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Corresponding author
E-mail: jaegeun@ualberta.ca

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Coping with Economic Justice in CRISIS: A. Sen's Capability Approach to Republic of KOREA

Kim Jae-geun

University of Alberta, Edmonton, Canada

Abstract

This study answers the question of "How can we better cope with the crisis in economic justice?" by applying Amartya Sen's capability approach. The main theme in Sen's work is the importance of developing human capability. He focused his attention more on people and less on goods. What was important is what people were able to do rather than what people could buy with their income. Economics should be about developing the "capabilities" of people by increasing the options available to them.

In Sen's theoretical world, functioning is an achievement, whereas a capability is the ability to achieve. So functionings are more directly related to living conditions, since they are different aspects of living conditions. Capabilities, in contrast, are notions of freedom, in the positive sense: what real opportunities you have regarding the life you may lead. This capability perspective enhances the understanding of the nature and causes of poverty and deprivation by shifting our attention from means to ends that people have reason to pursue, and to the freedoms to be able to satisfy these ends.

This leads us to a new definition of development: provision of more positive freedoms to people. Capability refers to the alternative combinations of functionings from which a person can choose, and thus the notion of capability is essentially one of freedom – the range of options a person has in deciding what kind of a life to lead. In other words, capabilities are notions of freedom: what real opportunities you have regarding the life you may lead. If provided with sufficient social opportunities, individuals can effectively shape their own life and help each other. People need not and should not be seen as mere passive recipients of the benefits of development programs. In capability approach, there is a strong rationale for recognizing the positive role of free and sustainable agency. So from the capability approach, the goal of education is much broader than just developing the skills that can help to enhance economic growth.

Education matters in terms of the processes of critical reflection and also with respect to the connection with others that are intrinsically ethical. And most of all, capability approach maintains that education is important not because of the utility it produces now, but because of the different kind of person that one becomes when one is educated.

[Keywords] *Crisis, Economic Justice, Amartya Sen, Capability Approach, Freedom, Republic of Korea*

1. Introduction

As Korean economy finds nowhere its solution to aggravating economic recession, rapidly increasing number of people are thrown into economic difficulties. As we use the term 'poverty' in our daily lives as well as in scholarly contexts, it is signified and measured with monetary unit. This article is based on

the critique of this mainstream approach to poverty, and other welfare economic concepts such as inequality and development. What exactly are poverty, inequality, and development? How can they be better defined and understood?

This is what this study tries to explore. Specifically, this study answers the question of

“How can we better conceive of the concepts of poverty, inequality, and development?” by applying Amartya Sen’s capability approach.

2. Sen and Capability Approach

Amartya Sen is one of the greatest economists alive as of today[1]. As a Nobel Prize-winning economist and political philosopher, Sen is an influential contributor to identifying, detailing, and campaigning for the ‘capability approach.’ The capability approach is based on a critique of the other approaches to human well-being in mainstream welfare economics and political philosophy, which are preoccupied with commodities and a monetary standard of living. The capability approach challenges elements of these formulations and entails a consideration of evaluation, policy, and action that have had considerable impact on welfare economics, development theory, and many other fields of study such as education.

The main theme in Sen’s work is the importance of developing human capability. He focused his attention more on people and less on goods[2]. What was important is what people were able to do rather than what people could buy with their income. Economics should be about developing the “capabilities” of people by increasing the options available to them. To have a good sense of what his thoughts and theories regarding capability approach means, understanding on his concept of basic needs and entitlements will be an appropriate point to begin with.

2.1. Basic needs and entitlements

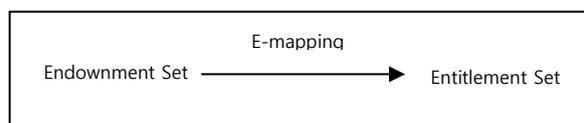
In his earliest challenges to utilitarian economics, he adopted the ‘basic needs’ perspective. This approach, pioneered by development economist Paul Streeten, draws attention to the kind of life people must live when their fundamental needs are failed to meet[3]. Thus it emphasizes the notion that people have to meet fundamental needs to achieve well-being. In other words: without food, people will starve; without healthcare and clean water, they will die young; without adequate shelter and clothing, life will be brutish; without satisfying these basic needs,

people cannot lead a recognizably human life[2].

This basic needs approach proclaims that per capita income is neither useful nor desirable because it goes blind regarding distribution. Raising the incomes of poor people is never sufficient to increase the welfare. What matters is whether these incomes can and will be used to gain basic necessities. From basic needs approach, everyone should have “access” to the goods and services to satisfy their basic needs. This is the origin of the concept “basic entitlement”. Entitlement is defined as “the set of alternative commodity bundles that a person can command in a society using the totality of rights and opportunities that he or she faces”[4]. It needs to be noted that this is a descriptive rather than a normative concept, and that entitlements derive from legal rights rather than morality or human rights.

So, a person’s “entitlement set” is the full range of goods and services that he or she can acquire by converting his or her “endowments” – assets and resources including labor power – through “exchange entitlement mappings”. In Poverty and Famine, the entitlement approach describes all legal sources of food, which Sen reduces to four categories: Production-based entitlement(growing food), trade-based entitlement(buying food), own-labor entitlement(working for food) and inheritance and transfer entitlement[4].

Figure 1. E-mapping.



2.2. Functionings and capabilities

Sen focuses on what is of intrinsic value in life, rather than on the goods that provide instrumental value or utility. Therefore Sen’s capabilities comprise what a person is able to do or able to be: the ability to be well nourished, to avoid escapable morbidity or mortality, to read and write and communicate, to take part in the life of the community, to appear in public without shame[5]. Basic needs that we discussed above constitute part of

this, but capabilities refer to a broader space. To understand this capability approach, the notion of functioning and capability is crucial.

The concept of “functionings,” reflects the various things a person may value doing or being. The valued functionings may vary from elementary ones, such as being adequately nourished and being free from avoidable disease, to very complex activities or personal states, such as being able to take part in the life of the community and having self-respect. Then a person’s “capability” refers to the alternative combinations of these functionings that are ‘possible’ for her to achieve. Therefore in a sense, we can say that capability is a kind of freedom. It is an actual freedom to achieve alternative functioning combinations or a freedom to achieve various lifestyles. Sen gives an example of an affluent person who fasts and a poor person who are forced to starve[6]. The rich person may have the same functioning achievement in terms of eating or nourishment with the poor person. But the former does have a different “capability set” than the latter, so a greater freedom. In other words, the former can choose between to eat well and to fast, but the latter has no options but to starve.

The amount or the extent of each functioning actually achieved by a person can be expressed in a real number. Then a person’s actual achievement can be seen as functioning vector. The “capability set” would be composed of these alternative functioning vectors from which the person can choose. Thus it can be said in other words that the combination of a person’s functionings reflects her actual achievements, and the capability set represents the freedom to achieve: the alternative functioning combinations from which the person can choose. In short, a functioning is an achievement, whereas a capability is the ability to achieve. So functionings are more directly related to living conditions, since they are different aspects of living conditions. Capabilities, in contrast, are notions of freedom, in the positive sense: what real opportunities you have regarding the life you may lead[7].

What Sen claims is that a person’s well-being must be evaluated in the light of a form of

assessment of the functionings achieved by that person[8]. And capability to achieve functionings reflects the person’s real opportunities or freedom of choice between possible lifestyles[9]. So this capability set – the number of options that people have, and their freedom to choose among these options – significantly influences the human well-being[5].

3. Reexamining Poverty, Inequality, and Development

Capabilities that a person has is the substantive freedoms he or she enjoys to lead the kind of life he or she has reason to value[10]. In this perspective, therefore, poverty must be seen as the deprivation of basic capabilities rather than merely as lowness of incomes, the standard criterion of identifying poverty. But it is also important to know that this capability approach to poverty does not deny that low income is one of the major causes of poverty. Instead, lowness of income can be a principal reason for a person’s capability deprivation, and therefore, inadequate income is a strong predisposing condition for an impoverished life.

3.1. From lowness of income to capability deprivation

However, it is also obvious that Sen claims in favor of his capability approach to poverty over the income approach. He suggests a few reasons for his approval of capability approach[10]. First, poverty can be sensibly identified in terms of capability deprivation: the approach concentrates on deprivations that are intrinsically important. Second, there are influences on capability deprivation-and thus on real poverty-other than lowness of income. Third, the instrumental relation between low income and low capability is variable between different communities and even between different families and different individuals. So the impact of income on capabilities is contingent and conditional. Therefore, the reduction of income poverty alone cannot be the ultimate solution to end poverty. There is a danger in seeing poverty as a mere income deprivation, and then justifying investment in education, health care and so

forth on the ground that they are good means to the end of reducing income poverty.

This capability perspective enhances the understanding of the nature and causes of poverty and deprivation by shifting our attention from means to ends that people have reason to pursue, and to the freedoms to be able to satisfy these ends. From this approach, deprivations are seen at a more fundamental level, which is closer to the demands of social justice. Therefore, capability approach encourages us to understand poverty in terms of lives people can actually lead and the freedoms they actually have. Also, the enhancement of human capabilities goes with an expansion of productivities and earning power. This connection establishes an important linkage through which capability improvement helps to enrich human lives and to make human deprivations more rare and less acute.

The concept of poverty cannot be detached from that of inequality. Sen is also reexamining the issue of inequality in his book 'Inequality reexamined'. The overemphasis on income inequality contributed to the neglect of other ways of seeing inequality, to the neglect of deprivations that relate to other variables, such as unemployment, ill health, lack of education, and social exclusion. However, despite the crucial role of incomes in the advantages enjoyed by different persons, the relationship between income and individual achievements and freedoms is neither constant nor in any sense automatic and irresistible. Different types of contingencies lead to systematic variations in the "conversion" of incomes into the distinct "functionings" we can achieve, and that affects the lifestyles we can enjoy.

We can deepen our understanding about capability poverty and inequality by employing Sen's own explanation on unemployment [10]. If income loss were all that were involved in unemployment, then that loss could be to a great extent erased-for the individuals involved-by income support. If, however, unemployment has other serious effects on the lives of the individuals, causing deprivation of other kinds, then the amelioration through income support would be to that extent lim-

ited. There is plenty of evidence that unemployment has many far-reaching effects other than loss of income, including psychological harm, loss of work motivation, skill and self-confidence, increase in ailments and morbidity, disruption of family relations and social life, hardening of social exclusion and accentuation of racial tensions and gender asymmetries.

3.2. From economic growth to development as freedom

The capabilities approach leads to fundamental changes within the field of economic development. It has helped change the development paradigm from promoting economic growth to promoting human well-being. Growth means producing more things regardless of what happens to the people producing and consuming these goods. On the contrary, according to Sen[11], human well-being involves "expanding the capabilities of people." And from the capability approach, development occurs when people can do more things, not when they buy more things (Pressman & Summerfield, 2000). In other words, economic development is equivalent to the expansion of people's capabilities, or easily put, more people can do more things than before. For example, when more people can read, more people can participate in democratic decision making, more people are educated, and more people can live longer than before, it can be called as 'development'. Therefore the goal of economic development is converted from monetary growth to the expansion of individual choices or opportunities[12].

This leads us to a new definition of development: provision of more positive freedoms to people[12]. As is mentioned, capability refers to the alternative combinations of functionings from which a person can choose, and thus the notion of capability is essentially one of freedom – the range of options a person has in deciding what kind of a life to lead[13]. In other words, capabilities are notions of freedom: what real opportunities you have regarding the life you may lead[7]. But we need to be cautious in understanding freedom used here: It need to be understood not

in a negative sense, but in a positive sense. It is a 'freedom to do something', not a 'freedom from something'. Positive freedom is a good in its own right: being free to choose how to live one's own life is one of the good things of life. Thus freedom is one of the dimensions of well-being[14]. Therefore, from the capability approach, development can be seen as a process of expanding the real freedoms that people enjoy.

Focusing on human freedoms contrasts with narrower views of development, such as identifying development with the growth of gross national product, or with the rise in personal incomes, or with industrialization, or with technological advance, or with social modernization[10].

4. Educational Implication of Capability Approach

From a capability approach, education 'focuses on the ability of human beings to lead lives they have reason to value and to enhance the substantive choices they have'[9]. Education contributes to the expansion of valuable capabilities. And this is made possible because the person benefits from education 'in reading, communicating, arguing, in being able to choose in a more informed way, in being taken more seriously by others and so on'[6].

Education has an empowering and distributive role in facilitating the ability of disadvantaged, marginalized and excluded groups to organize politically since, without education, these groups would be unable to gain access to centers of power and make a case for redistribution to begin with. Indeed, education has redistributive effects between social groups, households and within families[8]. Overall, education has an interpersonal impact because people are able to use the benefits of education to help others as well as themselves and can therefore contribute to democratic freedoms and the overall good of society as a whole. In short, education in the capability approach is an unqualified good for human development freedom[15].

By emphasizing education as a way of enabling people to live more freely and fully, the approach still makes a significant contribution to the field of education. Namely, it stresses the importance of the ability to exercise critical reasoning about their lives and the societies in which they live. In two recent works, Sen emphasizes the importance of education that specifically encourages critical reflection, the ability to debate, public reasoning and the inclusion of traditionally excluded voices[16]. What is important in education is not just developing particular skills that have economic value, but the reflective capacities that would lead to examined lives.

Here, we can find a potential link of capability approach to citizenship education. Martha Nussbaum is one of the most well-known scholars in this conceptualization. Nussbaum argues that education is crucial to the health of democracy itself[16][17]. She criticizes an education narrowly focused on science and technology at the expense of the arts and humanities. Following Sen, Nussbaum emphasizes the role of education in forming the student's critical and imaginative capacities. She points out the importance not just of marshalling facts, but of understanding the worlds of others and critically reflecting on the appearances of things, including one's own experience.

Nussbaum also emphasizes a compassion for people in other cultures, implying the role of education in expanding the notion of social justice beyond national boundaries[17]. By shedding lights on the important content for higher education, she argues how it can help to develop global understanding, critical perspectives on one's own society and the capacity to see the world with the eyes of others. This is a particular attention to the complexities of cultural discussion and the educational processes that result from it.

If provided with sufficient social opportunities, individuals can effectively shape their own life and help each other. People need not and should not be seen as mere passive recipients of the benefits of development programs. In capability approach, there is a strong rationale for recognizing the positive role of free and sustainable agency. So from

the capability approach, the goal of education is much broader than just developing the skills that can help to enhance economic growth. Education matters in terms of the processes of critical reflection and also with respect to the connection with others that are intrinsically ethical. And most of all, capability approach maintains that education is important not because of the utility it produces now, but because of the different kind of person that one becomes when one is educated. Education expands the horizons of life opportunities and possibilities of us.

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Author

Kim Jae-geun / University of Alberta Ph.D.

B.A. Seoul National University

M.A. Seoul National University

Ph.D. University of Alberta

Research field

- Readiness for Independent Economic Living of Youths in Poverty: A Comparative Perspective for High School Economic Education between Youths in Poverty and Common Youths, The SNU Journal of Education Research, 20 (2011).

- Reimagining Multicultural Education: Postcolonial Approach, The SNU Journal of Education Research, 23 (2014).

Major career

- 2009~2013. Seoul National University, Student Dormitory, TA.

- 2013. Pyeongchon High School, Teacher.

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Corresponding author
E-mail: 1201110888@pku.edu.cn

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Development and Prospect of Private SECURITY Service in Accordance with the Economic Growth of CHINA: Comparative Study on Republic of KOREA and CHINA

Kang Ho-gu¹

Peking University, Peking, China

Monthinee Teeramungcalanon^{2*}

Peking University, Peking, China

Jo Sung-gu³

Kyungwoon University, Gumi, Republic of Korea

Abstract

Interaction with security service under economic growth had begun with human history. The police in ancient Greece represented all activities of Polis, and the police authority in medieval police state included state power over every aspect of administration: diplomacy, the military, finance, jurisdiction, etc. Also the police is defined as the activity of state with purpose of realizing national purpose.

However, the police in modern society is adjusting itself to periodical change, focusing on law enforcement and maintenance of public order. Other domains are being classified as private security service by burden on a beneficiary.

However, according to developmental theory of civilian security based on Economic reduction theory, increase in demand for public order caused by increased crime rate upon economic growth and social polarization revealed limit of public power.

This research, thus, suggests future direction by observing private security service under economic growth of China, and comparing it to Republic of Korea.

The result of the research are following:

First, legal basis of private security services in China is unclear.

Second, private security services in China are monopolistically managed by Chinese police department.

Third, private security services in China are focused on personnel escort, having narrow work scope.

In contrast, Republic of Korea, once one of the poorest country in the world until 1960s due to the Korean War, has the world best private security service technology in conjunction with IT technology. By 2015, business field of private security service in Republic of Korea is widely distributed: 4186 facility security, 541 personnel protection, 139 machine security, 137 special security, 38 escort security, etc.

Looking at economic scale published by IMF, on the other hands, with its GDP of \$113,830, which is 8.62 times that of Republic of Korea, China has relatively limited number of private security service (5031 services by 2014), foreshowing rapid increase of private security service in China.

Therefore, for China, in order to secure people's safety from increased crime rate resulted from rapid economic growth like Republic of Korea, not only the exclusive charge of police authority, an open-door policy in which security loophole can be entrusted to private companies through technical partnership with neighboring countries will be necessary.

[Keywords] *People's Safety, China, Republic of Korea, Private Security Service, Economic Growth*

1. Introduction

By 1990s, as China adopts full-scale market economy, field of crime involved has gradually expanded from distribution to finance. Economic crime has been advanced in both

quantitative and qualitative measure, for example price manipulation of financial items, credit card frauds, pyramid sales, etc.

As the trend of crime diversifies, new type of white collar economic crime, such as voice

phishing, internet hacking, stock investment fraud, money laundering, etc., continues. Public security has limitation in such type of crimes due to various restrictions like identifying the place of crime, internationality of crime, discordance of laws and punishment rules in different countries, etc.

The role of private security service is changing as China's recent adoption of market economy. In order to support rapid economic growth in socialist market economy, understanding of social roles of private security service became more important.

According to economic reduction theory in developmental theory of private security service, however, maximization of policing needs brought by increasing crimes under economic growth and social polarization result difficulties in policing supply exclusively

by governmental authority. To supplement for this, theoretical description suggests private security service based on private capital should take part in public peace.

In this research, private security service under economic growth of China is observed and discussed in comparison with Republic of Korea.

2. Preceding Researches

Preceding research on such topic of this paper on comparison of private security service in China and Republic of Korea has barely been done. Preceding researches to this day are listed in <Table 1>.

Table 1. Preceding researches.

Researcher		Main content
Private security service in the Republic of Korea	Park (2007)	Argues introduction plans of professional private security service qualification system and switch of integrated management system from government for the development of private security service in Republic of Korea[1].
	Lee, Lim (2007)	Proposes trends and development plans of private security service industry in Republic of Korea[2].
	Lee (2010)	Studies on historical origin of initial private security industries in Republic of Korea, and argues follow-up studies are necessary[3].
	Kim (2010)	Proposes construction scheme for effective coordination system between the police and private security service[4].
	Kim (2013)	Discusses systematization of mutual cooperation system and law revision of private security service[5].
	Chung (2014)	Argues adoption of private investigation system in private security service would bring long-term economic growth effect through virtuous circle[6].
	Park (2015)	Argues reinforcing security capacity through authority strengthening of private security service and supplementation of insufficient police force help crime prevention and public order maintenance[7].
	Kim, Kim (2016)	Argues utilization of social network service for development of private security service industry in Republic of Korea[8].
Private security service in China	Lee (2005)	Discusses new awareness and necessity for marketization for security management upon emergence of civil society in China[9].
	Guo (2005)	Research on development of private security service industry as policing demand changes in China. As mandatory requirements essential for development of the private security service industry, coordination among security companies, government and related associations, legislation, establishment of industrial market adequate for market economy are emphasized[10].

	Zuo (2009)	Highlights need for legislation of methodically integrated security service law with respect to legislative issue for private security service in China. Especially, necessity of legislation of security service law in China from behavioral perspective and consolidated management system in relationship between Chinese police and security service company are accentuated[11].
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3. Developmental Theory of Private Security Service: Economic Reduction Theory

Private security service pursues rising crime rate under economic growth, along

with the police, preventing crimes and protecting life and property of the people. Developmental theories of private security service are described in <Table 2>.

Table 2. Developmental theory of private security service.

Theory	Main contents
Private management	Reduction in governmental role while increasing private role result in national cost saving; minimization of government power and increase in people's right through establishing small government.
Economic reduction	A theory that states private security service based on private capital should take the role of government power, because maximization of policing needs brought by increasing crimes under economic growth and social polarization result difficulties in policing supply exclusively by governmental authority.
Profit oriented enterprise	A theory that states function of the police should be limited to government enforcement, while safety and protection of individuals and organization should be done by beneficiary themselves.
Vacuum	A theory that states private security service can supplement "vacuum" caused by deficiency of material and human capital of the police, government authority, in performing assigned function and role.

Economic reduction theory starts with assumption in which growth of private security market is direct response to increasing crime. This theory describes increase of crime by connecting private security service market to overall economic position and management in accordance with increase in unemployment or increase in new type of crime under economic growth.

4. Current State of Private Security Service under Economic Growth in China

The start of private security service was in 1984, which was more than a century behind other advanced countries. Despite late start of security service in China, its progress is in sync with China's rapid economic growth. Today, private security service in China has structure in which various private security

service company assisting government-supervised security service companies. Security service range in China has increasingly expanded, combining various security services from general crime prevention to more professional and specialized safety services.

As China's economy grows, number and range of customers demanding private security service are increasing, with multifarious groups of customer included. By observing its method, private security service companies aim for increase in economic profit and social benefit through combining social services and police-supporting services.

According to the market research statistics from China Industry Research, by late 2014, number of private security service companies is 5031, with annual profit of 58 billion Yuan, and 4.5 million workers.

5. Comparative Discussion

In 1984 December, the first private security service enterprise with business nature is established in Shen Zhen, and after The Central Political Conference Production Process in 1985 on pending issues regarding development of the private security service, it started to spread rapidly from major cities across the country.

As a result, private security service business has rapidly grown under supervision of the public security division through constant development in socialist market economy. However, there are noticeable difficulties in satisfying all demands for people's safety which sharply increases as accelerated economic growth.

In contrast, to supplement increased number of industrial facilities by economic growth and limited policing resources due to 1.21 Affair(armed North Korean guerilla invasion on Blue House) in early 1960s, Republic of Korea adopted 'Private Police Guard System' for major facilities. After that, private polices became in charge of security services on government organs, national enterprises, press, aircrafts, banks, defense industries, etc.

And as 'Security Industry Act' is enacted in 1970s, it became opportunities for private police and private security service providers to achieve great leap and growth.

And then, adoption of machine security service in 1980s allowed further development by grafting with mechanical engineering, paving the way for another advancement through economic growth upon 1986 Asian Game and 1988 Seoul Olympic.

Qualitative growth is achieved by enacting 'Security Advisor Policy' in 1990s, followed by expansion of scale as special security services are added in 2000s.

6. Conclusion

6.1. Legality of private security service

Beside related regulations of Security management policy, Criminal law, Tax law, Labor

law, the company law of the People's Republic of China, Administrative law of Industry and Commerce, private security service in China is legally based on central-government level regulations issued by Chinese police, and normative document issued by provincial government. Although such regulations and norms are contributing systematic development of security service, imperfect, inexact limitations hinder further development of the industry.

6.2. Monopoly and closed property of private security service main body

Private security service in China is monopolized by Chinese police, and private security services in each district are established under relevant jurisdiction. However, because range of service is limited to jurisdiction, difficulties remain in management and ensuring service quality of security service. Customer choices are limited due to monopoly, and service deficiency encourages illegal private security company.

6.3. Limitation in work scale and marketability of private security service

Among three areas of security method - human security(using human resources), material security(using material capital), and high-tech security(using cutting-edge technologies), - human security focused on guard and escort occupies large part. Recently, as demand on personal safety of individuals rapidly increases socially, private security service companies are providing specialized services, but it is still beyond capacity to fulfill people's demand on safety.

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Lead Author

Kang Ho-gu / Peking University Ph.D.
B.A. Soongsil University
M.A. Peking University
Ph.D. Peking University

Research field

- 韩国在华 OFDI 对母国劳动生产率的影响因素分析, 现代管理科学, 10 (2016).
- OFDI 产业结构效应中的产业空心化浅析—以美国、日本为例, 现代管理科学, 11 (2016).

Major career

- 2012~2016. The Chinese Government Scholarship, Full Scholarship
- 2016~present. International Society for Crisis & Safety, Editor in Administrator

Corresponding Author

Monthinee Teeramungcalanon / Peking University Ph.D.
B.A. Peking University
M.A. Peking University
Ph.D. Peking University

Research field

- 新兴市场国家短期资本流动规模测算及影响因素浅析—以泰国为例, 现代管理科学, 11 (2016).
- 泰国金融深化的分析与探讨, 现代管理科学, 12 (2016).

Major career

- 2006~2016. The Chinese Government Scholarship, Full Scholarship
- 2016~present. International Society for Crisis & Safety, Editor in Administrator

Co-Author

Jo Sung-gu / Kyungwoon University Assistant Professor
B.A. Kyungwoon University
M.A. Kyungwoon University
Ph.D. Kyonggi University

Research field

- Participation Types of Private Security Guards in Leisure Activities and the Effect of Leisure Constraint on Life Quality, Journal of The Society of Disaster Information, 7(2) (2011).
- The Methods to Develop Operating Private Security in Large Event Halls, The Korea Association of Police Science, 13(1) (2011).

Major career

- 2006~2009. Republic of Korea National Assembly, Secretary
- 2010~2014. Korean Association for Public Security Administration, Secretary General

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Corresponding author
E-mail: jalhanda98@hanmail.net

Peer reviewer
E-mail: editor@j-institute.jp

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Prevention of Children's SAFETY Accidents and Measures for SAFETY Management in Republic of KOREA

Park Min-hyang¹

Chungbuk Health & Science University, Cheongju, Republic of Korea

Han Heon-seok^{2*}

Chungbuk National University, Cheongju, Republic of Korea

Abstract

This study was performed in order to practically help children and provide basic data for developing program for effective preventive education against safety accidents by seeking strategy that can prevent accident through checking with current condition of safety accidents of children of our country.

Safety accidents are the important factors for globally causing deaths and disorders of children and juveniles [and safety accidents in our country lately become serious problems that threaten the right to life of children. 1,200 children of our country annually die of traffic accident and about 2,954,00 children visit hospitals for treatment due to accidents and loss incurred by safety accident amounts 2 trillion Won. In United States, 20,600,000 children meet with accidents each year, and loss is assumed to be 3,470,000,000 dollars of cost consumed every year coming from safety accidents of children. In this light, children's safety accident is a serious problem that threaten children's health and existence and is a task of policy that should be paid attention to for protecting children's right, and in addition, as social loss of cost as well as unhappiness of individual child and family is bigger than that of adults, priority order needs to be put for prevention of accident. First ranker of cause of child's death under 14 is accident which occupies 29% of total cause of death, and especially children of 5-10 years pertaining to elementary school children showed higher ratio of deaths of safety accident that that under 5 years. In addition, number of child victims under 14 years dying of safety accidents is decreasing, but number of children who get injured or wounded appears to be increasing every year, which imminently needs way of countermeasures for preventing children's safety accidents. Human factor related to arising of children's accident are classified into variable factors of demographic background, that is, age, gender, condition of family, economic level[10] and individual variable factors including psychological factors like characteristic of personal character, psychological condition or social relationship and educational factors like shortage of knowledge on accidents or neglectful behavior and factors(age, academic career, parents' knowledge on safety, practice of safety, etc.) from parents who take care of children .

According to data collected from Consumer Injury Surveillance System(CISS) of Woori Won, number of children's safety accidents under 14 years 20,732 in 2011, 22,907 in 2012 and 24, 312 in 2013, which shows continuous increase every year and the ratio that occupies more than 1 third of total danger information.

In order to prevent various kinds of safety accidents threatening our lives and to affirmatively fixate culture of safety and health for our society, all people should be equipped with correct attitude toward safety, and especially, habituating and acting out are very important through systematically educating basic knowledge and values and attitudes. Therefore, related factors for accident occurrence should be removed with prior prediction of possible occurrence of accident, and condition should be minimized from deterioration at occurrence of accident.

[Keywords] *Crisis, Republic of Korea, Safety Accidents, Safety Education, Traffic Safety*

1. Introduction

With development of medical technology and enhancement of living environment, while deaths of illness are obviously reduced, deaths of unexpected accidents are continuously increasing every year[1]. Convention on the Right of Child selected by U.N. in 1989 clarifies principles for protecting children and guaranteeing intrinsic right of children[2]. Out of general principles of Convention on Right of Children, those principles of subsistence, protection and development should be kept most closely in the life of children. Safety accidents are the important factors for globally causing deaths and disorders of children and juveniles[3] and safety accidents in our country lately become serious problems that threaten the right to life of children. 1,200 children of our country annually die of traffic accident and about 2,954,00 children visit hospitals for treatment due to accidents[4], and loss incurred by safety accident amounts 2 trillion Won. In United States, 20,600,000 children meet with accidents each year, and loss is assumed to be 3,470,000,000 dollars of cost consumed every year coming from safety accidents of children[5]. In this light, children's safety accident is a serious problem that threaten children's health and existence[6] and is a task of policy that should be paid attention to for protecting children's right, and in addition, as social loss of cost as well as unhappiness of individual child and family is bigger than that of adults, priority order needs to be put for prevention of accident[7].

First ranker of cause of child's death under 14 is accident which occupies 29% of total cause of death, and especially children of 5-10 years pertaining to elementary school children showed higher ratio of deaths of safety accident than that under 5 years[8]. In addition, number of child victims under 14 years dying of safety accidents is decreasing, but number of children who get injured or wounded appears to be increasing every year, which imminently needs way of countermeasures for preventing children's safety accidents[9]. Human factor related to arising

of children's accident are classified into variable factors of demographic background, that is, age, gender, condition of family, economic level[10] and individual variable factors including psychological factors like characteristic of personal character, psychological condition or social relationship and educational factors like shortage of knowledge on accidents or neglectful behavior[11] and factors(age, academic career, parents' knowledge on safety, practice of safety, etc.) from parents who take care of children[12].

Psychological factors like characteristics of individual child's character and friend relationship was important variable factors [13]. Safety education and level of safety knowledge which are educational factors among humane factors of children are also important factors affecting on arising of safety accidents, and level of safety education appeared to have significant effect on arising of children's accidents[14], and lower level of awareness of traffic safety affecting on arising of safety accidents, awareness of traffic safety was indicated to be a dangerous factor affecting arising of safety accidents[15].

According to studies of[16][17], children who do not practice accident prevention appeared to experience more accidents than those who do. On the other hand, gender as a demographic factor out of humane factors of children was an important factor for affecting arising of children's accidents[15]. In most studies, male children have higher rate of accident occurrence than female children[14].

At school, as system of 5 days class per week made increase of play time, danger of safety accidents is increasing. With increase of social activity of females and with children having increased time for spending alone on street, play yard, etc., safety accidents are increasing with emergent treatment delayed. At home, shortage of safety education and lack of systematic safety education at preschool meet with shortage of rapid countermeasures against accidents. A series of safety accidents occurred recently, that is, sinking of passenger vessel Sewol, collapse of Marina Resorts, bumping accident of Seoul subway trains, etc. are the accidents showing safety

insensitivity of society and dissatisfied measures against safety accidents. While change of Korean society attained brilliant compressed high growth, its other side contains negative aspect like “increase of diversified and complex danger”. Children is the future who will lead our society, but loss of children due to traffic accidents will cause great damages on the society as well as on individual children and families. It is accompanied by great social cost including loss of labor due to caring children by parents and cost for the disorders of children.

Nevertheless, safety measures taken so far in our country has characteristics of posterior measures rather than prevention of safety accident, and ideas of safety measures are consecutively come out of many sectors, but matter of responsibility is not clear enough at the practical occurrence of accident Low national awareness of conformity with law and generalized safety behavior of non-compliance make overall society neglect safety.

Every time of big safety accidents, new safety plan comes out, but evaluation of its effectiveness is also in the reality of not being satisfying. In order to make more effective strategy for children’s safety, ways of safety management should be prepared based on ground.

2. Theoretical Background

2.1. Reality and current condition of safety accidents

According to data collected from Consumer Injury Surveillance System(CISS) of Woori Won, number of children’s safety accidents under 14 years 20,732 in 2011, 22,907 in 2012 and 24, 312 in 2013, which shows continuous increase every year and the ratio that occupies more than 1 third of total danger information.

Table1. Current condition on reality of safety accidents.

Classification	Year 2011	Year 2012	Year 2013	Total
Number of accidents	20,732	22,907	24,312	67,951
Total number	54,724	61,498	65,405	181,627
Ratio(%)	37.9	37.2	37.2	37.4

As for places of occurrence of accidents, ‘home’ occupied highest ratio, and especially, number of accidents at “home” of last year was 16,564(68.1%), which shows continuous increase of ratio out of total places of occurrence. Annual increase of number of safety accidents at home which is relatively regarded to be safe space brings necessity of

improving indoor environment that can cause safety accident and strengthening of parental management of goods which have highest possibility of causing occurrence of safety accidents. Safety accidents occurring at “leisure and cultural paly facility” are also increasing from 1,457 cases(7.0%) in 2011 to 2,022(8.3%) in 2013.

Table 2. Current condition by places of accident occurrnce.

Unit: number (%)

Classification	2011	2012	2013	Total
Home	12,926 (62.3)	15,055 (65.7)	16,564 (68.1)	44,454 (65.6)
Educational facility	1,662 (8.0)	1,800 (7.9)	1,801 (7.4)	5,263 (7.7)
Leisure and cultural play facility	1,457 (7.0)	1,610 (7.0)	2,022 (8.3)	5,089 (7.5)

Commercial facility	921 (4.4)	1,147 (5.0)	1,409 (5.8)	3,477 (5.1)
Traffic facility	559 (2.5)	676 (3.0)	663 (2.7)	1898 (2.8)
Sports/Leisure facility	361 (1.7)	472 (2.1)	565 (2.3)	1,398 (2.1)
Medial service facility	225 (1.1)	227 (1.0)	120 (0.5)	572 (0.8)
Others	2,621 (12.6)	1,920 (8.4)	1,168 (4.8)	5,709 (8.4)
Total	20,732 (100.0)	22,907 (100.0)	24,312 (100.0)	67,951 (100.0)

Note: 1)Traffic facility : all of road/facility included

2)Others: Nature, residential facility, public facility, agro/fishery//livestock facility, industrial district, industrial and construction district including unclear places of occurrence as a result of observing parts of body that get hurt, injury of "face/eye/ear/mouth/nose" and "head" occupied around 60% of total. For infants below 1 year, case of accidents on "head" part was 2,477(43.4%) which showed most frequently occurring parts. Children of toddling period of 1-3 years and infancy of 4-6 years were respectively 12,403 cases(36.8%) and 4,518(31.8%) that get injured on "face/eye/ear/mouth/nose". Children of schooling period of 7-14 years shoed injury on "face/eye/ear/mouth/nose" have 3,292 cases, 2,997 cases on "head", 2,015 cases on "hand/finger/wrist" parts. This may appear to have diversified aspects of injuries at occurrence with wide scope of activity compared with other age groups.

Table 3. Current condition by parts of injury.

Unit: case (%)

Parts of injury	Under 1 year	1~3 years	4~6 years	7~14years	Total
face/eye/ear/mouth/nose	1,202 (21.0)	12,403 (36.8)	4,518 (31.0)	3,292 (23.5)	21,415 (31.5)
head	2,477 (43.4)	10,907 (32.4)	4,389 (30.1)	2,997 (21.4)	20,770 (30.6)
Hand/finger/wrist	580 (10.2)	3,888 (11.5)	1,459 (10.0)	2,015 (14.4)	7,942 (11.7)
Leg/knee/foot	94 (1.6)	1,340 (4.0)	992 (6.8)	1,615 (11.6)	4,041 (5.9)
Neck/shoulder	208 (3.6)	1,084 (3.2)	721 (4.9)	938 (6.7)	2,951 (4.3)
Internal organs	390 (6.8)	1,226 (3.6)	591 (4.1)	641 (4.6)	2,848 (4.2)
Arm/elbow	51 (0.9)	799 (2.4)	786 (5.4)	901 (6.4)	2,537 (3.7)
tooth	21 (0.4)	278 (0.8)	184 (1.3)	253 (1.8)	736 (1.1)
genital organs	2 (0.0)	123 (0.4)	153 (1.0)	144 (1.0)	422 (0.6)
waist/pelvis	7 (0.1)	80 (0.2)	91 (0.6)	194 (1.4)	372 (0.5)
Chest/back	23 (0.4)	87 (0.3)	100 (0.7)	126 (0.9)	336 (0.5)
belly	3 (0.1)	50 (0.1)	66 (0.5)	75 (0.5)	194 (0.3)

Overall body	15 (0.3)	51 (0.2)	27 (0.2)	38 (0.3)	131 (0.2)
others	638 (11.2)	1,356 (4.0)	509 (3.5)	753 (5.4)	3,256 (4.8)
Total	5,711 (100.0)	33,672 (100.0)	14,586 (100.0)	13,982 (100.0)	67,951 (100.0)

Note: Others unknown including nonapplicable.

3. Conclusion

This study was performed in order to practically help children and provide basic data for developing program for effective preventive education against safety accidents by seeking strategy that can prevent accident through checking with current condition of safety accidents of children of our country. In order to prevent various kinds of safety accidents threatening our lives and to affirmatively fixate culture of safety and health for our society, all people should be equipped with correct attitude toward safety, and especially, habituating and acting out are very important through systematically educating basic knowledge and values and attitudes. Therefore, related factors for accident occurrence should be removed with prior prediction of possible occurrence of accident, and condition should be minimized from deterioration at occurrence of accident.

Safety management measures to minimize children's accidents are as the followings.

3.1. Strengthening safe behavior of infants through home visits

Safety education on new born babies at hospital should be provided to mothers using prenatal period. After birth of baby, information will be provided on method of safe nurture and emergent treatment at OG hospitals and maternity nursing facility. Safety accidents should be minimized using doctors, nurses and professional safety persons and damage should also be minimized at occurrence of accident.

3.2. Strengthening counter-measure capability against danger by high grades of male children

Male children of high grade year are identified as very vulnerable group to various kinds of safety accidents. Male children of this age are in the age group that wants to try various kinds of dangerous instruments or places, and especially degree of danger is highest in junior high school students.

True education of safety is to be conducted on how to take counter-measures against dangerous situation and unexpected situation other than to prevent children from danger. In other words, it is to cultivate ability of strengthening capability against danger.

3.3. Strengthening monitoring and supervising school bus

Result needs strategy of preventing vital traffic accidents. Looking into existing characteristics of traffic accidents, about half of children who were carried to emergency room of hospital due to traffic accidents while walking appeared to be those of 6-12 years that pertains to pre-school and school period. Sophisticated monitoring and managing is firstly necessary for school-related vehicles including those for nursery facility, pre-schools and tutoring academies which are the means of transportation used by children.

3.4. Strengthening studies on injuries from fall

Traffic accidents and injuries from fall is a mechanism to be careful about injury of children in our country, and are the important factors for bearing illness due to damages occupying 70% of total burden. But, different from traffic accident, data on the cause of injury from fall does not exist at all. In order to set up a strategy for preventing safety accidents, background needs to be examined for continuous accumulation by mechanisms in-

cluding physical space, surrounding environment and condition where safety accidents occur and individual factor of children and guardians.

3.5. Enhancing guardian's awareness of safety for preventing safety accident within home

Education is necessary in order to comprehend detailed environmental factors within home that may be dangerous to children for preventing damage within home and to improve and publicize these conditions and to take care of children with awareness of children's safety. Especially, level of income of the household that children belong to or characteristics of parents(whether they are double incomer couple need to be intervened. as fatigue and health of raiser affect occurrence of children's safety accidents.

3.6. Building up of infrastructure and networks

As Ministry of Health and Welfare taking charge of territory of safety and accidents for children can deal with all areas for intentional and unintentional injury covering two territories of health and welfare of children, it has objective and substantive suitability. Accordingly, it is desirable to set up a control tower in Ministry of Health and Welfare, which will take charge of leading role for children's safety and damage prevention.

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Lead Author

Park Min-hyang / Chungbuk Health & Science University
Professor

B.A. Daejeon Institute of Science and Technology University
M.A. Chungbuk National University
Ph.D. Chungbuk National University
Korea University

Research field

- Regulation Effects of Emotional Leadership in the Relationship between Job Stress and Organizational Commitment of Hospital Nurses, *Crisisonomy*, 11(2) (2015).
- Impact of Parents Attachment Behaviors on Stress Coping Ability and Suicidal Impulse Control among College Students, *Crisisonomy*, 12(3) (2016).

Major career

- 2013~present. The Korean Association for Comparative Government, Academic Director.
- 2015~present. Crisis and Emergency Management Theory and Practice, Academic Director.

Corresponding Author

Han Heon-seok / Chungbuk National University Professor
B.A. Seoul National University
M.A. Seoul National University
M.D. Seoul National University

Research field

- Mixed Gonadal Dysgenesis in 45, X Turner Syndrome with SRY Gene, *Annals of Pediatric Endocrinology and Metabolism*, 20 (2015).
- Age at Menarche and Near Final Height after Treatment with Gonadotropin-releasing Hormone Agonist Alone or Combined with Growth Hormone in Korean Girls with Central Precocious Puberty, *Clinical Pediatric Endocrinology*, 24 (2015).

Major career

- 2011~2013. Medical Research Center in Chungbuk National University Hospital, Chairman.
- 2014~2016. Asian Pacific Pediatric Endocrine Society, Council Member.

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Corresponding author
E-mail: wellcom0210@daum.net

Peer reviewer
E-mail: editor@j-institute.jp

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A Study on the Effect of CRISIS Perception to the Re-Participation Intention of KOREAN Participants Water Leisure

Kim Bong-gyung¹

Namseoul University, Cheonan, Republic of Korea

Lee Young-rim^{2*}

Sangji University, Wonju, Republic of Korea

Noh Hyung-jun³

Korea Nazarene University, Cheonan, Republic of Korea

Abstract

In modern society, with increased free time and need for various leisure activities people start to be interested in water leisure sports, which can enable them to enjoy outdoor activities in nature. In this study, water leisure sports include water skis and scuba-dive. Water leisure sports can provide people with energy and enjoyment for each individual and function as measurement of ocean productivity, potential technology and industrial value, which can show the economic ability of the country.

Therefore, it is highly necessary that the systemic and academic research on water leisure sports should be done to encourage the activation of water leisure sport and to establish national policy in this era.

Based on this necessities, the purpose of this study is to provide the basic data to increase quality of life for people who participate water leisure sports by studying co-relation between people's Crisis Perception and Re-participation Intention.

To achieve the purpose of this study, subjects were chosen in Cheongpyung who participated in water skis and in Gosung who participated in scuba-dive in Aug. in 2011.

Total 250 questionnaire were delivered and 241 were chosen as the valid sample except some done untrustworthily.

To analyze the data SPSS(Ver. 18.0) was used, analysis of frequency and exploratory factor analysis were done. To investigate the homogeneity among questions reliability analysis method by Cronbach' α was done and to investigate correlation level regression analysis was used.

According to the result, Crisis perception of scuba-dive participants has more negative influence on Re-participation Intention than water skis participants.

It means the perceived crisis while participating in water leisure sports can have a psychological influence on Re-participation Intention as a crisis or a beneficiary activity.

So it is highly recommended to promote people to participate in those activities while removing or minimizing the crisis factors. For this to be realized the trustworthy program, instruction method and improved approach are needed, which will secure the sustainable development to water leisure sports industries.

[Keywords] *Crisis Perception, Water Leisure Sports, Water Skis, Scuba-Dive, Re-Participation*

1. Introduction

Fast economic growth and development in modern society have not only increased the quality and standard of life but also changed the opinion about leisure activities. In addition, people demand newer and more various

activities due to deduction of labor time, improvement of living standard, emergence of consumer economy, development of transportation and fast globalization[1].

The more people are interested in healthy life, the more interested in water leisure sports which they can overcome the physical and mental limitation while enjoying thrill

and adventure in nature[2]. This kind water leisure sports means several activities not only on the water but also in the water[3]. Specially water skis and scuba-dive can be chosen as representative activities[4].

Water leisure sports can provide people with energy and enjoyment for each individual and function as measurement of ocean productivity, potential technology and industrial value, which can show the economic ability of the country[3].

So it is highly necessary that the systemic and academic research on water leisure sports should be done to encourage the activation of water leisure sport and to establish national policy in this era.

Based on this necessities, the purpose of this study is to provide the basic data to increase quality of life for people who participate water leisure sports by studying co-relation between people's Crisis Perception and Re-participation Intention.

2. Theoretical Background

As the way individual participant perceive the leisure activities is a very important factor[5], it is necessary to investigate what kinds of crisis people perceive while participating. On the way to investigate Crisis perception many important factors in marketing can derive from the study.

2.1. Crisis theories

Crisis Perception means anxieties about unexpected results of consumer activities[6]. Generally the more interested in sports, the higher the perception[7]. Because if a consumer has low uncertainty and potential loss in decision making state, he or she has little crisis perception[8].

2.2. Re-participation intention

Re-participation Intention is a subsequent behavior after experiencing water leisure sports, which can decide whether to participate again or recommend others around them or not[9].

3. Method

3.1. Subjects

The subjects were chosen in Cheongpyung who participated in water skis and in Gosung who participated in scuba-dive in Aug. in 2011.

Using convenient sampling method, to minimize standard error researchers and graduate students interviewed subjects with self-administration method.

Total 250 questionnaire were delivered and 241 were chosen as the valid sample except some done untrustworthily.

The demographic characteristic are as <Table 1>.

Table 1. Demographic characteristic.

Factor	Category	Frequency(n)	Percentage (%)
Event	Water ski	120	49.8
	scuba diving	121	50.2
Gender	Male	142	58.9
	Female	99	41.1
Age	Under 20	19	7.9
	Over 20 under 30	166	68.9
	Over 30 under 40	41	17.0
	Over 40 under 50	9	3.7
	Over 55	6	2.5
The period of	Less than 1 yrs	138	57.3

participation	1~3 yrs	49	20.3
	3~5 yrs	22	9.1
	5~7 yrs	10	4.1
	More than 7 yrs	22	9.1
The hours of participation a day	Less than 1 hrs	85	35.3
	1~2 hrs	44	18.3
	2~3 hrs	42	17.4
	3~4 hrs	29	12.0
	More than 4 hrs	41	17.0
The numbers of participation a week	1~3 times	197	81.7
	4~6 times	19	7.9
	7~9 times	11	4.6
	10~12 times	5	2.1
	13~15 times	2	0.8
	16~18 times	1	0.4
	More than 19 times	6	2.5

3.2. Measurement method

The method used for this study is questionnaire. The contents of it consisted of lots of proceeding research data proved valid to investigate factors for this study. The criterion of questionnaire followed likert criterion.

First, to measure Crisis Perception, Crisis measurement questions developed by Rovinson[10] were modified adjusted to purpose of this study, which are 7 questions.

Second, to measure Re-participation Intention, questions developed by Taylor and Baker[11] were modified adjusted to purpose of this study, which are 4 questions.

3.3. Validity and credibility of questionnaire

To investigate effect relation of Crisis Perception to Re-participation Intention, from collected data exploratory factor analysis was used to test validity and chose the data which are higher than eigenvalue 1.0 and 0.4 from each category. Varimax rotation from orthogonal rotations was used to simplify factor structure and Cronbach' α coefficient was calculated for credibility.

From all 11 questions about Crisis Perception and Re-participation Intention, it was proved that C5, C6 and C7 questions were overlapped with others. So after removing 3 questions, same procedure was done with 8 questions and results are as <Table 2>.

Table2. Factorial analysis and credibility of crisis perception and Re-participation Intention.

Factor	Question number	Re-participation intention	Crisis perception	Characteristic value	Variation%	Cronbach'a
Re-participation intention	R4	.898	-.148	4.304	53.800	.829
	R2	.860	-.266			
	R1	.835	-.286			
	R3	.818	-.147			
Crisis perception	C3	-.015	.829	1.515	18.933	.902
	C2	-.251	.824			

	C1	-.325	.747			
	C4	-.258	.741			

According to <Table 2>, the total variance in the data of Crisis Perception and Re-participation Intention is 72.733, which has two sub factors. From total 8 questions Crisis Perception(4 questions) and Re-participation Intention(4 questions) were chosen. General

factorizing was done with theoretical framework. Cronbach' α coefficient was 0.902(Crisis Perception) and .829(Re-participation Intention), so the result of exploratory factor analysis was accepted.

3.4. Analysis of data

Table 3. Analysis of correlation.

Factor	Crisis perception	Intention for re-participation
Crisis perception	1.000	
Intention for re-participation	-.478**	1.000

Note: **p<.01

According to <Table 3>, each factor shows statistical correlation. Challagalla and Shervani[12] pointed out in correlation matrix correlation between factors should be meaningful and correlation coefficient should not be 1. But if a null hypothesis whose correlation coefficient is 1 is dismissed, each factor gets the distinction validity. So, this factor can be said to secure distinction validity because its correlation coefficient is under .50

Table 4. Effect relation of crisis perception of water skis participants to re-participation Intention.

Model	Nonstandardized path coefficients		Standardized path coefficients	t	Significance probability
	B	Standardization	β		
Constant	4.713	.184		25.674	.000***
Crisis perception	-.461	.079	-.472	-5.812	.000***

Note: ***p<.001, R 2=.223, F=33.781

Table 5. Effect relation of crisis perception of scuba-dive participants to re-participation intention.

Model	Nonstandardized path coefficients	Standardized path	t	Significance probability
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To analyze the data SPSS(Ver. 18.0) was used, analysis of frequency and exploratory factor analysis were done. To investigate the homogeneity among questions reliability analysis method by Cronbach' α was done, to investigate correlation level regression analysis was used.

4. Results

4.1. Analysis of correlation

To investigate how related each factors are, Analysis of correlation was executed and results are as <Table 3>.

4.2. Effect relation of crisis perception to re-participation intention

To investigate effect relation of Crisis Perception of water skis and scuba-dive participants to Re-participation Intention, regression analysis was used and the results are as <Table 4> and <Table 5>.

			coefficients		
	B	Standardization	β		
Constant	5.085	.228		22.348	.000***
Crisis perception	-.737	.109	-.528	-6.780	.000***

Note: ***p<.001, R 2=.528, F=45.968

As shown <Table 4> and <Table 5>, Crisis Perception of scuba-dive participants(β =-.528, t=-6.780) has more negative influence on Re-participation Intention than that of water skis participants(β =-.472, t=-5.812). The result of coefficient of determination with a regression coefficient in water skis participants explained 22.3%(R 2 =.223) of total variance and F-value was detected as 33.781(p=.000) and 52.8%(R 2 =.528)of total variance F-value 45.968(p=.000) in scuba-dive participants, which is statistically meaningful.

5. Discussion

Among water leisure sports participants in water skis and scuba-dive showed tendency that Crisis Perception has negative influence on Re-participation Intention. Oh Sun-taek, Lee seung-cheol and Na Sang-hyeon[13] insisted Crisis Perception in scuba-dive has negative influence on Re-participation Intention and Moon Sun-ho[14] insisted Crisis Perception in football has negative influence on Re-participation Intention.

Cox[15] insisted that when consumers can't recognize the negative result of purchase, it can function as hinderance of purchase and the amount of crisis has meaningful relation with importance of purchase decision and subjective confidence on that.

These results can be used as grounds that if participants perceive the crisis, it can influence negatively on Re-participation Intention. It means the perceived crisis while participating in water leisure sports can have a psychological influence on Re-participation Intention as a crisis or a beneficiary activity. So, perceived crisis is more related to the phobia about water itself or equipment and facilities.

And it can influence the psychological judgement about satisfaction and value about money and time spent.

According to the result, Crisis perception of scuba-dive participants has more negative influence on Re-participation Intention than water skis participants.

It is desirable to induce re-participation by removing or minimizing risk factors.

So it is highly recommended to promote people to participate in those activities while removing or minimizing the crisis factors. For this to be realized the trustworthy program, instruction method and improved approach are needed, which will secure the sustainable development to water leisure sports industries.

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Lead Author

Kim Bong-gyung / Namseoul University Professor
B.A. Sangji University
M.A. Sangji University
Ph.D. Sookmyung Women's University

Research field

- The Extended Marketing Mix in the Context of Dance as a Performing Art, Social Behavior and Personality, 44(5) (2016).
- A Study on the Effect of Crisis Perception to the Re-participation Intention of Korean Participants Water Leisure, International Journal of Crisis & Safety, 1(1) (2016).

Major career

- 2009~present. Namseoul University, Professor.
- 2016~present. International Society for Crisis & Safety, Member.

Corresponding Author

Lee Young-rim / Sangji University Professor
B.A. Sangji University
M.A. Sangji University
Ph.D. Sangji University

Research field

- The Difference in Force Measurements between the Electronic Chest Protectors in Taekwondo, Taekwondo Journal of Kukkiwon, 7(1) (2016).
- A Study on the Effect of Crisis Perception to the Re-participation Intention of Korean Participants Water Leisure, International Journal of Crisis & Safety, 1(1) (2016).

Major career

- 2009~2015. Sangji University, Professor.
- 2016~present. International Society for Crisis & Safety, Member.

Co-Author

Noh Hyung-jun / Korea Nazarene University Professor
B.A. Kyunghee University
M.A. Seoul Social Welfare Graduate University
Ph.D. Woosuk University

Research field

- An Analysis of the Basis for the Evaluation of Taekwondo Promotion Testing for Dan-Poom Levels from the Judge's Point of View, Taekwondo Journal of Kukkiwon, 6(3) (2015).
- A Study on the Effect of Crisis Perception to the Re-Participation Intention of Korean Participants Water Leisure, International Journal of Crisis & Safety, 1(1) (2016).

Major career

- 2008~present. Nazarene University, Professor.
- 2016~present. International Society for Crisis & Safety, Member.

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Corresponding author
E-mail: csk3697@gw.kmu.ac.kr

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E-mail: editor@j-institute.jp

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Analysis and Suggestions on University Curriculums in KOREA for Individual CRISIS Management

Choi Seong-kon

Keimyung University, Daegu, Republic of Korea

Abstract

We face numerous incidents/accidents through the mass media on a daily basis. In fact, those incidents/accidents often hurt the body and the soul and sometimes it even takes one's life away. Such "crisis" has become one of the unavoidable elements of our daily lives. Moreover, individuals and/or organizations must make choices which bear crisis to a certain extent to achieve their goal. However, in order for organizations and/or individuals to effectively stand with crisis, crisis management techniques must be well-defined.

The crisis management of an individual is a technique to protect the body and the mind such as self-defense which does not only manage the external crisis and physical forces but also manage the internal self to lead a healthy and wholesome life. Nonetheless, self-defense often is limited to dealing with physical violence only. It represents not only protecting and preventing oneself from physical forces including verbal, psychological, sexual and economic violence but also from the various crisis exposed to the self as the life conditions and natural conditions are changing.

Especially, using self-defense, as a means for individual crisis management, can worsen the situation depending on the circumstances. Therefore, based on the stream of time, at present time, it is necessary for universities to establish a curriculum for individual crisis management to offer systematic education to enhance self-management skill and to help cope with various natural and living environmental crisis and many types of violence by understanding and learning crisis management techniques for individuals.

This study is based on the results from analyzing the courses offered till the 2013 curriculum reform as the 3 credits from theory and the 'understanding of the principles of self-defense' as the 2004 liberal art course

By the three steps of self-defense 1. By dividing the surrounding vigilance into vigilances for people, object and natural environment, escaping ability which varies depending on the surrounding can be understood and one can act in a calm and collected manner even in the worst situations.

2. As there are five senses of sight, hearing, touch, smell and taste as well as spiritual and psychological intuitions in a human body, a situation can be carefully judged based on the information gained from the surrounding vigilance.

3. Taking actions is a step to take measures based on the decision made after judging the situation and its goal should be set to safety-first.

In particular, as the only course for individual crisis management, it has increased the students' ability to manage crisis of each individual. As there cannot be more than 36 credits per semester in universities and students can only take up to 18 to 21 credits, systematic education for individual crisis management is virtually nonexistent.

Consequently, as the result from this study, university curriculums must offer courses for proper understanding of crisis management and learning about suitable actions to take. It is hoped that the individual crisis management skill attained through this study to help protect oneself by controlling one's emotion when dealing with crisis from people, object and/or the natural environment and also by familiarizing the laws and techniques to mentally and physically cope with such crisis.

1. Introduction

We face numerous incidents/accidents through the mass media on a daily basis. In fact, those incidents/accidents often hurt the body and the soul and sometimes it even takes one's life away. Such "crisis" has become one of the unavoidable elements of our daily lives. Moreover, individuals and/or organizations must make choices which bear crisis of a certain extent to achieve their goal. However, in order for organizations and/or individuals to effectively stand with crisis, crisis management techniques are needed[1].

The crisis management of an individual is a technique to protect the body and the mind such as self-defense which does not only manage the external crisis and physical forces but also manage the internal self to lead a healthy and wholesome life. Nonetheless, self-defense often is limited to dealing with physical violence only. It represents not only protecting and preventing oneself from physical forces including verbal, psychological, sexual and economic violence but also from the various crisis exposed to the self as the life conditions and natural conditions are changing[2].

Especially, using self-defense, as a means for individual crisis management, can worsen the situation depending on the circumstances[3]. Therefore, based on the stream of time, at present time, it is deemed necessary for universities to establish a curriculum for individual crisis management to offer systematic education to enhance self-management skill and to help cope with various natural and living environmental crisis and many types of violence by understanding and learning crisis management techniques for individuals[4].

Therefore, this study analyzes how the Liberal Arts course 'understanding of the principles of self-defense' opened in Keimyung University has affected the students' understanding of crisis management and coping

with crisis in the hope of helping crisis management of individuals by opening college courses.

2. Theoretical Background(Crisis Theory)

1. Psychological crisis theory was developed by Lindemann, Caplan and Lazarus. Lindemann classified crisis overcoming processes in "Symptomatology and Management of Acute Grief" into 4 steps of 1)Collapse of ideal life balance and maintenance 2)Dealing with grief through short-term treatments 3)Client's resuming activities while still in sorrow or having problems and 4)restoration of the balance[5].

Through his study on crisis of the children held in Israeli camp after the World War II, Caplan suggested that 1)crisis is a difficulty to maintain a daily life that cannot be overcome by typical measures. 2)divided crisis into developmental crisis and situational crisis 3)and identified crisis intervention as a means to recognize, correct or remove the cognitive, emotional and behavioral distortion that caused the initial trauma.

2. Crisis, in psychiatric viewpoint, should be accompanied by mental-health-based crisis intervention which is recognized as one of the main approaches of the social psychiatry in the community. Its maximum impact can be achieved with a minimum amount of intervention by sensitively responding to and focusing on the transitional and circumstantial needs of the mentally challenged individuals who need to adapt to the local community. It includes psychological shock from trauma, violence, physical or psychological injury due to unforeseen circumstances. Symptoms of mental and physical shock due to a psychological reason can be frigidity, weakness, depression, anxiety and fear[6].

3. In terms of ecological crisis, crisis is usually studied by analyzing its interpersonal, interactive and social structural aspects. Look-

ing at the 3 approaching methods of ecological crisis, crisis and traumatic events broadcasted through the electronic media can make not only the victims but also the general public to feel the urgency that such crisis can happen to themselves and systematic interdependency as an ecological property of human life caused the spread of crisis elements. In addition, macro-systematic approach reveals that since unsolved crisis can destroy not only the personal, social, financial and environmental resources but also the entire ecological system, crisis must be handled by a public system with a macroscopic approach to cover the ecological system as a whole[7].

3. Course Analysis

Keimyung University had opened 'understanding of the principles of self-defense' course in Liberal Arts in 2004 for students to take for a 3-credit theory class. This course can be analyzed as the only class available for individual crisis management which was closed during the 2013 curriculum reform. In fact, it brought so much media attention as a unique college course and aired on TV.

Self-defense technique is composed of the three steps of being vigilant of the surrounding, judging the situation and taking actions[8].

1. Vigilance is divided into people, object and natural environment vigilances.

Each individual has a unique characteristic in his/her age, height, weight, physique, personality, voice or the like. Depending on the condition a person is raised by, escaping instinct is different from one another. By knowing oneself and understanding his/her most appropriate value, he/she can act in a calm and collected manner even in the worst situations.

2. Judging the situation is a step to evaluate a situation based on the information gained from surrounding vigilance.

As there are five senses of sight, hearing, touch, smell and taste as well as spiritual and psychological intuitions in a human body, a situation can be carefully judged based on the

information gained from the surrounding vigilance.

3. Taking actions is a step to take measures based on the decision made after judging the situation and its goal should be set to safety-first. If actions are taken based on the judgment made in accordance with the common dichotomy of good and evil by persuading oneself of the fact that justice and safety are two totally different things, the logic can be understood but nothing can be solved solely by the actions. If actions are not promptly taken, neglecting the opponent, there is a risk of a secondary or tertiary violence to take place. Blindly pursuing justice can increase the risk level.

4. Self-defense technique against the natural environment can be safety in mountains[9], water[10], objects, traffics[11] and natural disasters[12]. Natural crisis and artificial crisis were differentiated for overcoming dangerous situations.

Consequently, this course has increased individuals' ability to manage crisis.

4. Conclusion

Even though we are not aware of the risks, we live everyday facing dangers residing at home, work, school and our daily lives. Regardless of our will, we can unexpectedly get into accidents, becomes the victim of a crime, damage our health by unhealthy food, suffer from work stress and be placed in danger in relation to people, object and/or natural environment. However, since most of crisis happen when we are unaware, we cannot generally manage such crisis. Therefore, this study analyzed 'understanding of the principles of self-defense' and it was found that the course, which is the only course for individual crisis management, has increased the students' ability to manage crisis. As there cannot be more than 36 credits per semester in universities and students can only take up to 18 to 21 credits, systematic education for individual crisis management is virtually nonexistent.

Consequently, the results from this study suggest that universities should open similar courses so students can understand proper

crisis management and learn coping skills through university curriculums. It is hoped that the individual crisis management skill attained through this study to help protect oneself by controlling one's emotion when dealing with crisis from people, object and/or the natural environment and also by familiarizing the laws and techniques to mentally and physically cope with such crisis.

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- [11] Korea Transportation Safety Authority. Traffic Safety (1990).

Author

Choi Seong-kon / Keimyung University Professor
B.A. Kyungpook National University
M.A. Keimyung University
Ph.D. Hiroshima University

Research field

- About the Adverbial Functions of Japanese Onomatopoeia, 日本語文學, 31 (2005).
- About Martial Art Education Organization of Korea · Japan School Curriculum Comparative Study, 日本語文學, 53 (2011).

Major career

- 2002~present. Keimyung University, Professor.
- 2016~present. International Society for Crisis & Safety, Vice President.

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Website: <http://www.j-institute.jp>

Corresponding author
E-mail: rlatns1@snu.ac.kr

Peer reviewer
E-mail: editor@j-institute.jp

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CRISIS of KOREAN Education, School Violence: How Should It Be Treated?

Kim Kyoung-eun

Seoul National University, Seoul, Republic of Korea

Abstract

School violence has been considered as a social problem since 2000 in Korea. Various efforts has been tried to solve it. But recent aspects of school violence request basic discussion about how to treat school violence in Korean education. The age of school violence victimization is lowering(lower age of victims). Second, school violence is prevalent in daily life. Third, school violence is being made in a form of group(grouping of perpetrators). Fourth, school violence occurs certain students intensively and victimization of it is very serious(seriousness of the damage). Fifth, emotional, relational violence, and violence in cyber are increasing(new types).

Responding to school violence in Korea was mainly focused on 'external intervention' for solving it such as making the law, operating counseling service program, and educating teachers at the national level. But this approach has limitation to bring the change of internal members and consider the context of school violence in Korea.

So this article is suggesting an idea to reduce school violence in substance. For this purpose, effective elements of anti-school violence programs were explored through literature review. And perspective on school violence that is reflected various efforts in Korea was checked in terms of effectiveness.

As a result, Project-Based Learning(PBL) program that is focused on internal participation is suggested for preventing school violence. PBL is defined as a systematic teaching method that engages students in learning knowledge and skills through an extended inquiry process structured around complex, authentic questions and carefully designed products and tasks. In the context of Korea, PBL program can be a promising alternative for preventing school violence in many ways. First, it reflects new approach on school violence that is focused on 'preventing' not solving and 'internal change' not external intervention. PBL program is designed main activity by student participation. It can make building of environment for preventing school violence possible by target stakeholder, students. Second, it is effective in terms of feasibility and continuity in Korean school. PBL can be designed from brief projects of one to two weeks based on a single subject in one classroom to yearlong, interdisciplinary project that involve community participation and adults outside the school. Due to this feature, PBL program can be implemented variously in regular curriculum not extracurricular. Third, it reflects elements of effective anti-school violence programs such as whole-school interventions, duration, intensity, and climate of anti-school violence. Therefore it is needed additional research to develop concrete PBL programs implemented to school for preventing school violence.

[Keywords] *Crisis, Korean Education, School Violence, Project-Based Learning, Preventing*

1. Introduction: Crisis of Korean Education Focused on School Violence

School violence is highly prevalent in Korean school students. According to the survey

by the Korean Ministry of Education, it is increasing again in 2011[1]. Various efforts were tried to solve it at the national level. For example, in 2004, the law was made for informing seriousness of school violence and

minimizing its damage. In 2008, the Korean Ministry of Education initiated the WEE project, a multilevel counseling service program, which consisted of three stages such as WEE class(at the school level), WEE center(at the district level), and WEE school(at the city/provincial level). Course of school violence was opened in teacher education curriculum. And education for prevention school violence was required every semester in school.

But recent aspects of school violence request basic discussion about how to treat it. Some features of recent school violence is as follows. First, the age of school violence victimization is lowering. According to the survey, 79.6% of students experienced school violence in the elementary school[1]. Second, school violence is prevalent in daily life[2]. Third, school violence is being made in a form of group. In survey, school violence by 2-5 perpetrators was indicated 70.6% and by more 6 perpetrators was indicated 21.3%[1]. Fourth, school violence occurs certain students intensively[2]. Fifth, emotional violence, relational violence, and violence in cyber are increasing[2]. Sixth, the rate that victims become perpetrators is increasing. According to the survey, 77.0% of victims showed urge to revenge on perpetrators[1]. Finally, victimization of school violence is very serious. According to the survey, 42.9% of victims had suicidal ideation and 41.8% of them attempt suicide[1].

Although various efforts for solving school violence at the national level, why is it still serious problem? How should do to prevent school violence in Korea? The purpose of this article is to answer these questions. For this, effective elements of anti-school violence programs are being explored through literature review. And perspective on school violence that is reflected in various efforts is being checked in terms of effectiveness. Based on these discussion, an useful alternative for preventing school violence in Korea context is being suggested.

2. Effective Programs for Preventing School Violence

School violence is not only problem in Korea. Many countries has already tried to solve it at the national level since 1980s. The Olweus Bullying Prevention Program(OBPP), KiVa program, and Second Step are referred as representative programs for solving school violence.

OBPP is a the first nationwide campaign against bullying was conducted in Norway launched by the Ministry of Education and coordinated by Olweus. It is comprehensive, school-wide program that was designed to reduce bullying and achieve better peer relations among students in elementary, middle, and high school grades[3]. These goals are pursued through a restructuring of the school environment. This restructuring is intended to reduce opportunities and rewards for engaging in bullying and to build a sense of community among students and adults within the school environment. Studies that have evaluated the OBPP have not been uniformly consistent, but they have shown that the OBPP has had a positive impact on students' self-reported involvement in bullying and antisocial behavior[3][4][5].

KiVa is an anti-bullying program developed in the University of Turku and funded by the Finnish Ministry of Education. It involves both universal and indicated actions to prevent the emergence of cases of bullying and to stop ongoing bullying. The Universal actions aim at influencing all children's reactions when witnessing bullying, whereas the indicated interventions target bullies and victims specifically. KiVa contains a large set of concrete tools for educators, including a series of student lessons, a virtual learning environment, and clear guidelines for school personnel in order to tackle bullying effectively[6].

The Second Step is a program that is based on social-emotional learning for prevention violence. It provides classroom lessons to teach core competencies and behavior skills such as empathy, impulse control, anger management, and problem-solving, teacher and staff training to encourage student generalization of skills and create consistency throughout the school, follow-up support and preparation of on-site trainers to sustain on-

going implementation, and a family component to encourage complementary home practices[7].

Some features are found in referred representative effective anti-bullying programs and studies which analyzed on elements of effective programs for preventing school violence. First, whole-school intervention is useful. Whole-school interventions view bullying to be a systemic problem which transcends beyond the individual level, and therefore prefer programs to target multiple stakeholders including the victims, perpetrators, parents, school administrators, and even law enforcement. As described in the review by Trofi and Farrington(2011), successful program elements include design features such as parent training and meeting, classroom rules and management, teacher training, school conference, and cooperative group work with peers, each of which involves the individuals, peer groups, parents, teachers, and administration[8]. Second, It is important to build school environment that is based on participation of school members. Third, duration and intensity of program is directly linked to its effectiveness[9]. Fourth, intervention for preventing is more effective than that after school violence happens[10].

3. Preventing School Violence in Korea

3.1. Various efforts for reducing school violence in Korea

School violence has appeared as a problem in Korean education since 1990s. But social concern on school violence increased in 2000s, after several students committed suicide because of bullying by peers. And various efforts for reducing school violence were tried at the national level.

First, the law was made for informing seriousness of school violence and minimizing social burden in 2004 and it was revised in 2008 and 2012. It includes exact definition and types of school violence, commitment of members such as minister of Ministry of Education, principal and teacher of school, protection and cure of victims, and punishment of perpetrators[11]. It provides basic frame for responding to school violence in Korea.

Second, the WEE(We, Education, Emotion) project, a multilevel counseling service program, was developed by Ministry of Education. The goal of it is to create a comprehensive counseling support system for at risk students by aligning the efforts and services of individual schools, districts, and cities/provinces[12]. It is composed of three stages. The first stage of the intervention, WEE Class, is implemented at the school level for all grades and focuses on identifying youths who are at risk of bullying and delinquent behavior. The second stage, WEE Center, is implemented at the district level and provides additional professional counseling services to students who continue to be at risk even after completing the WEE Class interventions. The last stage, WEE School, is implemented at the city/provincial level and provides long-term care and educational services to students with severe problems not addressed by services provided at either the WEE Class or WEE Center[13].

Third, education for preventing school violence is intensified officially. Student teachers should take a class on school violence. Every school should implement education for prevention school violence to students, teachers, and parents in every semester[11].

These efforts helped stakeholders who is related to school violence to perceive seriousness of it and victims to be protected and cured. But they are not enough to prevent recent various aspects of school violence. Because they are basically focused on external intervention after happening school violence. This approach has limitation to bring the change of internal members and consider the context of school violence in Korea. When school violence occurs, it is important to how to deal with it for curing victims. But this can't be fundamental solution. External intervention can be effective in the short term. But the effect can't be lasted without change of internal member. In addition, it is necessary to consider about environment of school violence. According to many studies, school violence is related to environment surrounded internal members such as individual, home, school, and local community[14][15][16]. Specially, Korean school is space of life which

people can't access easily. So activities centered on external intervention has limitation for preventing school violence.

3.2. New approach on school violence

As described in advance, activities for solving school violence in Korea usually took perspective that is focused on external intervention, and therefore was not considered the context of school violence. This approach has limitation to respond to recent aspects of school violence. So New approach focused on prevention and participation of internal members is needed. Project-Based Learning(PBL) can be a concrete alternative.

3.2.1. Project-based learning(PBL)

PBL is defined as a systematic teaching method that engages students in learning knowledge and skills through an extended inquiry process structured around complex, authentic questions and carefully designed products and tasks[17]. This definition encompasses a spectrum ranging from brief projects of one to two weeks based on a single subject in one classroom to yearlong, interdisciplinary projects that involve community participation and adults outside the school. Although results vary with the quality of the project and the level of student engagement, PBL is effective model for academic achievement, application of basic skills, and communication skill.

PBL has important benefits as follows[17]. First, PBL overcomes the dichotomy between knowledge and thinking, helping students to both "know" and "do". Second, PBL supports students in learning and practicing skills in problem solving, communication, and self-management. Third, PBL creates positive communication and collaborative relationships among diverse groups of students. Fourth, PBL integrates curriculum areas, thematic instruction, and community issues[18][19]. Due to these benefits, PBL can help teacher create a high performing classroom in which teacher and students form a powerful learning community focused on achievement, self-mastery, and contribution to the community. In terms of school violence,

this means that classroom itself can be environment for preventing school violence.

3.2.2. Usefulness of PBL program for preventing school violence in Korean context

In the context of Korea, PBL program for preventing school violence can be a promising alternative in many ways. First, PBL program reflects new approach on school violence that is focused on preventing not solving and internal change not external intervention. PBL program is designed as main activity by student participation. It enables building of environment for prevention school violence by target stakeholder, students. In this process, students experience various skills and competencies such as communication, solving problem, care, empathy, and collaboration etc. It can bring the change of students who are key member to prevent and solve school violence in substance. On the other hand, when considering Korean culture which is sensitive to evaluation by others, school climate of anti-school violence as a product by internal members can take an authentic role for preventing school violence.

Second, PBL program is effective in terms of feasibility and continuity in Korean school. As described in advance, it can be designed at variety on period, theme, subject, and scale. Due to this feature, it can be implemented in regular curriculum not extracurricular. Because in Korean school, regular curriculum is mainly composed of subject matter and PBL program can be designed in a type of integrated course which is connected with several subject matters. So, PBL program can be implemented in a class and this enables stable operation. Duration is one of the effective factors of anti-school violence program. In addition, integrated course can be implemented at the whole-school level. Whole-school intervention is also one of the effective elements for preventing school violence.

Finally, PBL program reflects elements of effective anti-school violence programs such as whole-school interventions, duration, intensity, and climate of anti-school violence.

4. Conclusion

School violence in Korean education is regarded as social problem. Since 2000, various efforts have been tried to solve it. As a result of these, system for preventing school violence is established and many programs are developed. But the approach on school violence which is centered on external intervention has limitation in a duration and effectiveness. Because supporting of resource such as fund and expert can be influenced by logic of other interest not that of education and the change of members can be made effectively when they participate actively.

So in this article, new approach focused on prevention of school violence which is based on participation of students is described and suggested PBL program as a concrete alternative. PBL program can be useful in terms of feasibility and effectiveness in context of Korea. For improvement of school violence, it should be important to conduct additional research to develop various PBL programs for implementing to school.

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Author

Kim Kyoung-eun / Seoul National University Lecturer
B.A. Ewha Womans University
M.A. Seoul National University
Ph.D. Seoul National University

Research field

- A Study on Adolescents Cultural Right Recognition towards Immigrated Minority Groups, *Multicultural Education Studies*, 6(4) (2013).
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Major career

- 2009~2011. Education Research Institute, Cheongju National University of Education, Researcher.
- 2011~2014. Ewha Womans University, Assistant Professor.