

A Study on the Differences in Perspectives of Cyber-Bullying Between Korea and Japan

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Abstract

South Korea and Japan are the top IT powerhouses in East Asia. Teenagers are taking lessons and forming social relationships such as peer relations through the Internet. Accordingly, cyberbullying by teenagers is increasing and this is a serious social problem. In this study, we focused on cyberbullying by teenagers, which commonly experience of Japan and South Korea, and we analyzed the differences in perspectives of definitions, causes, and others. We searched studies written since 2010(69 in South Korea and 33 in Japan), used keywords 'cyberbullying' and 'net Ijime'. In results, Studies of Japan defined cyberbullying as verbal violence (smearing and slandering) using computers and mobile phones, leaking of false and personal information, and excluding someone from the group. South Korea added insulting activities, intentionality and repeating to Japan's definition. Looking at the causes of the cyberbullying, Japan and South Korea acknowledging that there are personal, relational, and social factors, but there were some differences in specific contents. Studies of Japan are focusing on the role of parents, the bystanders in the classroom, the 'Ijime' culture, and climate of accepting ostracism as main causes. Meanwhile, Studies of South Korea are discussing the impact of social networks such as parents' negative parenting attitudes and peer groups strongly. By increasing opportunities for South Korean and Japanese researchers to exchange cyberbullying research results and communicate about methods, it is expected that the damage of cyberbullying of teenagers in both countries can be reduced and healthy culture and growth of Internet can be promoted.

Keywords: Teenagers, Cyberbullying, South Korea and Japan

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Introduction

South Korea and Japan are the top IT powerhouses in East Asia, and the Internet and smartphones are used as daily tools and essential resources for many members of society. In particular, teenagers in both countries conduct most of their daily lives through the Internet and smartphones. According to the 2022 National Youth Policy Institute (NYPI) report in Korea, The 2020 Ministry of Internal Affairs and Communications (MIC) paper in Japan, and the results of the Meiko Network Japan 2019 survey, 98% of Korean teenagers and 90% of Japanese teenagers own a smartphone. Also, 98% of Korean teenagers and 98.4% of Japanese teenagers use the Internet, and 80.5% of Japanese teenagers answered that they use SNS. Teenagers complete school education curriculum and obtain information through the Internet and smartphones, and use them as an important means of peer and interpersonal relationships. However, it was found that teenagers in both countries are in trouble due to the problem of cyberbullying(Nam & Kweon, 2013; Cho, 2013b; Hara et al., 2021; Nishino, 2015).

The term cyberbullying was first used in 2000 by the Crimes Against Children Research Center at the University of New Hampshire in the United States. In Korea, cyberbullying is also referred to by various terms such as “Online Bullying” or “Cyber-Violence.” In Korea, the “Act on the Prevention of And Countermeasures Agaionst Violence in Schools” (abbreviated as “the Act on the Prevention of Violence in Schools”) amended on November 19, 2014 defines cyberbullying as “Behavior in which students continuously and repeatedly inflict psychological attacks on specific students using information and communication devices such as the Internet and mobile phones, or spread personal or false information related to specific students to make the other person feel pain”. In Japan, cyberbullying is defined as “Actions such as uploading gossip, slander, or slander of a specific person on a bulletin board of a website on the Internet through a mobile phone or computer, or by sending e-mails, etc.” in “Investigation into the collapse of the support system for the Ijime problem” announced by the Ministry of Education, Culture, Sports, Science and Technology in 2006 (Kim & Jeong, 2016; Adachi & Morimoto, 2011).

South Korea and Japan are currently accepting the ever-increasing problem of cyberbullying and bullying of teenagers as a serious social problem, and are seeking ways to minimize the damage caused by youth cyber bullying, which is becoming more sophisticated and sophisticated day by day(Kim & Han, 2020; Shin, 2017; Joo & Lim, 2017; Choi, 2014; Utsumi, 2010; Takeuchi, 2012; Fuji & Yoshida, 2012). According to a survey by the Korea Communications Commission and the Korea Internet & Security Agency, 29.2% of South Korean teenagers responded that they had experienced cyberbullying, and 30.3% said that they had experienced being victimized. 8.7% of Japanese teenagers said they had also been victims of cyberbullying(Hara et al., 2021).

Previously, the main behavior of cyberbullying was the act of spreading rumors using simple messages or e-mails, or the act of harassing the opponent with slanderous words. However, in recent years, the malice and intentionality of the purpose of the act have reached a serious level, and the method of bullying has become so sophisticated and complex that it is difficult to respond immediately from the outside and normalize and recover the victim(Nakamura & Teraguchi, 2016; Aoyama et al., 2018; Horiuchi et al., 2020; Nonaka & Morinaga, 2021). In other words, the virtual world of the Internet and the characteristics of SNS, such as anonymity, rapid spread, and instant feedback are used as a means for harassment(Nishiguchi & Toriumi, 2020). In addition, it tends to appear in the form of convergence with other types of crimes such as sex crimes, stalking, abuse and violence, gambling and drugs(cho, 2017). It

was found that cyberbullying victim experience in adolescence brings physical, emotional, and mental difficulties. Trauma can impact adulthood. As adolescence is an important stage of development, cyberbullying is a problem that requires social interventions(Horiuchi et al., 2020; Yang & Hong, 2016; Oh, 2013; Cho & Baik, 2021).

In this study, the reasons for choosing Korea and Japan particularly and looking at the differences in the direction and perception of cyberbullying in academia are as follows. This is because these two countries are liberal democracies located in Far East Asia and have a common point of having capitalist economic ideology and economic structure. In addition, there are many similarities between the youths of the two countries (e.g., high school dependence, entrance exam-oriented education, extreme stress due to academic work, anomie experience between Confucian family structure and open social structure, etc.). Lastly, it is because the society accepts the cyber bullying problem of teenagers as a serious social problem. In addition, as mentioned above, both countries are experiencing social difficulties due to the recent increase in cyber bullying among teenagers, and they are highly willing to find solutions. In this study, we focused on cyberbullying by teenagers, which commonly experience of Japan and South Korea, and we analyzed the differences in perspectives of definitions, causes, and others. Through the results, it is expected to find differences and similarities in the perspectives on cyberbullying in the academia of the two countries. It will provide the academic world of both countries with an opportunity to interpret the cyber bullying problem from a broad perspective, and provide a positive opportunity to find an effective way to rescue teenagers suffering from cyberbullying and grow into healthy members of society.

The research question is:

1. How do South Korea and Japan define cyberbullying?
2. What are the causes of cyberbullying in South Korea and Japan?

Method

In Japan, the term 'Netijime' is mainly used. Therefore, we searched for papers with the keyword 'Net Ijime' in the title on the J-STAGE site of "Scientific and Technical Electronic Journal Platform System of Japan", and among them, 33 studies that analyzed the definition and cause of occurrence were selected and analyzed. In RISS, a Korean academic search site, all papers with the keyword 'cyberbullying' in the title were found since 2010, and 69 papers that explored the cause of cyberbullying were selected and analyzed. Meta-analysis of preceding research trends, scale development, program development and evaluation, and papers discussing legal/ethical countermeasures in other countries were excluded from the analysis.

In this study, we focused on teenagers cyberbullying, which Japan and Korea are experiencing in common, and conducted study to analyze the research trend. The analysis method is descriptive analysis and thematic analysis. Descriptive analysis is an analysis that examines the quantitative trend of research by period(year), that is, the trend such as the number of papers and the percentage increase or decrease. Thematic analysis is a method mainly used in literature research, and it is a method of identifying topics preferred by researchers by arranging the results according to the subject to be analyzed.

Results

1) Descriptive analysis

(1) Analysis of Research Trends by Period

The frequency of research reflects the importance of the subject. The first study of cyber bullying in Korea was conducted in 2010 by Eun Jung Oh. The purpose of this study is to investigate the actual situation of cyberbullying as a new form of bullying at the time.

In South Korea, research on cyberbullying began after 2010, but it can be said that the study began in earnest after 2013. Research on cyber bullying has been continuously conducted, but recently, a slight decrease trend is seen. In Japan, research on cyber bullying began actively after 2010, and it was found that research on it was conducted in various fields until 2015. From 2016, interest in cyber bullying showed a slight decline, but it can be seen that related studies have increased since 2019.

	Before 2010	2010-2012	2013-2015	2016-2018	2019-2021	2022	Total
South Korea	-	1	16	27	21	4	69
Japan	-	12	13	3	5	-	33

Table 1: Number of studies by year

(2) Analysis of Research Methodology

Quantitative research method is a method that can reveal the relationship between variables through a large amount of objective data, and qualitative research method is a method of approaching and analyzing from the point of view of 'as is' as much as possible. Through these two research methods, it is expected that cyberbullying can be looked at from various angles. As shown in the table below, 88.4% of a total of 69 Korean studies analyzed cyber bullying through quantitative research methods. There were 7 studies using qualitative research methods, and only 1 study using mixed research. In Japan, 24 studies, 72.7% of the total 33 studies, analyzed cyberbullying through quantitative research methods, and 6 studies used qualitative research methods.

In South Korea and Japan, cyberbullying research was mainly conducted through quantitative rather than qualitative research. The ratio of qualitative & mixed research was higher in Japan than in South Korea. It can be seen that South Korea is relatively less interested in understanding what cyber bullying means to both victims and perpetrators than Japan, and the nature and inherent characteristics of cyber bullying experienced by each person. On the other hand, it is considered that Japan needs more objective approach and analysis of cyberbullying than Korea, and the process of finding objective variables that can explain the social phenomenon of cyberbullying needs to be further strengthened.

	nation	List of studies
Quantitative research	South Korea (61/88.4%)	Lee, I. T. (2012), Kim, J. K. (2013), Nam, S. I. (2013), Sim, H. I. (2013), Cho, Y. O. (2013)a, Kim, H. Y. (2014), Lee, A. R. (2014), Hong, K. S. (2014), Noh, S. H. (2015), Mun, C. B. (2015), Shin, S. R. (2015), Jun, D. S. (2015), Choi, J. O. (2015), Choi, H. (2015), Kim, S. J. (2016), Kim, E. J. (2016), Park, Y. S. (2016), Baek, J. E. (2016), Shin, S. R. (2016)a, Shin, S. R. (2016)b, Yang, Y. S. (2016), Lee, S. W. (2016), Lee, J. M. (2016), Cho, Y. K. (2016), Choi, J. O. (2016), Na, H. Y. (2017), You, S. M. (2017) a, You, S. M. (2017) b, Yun, I. H. (2017), Joo, M. H. (2017), Ko, S. Y. (2018), Park, J. H. (2018), Song, Y. R. (2018), Woo, J. J. (2018), Lee, S. S. (2018)a, Lee, S. S. (2018) b, Lee, S. B. (2018), Choi, Y. (2018), Hwang, H. W. (2018), Kang, S. K. (2019), Seong, G. J. (2019), Lee, S. S. (2019), Kang, S. J. (2020), Seong, G. J. (2020), Yun, J. H. (2020), Lee, S. Y. (2020), Lee, H. W. (2020), Cho, C. B. (2020), Goh, H. B. (2021), Kim, N. H. (2021), Kim, D. H. (2021), Kim, J. Y. (2021)a, Kim, J. Y. (2021)b, Kim, J. Y. (2021)c, Park, H. J. (2021), Lee, S. C. (2021), Jun, J. H. (2021), Kim, Y. J. (2022), Park, S. U. (2022), Woo, I. K. (2022), Yu, J. H. (2022)
	Japan (24/72.7%)	Nishiguchi, M. (2020), Fuji, K. (2014), Mishima, K. (2015), Utsumi, S. (2010)a, Nonaka, R. (2021), Aoyama, I. (2017), Hara, K. (2014), Hara, K. (2020), Horiuchi, Y. (2020), Harada, E. (2013)a, Kanetsuna, T. (2014), Hara, K. (2021), Nakazato, S. (2011), Hara, K. (2010), Hara, K. (2012), Nagaura, H. (2011), Aoyama, I. (2015), Harada, E. (2013)b, Aoyama, I. (2012), Nishino, Y. (2015), Utsumi, S. (2010)b, Aoyama, I. (2014), Kanetsuna, T. (2015), Fuji, K. (2012)
Qualitative research	South Korea (7/10.1%)	Oh, S. Y. (2013), Song, J. Y. (2014), kang, C. K. (2017), Cho, Y. O. (2017), Lee, J. W. (2019), Lee, S. R. (2021), Lee, J. E. (2021)
	Japan (6/18.2%)	Tagawa, T. (2012), Kurokawa, M. (2017), Adachi, S. (2011), Kagawa, N. (2014), Nakamura, K. (2016), Takeuchi, K. (2012)
Mixed methods research	South Korea (1/1.5%)	Park, S. H. (2015)
	Japan (3/9.1%)	Kato, Y. (2012), Kurokawa, M. (2015), Kanoh, H. (2014)

* In the list of papers, two or more authors is marked as one representative.

Table 2: Analysis of research methodology

2) Thematic analysis

(1) What is cyber bullying? : Definition of Cyberbullying

Both Korea and Japan have an official definition of cyber bullying in terms of both law and policy, and it was found that they have a great commonality about the concept of cyber bullying even within the academic world. However, there are also some differences in the definition of cyberbullying from the academic world of the two countries. These three meanings of 'Electronic media use, Personal information leakage, Peer Bullying' were commonly included in important definitions in both countries.

South Korea emphasizes the content of 'Intentional and repeated bullying, Verbal violence, Shame' in the definition, and Japan emphasizes 'Slander and mudslinging, Production and spread of rumors' as an important cyberbullying behaviors.

	List of studies
Intentional and repeated bullying	Park, S. H. (2015), Jun, D. S. (2015), Goh, H. B. (2021), Kim, E. J. (2016), Ko, S. Y. (2018), Lee, S. C. (2021), Park, S. U. (2022), Lee, S. B. (2018), Kim, D. H. (2021), You, S. M. (2017) b, Lee, S. R. (2021), Noh, S. H. (2015), Choi, H. (2015), Lee, A. R. (2014), Oh, S. Y. (2013), Nam, S. I. (2013)
Electronic media use	Park, S. H. (2015), Jun, D. S. (2015), Goh, H. B. (2021), Kim, E. J. (2016), Ko, S. Y. (2018), Lee, S. C. (2021), Mun, C. B. (2015), Yun, J. H. (2020), kang, C. K. (2017), Joo, M. H. (2017), Woo, J. J. (2018), Park, H. J. (2021), Kim, H. Y. (2014), Yu, J. H. (2022), Park, S. U. (2022), Lee, S. S. (2019), Seong, G. J. (2020), Lee, S. B. (2018), Lee, J. E. (2021), Song, Y. R. (2018), Kim, J. Y. (2021)a, Cho(2013)a, Kim, D. H. (2021), Choi, Y. (2018), Kim, J. K. (2013), Lee, J. M. (2016), Lee, H. W. (2020), Seong, G. J. (2019), Cho, Y. K. (2016), Cho, C. B. (2020), Kim, J. Y. (2021)b, Shin, S. R. (2016) a, Shin, S. R. (2015), Lee, S. W. (2016), You, S. M. (2017) a, Choi, J. O. (2016), Cho(2017), Lee, S. R. (2021), Park, J. H. (2018), Park, Y. S. (2016), Jun, J. H. (2021), Kim, N. H. (2021), Kang, S. J. (2020), Lee, I. T. (2012), Yang, Y. S. (2016), Lee, J. W. (2019), Choi, H. (2015), Lee, A. R. (2014), Lee, S. S. (2018) a, Choi, J. O. (2015), Oh, S. Y. (2013), Yun, I. H. (2017), Lee, S. S. (2018)b, Kim, S. J. (2016), Song, J. Y. (2014), Woo, I. K. (2022), Kang, S. K. (2019), Shin, S. R. (2015), Kim, J. Y. (2021)c, Kim, Y. J. (2022), Baek, J. E. (2016), You, S. M. (2017) b, Lee, S. Y. (2020), Hwang, H. W. (2018), Sim, H. I. (2013)
Verbal violence	Kim, E. J. (2016), Yu, J. H. (2022), Lee, S. R. (2021), Park, Y. S. (2016), Lee, I. T. (2012), Na, H. Y. (2017), Choi, H. (2015), Lee, A. R. (2014), Oh, S. Y. (2013), Sim, H. I. (2013), Nam, S. I. (2013)
Personal information leakage	Kim, E. J. (2016), Shin, S. R. (2016) a, Lee, I. T. (2012), Na, H. Y. (2017), Choi, H. (2015), Oh, S. Y. (2013), Shin, S. R. (2015), Nam, S. I. (2013)
Shame	Kim, E. J. (2016), Yu, J. H. (2022), Lee, S. B. (2018), Shin, S. R. (2016) b, Lee, S. R. (2021), Lee, I. T. (2012), Nam, S. I. (2013)
Peer Bullying	Goh, H. B. (2021), Yu, J. H. (2022), Lee, J. E. (2021), Noh, S. H. (2015), Lee, I. T. (2012), Na, H. Y. (2017), Choi, H. (2015), Lee, A. R. (2014), Oh, S. Y. (2013), Sim, H. I. (2013), Nam, S. I. (2013)

Table 3: Definition of Cyberbullying (South Korea)

	List of studies
Electronic media use	Nishiguchi, M. (2020), Fuji, K. (2014), Mishima, K. (2015), Tagawa, T. (2012), Utsumi, S. (2010), Kurokawa, M. (2017), Aoyama, I. (2017), Hara, K. (2014), Adachi, S. (2011), Hara, K. (2020), Horiuchi, Y. (2020), Hara, K. (2021), Hara, K. (2010), Kato, Y. (2012), Kagawa, N. (2014), Harada, E. (2013)a, Hara, K. (2010), Nagaura, H. (2011), Aoyama, I. (2015), Harada, E. (2013)b, Utsumi, S. (2010)a, Aoyama, I. (2012), Nishino, Y. (2015), Tekeuchi, K. (2012), Fuji, K. (2012)
Slander and mudslinging	Nishiguchi, M. (2020), Fuji, K. (2014), Tagawa, T. (2012), Utsumi, S. (2010)b, Nonaka, R. (2021), Kurokawa, M. (2017), Hara, K. (2014), Adachi, S. (2011), Harada, E. (2013)a, Kanetsuna, T. (2014), Kagawa, N. (2014), Hara, K. (2012), Nagaura, H. (2011), Kurokawa, M. (2015), Nishino, Y. (2015), Harada, E. (2013)b, Kanetsuna, T. (2015), Takeuchi, K. (2012), Fuji, K. (2012), Kanoh, H. (2014)
Production and spread of rumors	Fuji, K. (2014), Utsumi, S. (2010)b, Hara, K. (2014), Kanetsuna, T. (2014), Kanoh, H. (2014), Fuji, K. (2012)
Personal information leakage	Fuji, K. (2014), Hara, K. (2014), Kanetsuna, T. (2014), Kagawa, N. (2014), Hara, K. (2012), Nagaura, H. (2011), Kanetsuna, T. (2015),
Peer Bullying	Aoyama, I. (2017), Kato, Y. (2012), Kagawa, N. (2014), Nakamura, K. (2016), Nishino, Y. (2015), Kanoh, H. (2014), Takeuchi, K. (2012)

Table 4: Definition of Cyberbullying (Japan)

(2) What is the cause of cyberbullying? : Causes of Cyberbullying

Both Korea and Japan are trying to find the cause of cyberbullying by approaching it from various aspects, and commonly classify it into personal, relational, and socio-environmental factors. South Korea argues that cyber bullying is caused by a combination of socio-

environmental factors; Individual factors such as 'Individual negative temperament and lack of competence, Exposure to violence, Internet/smartphone addiction, Psychological difficulties, and relationships with parents, Dependent relationships with peers, Limited social relationships, Online anonymity, Lack of environmental support, Lack of education and perception, etc'. The process of deriving the core themes of the causes of cyber bullying revealed by Korean studies is summarized in <Table 5> below.

On the other hand, Japan, like Korea, tried to find the cause by classifying it into personal, relational, and socio-environmental factors. However, there was a difference in the details of the specific cause. Japan's approach to personal factors was very similar to Korea's (Individual negative temperament and lack of competence, Exposure to violence, Internet/smartphone addiction, Psychological difficulties, etc.), and education was considered important. In addition, it was analyzed that there are relational factors such as 'Apathy in the classroom, Maladjustment, Absence of parental roles'. It was different from Korea, which analyzed the lack of parental roles and negative parenting attitudes as important factors triggering cyberbullying. In addition, Japan differed from Korea in that it pointed out the problems inherent in the social climate, the atmosphere throughout society, and the culture itself, and strongly emphasized the need for improvement. The causes of cyber bullying revealed by Japanese studies are summarized in <Table 6> below.

	main subject	causes	detailed causes	List of studies
Personal factors	Individual negative temperament and lack of competence	Lack of morals and ethics	Low ethical awareness in SNS	Park, S. H. (2015), Mun, C. B. (2015)
			moral departure	Joo, M. H. (2017)
			lack of moral guilt	Nam, S. I. (2013)
			antisocial tendency	Park, H. J. (2021)
			Recognition as a play culture	Oh, S. Y. (2013)
		Lack of empathy	low emotional intelligence	Yu, J. H. (2022)
			Low cognitive and emotional empathy	Goh, H. B. (2021)
			Sensation Seeking Tendency	Lee, S. B. (2018)
		strong aggression	aggression	Woo, J. J. (2018), Seong, G. J. (2020), Kim, J. Y. (2021)a, Kim, J. Y. (2021)b, Kim, N. H. (2021), Yang, Y. S. (2016), Choi, H. (2015), Lee, A. R. (2014), Woo, I. K. (2022)
				decreased ability to control anger
			Impulsivity	Nam, S. I. (2013)
		negative self-image	low self-control	Park, S. H. (2015), Kim, H. Y. (2014), Lee, S. S. (2019), Shin, S. R. (2016) b, Park, Y. S. (2016), Noh, S. H. (2015), Choi, H. (2015), Lee, S. S. (2018) a, Kim, S. J. (2016),

				Baek, J. E. (2016)	
			low self-esteem	Hwang, H. W. (2018), Lee, S. C. (2021)	
			low self-resilience	Lee, S. S. (2018) b	
	Exposure to violence	direct violence victimization experience	Cyberbullying experience	Park, S. H. (2015), Yu, J. H. (2022), You, S. M. (2017)a, Kim, J. Y. (2021)c, You, S. M. (2017)b, Sim, H. I. (2013)	
			experience of verbal abuse	Jun, D. S. (2015)	
			Bullying experience in off-line	Kim, H. Y. (2014), Seong, G. J. (2020), Kim, D. H. (2021)	
			experience of physical violence	Kim, J. K. (2013)	
			experience of violence in school	Cho(2013)a, Seong, G. J. (2019), Kim, J. Y. (2021)b, Lee, S. R. (2021), Park, Y. S. (2016), Yang, Y. S. (2016)	
			discrimination experience	Seong, G. J. (2019)	
			Experience with disclosure of personal information	Park, S. U. (2022)	
			Indirect Violence Witness Experience	Cyberbullying Witness Experience	Lee, A. R. (2014)
				violence Witness Experience	Shin, S. R. (2016) a
				indirect witness experience(Internet, games, electronic media, etc.)	Shin, S. R. (2016) a
	Internet/smartphone addiction	Internet/smartphone overuse	Smartphone overuse	Woo, J. J. (2018), Kim, J. Y. (2021)a, Lee, A. R. (2014), Park, H. J. (2021),	
			Internet overuse	Park, J. H. (2018), Park, Y. S. (2016), Sim, H. I. (2013)	
			SNS overuse	Park, S. U. (2022), Lee, A. R. (2014)	
		Dependency	smartphone overdependence	Kang, S. K. (2019)	
			internet overdependence	Shin, S. R. (2015)	
			SNS overdependence	Jun, J. H. (2021)	
	Psychological difficulties	depression and anxiety	Anxiety	You, S. M. (2017) a, Choi, J. O. (2016)	
			Depression	You, S. M. (2017) a, Kim, N. H. (2021)	
Unresolved emotions		Difficulty relieving stress	Park, S. H. (2015)		
		Unresolved underlying anger	Lee, S. W. (2016), You, S. M. (2017) b		
stress accumulation		academic stress	Kim, J. K. (2013),		

				Choi, J. O. (2016)
			Lack of stress relief ability	Choi, J. O. (2015)
Relational factors	Negative relationships with parents	Parenting Attitude	Parent's Neglecting Attitude	Ko, S. Y. (2018), Kim, N. H. (2021)
			parent's abuse	Lee, S. C. (2021)
			Negative Parenting Attitudes	Yun, J. H. (2020)
			overprotection	Song, Y. R. (2018), Kim, Y. J. (2022)
			Weak control of the Internet	Cho(2013)a
			psychological control	Baek, J. E. (2016)
			verbal abuse of parents	Nam, S. I. (2013)
			Lack of interest in child's school life	Kim, D. H. (2021)
			stress in the family	stress from parents
		low relationship satisfaction with children		Park, H. J. (2021)
		Psychological Isolation	constant conflict with parents	Kim, D. H. (2021), Shin, S. R. (2015), Kim, S. J. (2016)
			Lack of activity with parents	Shin, S. R. (2015)
			tension with parents	Lee, S. S. (2018) a, Kim, S. J. (2016)
	Dependent relationships with peers	satisfying the need to belong	Peer group pressure	Joo, M. H. (2017)
			Norms within the peer group	Park, S. H. (2015), Cho, Y. K. (2016)
			strong peer relationship	Lee, S. B. (2018)
			negative relationships with friend	Choi, H. (2015)
			Maintaining negative relationships with friend	Nam, S. I. (2013), Lee, J. M. (2016)
			relational aggression	Kim, Y. J. (2022)
		lack of healthy relationship with peers	contact with limited persons	Lee, S. S. (2019)
			Lack of support from friends	Kim, S. J. (2016)
			Lack of communication opportunities with peers	Shin, S. R. (2015), Jun, J. H. (2021)
			lack of face-to-face activities	Lee, H. W. (2020)
stress in school life		stress in school life	Kang, S. J. (2020)	
		dissatisfaction in school life	Kim, E. J. (2016)	
		School Maladjustment	Ko, S. Y. (2018)	
Limited social relationships	Negative relationship with teachers	Lack of attention from teachers	Kim, D. H. (2021)	
		Lack of activity with teachers	Shin, S. R. (2015),	
	social isolation	interpersonal	Park, S. U. (2022)	

			relationships online	
			Lack of social connections	Lee, S. W. (2016)
			low social support	You, S. M. (2017) b
Socio-environmental factors	Online anonymity	anonymous environments		kang, C. K. (2017), Lee, S. B. (2018)
	environmental support	Low social participation		Jun, D. S. (2015)
		vulnerable living conditions		Yun, I. H. (2017)
	Lack of education and perception	a neglectful environment		kang, C. K. (2017)
		lack of prevention education		Lee, S. W. (2016)
		lack of understanding of self-competence		Hwang, H. W. (2018)
		understanding and perception		Hong, K. S. (2014)
lack of cyberbullying research and observation		Hong, K. S. (2014)		

Table 5: Analysis of the trigger cause of cyberbullying (South Korea)

	main subject	causes	detailed causes	List of studies
Personal factors	Individual negative temperament and lack of competence	Lack of morals and ethics	lack of guilt	Nishiguchi, M. (2020), Hara, K. (2014), Nakamura, K. (2016), Kanetsuna, T. (2015)
			pleasure-seeking tendency	Horiuchi, Y. (2020)
			power-seeking tendency	Horiuchi, Y. (2020)
			Achieving a sense of superiority through trampling on others	Horiuchi, Y. (2020)
		lack of empathy		Harada, E. (2013)b
		strong aggression	Bipolar aggression	Hara, K. (2020)
			aggression in relationships	Utsumi, S. (2010)b
		negative self-image	lack of control	Utsumi, S. (2010)a
			Lack of self-control	Utsumi, S. (2010)a
			virtual competence	Aoyama, I. (2014)
	Exposure to violence	relational bullying		Utsumi, S. (2010)b
		cyberbullying victimization		Aoyama, I. (2012)
	Internet/smartphone addiction	Overuse	Internet overuse	Kurokawa, M. (2017), Kato, Y. (2012), Hara, K. (2012), Utsumi, S. (2010)a, Fuji, K. (2012)
			Smartphone overuse	Kurokawa, M. (2017), Kato, Y. (2012), Hara, K. (2012), Utsumi, S. (2010)a, Fuji, K. (2012)
		Increase in smartphone usage		Kato, Y. (2012), Kurokawa, M. (2017)
		Psychological difficulties	depression and anxiety	Anxiety
	Depression			Fuji, K. (2014)
Learned helplessness	Fuji, K. (2014)			
unfair feelings	Nagaura, H. (2011)			
Academic background	Differences in educational level		Hara, K. (2020), Hara, K. (2012)	
	damage caused by educational improvement		Hara, K. (2010)	
Relational factors	Apathy in the classroom	A bystander atmosphere in the classroom	Aoyama, I. (2017), Kurokawa, M. (2015)	
		lack of awareness among bystanders to school	Aoyama, I. (2017), Kurokawa, M. (2015)	

		violence	
		lack of solidarity	Nakamura, K. (2016)
		fear of revenge	Hara, K. (2014)
	School Maladjustment	Negative friendships	Aoyama, I. (2015)
		poor adaptability in school	Fuji, K. (2014)
	Absence of parental roles	Separation from healthy adults	Kagawa, N. (2014)
		lack of objective awareness of teenagers	Utsumi, S. (2010)b
		lack of control within the home	Utsumi, S. (2010)b
	Socio-environmental factors	Online anonymity	anonymous environments
Difficult to identify perpetrator			Fuji, K. (2014)
overall social moods and culture		Lack of internet etiquette and manners	Hara, K. (2021)
		belief in a fair world	Nonaka, R. (2021)
		permissive atmosphere for Secondary offense	Nonaka, R. (2021)
		permissive atmosphere for slander	Fuji, K. (2012)
		bullying culture	Adachi, S. (2011)
		school climate	Nishino, Y. (2015)
		stalking culture	Adachi, S. (2011)
		weakening control over students	Takeuchi, K. (2012)
		a sense of division due to polarization	Hara, K. (2020)
		Lack of education and perception	Lack of cyberbullying prevention education
lack of Internet Manners and Etiquette education			Adachi, S. (2011), Nakazato, S. (2011), Kanetsuna, M. (2015), Kanoh, H. (2014)
lack of parental awareness of cyberbullying			Hara, K. (2010)
poor counseling for victims			Harada, E. (2013)b
lack of ability to respond to a crime			Takeuchi, K. (2012)
lack of research on the psychological process of cyberbullying behavior			Fuji, K. (2012)

Table 6: Analysis of the trigger cause of cyberbullying (Japan)

Conclusion

1) Summary of research results

Through this study, it was possible to find out how cyber bullying is defined in the academic world in Korea and Japan, and what causes cyber bullying is viewed as being triggered. The results of a detailed analysis of cyberbullying research on 69 Korean and 33 Japanese films were as follows.

First, looking at research trends, cyberbullying research started in 2010 in Korea and in 2008 in Japan, and research has been actively conducted continuously. As a result of analyzing 69 Korean studies and 33 Japanese studies, quantitative research was the most attempted research method with 61 Korean studies (88.4%) and 24 Japanese studies (72.7%). There were 7 qualitative studies in Korea (10.1%) and 6 studies in Japan (18.2%), and 1 study in

Korea (1.5%) and 3 studies in Japan (9.1%) were mixed studies. Through this, it was found that Korea attaches more importance to quantitative research methods than Japan, and that Japan uses qualitative research methods relatively widely.

Second, in defining cyber bullying, the difference in meaning between the two countries was examined. These three meanings of 'Electronic media use, Personal information leakage, and Peer Bullying' were commonly included in important definitions in both countries. In addition to this, Korea included 'Intentional and repeated bullying, verbal violence, and shame' in the definition, and Japan emphasized 'Slander and mudslinging, Production and spread of rumors' as important contents of cyber bullying.

Third, looking at the causes of cyber bullying, both Korea and Japan have a common point in approaching cyber bullying from three directions: personal, relational, and socio-environmental factors. However, there are some differences in specific content. Looking at individual causes, Korea discussed the causes of cyberbullying, focusing on 'Individual negative temperament and lack of competence, Exposure to violence, Internet/smartphone addiction, Psychological difficulties. On the other hand, Japan, in addition to the above four factors, included individual academic background as a factor contributing to cyber bullying, just like Korea. Except for academic background, there was no significant difference in personal factors seen in Korea and Japan. Next, looking at relational causes, Korea analyzes negative relationships with parents, dependent relationships with peers, and limited social relationships as causes of cyber bullying, while Japan analyzes Apathy in the classroom, school maladjustment, and Absence of parental roles. In other words, while Korea is looking for the cause of the problem in 'relationships' with people around them, Japan seems to focus more on the 'role' of people around them. Finally, looking at socio-environmental causes, Korea analyzes online anonymity, lack of education and awareness of people around them, and unhealthy surroundings as causes, but Japan analyzes the social climate & atmosphere throughout society, Problems inherent in culture itself in addition to these three factors.

2) Implications of the study

The results of this study suggest the following implications.

As these two countries have a lot in common in various aspects, the process of comparing and analyzing each other's research will be a way to find solutions to the cyberbullying problem that are both quantitatively and qualitatively effective. As these two countries have a lot in common in various aspects, the process of comparing and analyzing each other's research will be a way to find solutions to the cyberbullying problem that are both quantitatively and qualitatively effective.

Second, in defining cyber bullying, Korea emphasizes that it occurs 'intentionally and repeatedly' and includes the emotional content of 'stimulation of shame', including the intention to cause cyber bullying and the resulting results in the definition. In Japan, 'slander and slander, production and spread of rumors' are included in the definition, showing a tendency to specify the phenomenon and behavior of cyberbullying more. As the types of cyber bullying are diversifying, it seems necessary to define cyber bullying in more specific and subdivided ways.

Third, among the perspectives of looking at the causes of cyber bullying, personal causes are similar in both countries, but differences in relational and socio-environmental causes were

found. Compared to Japan, Korea has more studies that emphasize that relational factors are deeply related to cyber bullying. Korea is making efforts to analyze relational factors in detail, categorize them in detail, and suggest suitable alternatives. In addition, it emphasizes the healthy growth process, and emphasizes the improvement to a positive relationship and the transition to a healthy relationship. On the other hand, Japan tends to emphasize socio-environmental factors as an important trigger for cyber bullying compared to Korea. It is believed that cyberbullying can be resolved by emphasizing the healthy role performance of individuals and social organizations, changing the social atmosphere, and improving social awareness. This is thought to be related to the socio-cultural values and social priorities of Korea and Japan. Korea, which focuses more on 'relationships' between people, tries to find the cause in 'interpersonal relationships' with parents, peer groups, and others in society, while Japan focuses on environmental factors surrounding adolescents. In particular, it seems to be interested in the 'role' of the people around them, the characteristics of the surrounding environment, and the culture and social climate. Combining the studies of both countries, it is judged that cyber bullying is comprehensively influenced by the 'interpersonal relationship' of adolescents, the 'role' of those around them, the school atmosphere and cultural influences. It will be necessary to continue efforts to explore various causes.

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