

Influence of Experience of Positive Commenting Activity (Sunfull) on Aggression and Hate Speech of Korean Adolescents

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Abstract

This study began in recognition of societal problems such as aggression and hate speech due to the spread of cyber-violence and malicious commenting. Hence, this study was conducted to verify whether positive commenting activity acts as a means of controlling adolescents' aggression and hate speech. With this, a survey was conducted on 410 middle and high school students registered in the Sunfull Foundation. Consent from the organization's head, participant and research purpose anonymity, as well as data confidentiality, were all stated in advance taking the study's ethical considerations into mind. Frequency analysis and regression analysis were performed on the collected data using SPSS 22.0 PC ver. As a result, this study found that adolescents' overall aggression decreased, and in particular, the more they participated in the positive commenting activity and the longer the period of participation in positive commenting, the lower the overt aggression of adolescents. These findings suggest that organizing positive commenting activities as one of the required subjects in the school curriculum may be a more useful strategy given the scenario that students in today's classrooms are in, which is one of continual academic pressure. Therefore, various support should be provided as well as social interest in the use of positive language as well as in the level of ethics education for adolescents.

Keywords: positive commenting activity, aggression, hate speech, cyber violence, information ethics

1. Introduction

Adolescents nowadays are members of the generation born in 2000 or later, and they live their lives by building new areas where everyone wins and gathering knowledge on social media sites like Instagram and YouTube (Lee, 2019). In particular, adolescents have been exposed to digital culture since childhood due to the advent of the information society, the rapid development of communication technology, and the development of digital media. The high-speed Internet network of the 21st century has made adolescents change their lifestyles quickly, and the Internet space is creating a new space and culture in their life that did not exist before.

Unlike the offline space, the Internet space has positive functions that facilitate the ease of discovering and obtaining desired information without temporal and spatial constraints (An, 2000). Additionally, users may enjoy interactive communication as well as leisure pursuits like gaming, viewing films, and listening to music on the Internet. On the other hand, there are drawbacks to using the Internet. These include addictions brought on by excessive Internet usage, loss of self-control brought on by games and chatting, difficulty adjusting to schoolwork, posting harmful comments, feelings of powerlessness, etc (Kim, 2012). It may also cause adolescents to be exposed more easily to various problems, such as increasing the likelihood of them falling into Internet addiction and encouraging problematic behaviors (Ju, 2007).

Anonymity is the greatest reason why adolescents easily accept the Internet as a part of their lives. For adolescents who cannot properly control their aggression and impulsiveness from various pressures including social and

psychological problems, anonymity on the Internet mediates as a space to express their experiences and frustrations (Lee, 2005). Due to these characteristics, the issue of malicious comments on the Internet, which has been a hot potato in recent years, can be viewed as one of the problematic behaviors of adolescents. Also, even though this problem has become a social issue and its seriousness of it is increasing, no fundamental solutions have yet to be implemented. Therefore, a way to protect adolescents who are in an environment where they are likely to become both perpetrators and victims of malicious comments should be designed to control their aggression.

In particular, when violence is displayed online rather than in person, it is done so by insulting conversation partners or making derogatory comments. Most of these types are implemented through hate speech, and it is a concept that mainly includes cases like gender demeaning, parental demeaning, sexual minority demeaning, and simple profanity online. Teenagers who encountered hate speech online or offline made up roughly 70% of survey participants, according to the National Human Rights Commission of Korea's survey from 2019 (National Human Rights Commission, 2019), and it was discovered that 82.9% of the hate speech was expressed online. Above all, it must be noted that despite the high awareness (86.2%) of adolescents that hate speech can lead to crime, and the current situation is that there is no proactive solution to this issue.

If strict regulations on hate speech are implemented, the problems described above can be solved. However, due to the defensive logic of 'freedom of expression', regulations on hate speech expressed due to adolescent aggression cannot be enforced. Those who oppose the regulation of hate speech doubt the correlation between hate speech, discrimination, and violence (Baker, 2012). Also, they believe that the regulation of hate speech is an abuse of power, is ineffective, and will lead to the loss of autonomy from the speaker's point of view, which in turn will significantly damage the democratic system (Weinstein, 2017).

In order to resolve problems of adolescent aggression, schools are emphasizing the importance of youth experience activities, especially volunteering (Ministry of Education, 2014). Engaging in volunteer work helps with adolescents' personal and social growth (Arthur, Hawkins, Pollard, Catalano, & Baglioni, 2002), increases self-regulation (Min, 2019; Zeidner, Boekaerts, & Pintrich, 2000) and the ability to control aggression (Kim & Kang, 2019). Notably, when adolescents gain satisfaction from volunteering, there will be an increase in the number of times they participate as well as the duration in which they can maintain participation. Therefore, the number of times they participated in volunteer work can be an important variable.

Accordingly, this study focused on the Positive Commenting Activity carried out by the Sunfull Foundation. The Positive Commenting Activity was suggested by the Foundation as a countermeasure to the antisocial problems of adolescents' aggression and hate speech caused by malicious comments.

Sunfull activities are voluntary activities where one aims to use positive comments on the Internet. Positive commenting activities aim to give courage and hope to those who are subjected to hurtful comments online and to make the world a better place by using honest and kind language. It can be concluded that these activities will directly affect adolescents' aggression and the use of hate speech both online and offline. Accordingly, if the effectiveness of Sunfull to control adolescents' aggression can be proven, it would be possible to use Sunfull as an alternative for helping adolescents grow as responsible adults independently by preventing and protecting adolescents from various adolescent problems derived from cyberspace in advance.

Therefore, by conducting an empirical study, this study intends to identify the influence of positive commenting activities on adolescents' aggression and hate speech and confirm whether positive commenting activities can act as a medium for controlling adolescents' behavior. Based on the examination, this study aims to find educational methods through various experience-based activities for adolescents, as well as the Sunfull Activity, as a method to reduce aggression and hate speech among adolescents.

The purpose of this study is summarized as the following research questions:

Question 1: Do the experiences of Sunfull activities and duration of participation have an effect on adolescent aggression?

Question 2: Do the experiences of Sunfull activities and duration of participation have an effect on adolescent hate speech?

2. Theoretical Background

2.1 Adolescent's use of the Internet and Aggression and Hate Expression

Adolescents have stress and anger due to changes that occur during their development process such as development

needs, negative emotional reactions, entrance exam-oriented educational environment, as well as friend relationships (Jo, 1999). However, appropriate programs or safe play culture are not being provided to solve these issues. Accordingly, adolescents play highly violent games on the internet, provide biased criticism and distorted information on social issues, or express their aggression through hate speech, slander, and malicious comments (Chung, 2014).

Aggression in adolescence is a subject that has long been studied by various scholars under various subjects. Aggression is a psychological characteristic that causes social maladjustment and violence which can be interpreted as a product of the interaction of personal factors, such as instinct or temperament, and environmental factors, such as household poverty and social structure. For this reason, aggression in adolescence causes various issues, including immature social skills development, negative peer relationships, lack of ability to empathize, academic problems, and maladjustment (Lee, WI & Kim, 2015).

Moreover, it is well known that aggression that has persisted since childhood promotes the emergence of antisocial behavior in adulthood as well as an increase in antisocial behaviors such as delinquency and crime in adolescence, which serves as a predictor of depression, drug addiction, and domestic violence in adulthood (Kim, 2014). As such, because aggression in adolescence has a significant influence on the behavioral development of adolescents (Capara, Dodge, Pastorelli, & Zelli, 2006), it is necessary to be controlled. To this end, adolescents' aggression should be understood and solutions should be researched to fundamentally solve them.

In particular, adolescents' excessive use of the Internet negatively impacts self-esteem and aggression period J. S. Lee (2004). Suggests that higher use of the Internet is correlated with higher levels of aggression in adolescents. It was also reported that adolescents with higher use of the Internet had lower self-esteem than those who did not (Yoon & Nam, 2009; Lee, 2000) and higher levels of depression, impulsivity, and aggression. Similarly, Cho Yu-Jin (2006) revealed that adolescents with low levels of aggression do not easily engage in violent behavior; however, as individuals with high levels of aggression often act violently in similar situations, there is a risk that adolescents will develop violent tendencies in the future if it is not controlled in the right time.

On the other hand, studies show that the more exposed adolescents are to cyberbullying, which is on similar realms with hate speech and malicious comments, the more negatively impacted their emotions will become (Jeon, 2013); studies suggest that if adolescents' aggression in the Internet space is not controlled, it will create a vicious cycle of aggression which in turn can be a serious social threat.

Furthermore, aside from adolescents who make malicious comments and hate speech, there are reports that adolescents who have experienced damage are developing aggression due to the thought that they were not able to protect themselves (Sin, 2006). Lee Kyung-hee and Bang Bang-ryeong (2011) revealed that the more frequently adolescents are exposed to malicious comments or hate speech, in the form of cyberbullying, the higher the depressive and violent tendencies. In addition, Lee Soo-kyung and Oh In-soo (2012) also revealed that the experience of being a perpetrator as well as a victim of cyberbullying has a significant relationship with adolescent aggression.

Several studies have revealed that Internet use is directly correlated with adolescent aggression and hate speech. However, most of the mainstream research deals with hate messages on the Internet online comments (Kim, 2012; Lee, 2016; Cho, Im & Heo, 2016). There is an insufficient amount of research suggesting new measures to reduce adolescents' aggression and hate speech. Thus, this study aims to examine how alternative activities affect adolescents' aggression and hate speech.

2.2 Effects of Volunteer Work Experience on Aggression and Hate Speech

The importance of youth experience activities, especially volunteer work, is being emphasized in order to resolve school violence in adolescents. Volunteer workers can care for others and self-regulate problematic behaviors (Wilson & Musick, 2000), decrease aggressive and violent tendencies (Kim & Kang, 2019) and promote civic consciousness and social responsibility (Kwak, 2010; Park, Park & Lee, 2015). Therefore, volunteer work amongst adolescents is very important. As volunteer work emphasizes characteristics such as self-realization, altruism, conservatism, and public influence, registering for volunteer work could lead to continued participation; however, volunteer work can also stop due to reasons pertaining to motivation and satisfaction (Lee, 2002; Han, 2015; Finkelstein, 2007). Therefore, having a clear perception of motivations for adolescents' volunteer work and what adolescents seek to gain from participation is significant in continuous participation and re-participation of adolescents' volunteer activities. In addition, the willingness of adolescents to continue participating in volunteer work is related to self-regulation. According to Zeidner et al (2000), self-regulation affects individual performance as

it sets and motivates self-set goals and as a result, induces intrinsic motivations and satisfaction. In order for adolescents to continue participation in volunteer work, the high autonomy level of the program and the duration of continued participation should be considered.

The study will focus on Sunfull activities, which are volunteer endeavors that involve posting supportive comments online. These endeavors are created for adolescents to have a distinct sense of purpose and autonomy as they engage in activities like supportive commenting, campaigns, and book reviews.

Although the academic definition of positive comments (“Sunfull” as read in Korean) has not yet been established, it is used as the opposite term to ‘malicious comments’. The National Assembly Human Rights Forum (2008) defines Sunfull as ‘positive comments’, ‘comments that give courage and hope to those who are hurt and suffering from malicious comments’, ‘good words’, and ‘good deeds’. The Sunfull Foundation, which is currently implementing the Positive Commenting Activity autonomously, is in line with the definition of the National Assembly Human Rights Forum.

There is an insufficient amount of research on the effectiveness of Sunfull activities; however, looking at the research on Sunfull activities, adolescents who have participated in the online good comments campaign have had positive effects on personality development, self-esteem, community awareness, and information/communication ethics (Min & Oh, 2018; Min & Oh, 2019; SUNFULL, 2022). As Sunfull activities are closely related to ethically conscious etiquette, autonomy, and responsibility, the movement can give courage and hope to those suffering from malicious comments on the Internet by creating a bright world using warm language; thus, directly affecting adolescent aggression and hate speech in offline as well as online spaces. Furthermore, according to Cho Ji-eun, Lee Soon-kyo, Kim Hee-woong, and Kwak Ki-young (2016), who explored ways to encourage positive commenting online in order to reduce hate expressions, there is an urgent need for people to be educated to feel a sense of responsibility for online behavior in the midst of an increasing trend of freedom of expression and malicious comments. Second, the government should tighten the laws governing defamatory remarks, and third, Sunfull activity points should be partially required for good remarks.

Thus, if it is possible to prove the effectiveness of positive commenting in regulating adolescent aggression and hate speech, it can be considered an alternative solution to preventing and protecting various adolescent problems derived from cyberspace as they grow up to be responsible adults.

3. Methodology

3.1 Subjects

Out of the 20 schools that participated in the Sunfull Campaign and were posted on the website of the Sunfull Foundation as of September 2020, this study focused on middle and high school students of all years from four schools in Seoul, four schools in Gyeonggi, and four schools in Gyeongbuk (www.sunfull.or.kr). In order to reduce the effect of regional interference in the study, the study target sites were divided into three areas: Seoul, Gyeonggi, and Gyeongbuk.

The survey was administered using the self-administration approach, and the questionnaire was sent through email to the homeroom teachers of the chosen schools. Consent from the organization's head, participant and research purpose anonymity, as well as data confidentiality, were all stated in advance taking the study's ethical considerations into mind.

Table 1. General Characteristics (N=410)

Classification		N(%)
Experience participating in Sunful	Yes	205(50.5)
	No	205(50.5)
Gender	F	214(52.2)
	M	196(47.8)
Period of participating in Sunfull	12 months or less	99(48.3)
	More than 12 and less than 24 months	65(31.7)
Grade	Over 24 months	41(20.0))
	Middle school student	179(43.7)
	High school student	231(56.3)

The distribution and collection of questionnaires were conducted by teachers in each school. The questionnaires were distributed via the teachers of each school during recess and lunch breaks in a comfortable atmosphere. A total of 417 students completed the survey, and 410 questionnaires were utilized as the final data of this study, except for seven that did not answer the questions or were judged to be inaccurate and insincere among the collected questionnaires.

Table 1 shows the analysis result of the general characteristics of the 410 students who participated in this study.

3.2 Measurement Scale

3.2.1 Adolescent's Aggression

The Peer Conflict Scale (PCS), created and validated by Marsee & Frick (2007), was translated and reverse-translated by Han Young-kyeong (2008) and the 31 questionnaires were then chosen, employed, and their content validity was checked by clinical psychology faculty members.

All questionnaires were measured using the 5-point Likert scale. Therefore, the higher the score, the higher the pro-social behavior.

The peer conflict scale consisted of not only attacks that directly negatively impact adolescent aggression, but also reactive aggression and leading-relational aggression, leading-external aggression, reactive-relational aggression, and reactive-external aggression. Reactive-external aggression refers to aggression expressed by an individual with a leading intention, such as 'I will hurt or break something if I am made fun of'. Leading-external aggression refers to the leading intention of 'I will hurt another person in order to win a game or competition'. Reactive-relational aggression is aggression based on the relationship between people; the aggression emerges from certain external stimuli, such as 'when I get angry at someone, I will talk behind the person's back'. Lead-relational aggression is based on the relationship between people, such as 'it is fun to tease others'.

Cronbach's α has been calculated in this study and is shown in Table 2.

Table 2. Reliability Analysis of Adolescent's Aggression Inspection Tool

Sub Variable	Question	Cronbach's α
Proactive - Relational	2	.904
Reactive - Overt	9	.965
Reactive - Relational	10	.977
Proactive - Overt	10	.974
Total	31	.955

3.2.2 Adolescent's Hate Speech

In this study, hate speech is defined narrowly and operationally as the act of posting malicious comments on the Internet. To measure hate speech, a scale related to online hate speech constructed by the researcher in connection with malicious comments based on the type of hate speech suggested by the National Human Rights Commission of Korea (2016) [43] was used. It consisted of five questions concerning 'discriminatory bullying', 'expression of discrimination', 'public contempt and insult', 'publicly threatening', and 'incitement to hate'. These are measured by the 5-point Likert scale. Thus, the higher the score, the higher the level of hate expression. This research calculated Cronbach's α of .950.

3.2.3 Measurement Model Analysis

This study verified the convergent validity and discriminant validity through factor analysis. This social science study highlights the necessity to take into account the relationship between the Direct Oblimin method, one of the square rotation methods, and the sub-dimensional survey tools of aggressiveness and hate speech. The determination of the significance of factor analysis was presented by the simple fit (MSA) of KMO and the sphericity test of Bartlett. In this study, 45 factors of aggression and hate expression on the Likert scale were analyzed. Out of scales 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, number 9 had a response of less than .50 and was removed. After removing number 9, the sample suitability (MSA) of KMO of 36 questions was .985 and satisfied the criteria for 'quite high value'. Furthermore, Bartlett's sphericity test results show $\chi^2=25854.240$, degree of freedom 990, $p=.000$; the correlation between each measurement variable was analyzed at the significance level of less than 0.001, enabling factor analysis (Table 4).

Among the factors, number 1 was 2 questions of 'lead relationship', number 2 was 9 questions of 'response externalization', number 3 was 10 questions of 'response relationship', number 4 was 10 questions of 'lead externalization', and number 5 was 5 questions of 'hate expression'. Furthermore, deriving the reliability for each

factor, all showed high reliability of .900 or more. The explanatory power of the model was the highest at 70.025%, followed by the explanatory power of 6.809% for reaction, 1.965% for reaction, 1.745% for lead, and 1.353% for hate expression, thus the explanatory power of a total of five factors was 81.897%.

Table 3. Factor Analysis Results on Aggression Scale

Component	Communalities	Component					Cronbach's α
		1	2	3	4	5	
Proactive-Relational 6	.877	.574					.904
Proactive-Relational 8	.856	.573					
Reactive-Overt 4	.796		.886				.965
Reactive-Overt 5	.772		.831				
Reactive-Overt 6	.831		.806				
Reactive-Overt 2	.718		.781				
Reactive-Overt 3	.767		.774				
Reactive-Overt 1	.658		.746				
Reactive-Overt 8	.822		.724				
Reactive-Overt 7	.732		.671				
Reactive-Overt 10	.779		.664				
Reactive-Relational 5	.860			-.870			
Reactive-Relational 7	.859			-.862			
Reactive-Relational 9	.818			-.853			
Reactive-Relational 8	.846			-.843			
Reactive-Relational 6	.809			-.823			
Reactive-Relational 4	.806			-.817			
Reactive-Relational 10	.793			-.778			
Reactive-Relational 3	.839			-.690			
Reactive-Relational 2	.784			-.655			
Reactive-Relational 1	.811			-.585			
Proactive-Overt 4	.836				-.848		.974
Proactive-Overt 5	.798				-.829		
Proactive-Overt 6	.798				-.816		
Proactive-Overt 7	.807				-.784		
Proactive-Overt 8	.796				-.779		
Proactive-Overt 3	.778				-.773		
Proactive-Overt 2	.829				-.683		
Proactive-Overt 9	.778				-.679		
Proactive-Overt 10	.777				-.641		
Proactive-Overt 1	.797				-.610		
Hate Speech3	.840					.871	.950
Hate Speech5	.800					.851	
Hate Speech4	.751					.663	
Hate Speech1	.793					.646	
Hate Speech2	.809					.544	
Variables Name		Proactive-R	Reactive-	Reactive-	Proactive	Hate	
Eigen Value		elational	-Overt	Relational	-Overt	Speech	
Variance Pproportion		31.511	3.064	.884	.785	.609	
Cumulative Proportion of Variance		70.025	6.809	1.965	1.745	1.353	
		70.025	76.834	78.799	80.543	81.897	

* Extraction Method: MLE (Method of Maximum Likelihood Estimation)

* Rotation Method: Direct Oblimin

Table 4. Sample Fit and Sphericity Test Results

Sample Fit Test (MSA) of KMO		0.985
Barlett’s Sphericity Test	Approx χ^2	25854.240
	Degree of Freedom(df)	990
	p	.000

***p<.001

3.3 Research Model

By examining the difference in the level of aggression and hate speech among adolescents according to the existence of experience and participation period in the Sunfull activity, this study explores the effect of the Sunfull activity on the regulation of aggression and hate speech of adolescents. The research model is structured as shown in [Figure 1].

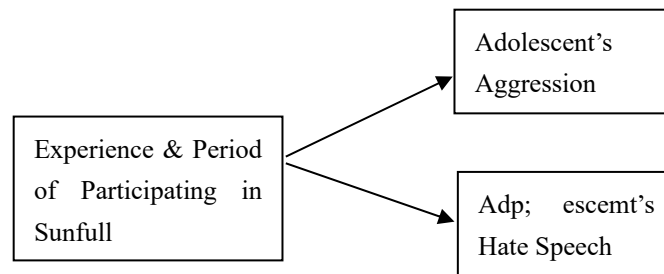


Figure 1. Research Model

[experience and participation period in the Sunfull activity] → [adolescents’ aggression] [adolescents’ hate speech (malicious comments)]

3.4 Data Processing Method

Frequency analysis was performed on the collected data to derive basic statistics according to the sociodemographic characteristics of the survey participants using SPSS 22.0 PC ver. Also, the multiple linear regression analysis was performed to analyze the linear relationship between adolescents’ aggression and hate speech according to the period of participation in the Sunfull activity.

4. Results

4.1 Effect of Experience and Duration of Participation of Sunfull Activities on Aggression

Multiple linear regression analysis was performed to identify the differences in the adolescents’ aggression depending on the experience in the Sunfull activity and the period of participation. The results are shown in the following Table 5.

As a result of testing the difference in aggression according to the experience in the Sunfull activity, it was found to be statistically significant under the significance level of 0.05 as F=3.083 (p<0.05). Specifically, only participation in the Sunfull activity had a significant effect on adolescent aggression (t=-2.164, p<0.05). In terms of the level of influence, considering that the standardized coefficient beta value is -.150, it is suggested that participation in the Sunfull activity is lowering the adolescents’ aggression. In other words, it can be concluded that participation in the Sunfull activity helps lower adolescents’ aggression.

As a result of testing the difference in Reactive Overt aggression (RO) according to the experience in the Sunfull activity and the participation period, it was found to be statistically significant with F=6.044, p=0.003, under the significance level of .01. Furthermore, participation in the Sunfull activity (t=-2.390, p<0.05) and the participation period (t=-2.623, p<0.01) had a significant relationship with the Reactive Overt aggression (RO) of adolescents, respectively.

Table 5. Differences in Aggression according to the Experience and Participation Period of the Sunfull Activity

Independent variable	Dependent variable	Non-standardization coefficient		Standardization coefficient	<i>t</i>	<i>p</i>	<i>F</i>	R^2 (adj. R^2)
		B	<i>Standarderror</i>	β				
	(Constant)	-.272	.566		-.480	.632		
Experience	Proactive Relational aggression (PR)	-.242	.558	-.031	-.434	.665	.111	.001 (-.009)
Membership period	(Constant)	.517	.399		1.295	.197		
Experience period	Reactive Overt aggression (RO)	-.940	.394	-.163	-2.390*	.018	6.044**	.056 (.047)
Membership period	(Constant)	.112	.481		.232	.817		
Experience	Reactive Relational aggression (RR)	.533	.474	.079	1.125	.262	.635	.006 (-.004)
Membership period	(Constant)	-.316	.395		-.800	.425		
Experience	Proactive Overt aggression (PO)	.865	.389	.154	2.222*	.027	3.306*	.032 (.022)
Membership period	(Constant)	.008	.005	.096	1.385	.168		
	(Constant)	2.773	.369		7.524	.000		
Experience	All aggression	-.786	.363	-.150	-2.164*	.032	3.083*	.030 (.020)
Membership period		-.007	.005	-.091	-1.307	.193		

* $p < .05$, ** $p < .01$

As a result of looking at the standardization coefficient β value, it was found that participating in the Sunfull activity lowered Reactive Overt aggression (RO) ($\beta = -.163$). In addition, the longer the period of participation in the Sunfull activity, the lower the Reactive Overt aggression (RO) ($\beta = -.179$). Therefore, it is possible to interpret the result to mean that the Reactive Overt aggression (RO) decreases according to the experience and period of participation in the Sunfull activity.

As a result of examining the difference in Proactive Overt aggression (PO) according to the experience of positive commenting activity and the membership period, it was found to be statistically significant with $F = 3.306$ and $p = 0.039$, under the significant level of .05. In addition, the participation period had a significant relationship with Proactive Overt aggression (PO) ($t = 2.222$, $p < 0.05$), but the participation period did not have a significant effect ($t = 1.385$, $p = 0.168$). Therefore, it can be interpreted that the Proactive Overt aggression (PO) of students who have experienced positive commenting activity is lower than that of students who have not experienced positive commenting activity.

Meanwhile, it was found that the experience in the Sunfull activity and the participation period was independent of the adolescents' Proactive Relational aggression (PR) and Reactive Relational aggression (RR).

4.2 Effect of Experience and Duration of Participation of Sunfull Activities on Hate Speech

As a result of testing the difference in hate speech according to the experience of the Sunfull activity, the study found no statistical significance with $F = .394$, $p = 0.675$.

Table 6. Differences in Hate Speech according to the Experience and Period of Participation in the Sunfull Activity

Independent variable	Dependent variable	Non-standardization coefficient		Standardization coefficient	<i>t</i>	<i>p</i>	<i>F</i>	R^2 (adj. R^2)
		B	Standard error	β				
	(Constant)	-.265	.501		-.530	.597		
Experience	hate speech	-.344	.494	-.049	-.697	.697	.394	.004
Membership period		.004	.007	.041	.579	.579		(-.006)

* $p < .05$

5. Discussion and Conclusion

This study began with the realization that the prevalence of hate speech and aggressiveness among teenagers was an antisocial issue caused by their recent cyberbullying practices, or the actuality of hurtful comments. Hence, this study was conducted to examine whether the Sunfull activity can act as an alternative factor as a means of regulating adolescents' violence and hate speech.

First, the experience of participating in the Sunfull activity had a significant effect on lowering the overall aggression of adolescents. Conversely, the participation period in the Sunfull activity did not have a significant difference in the adolescents' overall aggression. In light of these results, it can be confirmed that it is more crucial whether the adolescents continuously participated in the Sunfull activity than how long they participated in the Sunfull activity. When adolescents experience positive emotions through the Sunfull activity, they can reach a state of satisfaction, which can be an important factor that influences the achievement of the Sunfull activity, such as reducing aggression.

In other words, even if adolescents joined the Sunfull activity group due to teachers or voluntary work hours, the continuation of voluntary activity will have to occur of their own accord. Therefore, it is necessary to find a motivation method so that adolescents can be interested in Sunfull activities and engage willingly. A variety of positive commenting activity programs should be created that place an emphasis on psychological and emotional aspects rather than material aspects that can be measured quantitatively, like results or rewards given to specific adolescents, if the goal of the Sunfull activity is to reduce the aggression of adolescents as a whole.

Next, among the sub-variables of aggression, there were statistically significant differences in both the experience of participating in the Sunfull activity and the participation period in overt aggression. It was found that the more the experience of participating in the Sunfull activity and the longer the participation period of the Sunfull activity, the lower the adolescent's overt aggression. When this is interpreted in connection with the difference in whether aggression is reduced according to the existence of experiences discussed above, it can be understood as an immediate effect of the Sunfull activity in lowering the adolescent's aggression and hate speech.

Among the classifications of aggression, overt aggression is a concept that contradicts relational aggression. Considering that relational aggression is a covert and indirect form of aggression rather than the purpose of damaging social relationships and that overt aggression is a concept that includes overtly overt forms of physical and verbal aggression, the Sunfull activity can be understood as a mechanism to lower adolescents' direct physical and verbal aggression. In particular, the higher the adolescents' aggression, the higher the frequency of internalized problem behaviors among adolescents, which acts as a mechanism that lowers immunity against stress from various social relationships. As such, the result suggests that the Sunfull activity can be the key to solving fundamental problems in adolescents' inner development.

Second, as a result of examining the differences in adolescents' hate speech according to the experience and period of participation in the Sunfull activity, there was no significant difference identified. It is necessary to consider the characteristics of the study participants. The study participants were adolescents who joined the Sunfull Foundation based on their own will regardless of the reason, whether they joined voluntarily or because they needed to obtain volunteer activity scores. In other words, it is an environment in which adolescents understand positive comments on their own. They are adolescents who are conscious that they should use the right language. Thus, it can be inferred that there was no significant difference in hate speech according to the adolescents' experience of the Sunfull activity and the participation period.

Based on the above study results, the following implications could be drawn.

Considering that the degree of adolescents' aggression with experience of the Sunfull activity is lower than that of adolescents without the experience, the Sunfull activity is expected to act as an effective tool in reducing adolescents' aggression. In particular, overt aggression is a concept that includes clearly visible forms of physical and verbal aggression, and the fact that the Sunfull activity can effectively mediate such issues has revealed that there is a possibility that the Sunfull activity can be a tool to control the adolescents' aggression by linking from cyber violence to offline school violence. In particular, efforts to lower adolescents' various aggression have focused on lowering overt, but its effectiveness in the current situation is insignificant. Therefore, based on the results of this study, it is proposed that the Sunfull activity can be effectively used as an alternative in reducing the overt aggression that causes various social problems by externally expressing such as adolescents' hate speech and profanity.

In conclusion, this study confirmed that Sunfull activity has a positive effect on adolescent aggression. However, it was found that there was no difference in hate speech according to the experience and participation period in the Sunfull activity. Therefore, it is concluded that interest in various educational subjects for the Sunfull activity should be heightened, and social interest should also be concentrated.

6. Suggestion

Despite these implications, this study has the following limitations. First, it is necessary to account for the error of generalization, meaning that it is limited in extending the results of students in specific schools to the general adolescent population. Second, various environmental factors were not taken into account in the Sunfull activity. Thus, it is anticipated that social interest in the Sunfull activity will be further increased, and various research results related to the Sunfull activity will accumulate if the effectiveness as a psychological educational tool for adolescents is verified on numerous levels by carrying out a wide range of studies related to the Sunfull activity.

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