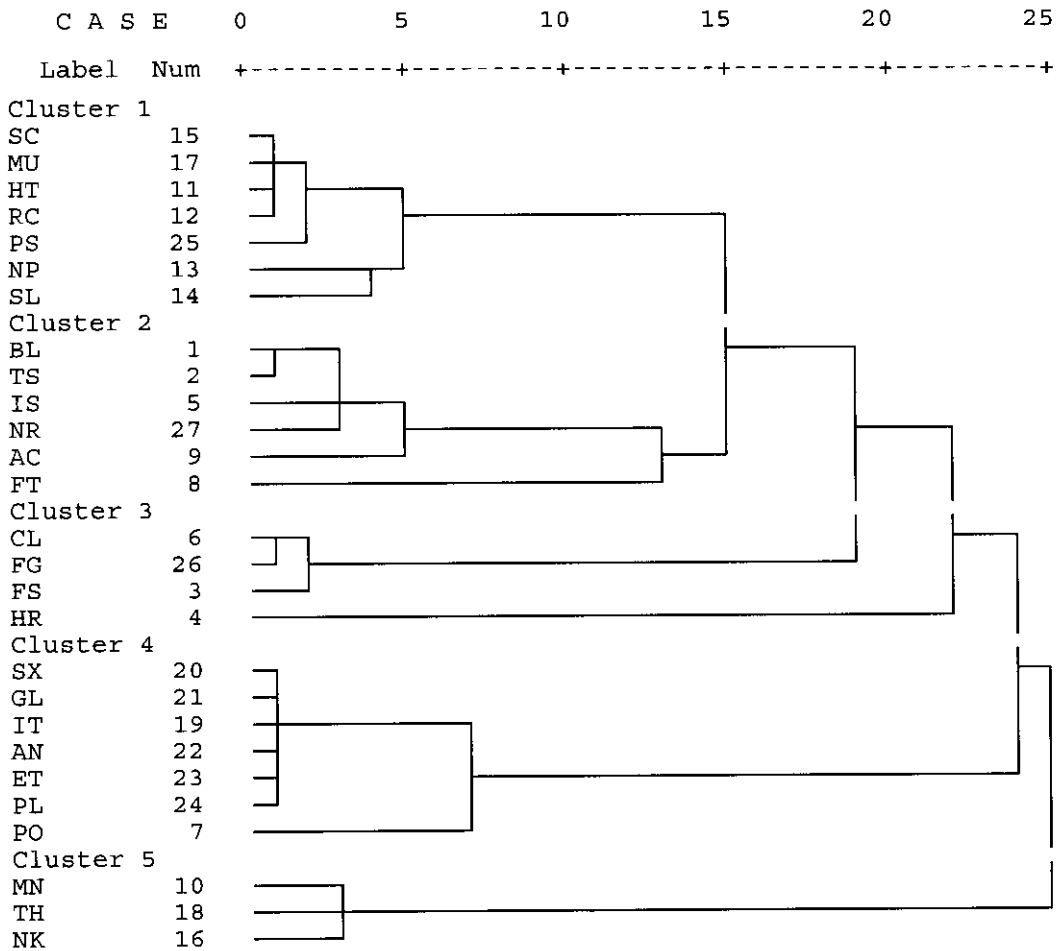Forgiveness(FG) Not good relationship(NR)

Appendix 15 Groups of terms used by Australian-Korean students (n = 50)

```
    C A S E        0         5        10        15        20        25
    Label   Num    +---------+---------+---------+---------+---------+
Cluster 1
HT        11       ─┐
SC        15       ─┤
RC        12       ─┤
SL        14       ─┼─┐
MU        17       ─┤ │
PS        25       ─┤ ├─────────────────────────────┐
HR         4       ─┘ │                              │
NP        13       ───┘                              │
Cluster 2                                            │
AN        22       ─┐                                │
ET        23       ─┤                                │
GL        21       ─┼─┐                              │
PL        24       ─┤ │                              │
SX        20       ─┤ ├───────────┐         ┌────────┤
          19       ─┘ │           │         │        │
Cluster 3            │           │         │        │
CL         6       ─┐ │           │         │        │
NR        27       ─┤ └───────────┤         │        │
FS         3       ─┼─┐           │         │        │
PO         7       ─┘ │           │         │        │
BL         1       ─┐ ├───┐       └─────────┘        │
TS         2       ─┼─┐   │                          │
IS         5       ─┘ ├───┤                          │
FG        26       ───┘   │                          │
AS         9       ───────┘                          │
FT         8       ───────────────────────────────────────────────┐ │
Cluster 4                                                          │ │
MN        10       ─┐                                              │ │
TH        18       ─┼─┐                                            │ │
NK        16       ─┘ └────────────────────────────────────────────┘
```

● Abbreviation of 27 Terms

Bullying(BL) Teasing(TS) Friendship(FS) Harassment(HR) Isolation(IS)

Closeness(CL) Pick on(PO) Fighting(FT) Accidents(AC) Mean(MN) 11.Hate(HT)

Racism(RC) Never Play(NP) Slack(SL) Scared(SC) Not Kind(NK)

Misunderstanding(MU) Threat(TH) Intention(IT) Sexism(SX) Guilt(GL)

Appendix 16 Groups of terms used by Korean students (n = 50)

```
        C A S E    0         5        10        15        20        25
        Label  Num +---------+---------+---------+---------+---------+
Cluster 1
SC        15
MU        17
HT        11
RC        12
PS        25
NP        13
SL        14
Cluster 2
BL         1
TS         2
IS         5
NR        27
AC         9
FT         8
Cluster 3
CL         6
FG        26
FS         3
HR         4
Cluster 4
SX        20
GL        21
IT        19
AN        22
ET        23
PL        24
PO         7
Cluster 5
MN        10
TH        18
NK        16
```

● Abbreviation of 27 Terms

Bullying(BL) Teasing(TS) Friendship(FS) Harassment(HR) Isolation(IS)

Closeness(CL) Pick on(PO) Fighting(FT) Accidents(AC) Mean(MN) 11.Hate(HT)

Racism(RC)   Never Play(NP)   Slack(SL)   Scared(SC)   Not Kind(NK)

Misunderstanding(MU)   Threat(TH)   Intention(IT)   Sexism(SX)   Guilt(GL)

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27
	BL	TS	FS	HR	IS	CL	PO	FT	AC	MN	HT	RC	NP	SI	SC	NK	MU	TH	IT	SX	GI	AN	ET	PI	PS	FG	NR
1	18	12	1	5	0	0	4	10	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
2	18	17	0	4	0	0	4	5	0	0	1	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0
3	41	2	0	1	0	0	5	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
4	4	19	0	6	3	0	18	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
5	15	16	0	9	0	0	3	2	0	0	0	0	0	0	0	0	0	0	0	0	0	4	0	1	0	0	0
6	32	2	0	7	1	0	5	1	0	0	0	0	0	0	0	0	0	1	0	0	0	0	1	0	0	0	0
7	23	2	1	0	17	0	6	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0
8	1	3	2	9	1	0	1	0	31	0	0	0	0	0	0	0	0	1	0	0	0	1	0	0	0	0	0
9	12	8	0	7	5	0	0	0	0	1	1	0	0	0	0	0	0	0	0	16	0	0	0	0	0	0	0
10	0	0	43	0	0	7	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
11	3	23	0	2	1	0	21	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
12	3	26	0	1	1	0	19	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
13	8	16	0	0	7	0	15	0	0	0	0	4	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
14	9	19	0	3	0	0	18	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
15	2	23	0	4	0	0	21	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
16	0	1	31	0	0	7	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	3	0	1	0
17	2	19	0	3	2	0	24	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
18	0	1	45	1	2	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
19	5	1	1	4	30	0	1	1	0	4	0	0	1	0	0	0	0	0	0	0	0	0	0	0	2	0	0
20	5	2	0	3	33	0	4	0	0	2	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0
21	9	2	0	2	29	0	3	0	0	5	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
22	3	5	0	4	27	0	4	0	0	2	0	0	0	0	0	0	1	0	0	4	0	0	0	0	0	0	0
23	8	6	0	1	29	0	3	0	0	1	0	0	0	0	0	0	1	0	0	3	0	0	0	0	0	0	0
24	6	4	0	4	28	0	7	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0
25	5	16	0	3	1	0	25	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
26	32	7	1	7	1	0	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
27	16	20	0	3	2	0	9	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Notes: Vertical numbers in the first file are cartoon numbers.

Horizontal initials are the terms used by participants.

- **Abbreviation of 27 Terms**

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Misunderstanding(MU) Threat(TH) Intention(IT) Sexism(SX) Guilt(GL)

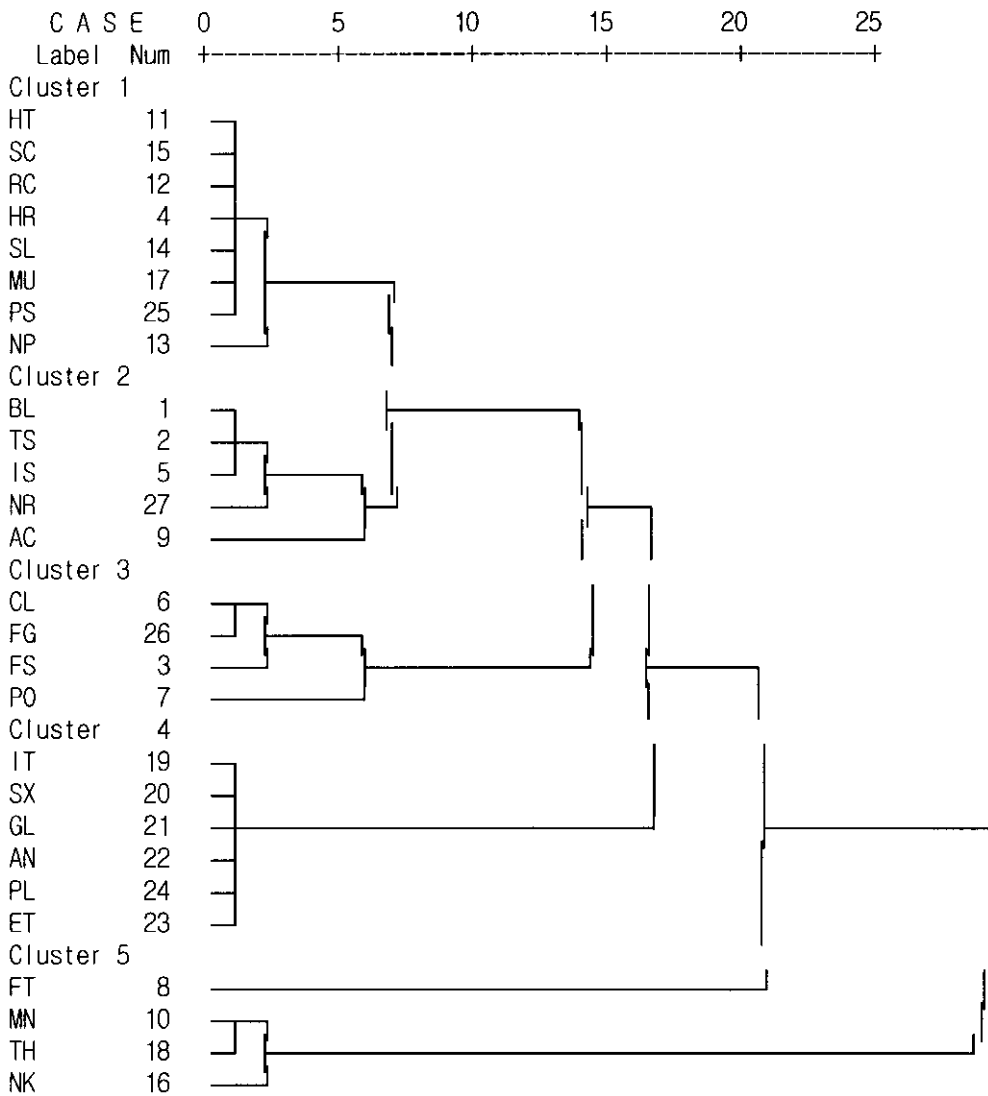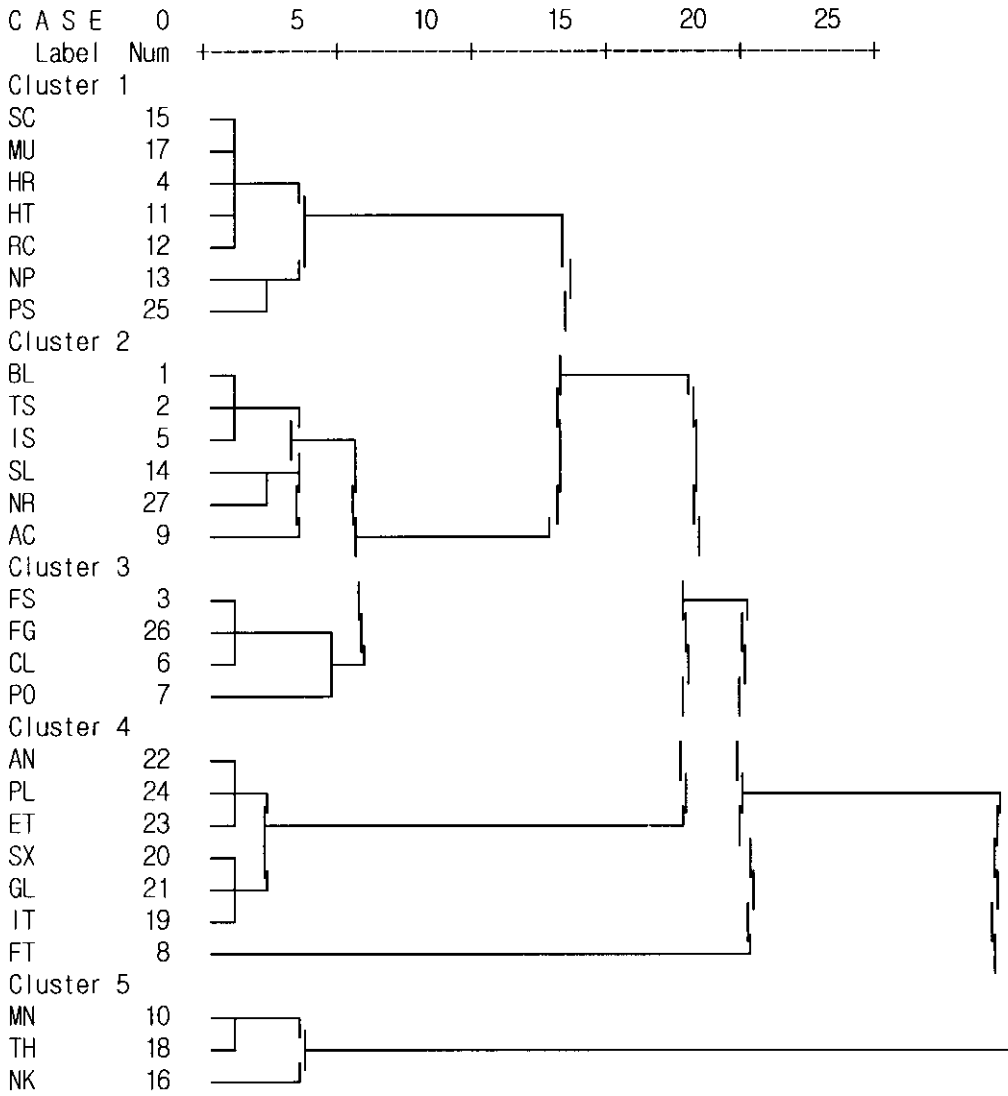# Appendix 18 Number of boys who included their definition in each cartoon (n=50)

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27
	BL	TS	FS	HR	IS	CL	PO	FT	AC	MN	HT	RC	NP	SI	SC	NK	MU	TH	IT	SX	GI	AN	ET	PI	PS	FG	NR
1	13	11	1	10	1	0	5	8	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0
2	16	9	1	7	0	0	7	8	0	0	1	0	0	0	0	0	0	0	0	0	0	2	0	0	0	0	0
3	34	2	1	3	1	0	7	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
4	4	24	0	1	1	0	20	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
5	14	13	0	11	6	0	1	5	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
6	28	6	0	3	1	0	8	2	0	0	0	0	0	0	0	0	0	1	0	0	0	0	1	0	0	0	0
7	20	5	0	1	12	0	12	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
8	1	1	2	9	5	5	2	0	24	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0
9	17	12	0	3	1	1	5	0	0	2	0	0	0	0	0	0	0	0	9	0	0	0	0	0	0	0	0
10	0	0	40	0	0	10	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
11	2	30	0	1	1	0	16	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
12	0	31	0	4	2	0	12	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0
13	5	15	0	3	8	0	13	0	0	0	0	6	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
14	16	17	1	2	0	0	14	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
15	2	24	0	6	1	1	16	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
16	1	6	26	2	0	8	5	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
17	2	25	0	4	0	0	19	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
18	0	4	38	2	0	6	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
19	3	1	0	2	34	0	4	1	0	2	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	2
20	4	0	1	8	26	0	8	0	0	2	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0
21	6	3	0	3	29	0	7	0	0	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
22	2	3	1	3	20	0	13	0	0	1	0	0	0	0	0	0	0	0	0	6	0	0	0	0	0	0	1
23	5	2	0	4	23	0	6	0	0	0	0	0	0	0	0	0	1	0	0	7	0	0	0	0	0	0	1
24	5	4	1	5	22	0	12	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
25	4	17	2	6	3	0	17	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
26	33	4	1	3	5	1	3	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
27	25	17	0	3	0	0	5	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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Misunderstanding(MU)   Threat(TH)   Intention(IT)   Sexism(SX)   Guilt(GL)

Appendix 19 Groups of terms used by female students (n = 50)

```
C A S E    0        5        10       15       20       25
Label Num  +--------+--------+--------+--------+--------+
Cluster 1
HT      11
SC      15
RC      12
HR       4
SL      14
MU      17
PS      25
NP      13
Cluster 2
BL       1
TS       2
IS       5
NR      27
AC       9
Cluster 3
CL       6
FG      26
FS       3
PO       7
Cluster 4
IT      19
SX      20
GL      21
AN      22
PL      24
ET      23
Cluster 5
FT       8
MN      10
TH      18
NK      16
```

● Abbreviation of 27 Terms

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Racism(RC)   Never Play(NP)   Slack(SL)   Scared(SC)   Not Kind(NK)

Misunderstanding(MU)   Threat(TH)   Intention(IT)   Sexism(SX)   Guilt(GL)

Appendix 20 Groups of terms used by male students (n = 50)

```
C A S E     0        5        10       15       20       25
  Label  Num  +--------+--------+---------+--------+--------+
Cluster 1
SC       15   ─┐
MU       17   ─┤
HR        4   ─┤
HT       11   ─┤
RC       12   ─┤
NP       13   ─┤
PS       25   ─┘
Cluster 2
BL        1   ─┐
TS        2   ─┤
IS        5   ─┤
SL       14   ─┤
NR       27   ─┤
AC        9   ─┘
Cluster 3
FS        3   ─┐
FG       26   ─┤
CL        6   ─┤
PO        7   ─┘
Cluster 4
AN       22   ─┐
PL       24   ─┤
ET       23   ─┤
SX       20   ─┤
GL       21   ─┤
IT       19   ─┤
FT        8   ─┘
Cluster 5
MN       10   ─┐
TH       18   ─┤
NK       16   ─┘
```

- **Abbreviation of 27 Terms**

  Bullying(BL) Teasing(TS) Friendship(FS) Harassment(HR) Isolation(IS)

  Closeness(CL) Pick on(PO) Fighting(FT) Accidents(AC) Mean(MN) 11.Hate(HT)

  Racism(RC)   Never Play(NP)   Slack(SL)   Scared(SC)   Not Kind(NK)

  Misunderstanding(MU)   Threat(TH)   Intention(IT)   Sexism(SX)   Guilt(GL)

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Appendix 21 Anti-bullying programs in Revesby South Public School

Program aims and rationale

- Provide a safe and happy environment for students, staff and parents.

- Developing a school culture in which co-operation is fostered and harassment is not tolerated.

- Eradicate bullying and associated learned behaviours and empower students, staff and parents to deal with issues associated with harassment.

- Detailing strategies, which proactively deal with issues of violence, harassment, intimidation and bullying to create a safe environment.

- At the core of the program is the understanding that social sensitivity can be taught in a systematic manner through the curriculum and school culture.

- Acknowledge that all school community members have a responsibility to work together.

Expectations of staff, students and parents

- Students are expected to play safely; report all bullying incidents; co-operate with other students and staff.

- Staff are expected to encourage co-operative behaviour through co-operative learning techniques; be vigilant and proactive on playground duty; respond to all students' concerns and complaints; assist with the identification of students who are using bullying behaviour; be positive role models for all students; and be aware of the DET discrimination policies.

- Parents are asked to discuss the policy with their child; encourage co-operative behaviour in the children; discourage retaliation of any kind; encourage independence in their children; and report any incidents of harassment.

Whole school strategies

- K-6 social skills program.

- Weekly Peace Awards.

- Intervention programs.

- Surveys.

- Co-operative learning techniques within the classroom.

- Teaching of appropriate playground activities.

- Active identification of students requiring intervention.

- Discussion of bullying in assemblies.

- Regular articles in the newsletter.

- Large posters developed by the students.

Classroom strategies

- Regular classroom discussions of bullying.

- Maintenance of records detailing students' behaviour.

- Designing of classroom peace symbol.

- Teaching of games.

- Implementation of social skills program.

Procedures for dealing with bullying behaviour

- All bullying incidents are detailed in either a classroom booklet or the playground booklet.

- Teachers deal with the situation as soon as possible but if it is not resolved the Principal deals with the matter.

- Procedures for dealing with bullying behaviour are part of the wider Discipline Policy. Certain behaviours are not tolerated and lead to suspension. These include punching and kicking. If a student persists in displaying inappropriate behaviour, intervention occurs. This may include counselling or being placed on a daily social skills program.

- Victims of bullying are provided with counselling and appropriate strategies to deal with perpetrators of violence are determined.

Evaluation

The program undergoes constant evaluation and change as it has been running since 1997. Originally, suspension rates did increase due to non tolerance of particular behaviours. However, suspension rates related to bullying behaviours have decreased. So too have the number of students documented as causing problems in the playground. The school has developed a strong culture, which values a safe playground free from harassment and bullying. Students, parents and staff developing a shared understanding of bullying have assisted this.

Principal: Ian Millard

(https://www.det.nsw.edu.au/ntibullying/programs.html)

Appendix 22 Anti-bullying policies of Catholic Education Office, Sydney, Australia

CEO
Sydney

STRATEGIES FOR DEALING WITH BULLYING

TABLE OF CONTENTS

SECTION 1

Introduction

Bullying can be described as a pattern of oppressive behaviour by a person or group over a less powerful other. It has also been defined as:

> "... a form of anti-social behaviour which is based upon an abuse of power"
> (Byrne, 1994)

> "...the wilful, conscious desire to hurt, threaten or frighten someone"
> (Tattum & Herbert, 1992)

It has been claimed that about one in seven school students are continually victimised and that approximately 5 per cent of the student population are bullies. (Rigby, 1992)

One in two children will experience some form of bullying. (Dr B. Evans, Monash University)

Other Australia Research Findings on bullying include:

- Boys are victims more than girls

- Fourteen per cent of bullying lasts six months or more

- Victims have lower self-esteem. Bullies do not necessarily have low self-esteem.

- The most common form of bullying is teasing related to appearance

- For boys there is a rise in victimisation from 10 to 13 years. For girls there is a decrease.

- Most students want bullying to stop. All students over the age of 14 become less sympathetic to victims

- Real bullying does not sort itself out naturally

- Bullying is either reinforced or challenged by the atmosphere which exists in an organisation.

SECTION 2

SOME SCHOOL-INITIATED STRATEGIES TO DEAL WITH BULLYING

1. **RAISING AWARENESS of all groups in the School Community regarding the nature, extent and impact of bullying:**

    * Defining bullying
    * Identifying the victims of bullying - the warning signs
    * Protecting children against bullying
    * Action planning

    "Wherever the energy for action comes from, research is showing that the most effective action on bullying is that which is understood and supported by all parts of the school community. Sharing an understanding of what is happening and what action is being taken, moves us away from an inconsistent and piecemeal approach which allows bullying behaviour to flourish."
    (Broadwood and Carmichael, 'Tracking Bullying' Learning Design, London, April, 1996)

2. **FURTHER DEVELOPMENT and promotion of a non-violence, anti-bullying stance in the context of a school-wide philosophy:**

    * Bullying is reduced in schools which have an anti-bullying ethos (Rigby 1992)

    * School may be the only effective avenue for change for some children where their parents feel helpless and unskilled in dealing with their situation.

    The school recognises the rights and responsibilities of all its members, that all have a right to feel safe at all times, that the school is a non-violent place, that nothing is so awful that we can't talk to someone about it.

3. **DEVELOPMENT (IN COLLABORATION) OF A SCHOOL-WIDE POLICY which identifies provisions regarding:**

    3.1   The roles rights and responsibilities of key groups in implementing policy:

    * **School Personnel**
        - selection, induction and supervision/support of teachers in the school culture
        - provision of resources to support effective teaching and successful student management

- **Students**
    - providing quality teaching/learning programs which cater for individual academic, social and emotional needs of students
    - provision of specific preventative and responsive programs and strategies

eg. Lyn Linning and others
A Literature Based Approach to Bullying
Literature Base Publications Qld (07) 3356 4503 (Teacher reference and resource material for upper primary, lower secondary students)

Peer Support Foundation Ltd (02) 9905 3499
Bullying, Together We Can Work It Out - A module to incorporate in Primary Peer Support Programs (1998)
The Right Choice - An Anti-Bullying Course for Secondary Schools (1998).

Eve Ash and Rosanne Morales
You Can Stop Bullying - Multimedia interactive game to guide children aged four to nine on how to tackle the problem of bullying (CD-Rom) from ASG Educational Products (03) 9563 3999.

- **Parents**
    - inviting parent inclusion in School programs
    - providing support programs for skilling parents to protect children against bullying

3.2   Operational procedures or practices (hidden curriculum) which can either reinforce or challenge bullying -

- what behaviours and achievements are praised and rewarded by the school?
- what are the role expectations of school captains, prefects or the like?
- what are the approaches to discipline in the school?
- what are the routine organisational arrangements in the school?

4.   SPECIFIC STRATEGIES

Develop specific strategies for:

- responding effectively to a bullying incident
- appropriate supervision of playground "hot spots"
- processing student grievances
- achieving conflict resolution rather than just conflict management

5. RESOURCES

'Structuring A Policy For A Non-Violent School', Paper by Jean B. Jenkin, University of Western Sydney, Macarthur, June 15-18, 1993

'Cowering Behind the Bushes', Coosje Griffiths in *Boys in School*, Browne & Fletcher (eds), Lane Cove: Finch Publishing

'Implementing a Whole-School Anti-Bullying Program', Peer Support Foundation Ltd. (02) 9905 3499

'Behaviour Management - A whole School Approach', Bill Rogers Ashton Scholastic (pp 178-192)

'Brief Strategic Intervention for School Behaviour Problems', Ellen S. Amatea

'School Bullying. Insights and Perspectives', Edited by Peter K. Smith and Sonia Sharp

'The Sheffield School Project', Edited by Peter K. Smith and Sonia Sharp

'Tackling Bullying in Your School' - A practical handbook for teachers, Peter K. Smith and Sonia Sharp

'Bullying At School', Dan Olweus - Practical advice to school principals, teachers and parents on how to implement a 'whole-school approach to bullying'

'Bullying In Schools and What to Do About It', Ken Rigby

For Students and Parents:

'Don't Pick on Me'. How to handle bullying, Rosemary Stones

'Liking Myself', Dr Pat Palmer. An introduction to feelings, self-esteem and assertiveness for 5-9 year olds.

'Teen Esteem: A Self-Direction Manual for Young Adults', Dr Pat Palmer

'Bullyproof Your Child', Sue Berne

Internet Sites:

http://www.nobully.org.nz/
A New Zealand site for kids, teachers and parents

http://www.indigenet.unisa.edu.au/bullying//
Ken Rigby's site is excellent, includes lots of resource lists and links to other sites.

Appendix 23 Anti-bullying policies in Marist Sisters' College, Sydney, Australia

MARIST SISTERS' COLLEGE WOOLWICH

66A WOOLWICH ROAD, WOOLWICH 2110
PHONE: 02 9816 2041   FAX: 02 9816 5143
http://www.mscw.nsw.edu.au

THE *GOOD NEWS* IN EDUCATION

Founded 1908

Policy on dealing with bullying

RAISING AWARENESS

So that all girls will experience the safety of the family atmosphere espoused in the philosophy underpinning Marist Education, it is essential that levels of awareness be raised.

Often, some aberrant form of behaviour, noticeably a girl's displaying uncharacteristic behaviour at an academic or social level may manifest itself. This could include:

- Seeming to be withdrawn in class;
- Her work not being done
- Her being uncharacteristically absent from school or class

It is essential that classroom teachers inform the Tutor of this, if the need is felt to inform the KLA Co-ordinator, this can also be done, but it is essential that the Tutor be informed.
The prime role of the Tutor is a pastoral one and should be pursued in cases such as these Depending on the nature of the particular case, the House Co-ordinator is to be kept informed of developments and act as necessary.
Occurrences in the Library and the Canteen would not readily come to the attention of Tutors and House Co-ordinators. It is essential that both teaching and non-teaching staff notify the Tutor.

- Of instances of bullying; and
- Of names of girls who appear to be seeking refuge in these areas.

The senior students in particular, and the student body in general need to be made aware that they too have a responsibility to inform staff of occurrences such as these.

RIGHTS OF GIRLS
Dimensions of rights
So that all girls will experience the safety and the resultant empowering relationships with other members of the college community espoused in the philosophy underpinning Marist Education, it is essential that her rights be known and protected.

She has a right to the power deriving from physical safety. To deny her this is to cause her to be afraid.
She has the right to the power deriving from social safety. To deny her this is to cause her to feel isolated.
She has a right to the power deriving from psychological safety. To deny her this is to causes her to feel devalued.

The College's Role in Protecting these Rights

In keeping both with our philosophy and with the spirit of the State's legislation the College will not tolerate activities or behaviours such as:

- Another person's
  Calling her names; teasing her; excluding her; intimidating her; writing or passing insulting notes about her; writing or passing threatening notes about her; invading her personal space; physically intimidating her; making racist comments, innuendoes or gestures; or, making insulting comments, innuendoes or gestures;
- Another person's engaging in similar activities or behaviour.
- Another person's encouraging a third person to engage in these or similar activities.

THE COLLEGE'S RESPONSE TO A DENIAL OF THESE RIGHTS
Where a girl in a position which violated her right to physical, social or psychological safety, the matter must be redressed.
The avenues for redress are:

- The girl's reporting it to a trusted friend, Senior or member of staff, who will report the matter to a Tutor and/or House Co-ordinator; or,
- The girl's reporting it to the Tutor and/or House Co-ordinator; or
- The girl's reporting it to whomever she chooses who will report it to a Tutor and/or House Co-ordinator

Where a girl found to be involved in activities which violated any other girl's right to physical, social or psychological safety then processes pertinent to the situation and involving the following will be pursued:

- She will be interviewed by the Tutor and House Co-ordinator;
- She will be interviewed by the Principal;
- Her parents will be notified;
- She will be placed on suspension;
- A place at the College no longer will be available for her.

WORKING WITH THE VICTIM & BULLY

Working with the Victim

A possible cause of vulnerability relates to friendship problems, and another relates to self-esteem. The consequences of a girl's not being able to react to others in a positive way could include isolation, rejection and problems adjusting to new situations. These questions that Tutors might focus on when working with girls in this situation are:

- Does she understand the nature of friendship?
- Does she have the necessary skills for friendship?
- Are there areas in which her self-esteem is low, and/or can be boosted?

At the beginning of the Year House staff meet with the girls and

- Reflect on their experience of friendships with peers
- Discuss what is helpful and unhelpful in friendship
- Evaluate behaviours, qualities, attitudes or characteristics that help or spoil relationships

Were a girl to feel 'put down', and then she might consider the following as ways of dealing with it

- Act assertively (as opposed to aggressively)
- Be clear in making your wishes known
- Give reasons when appropriate
- Look at the person
- Avoid fidgeting or mumbling
- Be calm

The situation might arise in which a meeting between the bully and the victim is seen as appropriate. In such a meeting, a mediator (perhaps, the House Co-ordinators of all parties) needs to be present (in a non-critical atmosphere with each individual feeling respected).

Working with the Bully

The bully thrives on power. She may not have experienced a sense of responsibility before. It may be worth taking a risk by giving her a special responsibility, but obviously not one with which she could exert a physical or psychological threat, or perform acts of extortion.

Discussion with the bully is needed to ensure that she understands what hurt and fear her actions have created. She must be prepared to change her behaviour and this may involve getting to the cause of her acting in a bullying way. It might be that if she did not act in this way, then she should be vulnerable herself.

Bullies may be acting out attention-seeking behaviours for any of a range of reasons. The solutions to this type of problem would require a number of interventions.

Appendix 24 Newington College's anti-bullying policy, Sydney, Australia

Policy Preamble

Newington College has among its many aims the creation of an environment in which every boy has the right to feel safe and valued, where individual differences, provided they respect others' rights, are accepted Newington College will never tolerate bullying in any form.

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 had on another person.

- The College recognises that bullying takes a wide variety of forms: physical, verbal, social and psychological.

- Broadly speaking, every person has a right to enjoy his time at the College free from fear and persecution in any form.

- The College expects every student and staff member to show respect for others.

- Every member of the College community has the responsibility of ensuring the physical and psychological safety of other members of the community.

- Newington's anti-bullying policy extends beyond the immediate school grounds to include travel to and from the College and other out of school contact among students and/or staff.

Goals and Strategies

The College will endeavour to provide a supportive environment which encourages positive relationships among all members of the College community by:

- Identifying and charging special staff to oversee the introduction and continuing implementation of this policy

- Providing in-school strategies and reporting methods for students, staff and parents to support this policy

- Conducting a regular 'secret ballot' of all students during tutorial time to assess levels of victimisation within the College community

- Establishing an email address for students (and parents) to report incidents of bullying, whether to themselves or friends;

- Developing a clear range of sanctions

- Acting immediately to investigate any reported cases of bullying

- Supporting all concerned (victim, bully and witnesses) with a view to resolving all issues involved in the bullying

- Affirming the expectation that staff will model appropriate anti-bullying behaviour

What students can do

If you have been bullied, in the first instance you may:

- Ignore the bullying. Avoid an argument and simply walk away. Just because someone is 'hassling' you, does not mean that you must respond to their negativity. Ignoring works best on the first occasion that bullying occurs.

- Talk with the person. With people you know, such as a classmate, talk about the problem in an assertive, but non-hostile manner. Let the person know that you do not like being treated unfairly. You must speak in a calm, clear voice and name the behaviour that you dislike. For example, "I don't like it when you make fun of my name. I want you to stop it."

- Cool the situation down. Sometimes you can make the situation better by asking a question, such as, "Tell me why you are being hurtful?" or "Tell me what I did wrong. Maybe I'll apologise and we'll be friends again." Or make a joke that does not insult the other person. These responses are unexpected and bullies often back down because they have not received the response that they hoped for.

If you are being bullied and the bullying has become repetitious, then you must:

- Tell someone as soon as possible. Tell your classroom teacher, Tutor, Housemaster, Counsellor, Chaplain, House Prefect, the Sister in the clinic, your parents, or a friend. You must tell someone so that you can receive assistance.

- When you tell someone about being bullied you are not being 'weak', rather you are being both truthful and smart. You are not the problem. The problem is the bully, who needs help. Bullies will never get the help they need if you cover up for them.

- The College promises you that your complaint will be addressed. The situation will be investigated. The bully will be spoken to and helped. In some, but not all, cases the bully will be punished and warned about re-offending. In some cases the bully will be counselled and punishment may be avoided in the first instance. You will be contacted in the weeks and months later to make certain that the bullying has stopped.

Procedures

Newington College has a three stage procedure to deal with bullying. Basically, the various stages deal with an escalating series of offences by a boy who has become habitual in his bullying behaviour.

At the **first stage** any teacher may deal directly with an incident of bullying through simple admonishment, if the bullying is deemed relatively minor and a one-off occurrence. Staff are required to inform Housemasters of both bully and victim. If the incident is more serious, then the Housemasters involved (representing the boy accused and the victim) will investigate the incident(s) and interview their respective boys. The Housemasters will consult and come to an agreement on a course of action. At this initial stage, our goal is to counsel and proceed, if at all possible, without recourse to punishments. Parents of both the offending boy and the victim will be advised, by telephone or letter, after the Housemasters have resolved the matter.

At the **second stage**, after investigations by the Housemasters and/or the Deputy Headmaster have confirmed the facts of the bullying, the re-offending boy will be counselled and receive any of the following: a Headmaster's Detention, a Suspension, and/or counselling outside the College. The parents of the offending boy will be notified by letter and put on notice that their son's behaviour must change if he is to remain at the College.

The **third stage**, after investigations have concluded that the bullying has in fact become habitual and that the boy has not responded to counselling and/or punishments, then the College may decide to exercise its power of expulsion.

ANTI-BULLYING POLICY

The following is in addition to the policy outlined in the Home Lesson Diary (reprinted at the end of this manual).

1. All Year 7 Camps include a session to focus on the issue of bullying. The Anti-Bullying Policy is taught within a broad context, namely Newington College's ethos of mutual support. The emphasis is to be on the positive and supportive attitude of people for one another. The College Policy toward bullies is to be made very clear, including sanctions up to and including expulsion. These sessions should include role playing and other 'interesting' activities to drive the lessons home. The Year 7 Housemaster designs and Year 7 Tutors deliver these anti-bullying sessions.

2. Literature developed by the College (the Policy Preamble, Goals & Strategies, Definition & Examples, Advice to Students and a summary of our Procedures) is given to parents of incoming Year 7 boys at the annual Orientation Evening. The Headmaster and the Year 7 Housemaster emphasise the College Policy on this issue during their talks to parents.

3. Each year the College Policy Preamble is prominently published in 'Black and White', early in Term One and again in Term Three.

4. Staff are to remain vigilant and proactive in addressing any bullying they see or sense, both inside and outside the classroom.

5. Staff are expected to establish the tone for appropriate behaviour in the College through their personal example in dealings with boys both in and out of the classroom. Staff should balance the need for appropriate control and discipline with the rights of the to be treated with respect and consideration. Should a student believe that he has been treated in a hurtful manner by a staff member, the matter will be referred to the Deputy Headmaster, who will investigate the circumstances and take action, if needed, consistent with the College Anti-Bullying Policy.

6. Each Department will develop an 'action plan' to provide an ongoing educational message regarding bullying from their subject point of view. For example, the William Golding novel The Lord of the Flies provides an excellent opportunity for teachers to spend perhaps one period exploring the consequences of bullying that occurs within the novel. Obviously, not all subject areas lend themselves to such 'action plans', but Departments should nevertheless explore what they *might* do and present their plan to the HOD's group.

7. There will be increased staff supervision during recess and lunch, especially in areas highlighted in the student survey as problem areas.

8. The Master of Prefects will include anti-bullying material in the training program for House Prefects. Bullying by House Prefects will be treated as a 'major offence' with a temporary loss of House Prefectship for one month or permanently. The Master of Prefects will also utilise the School Leaders Meeting as a means to both spread and reinforce the College Anti-Bullying Policy.

9. The staff member in charge of the Student Representative Council (SRC) will duplicate what the Master of Prefects is doing (see point number 8).

10. Staff will conduct 'secret ballots' (coordinated by the committee outlined in point 12) among Years 7 and 8 at least once each semester and at least once a year among all Year 9 through 12 students. Returns that raise concerns will be conveyed to the appropriate Housemasters for action. The 'secret ballots' are designed to also elicit positive reports about boys who have defended others in need of support.

11. Tutors will dedicate one Monday morning tutor session, usually 20 minutes, to the College Anti-Bullying Policy during Term One and again in Term Three of each school year. This is the primary means of reinforcing the College stance against bullying and as a part of the 'ethos' of the College community.

12. A standing committee will assume an overview and monitoring role for the entire College Anti-Bullying Program in order to ascertain whether or not all of the tasks outlined in this document are being fulfilled. In addition to its overview and monitoring role, this committee will be responsible for the conduct of ongoing student surveys on bullying at the College. The composition of the committee is determined by the Headmaster.

Specific Procedures To Deal With Bullying

STAGE 1: Reports of bullying may come directly from a victim or indirectly from other sources, e.g. teacher, tutor, parent, friend, etc. If this is the first such report, then the following procedure is followed.

a. Any staff member may deal with suspected bullying in the first instance if it is minor and a one-off event. It is imperative that the boys' (victim and offender) Housemasters are informed. A telephone message will suffice. The Housemasters must make a note on each their boy's file.

b. Where a report comes directly to a Housemaster, he/she is to notify the other Housemaster involved. Each Housemaster is to interview 'his' boy, whether victim or accused, in order to ascertain the nature and the validity of the incident(s). Bystanders may need to be questioned. The Housemasters may seek the advice of the College Counsellor, the Sergeant and/or the Director of Student Services if it is deemed necessary. Housemasters are to consult with each other and agree on a course of action, which may be the "pastoral tap approach" or the 'shared concern approach'. Typically, both Housemasters are to counsel their boys, victim and accused.

c. The boy found guilty of bullying must be advised of the following:
   - His actions must stop. The emphasis must be to have the boy *understand* that what he has done is unacceptable.
   - No other student is to become involved on the bully's behalf. If another student retaliates against the victim, then the bully will be held at least partially responsible.

Appendix 25 Anti-bullying programs in Jamison High School

Program aims and rationale

The anti-bullying program began with the express aim of involving everyone in the school community in reducing bullying.
As such it aims to support students to challenge bullying behaviours and increase pro-social bystander responses.

Expectations of staff and students

- To decrease bullying.

- To provide a happy, safe school.

- To increase rates of reporting bullying.

- To challenge attitudes which are unhelpful in reducing bullying behaviour.

Whole school strategies

- Staff and parent anti-bullying committee.

- Student anti-bullying committee.

- Anti-bullying policy.

- Staff training in dealing with bullying incidents.

Classroom strategies

Anti-bullying lessons are taught in the Personal Development/
Health/Physical Education (PD/H/PE), and English/Drama Key Learning Areas.

Procedures for dealing with bullying behaviour

- PIKAS method of shared concern for low level cases/first recourse.

- Parental interviews and disciplinary action if latter is not successful.

Evaluation

- In 1995 a pre-intervention survey revealed that the highest incidence of bullying behaviours was in year 7.

- A 1997 post-intervention student survey showed reduction in year 7 rates of bullying.

- There has been an increase in pro-social attitudes amongst our senior students.

Any other details

Extensive peer support and student led anti-bullying work has characterised this program. This work includes:

- Drama anti-bullying activities

- Public speaking

- Posters

- Group work activities in Primary Schools using students as leaders

- Peer helpers and school welcomers to build friendships and supportive networks for victimized youth.

Principal: Gary Johnson

(https://www.det.nsw.edu.au/ntibullying/programs.html)

Appendix 26 Anti-bullying programs in Budgewoi Public School

Program aims and rationale
Budgewoi Public School has written and implemented proactive strategies that teach students how to work and play in the classroom and playground. They provide teachers with a framework that is positive and consistent across grades K-6.

Expectations of staff, students and parents
The program emphasises a fair go for all students. Interactions between all members of the school community are positive. All students can be safe and happy at school.

Whole school strategies
The quality classroom, quality playground and quality relationships programs provide teachers with a framework that is positive and consistent across all grades K-6. Each program consists of ten lessons which incorporate discussion, role-play, games and hands on activities which are implemented within the Personal Development, Health and Physical Education.

Classroom strategies
Social skills including conflict resolution are taught through the lessons. Students are taught how to play games in the playground and how to use the playground space more effectively. Strategies for dealing with bullying are taught. Teachers and students are more aware of appropriate ways to resolve conflict.

Procedures for dealing with bullying behaviour

- Information about bullying is disseminated in the school newsletter and at school assemblies.

- It is continually stressed that it is not sensible to suffer bullying in silence.

- Parents are requested to let teachers know if they become aware that their child is being bullied.

- All cases reported are investigated.

- In many cases students are bought together using the Pikas method to resolve the issue.

- Bullying may be dealt with in specific social skills lessons.

- Counselling is undertaken.

- Follow up after bullying incidents have been resolved.

Evaluation
Students are aware of the procedures followed when bullying occurs. School data clearly indicates that bullying is greatly reduced in this school.

Any other details
These programs have been shared with schools across Lake Macquarie, Maitland, and Taree Districts.
Principal: Bruce Thompson
(https://www.det.nsw.edu.au/ntibullying/programs.html)

Appendix 27 Anti-bullying programs in Cammeray Public School

Program aims and rationale

To ensure the school is a safe and happy environment for all. To recognize that bullying occurs and that it needs to be dealt with swiftly and with due thought to procedural fairness. To build a strong supportive culture, so that bullying and anti social behaviour is not acceptable under any circumstances.

Expectations of staff, students and parents

Parents expect
that they will be kept informed and involved in any issues that involve bullying or antisocial behaviour that the programs in place are explained annually and that they are adhered to that parental workshops regarding parenting and pro-social behaviours will be offered regularly that appropriate strategies as outlined in the Student Welfare Policy will be used to solve issues that procedural fairness will underpin any decisions made.

Staff expect
to be treated with dignity and respect and in return staff treat parents, colleagues and students in the same manner parent and executive support when dealing with anti social or bullying type behaviours that they will be listened to and supported and that procedural fairness will be the basis for dealing with an issue students and parents to understand that rights need to be balanced with responsibilities.

Students expect
to be treated with dignity and respect and in return they will treat others appropriately that they will be listened to if they are experiencing any difficulties that they will participate in ongoing training to provide them with appropriate skills to deal with social situations that their rights will increase along-side their responsibilities.

Whole school strategies

The Anti-bullying and Student Welfare Policies are written with input from SRC, parents and staff and endorsed by representatives from all key bodies.

- Surveys with staff, students and parents identifying issues and including the mapping of the school for safe and unsafe areas.

- Buddy program-kindergarten students are buddied with years 4 & 5, so that the older children can offer support from day one of school. Buddy Bear Foundation - Allanah and Madeline Foundation activities are used across the school K -6.

- Peer Support Program used K-6.

- Peer Mediation taught to years 5 & 6 every year.

- A leadership camp is offered to all Year 5 & 6 students every second year.

- Strong SRC operating with class meetings held weekly.

- Anti-bullying policy is distributed annually <u>with the guide for families</u> and /or the whole policy, with all students involved in making an anti-bullying fridge magnet with a buddy class.

- The fridge magnet is then taken home with the guide for families.

- There is a staff residential conference every second year - held locally on a weekend to build teamwork and ensure the culture and values of the school are understood and reaffirmed by all.

- Parents are trained in APEEL program in Term 1 while the students K -2 work through the student APEEL lessons.

- A pastoral care program is in place through the Learning Support Team to provide additional support to students in need. This may be something as simple as asking for a teacher to volunteer to be a special buddy to a student in need of additional attention. The teacher would seek out the child at various times and engage in general conversation with the student.

- Principal has an open door policy. Parents, staff and students know they will be given time if there is a problem.

Classroom strategies

- All of the above PLUS

- Class rules are negotiated every year with teacher and students - based on Student Welfare Policy.

- Class meetings are held regularly.

Procedures for dealing with bullying behaviour

- Class teacher and student deal with smaller issues.

- Parent and staff work with students to look at underlying problems and seek solutions.

- Principal or staff member works with individuals or groups on strategies that work.

- District support staff are involved with pro-social programs if required.

- Issues are resolved in a calm manner with quite a large amount of time given to hearing what each student feels and assisting all students feel more able to cope.

- Restitution when required so that students have the notion of rights and responsibilities reinforced and the requirement to take responsibility for their own action.

Evaluation

Surveys undertaken in Term 4 2000 indicated that:

- 84% of students experience a sense of being popular and accepted by others

- 84% of students believe our school is a place they like to go to each day and are happy and proud to be a part of the school and have fun here

- 87% of students believe their teachers are fair to them, take an interest and help them.

- 95.6% of parents feel welcome in the school, believe they are taken seriously, are valued and pleased that their child attends Cammeray Public School

- 96.1% of parents believe teachers see students as their main focus and can talk to teachers regarding their child's well being and progress.

- This survey is given annually so that data can be tracked. It is electronically stored and the data is used to drive programs and new areas for emphasis throughout the next year. A class and playground computer generated tracking program is used as well so that any incidents can be tracked and areas or times of the day that may cause more incidents can be monitored.

Any other details

Such a program would not be as successful if the staff was not fully committed to it. Cammeray Public School is fortunate to have an absolutely fantastic team of teachers who not only support the students so well, but also are actively and sincerely supportive of their colleagues. It's an outstanding team!

Principal: Christine Taylor

(https://www.det.nsw.edu.au/ntibullying/programs.html)

Appendix 28 Summer Hill Policy -Anti-bullying-, Sydney, Australia

SUMMER HILL POLICY

Subject: Anti-Bullying

Written: September 2001   Review Date: June 2003

Outcomes

Students learn in a happy, safe and caring school environment.

Students utilise strategies to deal effectively with incidents of bullying.

Summer Hill Primary School does not tolerate bullying in any form.

The Summer Hill School community is committed to ensuring a happy,

Safe and caring learning environment

1. Introduction

Bullying is a form of repeated aggressive behaviour which is usually hurtful and deliberate.

Bullying behaviour:

- Is an abuse of power which is usually accompanied by a desire to intimidate and dominate;
- Can take a number of forms –verbal, gesture, extortion and exclusion;
- Can be planned and organised or it may be unplanned;
- Can be subtle;
- Often goes an undisclosed and may be kept secret (behind the teachers or parents back); and
- Can occur at school (usually in the playground), on the way to and from school and sometimes out of school (telephone calls).

Examples of bullying include:

- Interfering with another's property by stealing, hiding, damaging or destroying it;
- Using offensive names, teasing or spreading rumours about others or their families;
- Using put downs, belittling others' abilities and achievements·
- Any form of physical violence;
- Writing offensive notes or graffiti about others;
- Hurtfully excluding others from a group;
- Intentionally trying to isolate an individual;
- Ridiculing another's appearance;
- Threatening or forcing others to act against their will;
- Making degrading comments about another's culture or social background.

The impact of bullying can be significant. When students are bullied, their lives are mode miserable. They may be unhappy about coming to school (or avoid school) and they are likely to lose self-confidence and self-esteem. Learning suffers and some stress-related symptoms may appear. Persistent bullying may pervade the relationships of students and become accepted as normal.

Students may blame themselves for inviting bullying.

2. Prevention of Bullying

Anti-bullying programs need to be positive, pro-active and ongoing to develop in all students the ability to form positive relationships, 서 avoid risky situations and, if necessary, to deal effectively and appropriately with bullying incidents.

Three levels of anti-bullying prevention and resolution mechanisms are used at Summer Hill Public School.

a. Whole School

- Buddy systems;
- SRC involvement in discussing issues and suggesting and implementing solutions;
- Transition programs Pre-school-Kindergarten and Year 6 – Year 7;
- Home school liaison;
- Involvement of Student Welfare Committee;
- Regular school assemblies that support, inform and promote a positive school ethos;
- Relevant management of student behaviour policy and anti-bullying policy;
- Structures that invite family involvement;
- Community networks;
- Professional collaboration among staff and staff briefings;
- Effective playground supervision;
- Provision of playground equipment and activities;
- Wet weather activities; games etc.;
- Extra staff where needed;
- Quiet zones.

b. Classroom

- Social skills programs through PDHPE and Child Protection;
- Classroom environment where students feel happy, secure and willing to discuss issues;
- Supportive teachers who treat students with respect and encourage feelings of happiness, safety and willingness to discuss issues;
- Use of curriculum to support anti-bullying programs, eg drama, music, literature;
- Extra curricular programs for selected students;
- Use of effective management and behaviour modification programs by each teacher to prevent or deal with classroom or playground bullying incidents.

c. Individual

- Modelling and encouragement of positive relationships by staff. These relationships may be between Teacher – Teacher, Teacher – Student and Student – Student;
- Individual support for victims. They are believed, understood and acknowledged. They are praised for telling;
- Follow up of bullying incidents by teachers with support of Deputy Principal and School Counsellor;
- Use of Management of Student Behaviour Policy to resolve incidents;
- Use of long-term individual solutions using non-punitive approaches including mediation using the Pikas Method of Shared Concern and the No Blame Approach developed by Barbara Maines and George Robinson.

The most effective strategies to prevent and resolve bullying involve the whole school community –students, staff, parents and the wider community and are a regular topic of discussion, communication and review.

The following are strategies for members of each group to prevent or resolve bullying.
Staff will:
- Be role models for the students;
- Teach co-operative learning and play skills and conflict resolution skills through the personal development program;
- Be observant of signs of distress and suspected incidents of bullying;
- Actively supervise to minimise opportunities for bullying;
- Intervene to assist students being bullied by removing sources of distress without increasing the student's exposure;
- Support students who speak out and report incidents of bullying;
- Consult with students (eg. Individuals and SRC) to identify issues which give rise to concern; and
- Report all incidents and suspected incidents to the Deputy Principal or School Counsellor.

Students will be strongly encouraged to:
- Refuse to be involved in any bullying situation;
- If appropriate, take some form of preventative action;
- Report all incidents or suspected incidents; and
- Use conflict resolution and co-operative learning and play skills; and
- Actively participate in school programs such as Social Skills training.

Parents
The school recommends that parents:
- Be role models;
- Encourage their child to tell a staff member about bullying incidents and if possible allow the child to report and deal with the problems;
- Inform the school if bullying is suspected;
- Do not encourage their child to retaliate;
- Communicate to their child that parental involvement is appropriate;
- Be willing to attend interviews at school if their child is involved in on bullying incident; and
- Be willing to inform the school of any cases of suspected bullying even if their child is not directly affected.

3. Resolving Incidents of Bullying
Students who are being 'bullied'
Students who are being bullied will be supported by their teacher, the Deputy Principal and, if requested, the School Counsellor, Parents will be involved and a support strategy will be developed jointly to suit the need of the student.

Support could involve:
- The class teacher discussing strategies to prevent situations arising and discussing options available to the student if bullying does occur;
- The teacher or Deputy Principal being available to listen and talk when bullying occurs;
- The teacher working with the entire class to resolve particular issues (if the bullying is class based);
- The teacher/Deputy Principal/School Counsellor conducting group meetings to resolve an issue or develop personal skills required to deal effectively with the issue;
- Counselling sessions with the school counsellor; and

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- Involvement in meetings with the students who are bullying to establish ground rules so that the students can co-exist;
- Involvement with parental permission in specialised programs supported by outside agencies.

Students who bully others

The school's Management of Student Behaviour Policy will be used to manage occasional incidents of bullying. The emphasis is participative and non-punitive which focuses on the student developing and implementing solutions to the problem.

Students who persistently bully others, despite the repeated intervention of the school, will be involved in intensive intervention with full parental involvement. Intervention could involve:

- Intensive, individual counselling;
- Participation in specialised group programs (eg. Social Skills programs)
- Personalised behaviour management plans; or
- Finally, the more severe consequences of the 'Management of Student Behaviour' policy may have to be imposed as harassment is not tolerated at Summer Hill Primary School.

Working together

students, staff and parents will ensure a happy,

safe and caring learning environment.

Appendix 29 Anti-bullying programs in Newport Public School

Program aims

- To ascertain the incidence of bullying in Newport, find out who are the children frequently displaying bullying behaviours and who are the victims of these behaviours.

- To make Newport a school that is safe and happy, where children are clear about what constitutes bullying, feel comfortable in reporting bullying and will not tolerate others being bullied.

- To support all children in adopting positive behaviour changes.

Expectations of staff, students and parents

- That the incidence of bullying will decrease with increased awareness of how bullying affects our society.

- That bullying behaviour is not acceptable and should be reported.

- That the school can make a difference.

Whole school strategies

- Survey of bullying behaviours.

- Bullying brochure with contract to be signed by all students and their parents stating that Newport has a Zero Tolerance to Bullying.

- Clear policy regarding children who display bullying behaviors via a level system of discipline. Children on a level are removed from privileges, their parents are notified and counselling received to try and make positive changes to their behaviour.

- All reported bullying recorded and monitored - children encouraged to feel comfortable in reporting bullying - it's OK to 'dob' i.e. that people only call you a dobber because they have something to hide.

- Buddy classes whereby peer support programs and anti-bullying activities are followed.

Classroom strategies

- Discussions, before and after surveys.

- Class training in anti-bullying strategies as part of PD.

- All classes display a laminated poster of anti-bullying strategies.

- Peer support activities with "buddy" class.

Procedures for dealing with bullying behaviours

- Child's name recorded in red book - 3 mentions in red book is a detention when parent is notified, 3 detentions is level 1 where all privileges are removed and counselling is given.

- Children may be taken off a level after 10 school days of no misdemeanors.

- Any bullying which is violent is an instant detention or level at the principal's discretion.

- All bullying is taken seriously and dealt with.

Evaluation

- A definite decrease in incidences of bullying - initial survey carried out just to obtain information resulted unexpectedly in a radical change in some persistent behaviours.

- The survey invited children to name those children whom they had seen displaying bullying behaviors and for many who had been persistently bullying this was enough to stop once they realised it was all out in the open.

- This information is confidential but patterns of persistent behaviour can be monitored and dealt with more easily if children can freely and confidentially offer specific information.

- More children are being assertive in dealing with bullying as they realise it is not acceptable behaviour at Newport and those displaying bullying behaviour will be found out. It seems that many children who bully only do so because they rely on others being too frightened to report them.

Principal: H. McErlear
(https://www.det.nsw.edu.au/ntibullying/programs.html)

Appendix 30 A guideline to counter violence at school in South Korea

< 학 생 용 >

상대방의 입장에서 생각하며 말과 행동을 조심하기(상호존중)

○ 괴롭힘 · 폭력 예방을 위하여

○ 늘 입장을 바꿔 생각한다.
 - 단순한 장난이라도 상대방은 괴로워할 수 있음을 명심한다.
 - 나도 다른 사람으로부터 폭력을 통해 괴로움을 당할 수 있다.
○ 말과 글 또는 힘을 이용하여 괴롭히는 자나 심한 장난을 하는 자에 대해서는 자신감을 가지고 당당히 대화로써 해결을 시도한다.
○ 폭력 집단으로부터의 협박이나 폭행 등을 당할 때는 반드시 선생님이나 부모님, 친구에게 알리거나 경찰에 신고한다.
○ 평소 쉽게 흥분하거나 폭력을 자주 사용하는 학생은 스스로 참을성을 키운다.
○ 부모님, 선생님 또는 동료와 대화를 자주 한다.
○ 친구에게 고민이 있는 것 같으면 대화로 도와 주며, 심각한 내용일 경우 에는 선생님 또는 그 학생의 부모님께도 알려 드린다.
○ 다른 사람과 지나치게 비교될만한 언행, 비싼 물건 소지, 복장 등은 자제한다.
○ 단체 활동참여나 친구 사귀기 등을 적극적으로 한다.
○ 폭력 위협을 받거나, 실제 피해시 신고할 수 있는 전화번호 등을 반드시 알아둔다.
○ 학교에서 실시하는 성희롱 예방교육을 성실히 받고, 학생 행동지침을 숙지하여 평상시 피해자가 되지 않도록 각별히 주의한다.

○ 괴롭힘 · 폭력 발생시 대처

○ 괴롭힘이나 놀림을 당했을 때에는 흥분하지 말고 자신감을 가지고 침착하게 대화로써 해결을 시도한다.
○ 폭행 피해시 가해자와 주변의 목격자, 폭행 도구, 폭행 횟수 등 구체적 상황을 가능한 정확히 기억해 둔다.
○ 폭행 피해로 신체적?정신적으로 이상을 느낄 때에는 즉시 전문의의 진료를 받도록 한다.
○ 선생님과 부모님 또는 경찰에 알린다.
○ 가해자와 피해자는 필요시 학교와 전학 등을 상담한다.
○ 해결 과정에서 상대방(가해자 또는 피해자) 측의 협박이 있을 경우 반드시 선생님이나 부모님께 알린다.
○ 가해 학생?학부모는 피해자가 입원시 자주 문병한다.
○ 피해자에게 방문, 전화, 또는 편지 등으로 사과하고 다시는 이런 일이 없을 것임을 약속한다.
■ 참고 사항
○ 학교폭력 신고 전화
 - 교육청 관리 1588-7179, 기타 (검찰 1588-2828, 경찰 112 등)
○ 학교, 시?도교육청 홈페이지
○ 경찰청학교폭력상담신고센터(http://www.police.go.kr/center/cyber)
○ 사이버테러대응센터(http://www.police.go.kr/ctrc/ctrc_main.htm)
○ 정보통신윤리위원회(http://www.gender.or.kr)
○ 한국청소년 상담원(http://www.kyci.or.kr)

< 교 사 용 >

교사의 언행은 학생의 모델 / 학생을 사랑과 인내로 지도

○폭력 예방을 위하여

○ 수시로 다양한 방법을 이용하여 학생 개인의 행동발달상황 및 교우관계 파악
○ 학생들에게 생명의 존귀함, 상호 인권(인격) 존중, 역지사지(易地思之), 책임 및 준법의식 등을 인식시키고 신상필벌(信賞必罰)을 적절히 적용
○ 항상 내 자녀나 친• 인척도 폭력의 가?피해자가 될 수 있음을 인식
○ 학생들의 사소한 폭력 또는 장난이라도 약자 입장에서는 심각한 폭력이 될 수 있음을 교육
○ 폭력 피해를 당할 때에는 자신감을 가지고 대화로 당당히 맞서되, 어려울 경우 자리를 피한 후 반드시 선생님이나 부모님 또는 친구 등에게 알리도록 지도
○ 폭력피해 우려자에 대해서는 함께 행동할 친구를 만들어 주고, 등• 하교시 가급적 큰길을 이용하되, 필요할 경우 부모님과의 동행 권유
○ 요상담 학생에 대해서는 학교차원에서 지도가 이루어질 수 있도록 관련 교원과 협의하여 공동지도
○ 채벌보다는 웃는 얼굴, 온정적인 말, 사랑으로 대함
○ 평소에 모욕적인 말투, 잘난 체하는 행동, 유별난 용의• 복장 등에 대한 지도
○ 누군가로부터 원치 않는 유혹을 받거나, 위협을 느끼면 선생님이나 부모님 또는 경찰 등에 알리도록 함
○ 청소년 유해업소의 출입이나 불필요하게 시내를 배회하지 않도록 지도
○ 조퇴자나 결석자에 대한 사유 확인• 지도
○ 학생들과의 면담, 이메일, 편지, 전화 등을 통한 수시 상담• 조언
○ 학생• 학부모들에게 관련 신고망 및 대처 요령 홍보

○폭력 발생시

○ 사안 발생시 즉시 학교장과 학부모에게 알리고, 치료가 필요하다고 판단될 때에는 신속히 병원으로 이송
○ 진상조사 및 해결책 모색시 가• 피해자에 대한 인권(인격) 존중과 학습권 보호
○ 피해자 결석시 피해자 위문 등 성의있는 자세 필요
 -- 필요시 학교담당 경찰관과 협의 - 사안 해결위한 임시전담팀(Task force) 구성, 운영
○ 사안의 투명한 처리로 오해 발생 예방
○ 또 다른 피해 예방을 위해 가• 피해자의 노출 삼가
○ 가• 피해자 측과 대화시 언행을 조심하며, 한쪽의 주장에 치우치지 않도록 주의
○ 증거가 될만한 정보는 확보하며, 조사 및 상담결과는 반드시 기록
○ 가• 피해 학생은 각각 별도로 상담하며, 누구와 먼저 상담함이 좋을 지는 사안에 따라 판단
○ 상황에 따라서는 가해학생 또는 피해학생 보호 차원에서 부모와의 협의하에 교육적 조치
○ 가해 학생에 대해서는 교육적 차원에서 신속히 처리하되, 학생의 인권이나 학습권에 대한 민원이 발생하지 않도록 신중히 조치
○ 가해자 선도(교육)를 위해 필요시 가해자 부모와 협의하여 전문기관 등에 위탁
■ 참고 사항
○ 학교폭력 신고 전화
 - 교육청 관리 1588-7179, 기타 (검찰 1588-2828, 경찰 112 등)
○ 학교, 시?도교육청 홈페이지
○ 경찰청학교폭력상담신고센터(http://www.police.go.kr/center/cyber)
○ 사이버테러대응센터(http://www.police.go.kr/ctrc/ctrc_main.htm)
○ 정보통신윤리위원회(http://www.gender.or.kr)
○ 한국청소년 상담원(http://www.kyci.or.kr)

자녀와는 많은 대화를 / 선생님과는 정보 공유를

○ 폭력 예방을 위하여

○ 부모의 언행은 항상 자녀의 모델이 됩니다.
○ 자녀를 독립된 인격체로 존중하고, 체벌이나 일방적 훈계보다는 따뜻한 사랑으로 대합니다.
○ 학력위주보다는 자신의 특기와 적성을 계발하는 학습을, 과잉보호보다는 독립적 생활을 할 수 있도록 도와 줍니다.
○ 자녀에게 생명의 존귀함, 상호 인권(인격)존중, 역지사지(易地思之), 책임 및 준법의식 등을 인식시킵니다.
○ 자녀의 생활전반에 대해 수시로 주의 깊게 관찰하고, 지나친 간섭이나 통제로 스트레스를 주지 않도록 합니다.
○ 자녀가 가급적 친구들과 함께 큰길로 등·하교하도록 하며, 위협을 느낄 때는 등·하교 방법을 바꾸거나 필요할 경우 부모가 동행하도록 합니다.
○ 평소에 모욕적인 말투와 유별난 행동을 삼가고 단정한 옷차림을 하도록 지도합니다.
○ 청소년 유해업소·지역에의 출입 및 불필요한 거리배회 등에 대해 지도합니다.
○ 필요시 학교 선생님과 정보를 교환합니다.
○ 다음 경우에는 담임교사나 전문가와의 상담이 필요합니다
 - 자신감 결여, 사회적인 활동 기피, 갑작스런 학업성적 저하, 성격 변화, 불면증, 우울증, 식욕상실, 지나친 산만함, 등교거부 또는 잦은 지각, 많은 용돈 요구, 거짓말, 옷이 찢어지고 소지품이 파손됨, 타박상이나 상처, 원인불명의 두통·복통, 야뇨증, 분실물 많음, 친구와의 불화, 말이 적어지고 비밀이 많아짐, 잦은 외출, 친구로부터의 전화에 신경을 씀, 지급된 용돈보다 많이 쓰는 경우 등
○ 컴퓨터 등의 정보통신매체를 올바로 사용할 수 있도록 도와 줍니다.

○ 폭력 발생시 대처

○ 자녀가 폭력을 당했을 때는, 먼저 자녀의 마음을 안정시키고, 신체적·정신적 상태 점검, 필요시 전문의와 상담을 하도록 합니다.
○ 담임교사를 만나 현황을 알리고 해결방안과 지도 문제를 상의합니다.
○ 피해자 부모는 항상 내 자녀도 가해자가 될 수 있음을 생각합니다.
○ 가해자나 그 부모를 만날 때에는 가급적 학교에서 교사의 입회 하에 하도록 합니다.
○ 피해자는 원하는 사항을 가해자와 학교측에 정확히 전달합니다.
○ 가?피해자측에서는 바람직한 자녀교육 측면에서 대화로 해결함을 전제로 해야 합니다.
○ 가해자 부모는 피해 학생 또는 그 부모에 대해 최대의 성의를 보입니다.
○ 또한 자기 자녀에게는 피해 학생의 상황을 객관적으로 알려주고 진심으로 사과하고 다시는 폭력을 행사하지 않을 것을 약속하게 하는 한편 재발시 가중처벌 받음을 인식시킵니다.
○ 가해자에 대해서 심한 처벌이나 질책보다는 사랑과 관심으로 지도합니다.
■참고 사항
○ 학교폭력 신고 전화
 - 교육청 관리 1588-7179, 기타 (검찰 1588-2828, 경찰 112 등)
○ 학교, 시?도교육청 홈페이지
○ 경찰청학교폭력상담신고센터(http://www.police.go.kr/center/cyber)
○ 사이버테러대응센터(http://www.police.go.kr/ctrc/ctrc_main.htm)
○ 정보통신윤리위원회(http://www.gender.or.kr)
○ 한국청소년 상담원(http://www.kyci.or.kr)

Appendix 3। 5 year basic plan for preventing violence at school from 2005 to 2009 in South Korea
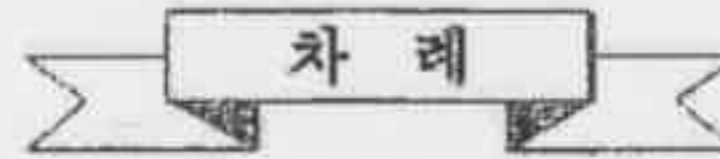
학교폭력 예방 및 대책 5개년 기본계획
(2005 ~ 2009)

2005. 2.

차 례

Ⅰ 추진 배경

◆ 「학교폭력 예방 및 대책에 관한 법률」 및 「동법률 시행령」에
따라 학교폭력의 예방과 근절을 위한 범정부 차원의 5개년 기본
계획을 수립·시행

□ '95년 이후 범정부 차원의 학교폭력 예방·근절대책의 추진
결과 학교폭력 발생건수는 전반적으로 감소하는 추세

ㅇ 그러나, 일부 학교폭력은 흉포화되는 경향이 있어 학생·학부모의
불안감을 해소하기에는 미흡한 실정

ㅇ 특히, 인터넷 유해 매체물과 새로운 사이버 비행에 대한 효과적인
대책 마련이 필요

□ 「학교폭력 예방 및 대책에 관한 법률('04.1.29)」 및 동법률 시행령
('04.7.30)의 제정·시행을 계기로 학교폭력에 대한 범정부 차원의 종합
대책 추진 필요

ㅇ 교육인적자원부 주관으로 행정자치부, 문화관광부, 정보통신부, 여성부,
청소년보호위원회, 대검찰청, 경찰청 등과 합동으로 범정부 5개년 종합
대책 수립·시행

- 학교폭력 경감 및 피해자 구제를 위한 방안을 마련하여 학생·학부모가
체감할 수 있는 안전한 교육환경 조성

- 1 -

□ 학생생활지도 업무를 시·도교육청으로 이양('99.9)

ㅇ 교육부에서는 기본계획 수립 및 시·도교육청의 추진상황 점검·평가
ㅇ 시·도교육청에서는 지역 실정에 맞는 세부 추진계획 수립·추진
- 관련 자료 및 프로그램 개발·보급
- 학교에 대한 지도·감독 등 생활지도 관련 업무 주관

□ 국무조정실 주관, 관계부처 합동으로 추진하여 온 「학교폭력 예방·
근절관련 업무」를 교육인적자원부로 이양('04.1)

□ 학교폭력 예방 및 근절을 위한 법적 근거 마련(('04.1~7)

ㅇ 「학교폭력예방및대책에관한법률('04.01.29)」 및 동법률 시행령('04.7.30) 제정
- 학교폭력 예방·근절 추진 지원체제 구축
· 학교폭력대책기획위원회(교육부)
· 학교폭력 예방 및 대책 전담부서(교육청)
· 학교폭력대책자치위원회(학교)
· 각급 학교별로 학교폭력책임교사 선임 및 예방교육 의무적 실시,
상담실 구비 등
- 5년 주기의 「학교폭력 예방 및 대책 기본계획」 수립

- 3 -

Ⅱ 추진 경과

□ 학교폭력이 사회 문제로 부각됨에 따라 교육부·검찰청·경찰청
등 관계 부처별로 「학교폭력근절대책」 수립·시행('95)

□ 국무조정실 주관, 관계부처 합동으로 「학교폭력 예방·근절대책」
추진·평가('97년~)

ㅇ 교육부 : 학교폭력 추방 추진체제 구축·운영
- 학교폭력 예방·근절 대책본부(교육부), 학교폭력 예방·근절 대책반
(교육청), 학교폭력 추방위원회(학교)

ㅇ 행정자치부 : 학교주변 업소에 대한 인·허가 절차 및 지도 강화
ㅇ 문화관광부 : 청소년 유성관련 법정비 및 영상물 등급 심사와 청소년
상담체제 강화
ㅇ 정보통신부 : 사이버 유해환경 정화 노력
ㅇ 청소년보호위원회 : 청소년 보호관련 법정비 및 다양한 계도 추진
ㅇ 대검찰청 : 학교담당 검사제 및 자녀안심하고학교보내기운동본부
운영
ㅇ 경찰청 : 학교담당 경찰관제 시행, 어머니 경찰대 및 명예 경찰
소년단 운영, 학교주변 순찰 강화 등

※ 국무조정실 조정으로 지역에서는 교육청을 중심으로 지방자치단체·지방
검찰청 및 경찰청(서)·청소년단체 등이 참가하는 학교폭력근절 추진
협의체 구성·운영('03.2)

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Ⅲ 추진 성과와 반성

□ 주요 성과

ㅇ 학교폭력의 예방·근절에 대한 관계부처 및 국민적 관심 제고
- 관계부처 합동 「학교폭력예방·근절대책」을 수립·추진함으로써
학교폭력에 대한 범국가 차원의 대처능력 강화
· 범정부 및 지역단위 차원의 학교폭력 예방·근절관련 추진 지원
체제 구축·운영
- 학교폭력 예방·근절을 위한 시민·사회단체 등의 관심 증대
※ 80여 시민 및 관련단체로 구성된 학교폭력대책국민협의회 등의 활동

ㅇ 학교폭력 예방 및 대처능력 제고를 위한 제도적 기반 구축
- 폭력 신고 및 상담망 구축
· 1588-7179(학생고충신고상담전화 : 184개 지역교육청별 관리) 및
16개 시·도교육청별 HOT-LINE 관리
· 학교별 전화 및 사이버 신고·상담망 구축
· 사이버경찰청의 「학교폭력상담신고센터」 및 전국 경찰서·지방
경찰청의 학교폭력신고센터(247개) 운영
· 청소년보호위원회의 청소년긴급전화 1388 등
- 인터넷 역기능 현상 해소를 위한 대응체계 구축
· 「청소년유해 차단표시제」, 「인터넷 민간감시망(안전넷)」, 「청소년 캠장
사이트 제도」 등
- 학교폭력예방및대책에관한법률 및 동법률 시행령 제정 등

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○ 학교폭력 예방·근절을 위한 교원의 전문능력 제고 노력
- 교육부 주관 학교폭력 예방·근절을 위한 교원특별연수 실시('02)
  : 10,379명
- 교육부의 자료 개발·보급
  · 인성교육 프로그램('03~, 초·중·고용)
  · 학교폭력 예방 및 발생시 대처요령('03, 교사용·학생용·학부모용)
- 시·도교육청 및 소속 교육연수원의 학생생활지도 관련 연수 실시
- 교육청 및 학교별 관련자료 개발·활용
  ※ '폭력을 피할 수 있는 10가지 행동수칙' 등 108종 개발·보급('02)

○ 학교폭력 가해자 단속 및 교육
- 대통령을 비롯한 정부의 학교폭력 근절을 위한 강력한 의지 표명과 실천으로 사법기관의 집중 단속
  (2000년 이후 구속 또는 검거되는 학생수 매년 감소 추세)

내 종	2000년도	2001년도	2002년도	2003년도	2004년도
경찰청의 학교폭력사범 검거 학생	30,833명	27,446명	23,921명	12,559명	9,923명
경찰청의 학교폭력사범 검거·구속 학생	31,691명	28,653명	28,289명	11,440명	7,680명
학교의 학교폭력으로 징계받은 학생수	11,562명	11,310명	7,318명	7,769명	7,486(건)
경찰청의 폭력서클 파악 및 해체	29개	34개	79개	21개	22개
학교의 폭력서클 파악 및 해체	73개	39개	63개	72개	50개

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□ 반성

○ 학교폭력의 예방·근절에 대한 관계 부처간 유기적 협조체제 강화 필요

○ 학생들의 인권 및 상호존중과 학교폭력 예방 등에 대한 교육 제고 필요

○ 사이버 폭력 등 새로운 형태의 학교폭력에 대한 교원의 전문적 대처 능력제고 필요

○ 폭증하는 음란·폭력영상물 등 유해 환경에 대한 효과적인 대처 방안 마련 시급

○ 폭력에 대한 학교, 사회, 가정의 미온적 대처 개선 시급

○ 학교폭력에 대한 조사 기관·대상·시기 등의 차이로 일관성 있는 학교폭력 통계산출 미흡

《실태조사 현황》
- '02년도 : 우리 부의 표본조사(학교 또는 교육청은 자체조사)
- '03년도 : 교육부와 경찰청 공동 전국 전학년 대상 조사
  (초등학교 1학년부터 고등학교 3학년 대상)
- '04년도 : 교육부·문화관광부·청보위·대검찰청·경찰청 공동 전국 일부 학년대상 조사
  (초등학교 4학년부터 고등학교 3학년 대상, 설문 내용도'03년도와 다름)
  ※ 청보위 : 인터넷을 이용한 표본조사 실시('02~'03)

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· 가해학생에 대한 교육 실시

조치 및 교육	2000년도	2001년도	2002년도	2003년도	2004년도
교내 봉사	7518명	6895명	4588명	5167명	4577명
사회 봉사	2755명	2561명	1754명	1807명	1628명
특별 교육	965명	1169명	786명	705명	692명

○ 학교폭력 피해 학생 보호조치

('04.8.1~'04.12.15 : 4개월)

심리상담 및 조언	일시보호	치료를 위한 요양	학급교체	전학권고	기타 조치
4,158건	111건	85건	10건	119건	227건

○ 학교폭력 예방 및 근절을 위한 법적 근거 마련
- 「학교폭력예방및대책에관한법률」('04.01.29) 및 동법률 시행령('04.07.30) 제정

○ 학생간 인권존중 풍토조성을 위한 각급 학교별 학교생활규정 개정

구 분	2003년도	2004년도
학교생활규정 중 학생의 인권을 침해할 가능성이 있는 부분에 대한 개정	전체 학교의 54.8%	전체 학교의 67.30%

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IV 학교폭력 현황 및 발생원인

1. 현황

◆ 법정부 차원에서 학교폭력 근절 및 청소년 유해환경 정화를 중점 추진한 결과, 학교폭력 발생 건수는 매년 감소하는 추세이나, 일부 심각한 폭력 발생으로 학교폭력에 대한 우려는 상존함

※ 영국, 미국, 독일, 프랑스, 일본 등도 학교폭력이 심각하여 자체적으로 관련 정책을 수립·추진 중이며, OECD '04.10월 총회에서는 노르웨이의 학교폭력 예방사업이 우수하다고 평가, 노르웨이 교육부를 중심으로 국제 네트워크 구성을 제안

□ '03~'04년도 실태조사 결과

※ '03년도 : 전국 초등학교 4학년~고등학교 3학년 전체를 대상으로, 상반기(636만여명)와 하반기(610만여명)로 구분 실시

※ '04년도 : 전국 초등학교 4학년~고등학교 3학년 전체(5,759천명)를 대상으로 교육부·문광부·청보위·검찰청·경찰청이 공동으로 연말에 1회 실시

'04년도 실문조사 결과, 응답자의 대부분(92.19%)은 폭력이 '03년에 비해 줄었거나(45.84%) 비슷하다(46.35%)고 응답했는데, '03년에 비해 신체적 폭행 피해와 집단괴롭힘은 줄었으나, 협박 및 금품피해는 증가한 것으로 나타남

가해자는 신체적 폭력이나 협박의 경우 동일교생과 타교생을 포함한 기타가 비슷한 반면, 금품 갈취자는 동일교생보다 주로 타교생이거나 성인 들이 많았으며, 가해 장소는 두 경우 대부분 교외에서 이루어지고 있음

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ㅇ 폭력 피해 현황

- '03년도 비해 신체적 폭행 피해는 0.46%, 집단피롭힘은 0.29% 줄었으나, 협박 피해는 1.97%, 금품피해는 0.73% 증가
('03년도 대비 증감 현황)

년도		신체적 폭행 피해	협박 피해	금품피해	집단제롭힘
'04		2.51% (0.46% 감소)	3.08% (1.97% 증가)	4.22% (0.73% 증가)	0.63% (0.29% 감소)
'03	평균	2.97%	1.31%	3.49%	0.92%
	전반기	3.13%	1.07%	3.86%	1.07%
	후반기	2.81%	1.14%	3.11%	0.77%

- 이는 학교폭력예방및대책에관한법률 시행을 계기로 학교에서 학교폭력 예방교육을 의무적으로 실시하는 등 교육 및 단속을 강화한 결과 신체적 폭력이나 집단 괴롭힘은 감소하였으나

- 협박이 증가한 것은 실제 신체적 폭력을 가하지 못하는 것에 대한 대체 결과이자 설문지상에서 협박에 대한 기준을 명확히 제시하지 못한 것도 큰 이유로 해석되며

- 금품갈취가 예년과 비슷하거나 증가한 경향을 보인 것은 현 우리의 경제적 어려운 실정이 반영된 것으로 판단됨

※ 대검찰청에서 분석한 우리나라 소년범죄의 원인과 결과에서도 1945년대에는 빈곤에서 오는 범죄가 많았다고 해석(대검찰청 범죄분석 통계, 소년범죄, 2001)

ㅇ 신체적 폭력 · 협박 가해자 및 금품 갈취자

- 신체적 폭력 또는 협박의 경우 주로 동일교 동급생, 타학교 학생, 같은 반 학생, 동일교 선배, 기타(성인) 등의 순

- 금품 갈취자는 타교생, 성인 등, 동일교 선배, 동일교 동급생 순

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분야	년도		가해자			
			같은 학교 동급생	같은 학교 선배	다른 학교 학생	기타(성인 등)
신체적 폭행 및 협박	'04		29.50%	23.37%	26.56%	20.55%
	'03	평균	38.39%	23.35%	17.95%	20.31%
		전반기	38.78%	23.8%	17.89%	19.52%
		후반기	38%%	22.9%	17.98%	21.1%
금품 갈취	'04		18.39%	19.77%	37.92%	23.92%
	'03	평균	20.77%	19.53%	25.28%	34.44%
		전반기	20.32%	19.76%	25.45%	34.47%
		후반기	21.2%	19.3%	25.1%	34.4%
집단괴롭힘	'04		48.78%	19.53%	14.75%	16.93%
	'03	평균	76.1%	8.99%	6.09%	8.86%
		전반기	75.49%	10.27%	6.92%	7.32%
		후반기	76.7%	7.7%	5.2%	10.4%

- 폭행이나 협박은 주로 자주 접하는 면식(面識) 관계인 동일교 학생들에 의해 당하는 반면

- 금품갈취는 주로 교외의 모르는 사람에 의해 당하며

- 집단괴롭힘은 '03년도에는 주로 피해자의 약점 등을 잘 아는 동급생 들에 의해 이루어졌으나, '04년도에는 동일교 동급생과 선배 및 타 학교 학생 등이 비슷

ㅇ 피해 장소는

- 신체적 폭력 또는 협박이 주로 교내, 기타, 등·하교길, 놀이터·공원, 학원이나 그 주변, 오락실·PC방 순인 반면,

- 금품 갈취 장소는 주로 기타, 등·하교길, 오락실·PC방, 교내, 학원이나 그 주변, 놀이터·공원 순

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분야	년도		교내	등·하교길	학원 (주변)	오락실 PC방	놀이터, 공원 등	기타
신체적 폭력 또는 협박	'04		26.78%	17.47%	12.06%	10.91%	12.85%	20.23%
	'03	평균	30.98	20.37	14.5	13.6	20.6	조사 안함
		전반기	32.06	20.35	14.19	12.93	20.47	조사 안함
		후반기	29.9	20.4	14.9	14.2	20.7	조사 안함
금품 갈취	'04		14.66	20.32	14.01	15.99	13.70	21.31
	'03	평균	6.09	23.39	18.35	22.83	22.42	조사 안함
		전반기	10.88	26.41	17.3	21.45	24.23	조사 안함
		후반기	1.3	26.8	19.4	24.2	28.3	조사 안함

- 신체적 폭행 또는 협박 장소는 학생들이 쉽게 자주 만날 수 있는 교내나 등·하교길에서 이루어지는 경향이나,

- 금품 갈취는 학교나 교사의 감독권을 벗어난 등·하교길, 특히 오락실·PC방에서 이루어지고 있음은 주목할 사항임

※ 신체적 폭력, 협박, 금품 갈취는 거의가 교외에서 이루어지고 있음

ㅇ 폭력피해시 도움 요청 대상자

년도		학교/ 선생님	가족	친구	선배	경찰	혼자 참음	교육청
'04		23.21%	31.08%	21.33%	4.62%	8.77%	10.99%	조사 안함
'03	평균	29.73%	29.97	20.43		6.68	10.89	2.29
	전반기	30.50	30.52	19.22		7.07	10.22	2.48
	후반기	28.96	29.42	21.65		6.29	11.57	2.10

- 폭력 피해시 도움 요청은 주로 가족, 학교나 선생님, 친구 순으로 이루어지고 있으며, 혼자 참는 경우도 매 조사시 10%정도임

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□ 일부 음란·폭력성 영상물을 모방한 충격적인 학교폭력 사안은 사회적 충격을 주고 있음

ㅇ 「친구」 라는 영화를 40여회 본 후 수업 중 모방 살인을 저지른 OO공고 학생의 동급생 살해 사건('01.10.13)

ㅇ 인터넷에 중독된 OO중학교 학생이 자기 집에서 친동생을 흉기로 살해('01.3.5) 등

□ 일부 폭력사안은 인터넷 매체를 통해 과장 유포되어 사회 문제로 변화되는 경우도 있음

ㅇ 경기 OO지역 성인 폭력조직에 고교생이 가담하였다는 보도('03.12)

ㅇ 서울 OO지역에는 학생폭력 조직(일진회)이 학교마다 있다는 보도 ('04.1)

ㅇ '05년도 대학 수학능력시험 부정행위자 핵심인물이 일진회(폭력조직) 소속이라는 일부 보도 등

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2. 발생 원인

□ 설문조사 결과

내 용	교원 대상		학부모 대상	
	2001년	2002년	2001년	2002년
물질만능주의, 향락주의적 사회 분위기	3.32	3.18	3.35	3.16
비디오, 음란 컴퓨터, 폭력 만화 등 유해한 교육 환경	3.25	3.13	3.36	3.15
폭력을 가한 학생 부모의 무관심	3.07	3.04	3.23	3.13
폭력을 가한 학생의 정서적인 불안정과 불량한 성격	3.00	3.02	3.07	3.02
폭력을 가한 학생 가정의 결손여부 (편모, 편부 등)	2.81	2.86	2.97	2.94
폭력을 가한 학생 가정의 가정폭력	2.80	2.84	2.80	2.77
학벌 중심의 사회	2.67	2.64	3.06	2.74
입시위주의 교육제도	2.57	2.52	2.98	2.57
피해학생의 성격어 소심하여 잘 대처하지 못한 것	2.56	2.49	2.72	2.44
학교의 잘못된 지도	1.96	2.04	2.61	2.19

※ 교육부 지원 청소년폭력예방재단의 조사 결과(분할별 ①전혀 아니다, ②대체로 아니다, ③대체로 그렇다, ④절말 그렇다 등 4개 척도로 구분된 응답척도에 대한 응답 평균임)

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□ 발생 원인

◆ 학교폭력은 일반적으로 개인·가정·사회·문화의 복합적 요인에 기인

개인·가정
- ○ 학생의 자아 통계력 및 타인 존중의식 미약
- ○ 대인관계기법 및 소심한 성격
- ○ 가정폭력, 핵가족의 증가 등으로 가정의 교육기능 약화
- ○ 가해 학생 가정의 자녀에 대한 무관심
- ○ 학부모의 자녀 과잉보호 및 학벌·입시위주의 교육관 팽배

학 교
- ○ 인권·자율·책임을 중시하는 학교풍토 조성 미흡
- ○ 예방 및 발생시 대처에 관한 교육 미흡
- ○ 일부 교원의 학교폭력에 대한 미온적 대처
- ○ 교원 감축, 교원 부족으로 생활지도에 전념할 수 없는 교육현장

사회·정부
- ○ 물질만능주의, 향락주의적 사회 분위기
- ○ ON - OFF 라인상 유해환경의 범람
- ○ 학벌중심의 사회, 입시위주의 교육제도
- ○ 학교폭력 예방·근절을 위한 범사회적 노력 미흡
- ○ 가·피해학생의 선도 및 보호 지원을 위한 시스템 및 프로그램 부족
- ○ 범정부 차원의 유기적 추진 미흡

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Ⅴ 추진 목표와 방향

목 표

학교폭력 예방·근절을 통한 안전하고 즐거운 교육환경 조성 및 전인적 성장 도모

범정부·사회적 시스템 구축을 통해 향후 5년내 학교폭력의 25% 경감 ⇒ 매년 학교폭력 발생건수 05%씩 경감 추진

방향1 학교폭력 예방·근절을 효율적으로 추진할 수 있도록 관련 추진체간의 연계적 운영 활성화

방향2 학교폭력 예방을 위한 교육 및 지원 강화

방향3 교원의 학생생활지도 전문능력 제고

방향4 범정부·사회적으로 청소년 유해환경 정화를 통한 건전한 교육환경 조성

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Ⅵ 주요 추진 과제

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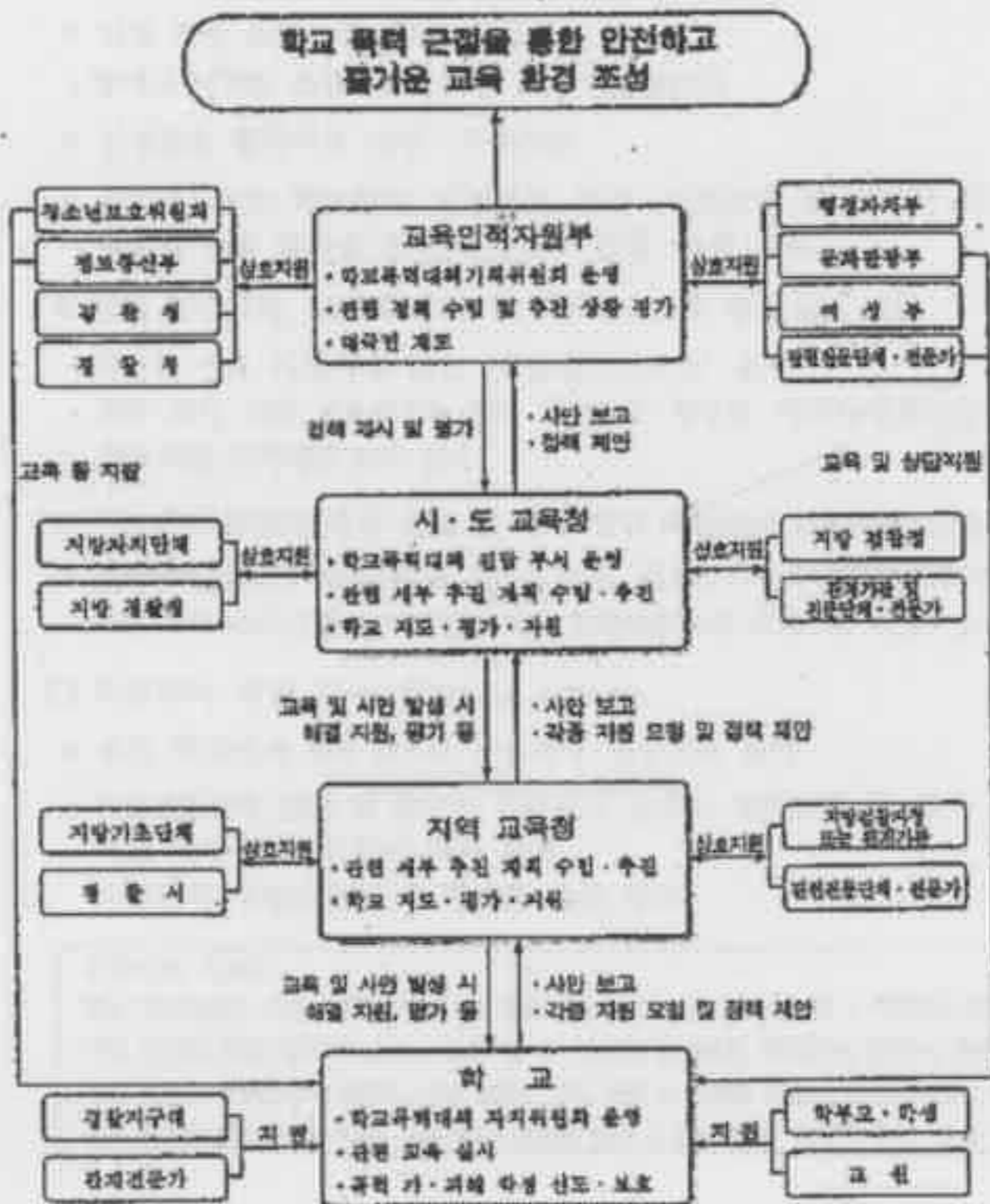
1. 학교폭력 예방·근절 지원 추진체 운영 활성화

1-1. 범정부 차원의 『학교폭력대책기획위원회』 구성·운영(교육부)

□ 구성

 ○ 교육인적자원부 장관을 위원장으로, 관계 부서 공무원·전문가 등 11인

 > 교육인적자원부, 행정자치부, 문화관광부, 정보통신부, 여성부, 청소년보호
 > 위원회, 대검찰청, 경찰청, 관련 전문가·민간단체 관계자 등

□ 주요 기능(학교폭력예방및대책에관한법률 제7조)

 ○ 학교폭력 예방·대책에 관한 기본계획 심의 및 시행에 대한 평가
 ○ 학교폭력과 관련하여 관계중앙 행정기관 및 지방자치단체의 장, 교육청,
 학교폭력대책자치위원회, 전문가가 요청하는 사항에 대한 심의
 ※ 분기별 1회 개최

1-2. 시·도교육청별 학교폭력대책 전담부서 운영(시·도교육청)

□ 구성

 ○ 시·도교육청 단위로 담당 장학관 1인 및 초등·중등학교 전담
 장학사 각 1인 이상으로 구성
 - 학교폭력 및 생활지도 담당자 적정인원 확보

□ 주요 기능

 ○ 학교폭력 예방 및 대책 세부 추진계획 수립·시행
 ○ 해당 지역의 『학교폭력근절추진협의체』 주관·운영
 ○ 각급 학교의 학교폭력 예방 및 대책 추진에 대한 지도 및 지원
 ○ 소속 학교가 다른 학생간에 폭력으로 발생한 분쟁 조정

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1-5. 경찰 주관 『학교폭력대책반』 운영 내실화(경찰청)

□ 구성

 ○ 전국 지방청 및 경찰서별로 구성
 ※ 학교폭력대책반 247개반 1,681명 운영 중

□ 주요 기능

 ○ 유관기관과의 협조체제 유지 등 학교폭력 업무 총괄
 ○ 학교 내외에서 갈취행위를 일삼는 불량써클 단속활동 강화
 - 학교와 협조하여 불량써클 자료 공유 및 관련 예체 유도, 성인
 폭력배와 연계 차단
 ○ 전국 중·고교에 학교담당경찰관을 지정, 학교측과 협조하여 문제
 학생 상담 등 공동 대처

1-6. 지역 사회내 폭력예방 협력망 운영(여성부)

□ 지역사회내 협력망 운영사업 추진

 ○ 광역시 단위로 폭력예방을 위한 협력망 운영 지원(2개 권역 내외)
 - 지역내 교육청·상담기관·의료기관·학교·경찰·사회복지사 등을
 연계한 협력치계망 구성·운영

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1-3. 지역단위 『학교폭력근절추진협의체』 운영 활성화(교육부)

□ 구성

 ○ 시·도 및 지역교육청 주관으로 지역 관계기관 및 전문가·사회단체
 등으로 구성
 ※ '04. 12 현재 전국에 198기 협의체 운영 중

□ 주요 기능

 ○ 청소년 선도·보호를 위한 주요사항 협의 및 추진
 - 교육청 : 협의체 주관·운영
 - 검찰 : 학교폭력 사범 단속, 폭력 예방 및 비행청소년 선도, 유해
 환경 정화 지원
 - 경찰 : 학교폭력 예방 및 사안 해결 지원, 비행청소년 선도,
 청소년 유해환경·미체품 단속, 학교주변 안전관리
 - 지방자치단체 : 청소년 상담원 또는 센터 운영 등 청소년 관련
 사업 지원
 - 관련 단체·전문가 : 청소년 선도·보호 등과 관련한 조언 및 행사 지원 등

1-4. 학교별로 『학교폭력대책자치위원회』 구성·운영(학교)

□ 구성

 ○ 학교별로 학교장을 위원장으로, 학생생활지도 경력교사, 학부모대표,
 법조인, 경찰공무원 등 5인 이상 10인 이하의 위원으로 구성

□ 주요 기능

 ○ 학교폭력 예방 및 대책 심의
 ○ 피해학생의 보호 및 가해학생에 대한 조치 심의
 ○ 피해학생과 가해학생간의 분쟁조정 등
 ※ 전국 10,590개교가 학교폭력대책자치위원회를 100% 구성

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2. 학교폭력 예방·근절을 위한 교육 및 지원 강화

2-1. 학교폭력 예방 교육 강화

□ 인성교육 강화(교육부, 문화부)

 ○ 인성 교육 프로그램 개발·보급
 - 중학교용('03), 초등학교용('04), 고등학생용('05)
 ○ 인성교육 평가척도 개발·적용('05)
 ○ 장기적으로는 학교폭력, 안전지도, 인성·인권교육 등 비정규 교과
 부분의 집중 교육을 위한 통합교과 편성·운영 검토
 ○ 관련 민간단체, 전문가 등과 연계한 인성교육 추진(교육부, 학교)
 - 학생간 서로 이해하고 돕는 '공동체문화교육' 조장
 - 모든 교사, 모든 교육활동을 통한 인권존중·활동심·역지사지(易地思之)
 등에 대한 정기적인 교육 실시
 ○ 청소년의 공동체 의식 제고 및 정서 함양 지원(문화부, 지방자치단체, 청소년위)
 - 지역단위 청소년자원봉사활동 활성화 지원, 청소년 수련체험활동 프로그램
 개설 확대, 청소년 문화 여가활동 지원 문화예술 교육 프로그램 개발·운영

□ 학교폭력 예방 교육 실시(경찰청, 교육부, 학교)

 ○ 모든 학교에서 의무적으로 학교폭력 예방교육 실시
 - 학교생활규정 안내 및 준수와 폭력피해 발생시 대처요령 등 교육
 · 학교 내의 관련 전문가 적극 활용
 · 학교폭력 예방교육 등에 필요한 예산 확보

> <영국의 사례>
> The Education Act 1997(Dept, for Education and Employment) : 학교가 품행이
> 나쁜 학생에 대해 징계(Detention 등)를 할 수 있도록 명시하고, 학교장이 일차식 등을 통
> 하여 학부모, 학생들에게 품행이 나쁜 학생은 징계 당할 수 있음을 충분히 인지시키도록 하여,
> 아들 알고도 교칙을 범하였을 경우 받은 처벌에 대한 소송을 할 수 있도록 하고 있음

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ㅇ 재학생 등 청소년을 대상으로 '범죄예방교실' 등 「청소년 교실」 운영 내실화
  ※ 청소년교실 운영현황 : 4,786개교 152만여명 참여('04. 9월 기준)

ㅇ 비행·우범청소년을 대상으로 「사랑의 교실」 및 「상담교실」 운영, 재범 방지 교육 등 일대일 상담 활성화(경찰청)
  - 유공 경찰관 표창(교육부)
  · 학교폭력 해결 우수경찰관 및 청소년 비행 예방교육 우수경찰관 대상
  · 부총리겸교육인적자원부장관 표창(지방 경찰청당 1명, 총 14명)
  ※ 재범방지교육 및 상담현황 : 4,143명 교육, 16,436명 상담('04. 9월 기준)

□ 학교 성교육 및 성희롱·성폭력 예방교육 강화(교육부, 여성부, 교육청, 학교)

  ㅇ 성교육 활성화 및 교육 지원(교육부, 교육청, 학교)
  - 학교급별 교사용 지도서 및 각종 교육자료 제작·보급 : 연중
  - 성교육 활성화를 위한 지침 수립(실시계획, 연간 10시간 확보방안, 전담교사 배정 등) 및 시달 : 매년 상반기
  - 성교육 및 성희롱·성폭력 예방교육 담당자 전문성 제고를 위한 연찬회 개최 : 연 2회
  - 성교육 교사용 홈페이지(www.edugender.or.kr) 운영을 통한 학교급별 교수·학습자료 제공 및 온라인 상시 지원체계 구축 : 연중

  ㅇ 성희롱·성폭력 예방교육 강화(교육부, 교육청, 학교)
  - 시·도교육청은 교육인적자원부가 수립한 "성희롱·성폭력 예방지침"에 의거 자체 실정에 맞는 지침 수립·시행
  - 교육인적자원부의 성교육, 성희롱·성폭력 예방교육관련 주요사항에 대한 현장점검(매년 하반기)

  <중요 점검사항>
  ● 연간계획 수립 여부, 실시시수, 전담교사 배정, 예산 확보 현황 등
  ● 학생 대상 성매매면 1회, 성희롱·성폭력(연 2회) 예방교육 및 양성평등교육 등 실시 여부
  ● 관리자 및 교직원 대상 성희롱·성폭력 예방교육(연 2회 이상) 실시 여부

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ㅇ 사이버 청정학교 사업 추진(정통부)

  - 전문강사 초빙, 주기적인 윤리교육 실시
  - 학부모·교사 등에게 불건전 정보유통 실태 교육 및 상담 실시

  <미국사례>
  안전한 학교 어너서티브(Initiative) : 학교폭력을 방지하기 위해 고안된 활동보상 프로그램으로 학교 자체적으로 폭력추방에 힘쓰면 정부차원에서 지원금 등을 보상해 주고 있음 (http://www.mentalhealth.org)

□ 학부모 대상 교육(교육부, 문화부, 교육청, 학교)

  ㅇ 부모교육지침서 개발·보급(교육부, 문화부)
  - 학부모의 자녀 교육방법 등 안내자료 개발·보급
  - 청소년의 건전한 품성계발을 위한 지도자 양성교육 및 지침서 배포, 동성계발 활성화 대회 등 개최

  ㅇ 학부모 연수·계도 강화(교육부, 문화부, 교육청, 학교, 민간단체)
  - 학교별로 학부모회 또는 가정통신문을 통한 교육 실시
  · 학교에서 발송하는 모든 가정통신문에는 반드시 여백(상단 또는 하단)에 학교폭력 신고번호 및 팜편 표어 삽입
  - 부모대학 개최, 부모교실 상설 운영(문화관광부)
  - 민간단체 주관, 전국 순회 학부모교육 실시
  · 한국교육삼락회총연합회 주관 학부모 교육
  ※ 「가정교육의 길라잡이 - 21세기 자녀교육 보감」을 개발, 전국에 8만부를 보급 (한국교육삼락회총연합회)

□ 기관별 홈페이지 운영
  ㅇ 교육부·교육청·학교 홈페이지 활용한 관련 자료 등 안내
  ㅇ 폭력 신고 접수 및 상담 등

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  - 시·도교육청별 성희롱 고충 전담창구 설치 및 고충상담 전문요원의 지정·운영
  - 학교, 교육청 등 교육(행정)기관에 대한 성희롱·성폭력 예방교육 실시
  - 교육청의 장학 점검 시 성교육·성폭력 예방교육 등 실태 점검 병행
  - 성폭력 사건 등 특이사항에 대해서는 우리부에 수시 보고
  - 성교육 및 성폭력 예방교육 등에 대한 현장 의견수렴 : 연중
  - '성교육 프로그램 효과성 분석 정책연구'('04. 6~12) 결과 분석 등을 통해 현장 적합성 있는 개선 방안 마련('05년도 하반기)
  - 기존 '성희롱고충심사위원회'의 기능 수행, 성폭력 방지 대책 수립, 성폭력 사건 발생시 사건 조사 협조 및 대외기관 협조 등을 위해 시·도교육청에 "성폭력 예방 및 대책 위원회(가칭)" 설치('05년도 상반기)

  ㅇ 건전한 성문화 풍토 조성 추진(연중)
  - 관리자 및 교직원의 의식 제고를 위한 관련 연수과정 강화
  - 교육연수원의 교육과정 편성시 관련 연수과정 반영 및 자체계획 수립 권고
  - 유관부처, 시민단체 등 관련기관과의 협조체계 구축
  ※ 학교폭력예방및대책에관한법률 개정시 학교폭력에의 성폭력 포함 검토

□ 첨단 정보통신의 건전한 이용 교육 강화(교육부, 정통부, 교육청, 학교)
  ㅇ e-러닝 등 인터넷을 이용한 교사·학부모 대상 정보통신윤리 교육 활성화(교육부)
  - 교수학습센터에 정보통신윤리 교육 자료 탑재·활용(정통부)
  ㅇ 정보통신윤리교육 자료 개발·보급(정통부)
  - '(가칭)청소년 정보통신 윤리'
  ㅇ 청소년권장사이트 홍보 강화(정통부)

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2-2. 학교폭력 피해 신고 및 상담의 활성화

□ 학교폭력 신고·상담망 정비(교육부 및 관련 부처·기관, 학교)

  ㅇ 학교폭력 신고·상담망 홍보 강화 및 운영 활성화
  - 1588-7179(학생고충상담전화) 및 시·도교육청별 HOT-LINE
  - 사이버경찰청(npa.go.kr)에 설치된 「학교폭력상담신고센터」와 전국 경찰서·지방청에 설치된 학교폭력신고센터(247개)
  - 문화관광부의 청소년상담실 1588-0924
  - 여성부의 여성긴급전화 1366
  - 청소년보호위원회의 청소년긴급전화 1388
  - 기타 교육청 및 학교별 사이버 신고망 등

  <학생고충상담전화(1588-7179)>
  ㅇ 전화를 통해 폭력피해·집단따돌림·폭력서클·유해업소 등에 대한 신고 및 해결뿐 아니라 학생들의 다양한 고충을 해결할 목적으로 개통(1999. 2. 22)
  ㅇ 1588-7179로 전화할 경우 전화를 자가 있는 장소에서 가장 가까운 지역교육청으로 연결

  ㅇ 학생증에 신고망 기재·발급
  - 학생증 발급시 학생증 여백에 신고번호(1588-7179) 및 학교 전화 기재

  ㅇ 단기적으로는 부처 및 기관별로 운영하고 있는 폭력관련 신고·상담망을 각기 운영하되,
  - 중기적으로는 폭력 신고·상담만을 전담하는 단일화 시스템(ONE STOP SYSTEM) 구축 추진(교육부 및 관련 부처·기관)
  · 향후 학교폭력대책기획위원회의 회의로 상정, 정비방안 마련

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<監視 상단 박스>
<미국의 학교폭력 감시네트워크(www.cybersnitch.net)>
ㅇ 교육기관과 사법기관이 함께 학교폭력을 근절하기 위해 네트워크를 구축하여 처리하되, 신고시 비밀보장을 우선으로 함
ㅇ 미국의 각 주에서는 교육청을 중심으로 학교폭력에 관한 일원화된 정보시스템을 가동
- 플로리다주 Dade County 공립학교의 「학교경찰보고체계」(School Police Automated Reporting) : 학교 폭력 사안은 SPAR 체계에 등록되어 독자적인 번호가 배당되고 교육청, 경찰, 학교 컴퓨터의 데이터베이스와 연결 관리됨
- 버지니아주 Norfolk 교육청, 캘리포니아주 Anaheim 교육청의 「학교운영 및 지원팀」(School Management and Resource Teams) 프로그램(SMART Program) : 사안 위반 종류, 사건발생 위치 및 징계조치에 대한 자료가 전산화된 추적체계인 「사건분류체제」(IPS, Incident Profiling System)에 의해 수집·분류됨

□ 「학교폭력 자진신고 및 피해신고 기간」 운영(경찰청, 교육부, 법무부, 모든부)
ㅇ 교육부·행자부·법무부·경찰청 공동으로 매년 3~4월 (2개월간)
- 초·중·고교에 재학중인 만 18세 미만의 청소년 대상
·학교폭력서클 구성·가입 또는 가입 권유받은 자
·교내·외에서 폭력을 행사거나 타인의 금품을 갈취한 자
·학교폭력 피해자, 기타 학교내외에서 폭력 등 범죄 가해자 및 피해자
- 가수자 자수경위, 개전의 정, 피해자 의사 등 종합 고려, 불입건 등 최대한 선처 및 재비행 방지를 위한 선도프로그램 이수 조치
- 피해신고자 신분 비밀보장 철저, 관련부처와 협의, 본인(보호자) 희망시 전학 조치 및 의료·법률지원 강구

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ㅇ 보건교사 활용 방안 강구(교육부)
- 관련 정책연구 및 보건교사들의 의견수렴을 통한 구체적 방안 모색
※ 보건교사 수 : 총7,111명('04.4기준)

ㅇ 학교순회 청소년상담사 배치·활용(문화부)
- 문화관광부, 시·도지방자치단체, 한국청소년상담원, 지방청소년상담실 주관으로 청소년 상담 전문인력인 '청소년상담사'의 양성 확대를 통해 개인 및 집단상담, 전화상담, 사이버상담, 찾아가는 상담 등 실시
※ '04년 888명→'09년 3,000명
- 청소년상담사 활용 시범학교 운영
·청소년상담사 활용을 통한 상담활성화 방안 모색을 위해 문화관광부 지원으로 10개교 지정·운영

ㅇ 청소년 또래상담 활성화(문화부)
- 학생간의 상담 등을 통해 학생의 고충 해결
·또래상담자 지침서 제작·배포, 활성화 대회 개최, 또래상담자 양성 등

□ 학교별 상담실 운영 내실화(교육부, 학교)
ㅇ 1교 1상담실 확보(학교)
- 인터넷 이용시설, 전화 등 상담에 필요한 시설 및 장비 확충
- 피상담자의 사생활 노출 방지를 위한 칸막이 및 방음시설 설치
ㅇ 외부 상담전문기관과 연계하여 가·피해 학생에 대한 전문적 상담 치료 병행
※ 상담실 설치 현황
전체 학교의 50.56%인 5,222개교('03 → 전체 학교의 73.27%인 7,626개교('04.12)

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2-3. 다양한 전문가를 활용한 예방교육 및 입체적 상담 지원

□ 학교폭력 예방교육을 위한 전문 인력풀(Pool) 구성·활용(교육부)
ㅇ 인성교육·폭력예방·청소년 심리·교정·의료·법률분야 등의 전문가 등으로 전문인력을 구성
- 지역단위 또는 학교단위에서 실시하는 학교폭력 관련 교육 지원
·학교별 학교폭력 예방교육과 연계
※ 시·도교육청에서 작성 ⇒ 지역교육청에서 보완 ⇒ 교육청 또는 학교 등에서 활용

□ 상담전문가 지원 등을 통한 상담 활성화
ㅇ 교육청과 학교별로 상담자원봉사자 DB화 및 연계체계 구축(교육부, 학교)
- 교육청 및 학교별로 외부 상담전문가 확보
·학교의 학생상담 기회 부여
·상담자원봉사자에 대한 표창장 수여 등
- 교육청별 사이버 상담방 구축·운영
※ 학교폭력 예방·근절에 공로가 있는 민간인에 대한 장관 표창 및 감사장 수여
ㅇ 전문상담교사 배치·활용(교육부, 교육청)
- 선발('05.5) 및 연수('05.7~8)과정을 거쳐 지역교육청별 2명이내 배치 (총308명, '05.9 예정)
- 다양한 신고·상담방, 학교 순회 상담, 학생 관련 실태 파악 및 분석 등 담당
- 1588-7179 휴대전화 지급
※ 전문상담교사 자격증 소지자 현황('04.12기준) : 총23,689명

ㅇ 사회복지사 활용 방안 강구(교육부)
- 사회복지사 활용 연구학교 운영 : 48개교('04) ⇒ 96개교('05)

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ㅇ 전문상담교사 자격증 소지자 배치 및 수업시간 배려
※ 전문상담 교사의 수업 담당 현황('03.04기준)
1~8시간 담당(5.18%), 9~16시간 담당(27.64%), 17시간 이상 담당(58.19%)
ㅇ 주기적으로 교우관계도(Sociogram) 작성, 학생별 교우관계 파악 및 담임교사 지원

□ 전문 연구단(회) 구성·운영(교육부, 진행 부처, 기관)
ㅇ 정부관계자, 학계 전문가, 교원, 민간 단체 관계자 등 민·관 합동으로 구성
ㅇ 학교폭력 관련 각종 정책 수립 및 시행 지원, 지역별·남·녀 및 학교급별 실태조사, 정책분석·평가, 외국의 사례분석 등 공동연구 수행 등
- 본 연구단에 대한 행정·재정 지원
※ 노르웨이가 교육부를 중심으로 구성된 국제 네트워크와 연계한 연구 추진

□ 현장 교원 중심의 연구회 구성·운영(교육부, 학교)
ㅇ 청소년 선도 및 학교폭력 관련 전문 교원·기관·단체 중심으로 구성
※ 학교폭력 또는 생활지도 관련 교사 연구모임 총1,957개('03.10기준)
ㅇ 지역 또는 학교별 실태 조사·분석, 관련 프로그램 개발 지원, 관련 정책 추진 자문 등의 역할 수행

┌─ < 예시 > ──────────────────────────────
│ ▷ 현장 교원 중심의 학생비행 예방 및 해결프로그램 연구회(교육청)
│ ▷ 우리 학교 폭력 실태파악 및 해결 방안 교원 연구회(학교)
│ ▷ 학교폭력 가해자 선도프로그램 연구회(문화관광부) 등
└──

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2-4. 학교폭력 예방 시범학교 운영 및 우수사례 발굴보급

□ 학교폭력 예방·근절 시범학교 운영[교육청, 학교]

  o 학교폭력 예방교육, 학교폭력대책자치위원회 운영, 가해자 선도 및
    피해자 치료·보호 인성교육, 학교생활규정 제·개정 및 적용 분야 등을 운영

  o 시범학교 운영 우수사례를 발굴하여 사례집으로 발간·보급하고,
    교육부와 관련부처 홈페이지에 탑재
    - 우수학교에 대한 기관 표창 또는 표창 증정 등 인센티브 부여 방안 강구

□ YP(Youth Patrol) 시범학교 운영 활성화 추진[경찰청, 교육청, 학교]

  o YP 시범학교 50개교 운영('05학년도)

  o 시범학교 운영 담당교사를 위한 워크샵 추진 등 지원 확대

2-5. 학교폭력 실태조사 실시

□ 범정부 차원의 실태조사[교육부, 관계 부처, 교육청, 학교]

  o 교육인적자원부·문화관광부·정보통신부·청소년보호위원회·검찰청·
    경찰청 등과 공동으로 표준화된 설문지 제작 및 실태조사 실시
    - 전국 초·중·고교생 대상, 매년 1회(11월) 무기명 설문조사
    - 학교폭력 예방 및 대책수립의 기초자료로 활용

  o 중·장기적으로 학교폭력 지수 개발·활용 검토[교육부]
    - 학교폭력의 발생 양상과 원인 등을 측정할 수 있는 지표 개발
    - 학교폭력의 횡단적·종단적 비교를 통한 실효성있는 대책 수립에 활용

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3. 교원의 학생 생활지도 전문능력 제고

3-1. 교원 및 예비교원 대상 연수 강화

□ 교원연수 강화[교육부, 교육청, 대학]

  o 교육부 교육인적자원연수원 및 시·도교육연수원 주관 교원대상
    자격·직무연수 과정에 생활지도 관련 과목 편성·운영

  ※ 교육부 교육인적자원연수원 및 시·도교육연수원의 학생생활지도 관련
    과목 편성·운영 : 총 218개 과정('03.10기준)

  ※ 교육부 주관 학교폭력 예방·근절을 위한 교원특별연수('02.07~'03) : 총 10,379명

  o 교육청 주관 교장·교감 연수 또는 각종 회의시 학교폭력예방 관련
    연수 포함 실시[교육청]

  o 학생생활지도 부장교사, 학교폭력책임교사, 성교육 담당교사 지정·
    운영 및 성교육 예방 관련 연수 실시[교육청]

  o 신규교사 임용전 사전교육 과정에「학생생활지도」편성·운영[교육부, 대학]

  o 학교별 자체 직원 연수[학교]
    - 교·내외 전문가 활용

  o 사범대 및 교육대학 교육과정에 학생생활지도 관련 과목 편성·운영 권장[교육부, 대학]

3-2. 학교폭력 예방·근절 우수교원 및 관련업무 담당자에 대한 우대

□ 학교폭력책임교사에 대한 표창 및 다양한 인센티브 부여 방안 강구[교육부, 교육청]

  o 우수한 학교폭력 책임교사에 대한 장관 표창
    ※ 인사, 보수, 수업시수 경감 등 우대방안 강구(교육공무원 승진규정 제41조제4항)

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2-6. 추진상황 평가의 내실화

□ 교육인적자원부 주관 평가

  o 관계부처 등의 추진 실적을 기획위원회에서 심의(반기별 1회)
    - 관계 부처 및 교육청과 학교의 추진실적 평가

  o 시·도교육청 평가에 인성교육, 학교폭력 예방, 상담활동, 교원의
    전문능력 제고 등에 대한 노력 평가

  o 교육청 및 학교에 대한 방문 지도·평가
    - 교육인적자원부와 관계 부처·단체·전문가 등으로 점검단 구성
    - 매년 11월 전후로 지방자치단체나 교육청 및 학교 방문 점검·평가

  o 학교폭력 담당인력 보강
    - 교육연구사 1명 ⇒ 2명
    ※ 중장기적으로는 전담조직 운영 추진

□ 청소년보호위원회 중앙점검단 주관 기관 평가

  o 지방자치단체 및 지방 경찰청 대상으로 청소년 보호·육성관련 추진
    사항을 평가(격년제)
    ※ 시·도교육청 및 지역교육청 평가를 교육부 주관 평가로 대체 검토

□ 교육청 주관 학교 평가

  o 학교폭력 예방을 위한 추진실적을 교육청이 주관하는 학교평가의
    주요 항목으로 설정

  o 수시 학교방문 점검·지도 및 사안 발생시 방문 점검·지도 의무화

  ┌─〈우수사례〉────────────────────────┐
  │ 경기도교육청의 협동장학 : 학생 생활지도 평가단을 구성, 지역교육청간 상호 │
  │ 평가를 통한 학교폭력 예방에 성과를 거양   │
  └───────────────────────────────┘

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  o 학교폭력 예방·근절에 공로가 있는 학교폭력 책임교사의 전보시
    가산점·연수·우수학교(해외) 방문·연찬회 참여기회 부여
    - 우수교사 연찬 : 총53회, 6,021명('03.10기준)

  ┌─〈우수 사례〉───────────────────────┐
  │ 충청남도교육청에서는 학생 생활지도 우수 교원을 선정, 승진 가산점 부여 │
  └──────────────────────────────┘

□ 학교폭력 담당자 연수[교육부]

  o 교육부 및 교육청의 학교폭력 담당자의 해외 연수 실시[교육부]
    - 노르웨이, 영국, 프랑스 등 학교폭력 예방·근절 선진국 우수학교
    - 매년 5, 6월 교육부 및 시·도교육청 담당자 대상
    - 경비는 각 소속기관에서 부담

    ※ OECD '04.10월 총회에서 노르웨이의 학교폭력 예방사업을 우수하다고 평가,
      노르웨이 교육부를 중심으로 국제 네트워크 구성이 제안되어, 우리나라도 동참예정

  o 시·도교육청 학교폭력 담당관(사)에 대한 연수
    - 관련 정책 추진상황 및 향후 추진방향, 우수사례 안내 등
    - 매년 2회(전반기·후반기)

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4. 피해자 보호 및 가해자 선도 강화

4-1. 피해학생 치료·재활 지원

□ 피해자 치료·재활 방안 강구

　ㅇ 장기적으로는 국가 차원에서 피해학생 치료·재활센터 운영 검토(교육부)
　- 피해 학생 치료·재활 지원방안 연구 실시('05~'07)

　ㅇ 피해학생 치료·재활 프로그램 운영(교육청, 학교)
　- 교육청 차원의 지원방안 강구
　- 피해학생 치료·재활을 위한 예산 확보
　- 관련 프로그램 운영 등 다양한 방안 강구
　- 외부 전문 기관·단체(가) 등과 연계 등

　ㅇ 학교별로 전문병원 지정·운영(학교)
　※ 학교 지정 전문병원 현황('03년 10월) : 총 420개

　ㅇ 피해학생 치료·재활을 위한 성금 모금 및 지원(교육청, 학교)
　- 학교폭력 피해자 중 치료를 받지 못하고 있는 학생이 있는 학교에서는 학생회 또는 학교폭력대책자치위원회 주관으로 학교폭력 피해 학생 치료·재활을 위한 성금 모금 및 지원
　- 지역교육청 관내에 학교폭력 피해자로 치료를 받지 못하고 있는 학생이 있는 경우에도 성금 모금 및 지원 고려

4-2. 가해학생에 대한 선도 프로그램 다양화

□ 비행·일탈·학교부적응 학생 교육 실시(교육청)

　ㅇ 교육청 주관으로 학교폭력 가해자, 비행학생, 학교생활 부적응자 등을 대상으로 교육 실시
　- 관련 위탁교육 기관 등에 대한 행·재정적 지원
　※ 위탁교육 기관에 대한 재정적 지원현황('03.12) : 7,815,045천원
　- 학교폭력의 예방과 피해학생 및 가해학생의 치료·교육을 수행하는 청소년관련 전문단체 또는 전문가에 대한 행정적·재정적 지원 추진

　ㅇ 가해자 선도교육 프로그램 운영 지원(청보부)
　- 청소년보호위원회에서 개발·보급한 선도 프로그램을 활용하는 학교나 단체에 대한 행·재정적 지원

□ 가해 학생 선도를 위한 제도 개선 추진(법무부)

　ㅇ 서울중앙지검, 서울동부지검, 춘천지검 등에서 시범 실시 중인 「기소유예제도」 등 확대 실시 검토

　ㅇ 부산지검에서 시행하고 있는 「소년사건처분자료조사위원제도」, 「소년분류심사원 교육이수조건부 선도유예제도」에 대한 성과 분석 및 확대 실시 검토

　ㅇ 가해학생에 대한 선도 가능성, 학부모의 선도노력 정도, 피해자와의 화해 여부 등을 종합한 다양한 선도 처분방식 개발
　- 가해학생 부모의 자녀 지도 및 피해자 회복에의 자발적인 참여 유도

□ 청소년 상담·선도시설 설치 확대(청보부)

　ㅇ 청소년 상담실 : '04년 146개 → '09년 234개
　ㅇ 청소년 쉼터 : '04년 17개 → '09년 40개
　ㅇ 청소년 드롭인센터 : '04년 3개 → '09년 30개

5. 학교폭력 예방·근절을 위한 사회적 분위기 조성

5-1. 학생의 「인권·자율·책임중시 풍토」조성

□ 학생(간)의 인권존중 및 책임 증시 풍토 조성(교육부, 교육청, 학교)

　ㅇ 학생의 인권·자율·책임 증시를 위한 학교생활규정의 민주적 개정
　- 학교공동체 구성원의 민주적 합의절차를 통한 학교생활규정 개정
　※ 학생의 인권 침해 가능부분 등에 대한 개정 : 전체 학교의 54.8%('03 → 67.30%('04)
　- 교육청을 중심으로 각급 학교의 학교생활규정을 수시로 점검·지도

　ㅇ 개정된 학교생활규정을 엄정하게 적용하는 학교풍토 조성
　- 각종 규정을 엄격하게 적용하여 벌과 규범이 준수되는 시민의식 제고

┌─────────────────────────────┐
│ 〈캐나다의 무관용 정책〉
│ 학교에서 발생되는 사건에 대해 강력하고 일률적인 처벌을 자동적·즉각적으로 적용하는 정책. 캐나다의 많은 학교에서도 무관용 정책을 채택하고 있음
│ ※ 미국·영국의 경우도 대체로 교칙을 엄격 적용
└─────────────────────────────┘

　ㅇ 문화예술 교육 프로그램 개발·운영 및 청소년위원회·의회 활동 활성화(교육부, 시·도, 청소년단체)

5-2. 학교·학생 공동 주관 자율활동 활성화

□ 「학교폭력 추방의 날」운영(교육부, 교육청, 학교)

　ㅇ 매년 3월과 9월 셋째주 월요일

　ㅇ 학교폭력 피해자 치료·재활을 위한 성금 모금, 학생회 및 학급회의시 의제로 선정·토의, 글짓기·그리기 등 학예 활동(폭력피해 또는 폭력 극복 체험 수기나 가해자의 뉘우침 등에 대한 공모 등), 예방교육 등 실시

　※ 구체적 방법 및 시간 등은 학교에서 결정

┌─────────────────────────────┐
│ 〈외국의 사례〉
│ ㅇ 미국 : 워싱턴의 한 초등학교는 폭력없는 날을 Peace Day로 명명
│ ㅇ 독일 : Number@의 한 고등학교는 '참여의 날'이라 명명하고, '폭력으로부터의 대방', '비폭력 마나님', 담임 상담교사·지역사회 청소년 전문가·법조인·경찰·학부모들이 참여하는 학교폭력 예방세미나 등 실시
└─────────────────────────────┘

□ 명예 경찰 소년단 운영(경찰청)

　ㅇ 명예 경찰 소년단과 집단따돌림 피해 학생간에 「또래친구맺기」, 주선 및 봉사활동 참여 유도를 통한 선도효과 제고

5-3. ON-OFF LINE상의 유해환경 모니터링 및 지도단속

□ 청소년 유해업소 등 정화(자치부, 문화부, 경찰, 청보부, 교육부, 학교, 민간단체)

　ㅇ 학교주변 청소년 유해업소 설립에 대한 인·허가 요건 강화
　ㅇ 청소년 출입금지 및 제한 업소에 대한 단속 및 제도
　ㅇ 청소년 유해업소 출입 금지 관련 캠페인 및 교육
　ㅇ 오락실에 대한 지도 강화

□ 사이버 유해환경 파악 및 단속(정통부, 청보부, 경찰청, 교육청)

　ㅇ 주요 포털사이트 커뮤니티의 유해정보 단속 강화
　- 폭력행위 묘사로 폭력범죄를 유발하는 인터넷정보 유통 모니터링 강화
　- 적발 즉시 정보통신윤리위원회의 시정요구 조치

　※ 2004년도 위반내용별 심의 및 시정요구 현황(2004.1~9)

위반 내용	심의 건수	시정 요구(건수)				
		계	내용삭제	경고	이용정지	이용해지
폭력/잔혹 /혐오	1,196	544	145	360	35	4

<div align="right">(정보통신윤리위원회 정보통신윤리 통계자료)</div>

o 인터넷상 폭력정보의 유통방지를 위해 PC방 등에서 검·경과의
  활동 특별단속 실시(경찰청)
o 폭력·음란성 청소년 유해매체 정화활동 추진(정통부, 청보위)
 - 청소년 유해매체물 분야별 모니터링 실시 후 정기적 고시
 - 모니터요원 지정·활용

□ 포털사업자 모니터링 및 우수 커뮤니티 확산(정통부)

o 유관기관과 Hot-Line 등 공조체제 구축
 - 학교폭력 관련 인터넷상 정보에 대한 공동 대응
 - 신고된 폭력·불법 정보에 대한 대응 강화
o 자체 운영 중인 커뮤니티 감시단 활동 강화
 - 우수 커뮤니티를 청소년 건강사이트 목록에 반영 및 확산 유도
 - 포털사업체로부터 커뮤니티를 추천받아 우수커뮤니티로 지정

□ 「청소년보호책임자」 지정제도 운영(정통부)

o 정보통신망법 시행령 제정('05)
o 주요 업무
 - 청소년유해정보에 대한 청소년 보호 계획의 수립
 - 청소년유해정보에 대한 청소년 접근제한 및 관리조치
 - 청소년보호와 관련된 교육실시
 - 청소년유해정보로 인한 피해상담 및 고충처리 등

□ 영상물 심의강화 추진(문광부, 영상물등급위원회)

o 문화관광부 영상물등급위원회 주관
o 유해영상물 심의강화, 영상물 등급분류에 대한 인식제고, 영상물에 대한 등급
  분류 및 청소년 유해영상물등에 대한 청소년 접근 차단, 등급분류된 영상물
  등의 사후 확인을 통해 청소년 유해매체물 등에 대한 사후관리 강화 등을 추진

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5-5. 범 사회적 차원의 분위기 조성

□ 계도 등 전개

o 국가 차원에서 방송과 신문 공을 활용한 폭력 추방 및 청소년 선도
  등과 관련된 계도활동 실시(국무부 등)
※ 학교에서 발송하는 모든 가정통신문 여백(상단 또는 하단)에 학교폭력
   신고번호 및 관련 표어 삽입

□ 청소년 폭력예방을 위한 미디어 공모전 추진(청보위)

o 포스터, 영화, 애니메이션 등 청소년용 영상물 제작 공모(연1회)

□ 민·관 합동 각종 회의 개최(교육부, 청보위, 교육청, 민간단체 등)

o 학교폭력 예방 전문가 양성을 위한 워크샵 추진(청보위)
o 교육인적자원부, 전국 시·도교육청 학교폭력담당자 협의회(연2회)
 - 학교폭력 예방·대책 추진상의 문제점 및 개선방안 등에 대한 협의
o 교육청 주관 지역단위 세미나 등 실시
o 민간단체와 연계한 캠페인·세미나 등 실시

5-6. 청소년·학생 복지 지원

□ 저소득층 가정의 자녀 지원 확대(교육부, 문광부, 교육청, 복지)

o 저소득층 고교생 학비 지원율 2004년 전체학생 7.8%에서 2008년
  전체학생의 10%로 확대(교육부)
 - '05년도 저소득층 고교생 수업료 지원 : 140천명
 - '05년도 기초생활보장수급자 학교운영지원비 지원

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5-4. 학교 내외의 학생 보호 활동 강화

□ 학교 내외의 안전구역화(Safety Zone) 추진(경찰청, 문광부, 경찰, 교육청, 지자, 민간단체)

o 학교내의 취약 지역과 취약 시간을 설정, 학교 자체 순찰활동 강화
o 전국 초·중·고교 주변을 학교폭력 안전구역(Safety Zone)으로
  설정, 112 순찰·교통사고 예방·행사 활동 등 경찰활동 전개
 ※ 교외는 경찰 주관, 교육청·학교·지방자치단체·시민단체 등이 지원
o 학교측과 협의, 안전구역(Safety Zone) 홍보 표지판을 설치하고
  등·하교 시간 등 취약 시간 및 장소에 민·관 합동 집중 순찰
 ※ '04. 10 현재 전국 5,736개 표지판 설치(75%)
 - 민간 단체 및 학부모의 적극 동참 유도
o 지방자치단체와 협조, 학교 주변·공원·놀이터 등 청소년 대상
  범죄 발생이 우려되는 장소에 안전장치 설치 확대
o 방학기간, 연말연시 등 취약기간의 청소년 선도활동 추진(문광부)

□ 학교담당 경찰관 활동 강화(교육부, 경찰청, 교육청, 학교)

o 학교폭력대책자치위원회 위원으로 위촉
 ※ 학교폭력대책자치위원회에의 경찰관 위촉 현황 : 총7,416명(전체 학교의 70.10%)
o 학교담당 경찰관 지정
 - 학교폭력 등 학교에서 발생하는 사안 해결을 위한 자문 등 지원

┌─────────────────────────────────────┐
│ <미국의 사례>   │
│ o 미국의 경우 클린턴 정부 시절부터 청소년 폭력이 감소하고 있지만, 청소년 │
│   폭력 범죄에 대한 국가적 접근을 강화   │
│ - 클린턴 대통령은 '97년 국정연설('97.2)에서 청소년 범죄 및 경찰에 대한 전면적인 │
│   전쟁을 선언하고, 10만명의 지역 경찰관을 새로 고용하는 등 강력한 조치를 취함 │
└─────────────────────────────────────┘

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o 학교급식비 지원을 2004년 478천명에서 2007년 770천명으로 단계적으로 확대(교육부)

구 분	2004년도	2005년도	2006년도	2007년도
정책 목표	408천명	450천명	600천명	770천명
(지원율)	(5.2%)	(5.8%)	(7.7%)	(10.0%)
소요 예산액	1,301억원	1,418억원	1,890억원	2,426억원

o '05년부터 특별지원이 필요한 차상위 저소득 청소년에게 기초생계비·
  의료비 및 직업훈련비 등 지원(복지부)
o 도움이 필요한 교우 돕기 성금·생필품 모금 전달(학교)

5-7. 대안교육 활성화

□ 대안교육 기회 확대·내실화

o 대안교육 위탁교육기관 지정·운영 확대(교육부, 학교)
 - 비영리법인, 사회 단체 등이 운영하고 있는 "대안교육기관" 등을
   위탁교육기관으로 지정·수업 인정
o 대안학교 법제화 추진(교육부)
 - 「초·중등교육법」 개정으로 대안학교 설립근거 마련
 - 학력인정 방안 검토·추진
 - 교사연수 등 교육의 질 제고 방안 수립·추진

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Ⅶ 향후 추진일정 및 소관부처

【 업무별 주관부처 및 추진일정 】

□ 학교폭력 예방 및 대책 기본계획 수립·시행 추진

ㅇ 기본계획 수립·전달 : '05.02

- 시·도교육청의 세부추진계획 수립·시행 : '05.02

- 학교급별 세부 추진계획 수립·시행 : '05.03

ㅇ 추진사항 평가(기획위원회에 심의 상정)

- 제1차 : '05. 9

- 제2차 : '06.1~2

□ 학교폭력 예방 및 대책 기본계획 보완 : '06.1~2

□ 법령 제·개정 추진

ㅇ 학교폭력예방및대책에관한법률 및 동법 시행령 개정('05년)

ㅇ 대안학교 활성화를 위한 「초·중등교육법」 개정('05년)

- 「대안학교 설립·운영에 관한 규정(대통령령)」 제정

□ 정부 관계부처 합동 학교폭력 실태조사

ㅇ 시기 : '05.11

ㅇ 대상 : 초등학교 4학년~고등학교 3학년

ㅇ 주관 : 교육부, 문광부, 정통부, 청소위, 검찰청, 경찰청 공동 주관

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Bibliography

주요 추진 과제	과제 번호	세부 추진 과제	주관 부처 (협조 부처)	추진 일정					
				'05	'06	'07	'08	'09	이후
	5-4	학교 내외의 학생 보호 활동 강화							
	,	학교 내외의 안전구역화 (Safety Zone) 추진	경찰청,학교 (지자체, 문광부, 교육부 민간단체 등)						
		학교담당 경찰관 활동 강화	교육부, 경찰청, 교육청, 학교						
5. 범정부 차원의 사회적 분위기 조성	5-5	계도·공모전 등 전개							
	,	언론방송 등과 연계한 계도활동 전개	교육부, 법무부, 문광부, 정통부, 여성부, 정보위, 경찰청, 시민단체, 교육청						
	,	청소년 폭력예방을 위한 미디어 공모전 추진	정보위						
	,	민·관 합동 각종 회의 개최	교육부, 정보위, 교육청, 민간단체						
	5-6	청소년·학생 복지 지원							
	,	저소득층 가정의 자녀 지원	교육부, 문광부, 교육청, 학교						
	5-7	대안교육 확대·내실화							
	,	대안교육 내실화	교육부, 교육청, 학교						

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