外 国 語 要 旨

学位論文題目： “Study on Preventative Factors of Cyber Peer Aggression”

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In recent years, harassment over the Internet among children known as “cyberbullying” has become an issue. This research defined an aggressive behavior using the Internet as “cyber peer aggression”. In this research, 11 empirical studies were conducted on the preventative factors of cyber peer aggression.

This research is composed of five sections. The first section is a review of the background on the issue of cyber peer aggression and of preceding research.

In the second section, Studies 1 to 3 were conducted on the individual factors of children from elementary school to high school. Study 1 showed the state of children’s internet usage and filtering setting. Study 2 indicated that the factor of “ICT skills”, which were skills of mastery over media, was a causative factor that increased cyber peer aggression, and the factor of “netiquette”, moral judgments about in interpersonal behaviors on the Internet, was a preventative factor that inhibited cyber peer aggression. Study 2 found that netiquette also inhibited aggression at school, which was an aggressive behavior between peers conducted without the Internet. Study 3 indicated that netiquettes inhibited the effects of ICT skills increasing cyber peer aggression.

In the third section, Studies 4 to 7 were conducted on the factor of home education. In Study 4, the survey of the situation of ICT education at home by caregivers of middle school and high school students was conducted. Study 5 examined whether rules for internet usage at home, conversations between parents and children and filtering settings which were inquired to children, inhibited cyber peer aggression, and indicated that filtering partially inhibited cyber peer aggression. Study 6 examined whether rules for internet usage at home, conversations, or filtering settings inhibited the effects of ICT skills on cyber peer aggression, and indicated that on the whole they had an inhibiting (moderating) effect. Study 7 examined whether rules over the Internet usage at home, conversations, or filtering settings moderated the inhibiting effect of netiquette on cyber peer aggression, but these family factors did not have a moderating effect.

In section 4, Studies 8 to 11 were conducted on the factor of school education. In Study 8, a survey with ICT educators about the school-wide ICT environment, and ICT education by ICT educators was conducted. In Study 9, a survey with homeroom teachers about the ICT education by homeroom teachers and student counseling policies was conducted. Study 10 examined whether ICT education by ICT educators inhibited cyber peer aggression, and examined what effects they had on ICT skills

and netiquette, but no inhibiting effects on cyber peer aggression or enhancement of ICT skills or netiquette were found. In Study 11 we examined whether ICT education by homeroom teachers and student counseling policies inhibited cyber peer aggression and aggression at school in the classroom. The results did not find an effect of ICT education by homeroom teachers inhibiting cyber peer aggression or enhancing ICT skills and netiquette, but they did find an effect for homeroom teachers' student counseling policies inhibiting cyber peer aggression and aggression at school.

Section 5 we conducted a comprehensive discussion about preventative factors of cyber peer aggression, from the point of view of children's developmental stages. Since incidence rates of cyber peer aggression in elementary school students were too low to investigate a causal relationship, the necessities for caregivers to monitor their children's internet usage and develop netiquette were suggested. The effect of ICT skills increasing cyber peer aggression with the increase of media usage was found to be strongest in middle school students, but an inhibiting effect of netiquette was also found, implicating that netiquette was a crucial factor. Also, home education such as parent-child conversations and rules for internet usage were found to have an increasing effect on cyber peer aggression, but they also inhibited the increasing effect of ICT skills on cyber peer aggression, so family education that was appropriate to the secondary period of rebelliousness is desirable. For high school students, home education, such as filtering and rules for internet usage, showed a greater inhibiting effect than personal factors, such as netiquette and ICT skills.