

A Comparative Study of School Violence in South Korea and Hong Kong

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INTRODUCTION

- School violence: aggressive behaviour that causes physical, verbal and emotional harm to the individual at school in order to uphold a position of dominance
- Bullying: a continuous act in which at least two students cause physical or emotional harm to other students within or outside of school that serve out of misery

OBJECTIVES

- To examine the causes for school violence in South Korea and Hong Kong, demonstrating that these causes are the collectivist culture, the competitive educational atmosphere, and the results of social relationships
- To argue that the antibullying strategy of South Korea focuses on the individual school level, while Hong Kong comprises more all-rounded prevention, including suppressive and comprehensive strategies at a city-wide level

CAUSE OF SCHOOL VIOLENCE

1. Collectivist Culture

- Collectivism: the degree to which people view themselves as interconnected and as members of certain committees rather than as self-sufficient individuals, stressing common objectives, a sense of belonging and harmony
- Korea and Hong Kong are characterized as more collectivistic nations. The emphasised class network and harmony due to collectivism has led to the act of bullying in school which is conceptualized as collective ostracism.

2. Academic Achievement

- Hong Kong and Korea both have a competitive educational environment, thus, academic stress is one of the greatest rationales for violent behaviour.
- The unfavourable self-images, along with less hope for social advancement at school due to low achievers in academics, lead to confrontations with peers and aggressive behaviour at school.
- South Korea and Hong Kong are capitalist cities. People placed a greater focus on income-generating and pleasure-seeking.
- Great deals of emphasis on academic results and the look down of life education have resulted in fashioning teenagers to be more self-centred, overly loving, or emotional, and have lost control of their emotions and anger. They are more likely to lack the abilities to express their feelings, problem-solving and conflict-resolution, which they are more likely to be the predictor of school bullies.

3. Social relationships

Family Relationship

- Asian families, such as South Korea and Hong Kong, are usually categorized as authoritarian.
- In the hope of children's bright future and strike to success, parents usually conduct authoritarian parenting, such as controlling, being harsh, and cold parenting. Authoritarian parents have been an important predictor of teenagers' subsequent violence and identify the difference between violent and non-violent offences.
- Raising children in a family that is full of physical, verbal and emotional abuse brings negative effects to the children's "chain of development", for example, self-esteem issues, depression, criminal behaviour, and self-harm.
- Youngsters are more attached to delinquent behaviour due to the lack of emotional availability, support and moral education from family.

Peer relationships

- Social pressure, group norms, group affiliation, and the construction of accountability are the key factor that affects the construction of teenagers' personality and adjusting their behaviour.
- The deviant peer group cohere with the bullying behaviours while they contain similar targets and attitudes.
- The group assists each other in participating in criminal activities, teaching antisocial ideals, and the refinement of delinquent abilities.

ANTI-BULLYING STRATEGY

South Korea

1. School Violence Prevention and Countermeasure Act

- Compel all schools to implement school violence prevention policies and programs regularly
- Notify the director of the competent office of education and implement countermeasures Apology to the victims, education and psychological treatment, suspension of class, expulsion and forced transfer to other schools without parental approval

2. School Police Officer (SPO) programme

- Each of the police officers has contracts with schools in their administration area and is responsible for about 10 schools to provide security and crime prevention in schools.
- As safety experts and law enforcement officers to solve problems, associate the community resources and educate students and staff to prevent school crimes.
- Educate students and staff on crime control and reporting mechanism, as well as engage in the school violence autonomous committee

3. Site-oriented Countermeasures Against Violence In Schools (SCVIS)

- Experience-based education on school bullying

4. Construct a positive classroom, school culture and harmony

Hong Kong

1. Suppressive strategy: "zero-tolerance" policy by Hong Kong Police

- School liaison officers were recruited to the police divisional units
- Increase their strength in police-school liaison work to support teachers in dealing with school violence, community education and joint school-police operations

2. A Restorative Whole-school Approach

- Construct a shared ethos among teachers, social workers, and parents that share the school's existing discipline policy, pastoral care policy, and code of conduct
- Build a strong bonding classroom environment and improve relationships between class
- Aim at the recovery of victims, offenders, and the community from wrongdoing and delinquency by participating in anti-bullying programs to improve their social skills and emotional management
- Emphasizes the coordination of all parties

CONCLUSION

- The causes of school violence in South Korea and Hong Kong are mainly similar while the responses to school violence are different.
- Hong Kong has implemented suppressive and comprehensive strategies at a city-wide level while South Korea has mainly focused on individual school levels.
- South Korea tend to rely on school-reported rate of school violence, which do not accurately reflect the seriousness of school violence and lead to the contempt of school violence.

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