

## The Influence of Father's Parenting Behavior and Teacher's Behavior on Cyber Bullying

<sup>1</sup>Jung-A Oh and <sup>2</sup>Young-Joo Lee

<sup>1</sup>Department of Child Welfare, Chungbuk National University of Chungbuk,  
28644 Cheongju, Korea

<sup>2</sup>Department of Social Welfare, Baekseok Culture University of Chungnam,  
31065 Cheonan, Korea

**Abstract:** This study, examines the influence of father's parenting behavior and teacher's behavior passing through adolescent's aggression and delinquency on cyber-bullying. Adolescents attending school from 4th grade in elementary school to 3rd grade in middle school were surveyed by purposive sampling and a total of 495 surveys were used in the final analysis. The collected data was analyzed by SPSS 21.0 Program and AMOS 21.0 Program and "Bootstrapping methods" was used in order to strictly verify the variant's indirect effect's statistical significance. Results show that first, teacher's helping behavior and adolescent's aggression and delinquency turned out to have a direct influence on cyber-bullying. Second, father's parental behaviors such as excessive expectation, neglect and affection have a direct influence on cyber-bullying. Third, teacher's behaviors such as teacher's helping behavior and adverse feedback have a direct influence on adolescent's aggression and delinquency. Fourth, father's parental behavior and teacher's behavior passes through adolescent's aggression and delinquency and has an indirect influence on cyber-bullying. Based on these results, the mediation role of fathers and teachers on cyber-bullying has proved to be significant. The development of father's education programs and manuals taking action on adolescent's cyber-bullying are suggested.

**Key words:** Father's parenting behavior, teacher's behavior, aggression, delinquency, cyber bullying

---

### INTRODUCTION

In the current society, cyber space has settled as a life space where adolescents can share various topics and communicate with each other and also acts as a place where they can enjoy games and their free time. The development of the internet has made it easy for people to access and utilize information and knowledge for learning activities. It has enabled people to associate with a broader human network which is considered as one of the advantages. On the other hand, alongside with the spread of smart phones, interaction through cyber space has increased and cyber bullying which is referred to violence occurred within and out of school has increased.

The definition and range of cyber-bullying differs from researchers and institutes but public institutes define it as "behavior that invades other's privacy or infringes other's rights and defamation, etc., by using signs, literature, sounds, pictures and images through the information network system" (KCSC, 2012). Scholars explain it as "behavior such as swearing, criticizing, expressing threats, spreading rumors, bullying and harassing that can cause the other party psychological

and physical harm in a virtual space and use terms such as cyber-bullying, cyber-delinquency and internet delinquency" (Kim and Yoon, 2012; Jung, 2014). These terms all refer to the violent and invasive behavior within cyber space and also implies the lack of mutual consent on how to define and perceive this phenomenon. The ratio of conventional school violence such as rip-offs and physical violence has decreased whereas cyber-bullying and verbal violence using e-mails, smart phones or Social Networking Service (SNS) has increased. The characteristics of cyber-bullying such as non face-to-face and anonymity exacerbate the pain of cyber-bullied victims. These victims express much more psychological anxiety and depression than teenage school violence victims, eventually leading them to commit self-injurious behaviors (Chi and Frydenberg, 2009). Also, as cyber-bullying assailant's ages are gradually getting younger, reckless behavior such as acknowledging cyber-bullying as some sort of play instead of a serious crime is prevalent. Harmful effects of online cyber-bullying and bullying throughout SNS is standing out as a serious social problem not only domestically but in the western society as well. Domestic

cyber-bullying is usually carried out through Kakao Talk or SNS instead of computer based cyber-bullying and resultingly the fact that violence takes place only in school (Lee and Jeong, 2014a, b).

Studies on cyber-bullying, relationship with delinquent peers (Nam, 2013; Lee and Jeong, 2014a, b) experience of school violence (Kim and Yoon, 2012; Lee and Jeong, 2014a, b) parental behavior or parental bonding are seen as causal factors of cyber-bullying (Sung *et al.*, 2006). Especially the rising of double income households and education focused on university entrance has resulted in excessive expectation or in difference between parents and children. The lack of time they communicate with each other and spend together often blinds parents in finding signs of cyber bullying in their children.

On this Accordino and Accordino (2011) asserted the significance of parental roles concerning cyber-bullying as communication and interest within parents and children are directly related to cyber-bullying harms. Cyber-bullied victims are more likely to become perpetrators the weaker the parent's control over children are. Recently, the study of the relationship between same sex parents and adolescent's over-immersion of internet games (Kim and Youm, 2016) has empowered the assertion of the relationship between parenting behavior and cyber bullying. The assertion that the relationship between same sex parents and children influence children's diligence in school life (Kim and Youm, 2016) is especially considered as a meaningful discovery as it acts as a natural cushion to prevent the over use of the internet.

Traditionally, parental behaviors are considered as a crucial factor as it has a massive influence on adolescent's psychosocial development. After the society's structural change along with the family's structural change, father's roles are highlighted as much as mother's roles. Assertions concerning that the main cause of the increasing adolescent's delinquency problems are due to the absence of the father's role, emphasize the father's active role in child nurturing and socialization (Kim, 2012a, b). Thus, when the father is less interfering, permissive and allows children's freedom, problematic behaviors are less likely to appear but when controlling and rejective parenting behavior is shown children are more inter personally and verbally aggressive (Kim and Yoon, 2002). This is the reason why adolescents who are raised in controlling, suppressing and undemocratic environments appear to have more psychological and behavioral problems than those who not are. Especially parent's negative nurturing behaviors increase children's rage and this reinforces aggression (Jung, 2014; Bing, 1963) which yields behavioral problems such as cyber-bullying. However, father's affectionate parenting behavior has a positive effect on children's

socialization and autonomy as well as forming a close relationship with high self-esteem (Kim and Yoo, 2002).

Moreover, when adolescent's aggression increases, negative behaviors such as violent behaviors and delinquent behaviors occur. Cyber environment which is clearly different from reality has a strong influence on perpetrating cyber-bullying because of its accessibility and anonymity (Lee, 2003). Prior studies have proved that victim adolescents can easily hide their identity and perform delinquency within cyber space showing that victims can always easily switch their roles as perpetrators (Kim and Yoon, 2012; Kim, 2013). This verifies that father's parenting behavior including adolescent's aggression and delinquency has an intimate relationship with cyber-bullying.

The significance of teacher's roles concerning adolescent's cyber-bullying is also emphasized as much as parental behavior. In the adolescence period, children spend much time in school with their peers and teachers so the relationships with them are important factors in their school life. According to Richard *et al.* (2011), the relationship between teachers and students cause a negative effect on school violence and assertions such as when the relationship between teachers and students are positive, student's aggression and occurrence of school violence are reduced (Kassabri, 2011; Henry *et al.*, 2011; Shin and Jung, 2010; Natvig *et al.*, 2001) show that in the matter of adolescent's violence and problematic behaviors, teacher's role are crucial. Teachers not only provide intellectual improvement but influence student's emotional and social adaption as student's social supportive system they function as role models (Lee, 2014; You, 2004). Thus, teacher's violent and disciplinary teaching methods are a dangerous factor in yielding student's violence. Teacher's verbal and psychological violence such as harassment, mockery and swearing, etc., aggravates student's emotional isolation, the possibility of problematic behaviors and violent behaviors. As proved, teacher's behaviors are more influential than official school rules or policies concerning school violence (Lee and Jeong, 2014a, b). Acknowledging the influence of teachers on students, teacher's behaviors are an important aspect to consider.

Cyber-bullying is reported to trigger adolescent's depression, anxiety, diminish of confidence; so thorough studies and solutions to prevent individual and social damages from cyber-bullying should be devised. Though parental behaviors are reasons that may cause adolescent's delinquency and violent behaviors, there are not many prior studies on the relationship of parental behavior and cyber-bullying. There are especially rising assertions about father's parental behavior having a strong influence upon adolescents but research is mostly only focused on the relationship of the mother and the child. Moreover, the significance of mediating factors of

cyber-bullying as well as school violence are emphasized but empirical research on studies that examine these factors are not conducted yet. Teacher's mediation role concerning violence problems inside and out of the school is especially emphasized but there are not many studies about this problem as well. Thus, finding the causal relationship among father's parenting behavior, teacher's behavior and cyber-bullying is considered to be meaningful. Also, exploring the relationship of adolescent's aggression and delinquency with father's parenting behavior and teacher's behavior as well as the direct and indirect influence on cyber-bullying is expected to be helpful for preventing adolescent's cyber-bullying.

**Research problems:** This study aims to provide basic data for practice and policy solutions to prevent adolescent cyber-bullying and devise interventions by examining direct and indirect effects of father's parenting behavior on cyber-bullying experience for effective cyber-bullying prevention and preventing the recurrence of cyber-bullying. Through, what was discussed above we suggest the following research problems. Research problem 1: What are the direct influences of father's parenting behavior and teacher's behavior on cyber bullying. Research problem 2: What are the direct influences of father's parenting behavior teacher's behavior on adolescent's aggression and delinquency. Research problem 3: What are the direct influences of adolescent's aggression and delinquency on cyber bullying. Research problem 4: What are the indirect influences of father's parenting behavior teacher's behavior on cyber-bullying.

## MATERIALS AND METHODS

**Subjects:** The study's subjects are adolescents attending 4th grade in elementary school to 3rd grade in middle school located in Chungcheong, Gyeonggi Province and Seoul; survey method and purposive sampling was used. The surveys were conducted from February 21st-March 13th, 2016 and 520 surveys were collected back. A total of 495 replies were used in the final data analysis excluding 25 replies that were thought to be inappropriate for the study.

### Measurement scale

**Cyber-bullying:** In order to examine adolescent's cyber-bullying, questions relevant to cyber-bullying in the National Youth Policy Institute's panel survey on children and adolescents were revised and edited for measurement.

**Father's parenting behavior:** Father's parenting behavior was measured by using the parental behavior scale

developed by Huh (2004). This scale is composed of 32 questions divided into 8 areas; supervision, rational explanation, inconsistency, excessive expectation, excessive interference, abuse, neglect and affection. Out of these we used excessive expectation, neglect and abuse which tested to be significant through regression analysis in the total analysis. Each question was made in to a 4 point likert scale ranging from "strongly disagree" for 1 point to "strongly agree" for 4 points. This scale's Cronbach's a value turned out as 0.80, 0.78, 0.88.

**Teacher's behavior:** In order to study how students perceive teacher's behavior we used the teacher treatment Inventory edited and revised by Choi (2010) based on Weinstein. This scale is composed of lower factors; teacher's helping behavior, teacher's adverse feedback and instructions, teacher's education and rule orientation, teacher's high expectation, more opportunities and granted selections but teacher's helping behavior and teacher's adverse feedback was chosen for this study. The 4 point likert scale was used and results showed that the higher the score, the higher the teacher's helping behavior and adverse feedback. Cronbach's a value was each 0.90 and 0.86.

**Aggression and delinquency:** To examine adolescent's aggression and delinquency, the Korean Youth Self Report (K-YSR) which was standardized by Oh *et al.* (2001) based on the American child and adolescent behavior checklist invented by Achenbach. This scale is composed of total 10 questions, 5 about delinquency and 5 about aggression. Each question was made into a 4 point Likert scale ranging from "not at all" for 1 point to "very much" for 4 points and the higher the score, the higher the problematic behavior. This scale's Cronbach's a value turned out as 0.79 and 0.86.

**Data analysis:** The study's collective data was analyzed through SPSS 23.0 Program and AMOS 23.0 Program. In order to examine the scale's validity and reliability, factor analysis was conducted and Cronbach's a coefficient to internal consistency was calculated. To check the predicted direction and correlation of each variant, Pearson's product moment correlation coefficient was calculated. Also, path analysis was conducted by using AMOS 21.0 Program to verify this study's theoretical model. To thoroughly verify each variant's indirect effect's statistical significance, "Bootstrapping methods" were used.

## RESULTS

**Correlation of measurement variables:** Analyzed correlations of the variants related to adolescent's cyber-bullying are shown in Table 1.

Table 1: Correlation of measurement variables

Factors	Cyber-bullying	Father's excessive expectation	Father's neglect	Father's affectionate	Teacher's helping behaviour	Teacher's adverse feedback	Aggression	Delinquency
Cyber-bullying	1							
Father's excessive expectation	0.13**	1						
Father's neglect	0.21***	0.32***	1					
Father's affectionate	-0.21***	-0.04	-0.43***	1				
Teacher's helping behavior	-0.25***	0.05	-0.20***	0.44***	1			
Teacher's adverse feedback	0.18***	0.14**	0.39***	-0.26***	-0.04	1		
Aggression	0.39***	0.23***	0.41***	-0.37***	-0.29***	0.31***	1	
Delinquency	0.36***	0.25***	0.44***	-0.38***	-0.30***	0.32***	0.67***	1
Mean	1.63	2.34	2.14	2.54	2.44	2.12	2.02	2.10
SD	0.86	0.76	0.83	0.74	0.59	0.59	0.78	0.73

\*\*\*p<0.001; \*\*p<0.01; \*p<0.05

Table 2: Model fitness of father's parenting behavior, teacher's behavior, aggression and delinquency on cyber-bullying

Models	$\chi^2$	df	GFI	TLI	CFI	RMSEA
Cyber-bullying						
Study model	170.021	1	0.932	-4.082	0.819	0.585
Modified study model	3.017	4	0.998	1.007	1.000	0.001

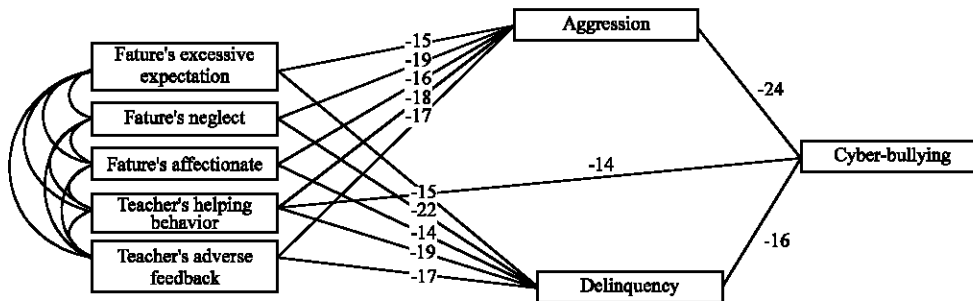


Fig. 1: The influence of father's parenting behavior, teacher's behavior, aggression and delinquency on cyber-bullying  
All coefficients are standardized and statistically significant; \*\*\*p<0.001; \*\*p<0.01; \*p<0.05

Cyber-bullying turned out to have a statistically significant correlation in father's excessive expectation ( $r = 0.13$ ,  $p < 0.01$ ) neglect ( $r = 0.21$ ,  $p < 0.001$ ), affectionate ( $r = -0.21$ ,  $p < 0.001$ ) teacher's helping behavior ( $r = 1.25$ ,  $p < 0.001$ ) teacher's adverse feedback ( $r = 0.18$ ,  $p < 0.001$ ) aggression ( $r = 0.39$ ,  $p < 0.001$ ) and delinquency  $r = 0.36$ ,  $p < 0.001$ ) and each variant has a correlation in a theoretically fit direction. However, father's excessive expectation with father's affectionate and expectation turned out to have no significant meaning. Also, correlation among independent variants all turned out to be under 0.80, so there seemed to be no problem in multicollinearity (Kim, 2012).

#### Influence of father's parenting behavior, teacher's behavior, aggression and delinquency on cyber-bullying:

After verifying the path analysis of father's parenting behavior and adolescent's aggression and delinquency on cyber-bullying, results seemed to show that all models were fit as shown on Table 2. The original research model failed to fit the study so father's parenting behavior and teacher's adverse feedback was omitted and the research

model was modified. The modified path model's fitness turned out as  $\chi^2 = 3.017$  ( $p > 0.05$ ,  $df = 1$ ) which proved that the data supported the model. Model fitness turned out as GFI = 0.998, TLI = 1.007, CFI = 1.00 and RMSEA = 0.001 showed to be an appropriate fit model for analyzing.

The analysis of the influence of father's parenting behavior and teacher's behavior as well as adolescent aggression and delinquency on cyber-bullying are shown in Fig. 1 and Table 3 and the direct, indirect and total effect is shown in Table 4. Father's parenting behavior and teacher's adverse feedback does not have a direct effect in perpetrating cyber-bullying and teacher's helping behavior ( $\beta = -0.14$ ) adolescent's aggression ( $\beta = 0.236$ ) and delinquency ( $\beta = 0.164$ ) turned out to have a direct effect on perpetrating cyber-bullying. Thus, the higher the teacher's helping behavior, the lower the adolescent's cyber-bullying perpetration.

Father's excessive expectation was shown to indirectly influence cyber-bullying ( $\beta = 0.061$ ) through adolescent's aggression and delinquency, father's neglect turned out to indirectly influence cyber-bullying ( $\beta = 0.081$ ) through adolescent's aggression and

Table 3: Path coefficient of the model of father's parenting behavior, teacher's behavior, aggression and delinquency on cyber-bullying

Variables	Regression weights	Standardized regression weights	SE	CR	p-values
Aggression-father's excessive expectation	0.16	0.15	0.04	3.71	***
Delinquency-	0.15	0.15	0.04	3.86	***
Aggression-father's neglect	0.18	0.19	0.05	4.01	***
Delinquency-	0.20	0.23	0.04	4.85	***
Aggression-father's affectionate	-0.17	-0.16	0.05	-3.35	***
Delinquency-	-0.14	-0.14	0.05	-3.10	**
Aggression-teacher's helping behavior	-0.25	-0.19	0.06	-4.33	***
Delinquency-	-0.24	-0.19	0.05	-4.54	***
Cyber-bullying-	-0.20	-0.14	0.06	4.12	***
Aggression-teacher's adverse feedback	0.23	0.17	0.06	4.04	***
Delinquency-	0.20	0.17	0.05	-3.17	**
Cyber-bullying-aggression	0.26	0.24	0.06	4.27	***
Cyber-bullying-delinquency	0.19	0.16	0.07	2.95	**

Table 4: Direct, indirect and total effect of father's parenting behavior, teacher's behavior, aggression and delinquency on cyber-bullying

Variables	Direct effect	Indirect effect (p-value)	Total effect
Aggression-father's excessive expectation	0.151		0.151
Delinquency-	0.155		0.155
Cyber-bullying-	-	0.061 (0.005)	0.061
Aggression-father's neglect	0.189		0.189
Delinquency-	0.225		0.225
Cyber-bullying-	-	0.081 (0.005)	0.081
Aggression-father's affectionate	-0.156		-0.156
Delinquency-	-0.142		-0.142
Cyber-bullying-	-	-0.06 (0.003)	-0.060
Aggression-teacher's helping behavior	-0.185		-0.185
Delinquency-	-0.191		-0.191
Cyber-bullying	-0.136	-0.075 (0.002)	-0.211
Aggression-teacher's adverse feedback	0.172		0.172
Delinquency-	0.166		0.166
Cyber-bullying	-	0.068 (0.008)	0.068
Cyber-bullying-aggression	0.236	-	0.164
Cyber-bullying-delinquency	0.164	-	0.236

\*\*\*p<0.001; \*\*p<0.01; \*p<0.05

delinquency and father's affectionate turned out to indirectly influence cyber-bullying ( $\beta = -0.060$ ) through adolescent's aggression and delinquency. This can be analyzed that cyber-bullying is much more carried out when adolescent's aggression and delinquency elevates as the father's excessive expectation elevates and when father's neglect is higher, adolescent's aggression and delinquency gets higher, leading to the elevation of cyber-bullying. Meanwhile, the higher the father's affectionate, the lower the adolescent's aggression and delinquency which leads to lower cyber-bullying perpetration; father's affectionate not only decreases adolescent's aggression and delinquency but also decreases cyber-bullying as well.

Teacher's helping behavior was shown to indirectly influence cyber-bullying ( $\beta = -0.075$ ) through adolescent's aggression and delinquency and teacher's adverse feedback turned out to indirectly influence cyber-bullying ( $\beta = 0.068$ ) through adolescent's aggression and delinquency. This means that the higher the teacher's helping behavior, the lower the adolescent's aggression and delinquency which leads to the decreasing of cyber-bullying perpetration. However, the higher the teacher's adverse feedback, the higher the adolescent

aggression and delinquency which leads to increasing cyber-bullying perpetration. Father's neglect had the strongest influence on both adolescent's aggression and delinquency and teacher's helping behavior turned out to be the following strongest influence, showing that aggression and delinquency has an indirect influence on cyber-bullying. Also, the variant that influences cyber-bullying the most turned out to be adolescent's aggression.

## DISCUSSION

This study aims to provide basic data for practice and policy solutions to prevent adolescent's cyber-bullying and devise interventions by examining the influence of father's parenting behavior, teacher's helping behavior and adolescent's aggression and delinquency on cyber-bullying. As a result, teacher's helping behavior and adolescent's aggression and delinquency turned out to have a direct influence on cyber-bullying. Results showed that the higher the teacher's helping behavior, cyber-bullying turned out to be lower but aggression and delinquency elevated cyber-bullying perpetration. This means that this study partially follows the study that

teacher's high support lowers cyber-bullying (Kim, 2012a, b) and confirms the study by Kim and Choi (2012) which proves that problematic behavior such as adolescent's aggression and delinquency influences cyber-bullying.

Throughout these results, teacher's helping behavior has proved to be an important resource that mediates adolescent's behaviors such as cyber-bullying. Furthermore, father's parenting behavior resulted to directly influence adolescent's aggression and delinquency but did not seem to have any direct influence on adolescent's cyber-bullying behavior. Thus, adolescent's aggression and delinquency elevates when father's excessive expectation and neglect are high, whereas affectionate behaviors turned out to decrease adolescent's aggression and delinquency leading to the result that father's parenting behavior has a direct influence on adolescent's problematic behaviors. This re-emphasizes the importance of father's parenting behavior as it partially confirms prior studies that family support influences adolescent's cyber-bullying (Kim, 2012a, b). Moreover, teacher's behaviors have a direct influence on adolescent's aggression and delinquency. Thus, higher teacher's helping behavior lowers aggression and delinquency, whereas adverse feedback strengthens aggression and delinquency. This implies that teacher's role is important in the matter of adolescent's aggression and delinquency and teacher's active intervention is needed to prevent cyber-bullying in and out of school.

Last, parenting behavior and teacher's behavior was found to influence cyber-bullying through adolescent's aggression and delinquency. Thus, father's excessive expectation, neglect and teacher's adverse feedback influences adolescent's aggression and delinquency and elevates cyber-bullying whereas father's affectionate and teacher's helping behavior decreases aggression and delinquency and lowers adolescent's cyber-bullying. This can be interpreted that parent's abusive behavior elevates adolescent's aggression and influences cyber-bullying (Jeong and Lee, 2015) to reinforce cyber-bullying (Kim and Park, 2015; Lee *et al.*, 2015; Lee, 2015). Also, positive nurturing behaviors such as affection are understood to decrease problematic behaviors such as adolescent's aggression and delinquency and lower cyber-bullying. However, there are some who assert that adolescent's aggression does not directly influence cyber delinquency (Kim, 2013) so further multidimensional research is needed.

## CONCLUSION

However, this study lacks the research on the difference of father's parenting behavior based on gender

and variants of the father's parenting behaviors such as abuse, excessive protection and supervision, etc., are not explored as well as finding out the difference in cyber-bullying according to the father's sociodemographic variants are this research's limitations. These parts are to be verified in later researches.

## SUGGESTIONS

The following suggestions are made through these results. First, father schools should be activated so programs considering the child's life cycle for father's parenting education can be developed. Especially, programs that enable fathers who are unable to receive parental education due to research to learn and receive education by using the Internet should be made.

Second, manuals that can take action to adolescent's cyber-bullying should be devised. As double income households have increased and children are spending more time in school with teachers than parents, teachers are an important asset in adolescent's health growth and development. Thus, the development and distribution of professional and systematic manuals that can protect the teacher's right and rationally solve adolescent's problems are expected to positive influence preventing cyber-bullying in and out of school.

## IMPLICATIONS

Based on these results, the following implications are made. The fact that parents, whom children meet ecologically from their birth have a massive influence on children's growth and development is an established theory. However, it is true that domestically, there was only high interest in mother's parenting behavior and less focus on father's parenting behavior. This study implies the significance of father's role as much as mother's role in parenting by proving that father's parenting behavior has a direct influence on adolescent's aggression and delinquency.

In addition, many scholars mention the importance of teacher's role but apart from these assertions there are not many empirical researches about teacher's roles so there are limitations in providing information for teacher's intervention within adolescent's cyber-bullying. This study shows the relevance between teacher's roles such as helping behavior and giving adverse feedback, adolescent's aggression and delinquency and cyber-bullying which has found out that in matters of problematic behaviors such as cyber bullying, not only parental roles are significant but also teacher's active mediation roles are crucial as well.

## REFERENCES

- Accordino, D.B. and M.P. Accordino, 2011. An exploratory study of face-to-face and cyberbullying in sixth grade students. *Am. Secondary Educ.*, 40: 14-30.
- Bing, E., 1963. Effect of childrearing practices on development of differential cognitive abilities. *Child Dev.*, 34: 631-648.
- Chi, C.W. and E. Frydenberg, 2009. Coping in the cyber world: Program implementation and evaluation-a pilot project. *Aust. J. Guidance Counseling*, 19: 196-215.
- Choi, H., 2010. The relationships among Teacher's behavior perceived by elementary school student, learning motivation and academic achievement. Master Thesis, Chungbuk National University, Cheongju, South Korea.
- Choi, J.E., 1997. Study on the variables influencing the attitude and behavior toward adolescent violence. Master Thesis, Ewha Woman University, Seoul, South Korea.
- Henry, D.B., A.D. Farrell, M.E. Schoeny, P.H. Tolan and A.B. Dymnicki, 2011. Influence of school-level variables on aggression and associated attitudes of middle school students. *J. Sch. Psychol.*, 49: 481-503.
- Huh, M.Y., 2004. A study for the development and validation of an inventory for parenting behavior perceived by adolescents. *Korea Youth Counseling Assoc.*, 12: 170-189.
- Jeong, K.Y. and S.H. Lee, 2015. The effect on cyber delinquency from children abuse from parents: Focusing on the mediating effect of the aggression. *J. Adolesc. Welfare*, 17: 171-190.
- Jung, J.Y., 2014. An analysis on the casual model between parent-child' negative interaction and adolescent aggression: Focusing on sex differences. *National Youth Policy Inst.*, 25: 237-312.
- KCSC., 2012. The 3rd broadcasting communication deliberation commission. Korea Communications Standards Commission, South Korea. <https://translate.google.com/translate?hl=en&sl=ko&u=http://www.kocsc.or.kr/&prev=search>.
- Kassabri, M.K., 2011. Student victimization by peers in elementary schools: Individual, teacher-class and school-level predictors. *Child Abuse Negl.*, 35: 273-282.
- Kim, E.K. and G.H. Yoo, 2002. A study on the relationship among self-esteem, children's problem behaviors and the father's attitudes of child rearing. *Korean J. Play Therapy*, 5: 33-43.
- Kim, G.H., 2013. Influence of depression and aggression of adolescents on cyber and real-world delinquency mediated by types of internet use. *J. Sch. Social Work*, 24: 31-59.
- Kim, H.J. and D.H. Park, 2015. Factors affecting internet gaming addiction: SNS addiction tendencies, self-esteem and interpersonal relationships among male middle school students. *Indian J. Sci. Technol.*, 8: 212-218.
- Kim, H.K., 2014. A study on the factors of youth cyber bullying: Focused on off-line bullying and social media addiction. *J. Korea Entertainment Ind. Assoc.*, 8: 323-333.
- Kim, H.S., 2013. A dialogue on the two-daughter problem. *Korean J. Philosophy Sci.*, 16: 97-125.
- Kim, K.E. and E.H. Choi, 2012. A study on the effect of school violence victimization on adolescents cyber violence: Focus on mediating effect of aggression. *Korean Assoc. Youth Welfare*, 14: 259-283.
- Kim, K.E. and H.M. Yoon, 2012. Associations between adolescents victimization of violence, tolerance toward violence and cyber violence offending behavior. *J. Korean Soc. Child Welfare*, 39: 213-244.
- Kim, K.M. and Y.S. Youm, 2016. Game use and school life of Korean adolescents: Gender difference and moderating effects of social relationship. *J. Korea Content Soc.*, 16: 753-765.
- Kim, S.H., 2012a. The effects of social support and self-esteem on adolescent's real and cyber delinquency. Master Thesis, Myongji University, Seoul, South Korea.
- Kim, Y.M., 2012b. Effects of daily hassles and learned helplessness on psychological maladaptation among adolescents: Focused on moderated mediation effect of family cohesion. *J. Adolesc. Welfare*, 14: 47-73.
- Lee, C.S., 2003. A study for flaming in virtual community. *Korea Marketing Assoc.*, 18: 3-30.
- Lee, G.H., 2014. Pathways from child abuse to adolescent school violence: Focusing on social development model. *Korean J. Social Welfare*, 66: 75-99.
- Lee, K.E. and S.H. Jeong, 2014a. Predictors of cyber bullying behaviors among adolescents: Application of theory of planned behavior and social learning theory. *J. Cyber Commun. Acad. Soc.*, 31: 129-162.
- Lee, K.E. and S.H. Jeong, 2014b. Predictors of cyber bullying behaviors among adolescents: Application of theory of planned behavior and social learning theory. *J. Cyber Commun. Acad. Soc.*, 31: 129-162.
- Lee, S.Y., T.H. Lee and Y.S. Han, 2015. The mediating effects of aggression, depression and social withdrawal on the relationship between violence victimization and cyber delinquency. *J. Korean Soc. Child Welfare*, 50: 1-27.
- Lee, Y.J., 2015. A cause-effect analysis of the relationship between game use motives and continuous intention: Mediated effect of the attitude toward the shutdown system. *Indian J. Sci. Technol.*, 8: 371-379.

- Nam, S.I., 2013. A study on the factors that influence adolescent offenders of cyber bullying. *J. Future Oriented Youth Soc.*, 10: 23-43.
- Natvig, G.K., G. Albrektsen and U. Qvarnstrom, 2001. School-related stress experience as a risk factor for bullying behavior. *J. Youth Adolescence*, 30: 561-575.
- Oh, K.J., K.E. Hong and H.R. Lee, 1997. Korean Youth Self Report: K-YSR. Burgess Publication Company, Clayton, North Carolina.
- Richard, J.F., B.H. Schneider and P. Mallet, 2011. Revisiting the whole-school approach to bullying: Really looking at the whole school. *Sch. Psychol. Intl.*, 33: 263-284.
- Shin, S.J. and S.H. Jung, 2010. The effects of school environment perceived by teachers and student's characteristics on peer victimization for junior high school students. *J. Sch. Social Work*, 19: 141-172.
- Sung, D.K., D.H. Kim, Y.S. Lee and S.W. Lim, 2006. A study on the cyber-violence induction factors of teenagers: Focused on individual inclination, cyber violence damage experience, and moral consciousness. *J. Cyber Commun. Acad. Soc.*, 19: 79-129.
- You, S.Y., 2004. Research on the efficiency of the school social work program for improving interaction between teachers and students. Master Thesis, Seoul Woman's University, Seoul, South Korea.