

# International journal of crisis & safety

2018 3(3)

<Index>

1. Children Safety Education in KOREA: The Effect of Debate on Media and Environmental Safety Education  
/ **Sung Eun-young**
2. Analysis and Suggestion for Safety When Using Physical Education Facilities in Rural Areas in Korea  
/ **Choi Seong-kon**
3. Study on the Safety Accidents in Korean Elementary School Physical Education Classes  
/ **Park Su-ul, Kang Min-soo**
4. Regime Values to Overcome Ethical CRISIS in KOREAN Bureaucracy: The Case of Reunification  
/ **Kim Dong-won**

**J-INSTITUTE**

Publication state: Japan  
ISSN: 2189-7603

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

Corresponding author  
E-mail: [sey87252@hanmail.net](mailto:sey87252@hanmail.net)

Peer reviewer  
E-mail: [editor@j-institute.jp](mailto:editor@j-institute.jp)

<http://dx.doi.org/10.22471/crisis.2018.3.3.01>

© 2018 J-INSTITUTE

## Children SAFETY Education in KOREA: The Effect of Debate on Media and Environmental Safety Education

Sung Eun-young

*Gangwon State University, Gangwon, Republic of Korea*

### Abstract

*Safety education for children is to help them to live a healthy life by learning safety knowledge, attitude and function to protect themselves from danger. In order to achieve effective safety education for children, knowledge and competence of early childhood teachers on safety education should be premised. However, in relation to the contents of safety education, the early childhood teachers perceived media safety and environmental safety to be low. A low awareness of media and environmental safety will result in a lower level of practice in safety education have. That is why new education methods related to media and environmental safety are urgently needed.*

*In media safety, it is necessary to cultivate proper capacity to block harmful media. It is necessary to look at the information provided by the media from a critical and analytical point of view and to cultivate the ability to accept the necessary information discreetly from a young age. In environmental safety, it requires a change of values in order to solve environmental problems. In order to do this, it is important to establish accurate values and to develop critical and analytical perspectives. Debate is the right education.*

*The purpose of this study was to investigate the effect of the debate method on the pre-service early childhood teachers in media and environmental safety education. The purpose of this study was to examine 21 grade-3 students who took a course on child safety management at A University in Gangwon-do using the learning achievement and the life core competency test tool. As a result of applying the debate method to the media and environmental safety education in this study, it was found that there was a significant effect on achievement of learning goals, problem solving and communication ability. In debate, since the deviation of the utilization ability as well as the knowledge acquisition is clearly visualized and the ability to communicate through refutations, questions and answers was performed as the main factors, the early childhood teachers can recognize the weakness of their weakness and can be able to 'learn well'.*

**[Keywords]** Safety, Debate, Learning Achievement, Problem Solving Ability, Communication Ability

## 1. Introduction

Children safety Education is an educational program that helps children learn a safety knowledge, attitude and function so that they can protect themselves from danger[1]. It is not only protection for children themselves, it should be an entire education to learn dignity of individual human beings who respect the life of others[2]. In this regard, the contents of the safety education for

children are vast and varied. Therefore, it is necessary to consider the age of children[3]. and to consider the various causes of children safety accidents in our society.

However, in relation to the content of safety education, early childhood teachers perceived media safety as the lowest and environmental safety as the next lowest[4]. In general, a high awareness of early childhood teachers on specific areas tries to acquire

expertise in order to practice them[5][6][7][8]. Conversely, a low awareness of media and environmental safety will result in a lower level of practice in safety education have. In addition, the preliminary early childhood teachers recognized that the safety education learned in the previous education is low and the main cause of the child safety accident is the lack of experience and of education of the teachers[9]. In the previous education, there is a desperate need for new education methods related to media and environmental safety.

The core goal of media safety is to develop the proper capacity to block harmful media through systematic media education[10]. It is necessary to look at the information provided by the media from a critical and analytical point of view and to cultivate the ability to accept the necessary information discreetly from a young age[11]. However, in early childhood education, 'education through the media' was mainly used and 'education about media' and 'media education' were still insufficient[10]. In the same vein, today's environmental issues also emphasize the change of values as the most fundamental way to solve environmental problems[12]. In other words, since environmental problems are ultimately the results of individual and societal decision-making, the importance of environmental education is emphasized in that the real solution to the cause is also in the sense that it is most effective to educate the inner person[13].

In summary, it is important to establish accurate values and to develop critical and analytical perspectives in the media and environmental safety education. Debate can be considered as a new educational method to cultivate these competencies. Debate means "a formal discussion with a great deal of restrictions." After a similar level of students have completed their research and preparation for the proposed topic, they will be able to debate formally on the contrary and pursue a deep and logical understanding of the subject[14]. It is expected that this debate process will form the awareness and

values required in media and environmental safety education because it is possible to train such as research, critical reading and listening[14] and to demonstrate ability, critical thinking ability, data collection and organization ability, problem solving ability, self-expression ability, creative thinking ability, and rational thinking ability[15][16][17].

The purpose of this study is to investigate the effect of the debate method in the media and environmental safety education. The debate process in this study includes debate and controversial elements to discuss and decide on contents and teaching methods of media and environmental safety education in a broad sense. In this process, problem solving ability and communication ability were the main factors. The research questions we have set for this are as follows.

Research Problem 1. What is the effect of the debate application in the media and environmental safety education on the learning achievement?

Research Problem 2. What is the effect of the debate application in the media and environmental safety education on the problem solving ability of the pre-service teachers?

Research Problem 3. What is the effect of the debate application on the media and environmental safety education on the pre-service teacher's communication ability?

## **2. Research Method**

### **2.1. Research subjects**

The subjects of this study were 21 students in the 3rd grade who took the course of child safety management at A University in Gangwon-do.

### **2.2. Research tools**

Learning achievement test tool is divided the performance criteria of the competency unit elements presented in the national incompetence standards into knowledge, skill,

and attitude. It consists of 9 items, each with 3 items.

The life core competency test tool was developed from the research of Lee Seok-jae, Jang Yu-kyung, Lee Heun-nam, and Park Kwang-yeop(2003)[18]. The study consisted of 49 questions of communication ability, 40 questions of problem solving ability, 40 questions of self-directed learning ability.

The final 46 items were constructed by revising and deleting some questions, and deleting self-directed learning ability through the validation of the expert contents. The subscale consisted of 25 questions of communication ability and 21 questions of problem solving ability and was rated to be rated on a 5-point scale. The reliability of the instruments used in this study is Cronbach's  $\alpha$ . 843, respectively.

## 2.3. Research procedures

### 2.3.1. Pre-test

The pre-test of this study was conducted for students taking lectures at the 5th week before the application of the debate.

### 2.3.2. Applying debates

The children's safety guidance course with the debate consists of 15 weeks of lectures, debate was applied over four sessions. The first session was held on the 8th, I explained the specific procedure and method of the debate, the pre-service teachers searched the contents of the books and articles related to the debate topic, and wrote the claim based on the contents. The application of the second session was held on the ninth week and proceeded with the debate on topics that were easy to search for the contents of the argument. The application of sessions 3 and 4 consisted of media safety at 10th week and debate about environmental safety education at 11th week.

Specifically, the pre-class provided learning materials that included sensible and diverse examples so that pre-service early childhood teachers could fully understand the theories. In the in-class, after presenting a topic that

can be judged value based on the content discussed in the video lecture, we set up the role of each person in the team and arranged the discussion based on the prepared logic. In addition, specific evaluation criteria were presented to allow evaluation of the discussion of other teams.

### 2.3.3. Post-test

The post-test of this study was conducted on the lecture students using the same test tool as the pre-test on the 12th week when the 4th session was completed.

### 2.3.4. Data processing and analysis

The purpose of this study was to investigate the effect of the debate application on the child safety management course. In order to verify the difference of the measurement results, the corresponding sample t-test was conducted. The t-test was analyzed using the SPSS 18.0 program.

## 3. Results

### 3.1. The effect of debate application on the learning achievement in media and environmental safety education

Table 1. Learning achievement difference.

Division		<i>M</i>	<i>SD</i>	<i>t</i>	<i>p</i>
Learning Achievement	Pre	23.00	4.755	10.253 ***	.000
	Post	35.54	3.833		

\*\*\* $p < .001$

As shown in <Table 1>, there was a significant difference in achieve learning goals according to the application of the debate in the child safety management course.

### 3.2. The effect of debate application on problem solving capability in media and environmental safety education

Table 2. Problem solving ability difference.

Division		<i>M</i>	<i>SD</i>	<i>t</i>	<i>p</i>
----------	--	----------	-----------	----------	----------

Problem Solving Ability	Pre	62.10	8.75	5.589***	.000
	Post	75.14	8.86		

\*\*\*p<.001

As shown in <Table 2>, there was a significant difference in problem solving ability according to the application of the debate in the child safety management course.

### 3.3. Effects of debate application on communication ability in media and environmental safety education

**Table 3.** Communication capability difference.

Division		M	SD	t	p
Communication Capability	Pre	77.10	7.12	3.301**	.004
	Post	84.38	6.74		

\*\*p<.01

As shown in <Table 3>, there was a significant difference in the communication ability competence according to the debate application in the child safety management course.

## 4. Discussion and Conclusion

As a result of applying the debate in media and environmental safety education, there was a significant difference in achieve learning goals, problem solving and communication ability of pre-service teachers.

First, as a result of applying the debate, there was a significant difference in achieve learning goals. This means that it is not possible to know in detail how much individual students have knowledge and ability to utilize with the existing lecture-centered teaching method. However, in debate, since the deviation of the utilization ability as well as the knowledge acquisition is clearly visualized, the learner can recognize the weakness of his / her weakness and can

be said to be able to 'learn well'.

Second, as a result of applying the debate, there was a significant difference in problem solving and communication ability of pre-service teachers. This is the same context with the problem-solving ability and self-expression ability are improved by applying the debate during the class time[17]. In the course of discussing and deciding on the direction, contents, and teaching methods of media and environmental safety education appropriate to the age and development of infants and young children, the reason for this is that the problem solving ability and the ability to communicate through summary views, refutations, questions and answers, and presentations were performed as the main factors.

## 5. References

### 5.1. Journal articles

- [4] Kim YS & Yoon JJ. Teachers' Perception of the Content and Method of Safety Education for Infants and Toddlers. *Early Childhood Education Research*, 30(4), 49-78 (2010).
- [5] Yoon JJ & Kim JY. A Study on Early Childhood Teacher's Beliefs, Attitudes and Literacy Environment in Classroom. *Korean Journal of Infant and Child Health*, 44, 129-151 (2006).
- [6] Lee SN & Lee YS. A Study on the Perceptions of Efficacy and Role Performance of Child Care Teachers. *Journal of Future Childhood Education*, 13(1), 25-54 (2006).
- [7] Jo BG & Nam OJ. Teacher External Factors Affecting Public Kindergarten Teacher's Role Performance. *Children's Journal*, 27(6), 81-96 (2008).
- [8] Jin MH. Attitude Measurement and Related Variables for Early Childhood Teachers. *Early Childhood Education Research*, 21(2), 51-67 (2001).
- [10] Song MS & Park HJ. A Study on the Method of Early Childhood Media Education. *Children's Media Studies*, 1, 137-152 (2002).
- [11] Lee CS. A Basic Study for the Development of Early Childhood Media Education Program. *A Study on Educational Methods*, 14(2), 83-102 (2002).

- [12] Kwag EB. Prospect of Early Childhood Environmental Education based on Ecological Perspective. *Child Education*, 14(1), 83-96 (2005).
- [13] Kim KH & Kim YO. Development and Effect of Early Childhood Environmental Education Program Using Value Clarification Teaching Model. *Journal of Early Childhood Education*, 21(1), 459-485 (2017).
- [14] Kevin Lee. Change Education in Korea, Debate. *Korean Communications Society Conference*, 3(3), 161-188 (2016).
- [18] Lee SJ & Jang YK & Lee HN & Park GY. A Study on the Development of Measuring Tools for Life Capability: Focusing on Communication Ability, Problem Solving Ability, Self-directed Learning Ability. *Korea Educational Development Institute*, 1(2), 15-23 (2003).

## 5.2. Thesis degree

- [9] Moon JH. A Study on the Actual Condition of Early Childhood Education for Pre-service Teachers in Early Childhood Teachers. Chongshin University, Master's Thesis (2003).
- [15] Yoon SW. A Study on Teaching Method of Modern Art Appreciation through Discussion in Elementary School Art Education. Korea National University of Education, Master's Thesis (2011).
- [16] Lee EA. A Study on the Step-by-step Discussion Program of Elementary School Using Cooperative Learning. Seoul National University, Master's Thesis (2010).
- [17] Hong JY. A Study on the Necessity and Utilization Methods of Mathematics and Discussion. Yonsei University, Master's Thesis (2011).

## 5.3. Books

- [1] Lee KS & Jang YH & Jung MR & Yoon SH. Infant and Child Safety Education. Yangseowon (2014).
- [2] Central Child Care Information Center Assessment Certification Aid Program: Area 6(Safety). Central Childcare Information Center (2006).
- [3] Kim IO & Lee JE. Child Safety Management. Yangseowon (2006).

### Author

**Sung Eun-young** / Gangwon State University Professor  
 B.A. Chungang University  
 M.A. Chungang University  
 Ph.D. Chungang University

### Research field

- Exploration into the Difficulties of Beginning Infant Teachers who Teach 1 Year Olds, *Journal of Children's Literature and Education*, 16(3) (2015).
- Exploration into How Children and the Teacher Change through a Dialogue Journal-writing Activity, *Journal of Children's Literature and Education*, 17(2) (2016).
- Class Model of Child Safety Education Applied to the Flipped Learning Method, *International Journal of Crisis & Safety*, 2(2) (2017).

### Major career

- 2009~present. Gangwon State University, Professor

Publication state: Japan  
ISSN: 2189-7603

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

Corresponding author  
E-mail: [csk3697@gw.kmu.ac.kr](mailto:csk3697@gw.kmu.ac.kr)

Peer reviewer  
E-mail: [editor@j-institute.jp](mailto:editor@j-institute.jp)

<http://dx.doi.org/10.22471/crisis.2018.3.3.06>

© 2018 J-INSTITUTE

## Analysis and Suggestion for SAFETY When Using Physical Education Facilities in Rural Areas in Korea

Choi Seong-kon

*Keimyung University, Daegu, Republic of Korea*

### Abstract

*The start of lifestyle sports in Korea began in 1962 with the introduction of the National Physical Education Promotion Act, but due to economic difficulties, it only started in earnest from the 1980s. In 1986, the National Physical Education Promotion Long-term Plan was established and with the establishment of the National Physical Promotion Comprehensive Plan in 1990 and the first National Physical Promotion 5-year plan in 1993, and the second 5-year National Physical Promotion Plan in 1998, lifestyle sports began to emerge in earnest and its development began.*

*The purpose of this study is to understand the current state of physical education facilities in rural areas and to analyze the safety consciousness according to physical injuries caused by physical education facility management and users and also to raise consciousness in the safety issues that arises from using physical education facilities.*

*In 1995, as local self governing government heads began to be directly elected, local governments began to have the characteristic of local residents directly participating in local governance. As a consequence, local governments established lifestyle sports policies to meet the demands of local residents to participate in sports, and implemented policies which activate lifestyle sports to allow the activation of community-centered lifestyle sports.*

*From 2006 to 2010, facilities for sports and leisure were established with the goal of establishing 2 to 3 sports facilities in each of the eup, myeon and dongs(Korean scale for categorizing cities), and small-scale exercise facilities were installed in places easily accessible to nearby residents. However, since most of the subjects using these physical facilities are elderly people, the injury rate is high when using these physical exercise facilities as they lack knowledge on the safety procedures and knowledge on systematic sports activities, sports safety and skills. In particular, the rural population in Korea is composed of a typical aged society, and the percentage of sports injuries is very high in comparison to the population because there are many elderly people whose cognitive abilities are poor.*

*The safety management area for using physical education facilities can be divided into physical management, work management, and the personal management of physical education facility users.*

*The results of this study are as follows.*

*1)Physical activity safety accidents are caused most frequently by personal mistakes of the users. Therefore, regular education on the use of physical facilities and exercise equipment and safety rules is necessary and physical trainer placement is also necessary.*

*2)It is necessary to provide administrative support for regular inspection and management of facility safety.*

*3)In case of an accident, first aid measures and communication with related organizations should be prepared.*

*As mentioned above, such measures will contribute to reducing physical injuries of sports facility users in rural areas and raise awareness on sports safety.*

**[Keywords]** Sport, Safety, Crisis, Village, Facility

## 1. Introduction

The start of lifestyle sports in Korea began in 1962 with the introduction of the National Sports Promotion Act, but due to economic difficulties, it only started in earnest from the 1980s. In 1986, the National Physical Education Promotion Long-term Plan was established and with the establishment of the National Physical Education Promotion Comprehensive Plan in 1990 and the first National Physical Education Promotion 5-year plan in 1993, and the second 5-year National Physical Education Promotion Plan in 1998, lifestyle sports began to emerge in earnest and its development began[1].

Especially in 1995, as the head of the local self governing government began to be directly, local governments began to have the characteristic of local residents directly participating in local governance. As a consequence, local governments established lifestyle sports policies to meet the demands of local residents to participate in sports, and implemented policies which activate lifestyle sports to allow the activation of community-centered lifestyle sports[2].

As such, changes in the daily life culture of Korean society are playing a significant role in accepting the needs of residents to participate in sports by using exercise facilities that utilize villages, parks, neighborhood sports facilities, and other resting spaces near residential areas, to revitalize the lifestyles of the local residents. However, due to this, 5% of children at the age of 4 are injured in sports facilities, 3 ~ 11% of injuries come from children participating in sports activities, and 18% of the injuries are sports related injuries which occur after working hours[3].

In Korea, while the elderly population is increasing, there are insufficient skills and knowledge to use sports facilities and sports equipment, knowledge on systematic sports activities, and awareness on sports safety[4]. In particular, the rural population in Korea is a typical aged society, and the percentage of sports injuries will be higher than that of the city because there are many older people whose cognitive abilities are poor.

The purpose of this study is to understand the present situation of physical education facilities in Korea and analyze people's safety consciousness according to the management of physical education facilities and use of facilities, increase safety consciousness, and aid in preventing sports safety accidents.

## 2. Current Status of Rural Sports Facilities in Korea

Established upon the Act on the Establishment and Utilization of Physical Facilities Article 6 to allow easy access to indoor and outdoor athletic facilities for nearby residents in cities, counties and districts, and outdoor facilities in towns, villages, and towns, physical education facilities are installed and operated by the state and local governments. As a result, now there are facilities such as the National Sports Center, Culture and Sports Center for Farmers and Fishers, Lifestyle Sports Parks, Village sports facility, natural grass fields, and Village mini playgrounds established all across the country so that they may be easily accessible by the local residents[5].

However, according to a survey on national participation in sports activity in 2006, respondents in villages with size under eup, myeon, and dong and those who are engaged in agriculture, forestry and fishery, have answered that they want to participate but they either lack or do not have these facilities.

In order to overcome these problems, 21 additional sites were established and operated continuously from 2006 to 2010.

In the "basic plan for the creation of sports parks in Korea" announced in January 2001, the plan has been expanded to include at least one site for each municipality in each city, county and district.

The sports facilities started to be built according to the 2nd National Physical Education Promotion 5 years plan from 1998 to 2002 and natural grass fields in public playgrounds and school sports grounds were built and since 2000 natural grass fields and urethane filled were built together, and in 2003,

a comprehensive sports field development project was promoted.

Since 2004, artificial grass stadium establishment support has been added. In 2005, the name was changed to playing field lifestyle sports facility, and 796 places were created by 2008 through creating grass, urethane fields for public playgrounds and playgrounds for elementary, middle and high school.

The village lifestyle sports facility installation project was promoted as a 'neighborhood sports facility' in 1990 and has been promoted with the aim of installing more than one site in every eup, myeon, and dong in Korea. Since 2002, the project was changed with the aim of establishing 2 ~ 3 sites in 3,571 locations nationwide(as of January 1, 2004) in every eup, myeon, and dong, and these sites were established in places easily accessible by nearby residents such as trails, mineral springs, village public spaces etc.. A total of 5,432 locations were installed, including 150 in 2002, 162 in 2003, 154 in 2004, 127 in 2005, 162 in 2006, 142 in 2007, and 150 in 2008[6]. Thus, even in rural areas in Korea, facilities for lifestyle sports are diversified centered on local governments. However, most of the subjects using these sports facilities are elderly people, leading to frequent injuries during exercise.

### 3. Safety Awareness When Using Sports Facilities in Rural Korea

The safety management area for physical education facilities can be divided into physical management of spaces, facilities, fixtures and consumables, and the work management of physical education instruction, general affairs, and various technical persons. Also, it can be divided into personal management in the process of using exercise equipment and utilizing physical facilities. Among them, safety accidents caused by personal mistakes by users are occurring most frequently[7].

Especially, most of the users who use the sports facility in the rural area are elderly people, making their exercise and cognitive

abilities and their ability to cope with dangerous moments often insufficient. Looking at the rural sports facilities, it is often the case that small-sized exercise facilities are installed in eup, myeon and dong where the residents can have the most easy access and these facilities are simple and easy to use. Therefore, users often suffer sports injuries by exercising while lacking basic knowledge on body movements, human body mechanics, and breathing for proper use of instruments [8].

Physical management for safety should establish technical measures to prevent the occurrence of safety accidents by predicting the cause of safety accidents with exercise facilities. Work management should continuously conduct safety education on facility use and periodically inspect facility safety to promptly detect any signs of defects found during safety inspections. In addition, safety advice on the use of the facility and arrangement of security personnel, emergency measures in case of accidents, and communication with related organizations should be prepared[9].

In addition, in order to prevent fire, necessary fire fighting facilities, evacuation facilities, such as fighting water, etc. should be installed according to the size and type of sports facility based on the Fire Service Act and should be managed in advance so that it can function properly in case of fire. In the case of personal management of physical education facilities users, it is very important to thoroughly do prep exercises before actually exercising, and to know precisely how to use the facilities and apparatus, and to control the exercise intensity and amount according to each user's exercise ability in order to prevent injuries during exercise[10].

It is difficult to arrange sports instructors in every place because of the regional characteristics of the rural areas. However, it is necessary to increase the safety consciousness of the users of physical education facilities by arranging the leaders per 2 or 3 regions. Especially, the rural sports facilities in Korea have absolutely more small facilities than big facilities[11]. These facilities are frequently used by local residents, but they are installed

below the facility standards and have many difficulties in repair, maintenance and management. Most lack clubhouses and showers and other auxiliary facilities[12].

#### 4. Conclusion

After analyzing the current status of physical education facilities in rural areas of Korea, this research has reached the following conclusions.

Currently, Korea has a lot of small exercise facilities in places easily accessible to nearby residents. However, rural areas in Korea have a typical aged society. Most of the elderly people use these facilities with a lack of knowledge and skills about sports facilities, systematic sports activities, and sports safety. Thus, this results in a significantly high injury rate when using exercise facilities compared to the population.

The safety management area for use of physical education facilities can be divided into physical management, work management, and personal management of the physical education facility users.

1)Physical activity safety accidents are the highest due to personal mistakes caused by users. Regular education on the use of physical facilities and exercise equipment and safety rules is necessary and physical education leader placement is necessary.

2)It is necessary to provide administrative support for regular inspection and management of facility safety.

3)In case of an accident, first aid measures and communication with related organizations should be prepared.

As mentioned above, this paper seeks to correctly understand the lifestyle sports culture by reducing injuries that occur during exercises to users and make effective use of the physical education facilities in rural Korea and aid in preventing sports safety accidents.

#### 5. References

##### 5.1. Books

- [1] Soo JS & Kim HC. Life Sports a Summary. Suinsil University (2008).
- [2] National Sports Promotion Corporation Mid- and Long-term Development Plan. National Sports Promotion Corporation (2003).
- [3] Son KS. Safety Sense at Play. Daehan Media Co. (2008).
- [4] Park NH & Sin HB & Han WT. Community Sports Theory. Seong Sin (2011).
- [5] Yun TH & Oh IY & Son SJ & Chae JS. Management of Sport Facilities, Daehan Media Co. (2011).
- [6] Song SU. Life and Sports. Jinyoung Co. (2009).
- [7] Kang HS. 21st Century Sports and Health Care. Hongkyung Co. (2004).
- [8] Jang KT & Rim HN & Lee KO & Jin HM & Seo YT & Lee JS. Physical Activity Instruction of Older Adults. Daehan Media Co. (2008).
- [9] Lee JY & Kim CM & Joo JC. Physical Activity Instruction of Older Adults. Sportsbooks Co. (2010).
- [10] Kim JH & Park MS. Healthy Life & Sports. Daekyung Books Co. (2011).
- [11] Bang Y. Social Sports Program Theory. Daekyung Books Co. (2000).
- [12] Lee H & Lee JH. Life Sports Theory. Books Co. (2009).

##### 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

Publication state: Japan  
ISSN: 2189-7603

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

Corresponding author  
E-mail: [Kangms@jnue.kr](mailto:Kangms@jnue.kr)

Peer reviewer  
E-mail: [editor@j-institute.jp](mailto:editor@j-institute.jp)

<http://dx.doi.org/10.22471/crisis.2018.3.3.10>

© 2018 J-INSTITUTE

## Study on the SAFETY Accidents in Korean Elementary School Physical Education Classes

Park Su-ul<sup>1</sup>

*Kyungwoon University, Gumi, Republic of Korea*

Kang Min-soo<sup>2\*</sup>

*Jeonju National University of Education, Jeonju, Republic of Korea*

### Abstract

*This study investigates safety accidents in physical education classes which account for the largest part of the elementary school safety accidents and increasing year by year. This study is carried out in order to provide general understanding of the concept of safety accidents in elementary school physical education classes and to suggest ways to prevent safety accidents in elementary school physical education classes through previous research results and literature data. The purpose of this study is to investigate the concept of safety accidents in elementary school physical education classes based on previous studies and literature data and to suggest measures against safety accidents in elementary school physical education classes after analyzing the actual conditions of safety accidents occur in physical education classes.*

*The concept of safety accidents in physical education classes collectively refers to all kinds of accidents in relation to physical education classes. Assuming that daily physical educations are resting on elementary school physical education classes, positive experiences in physical education are expected to have great effects on a child even after he/she is grown up. Therefore, physical education classes must be safe and safety management for physical education classes must be in place.*

*Safety accident occurrences in physical education classes were observed to be increasing every year. It was also found that nearly half of the teachers had experienced safety accidents. Also, male teachers had more incidents of safety accident than female teachers.*

*Higher rate of safety accident occurrences in elementary school was observed in students in higher grades. Fractures were the most frequent, followed by lacerations, tooth(mouth) injuries, sprains, and concussions. Among all bodily injuries head injury showed the highest number of 9,836 incidents, followed by hands, feet, teeth(mouthy), legs and thoracic abdomen.*

*Some of the safety accidents in elementary school physical education classes were caused by students' carelessness, failures to follow instructions and mischievous behaviors. And some others were caused by teachers' carelessness, insufficiency in managing children and lack of safety training and facilities and teaching aids that are old, inadequate and nonconforming.*

*In order to improve safety in elementary school physical education classes, firstly, safety awareness should be raised and training for physical education classes must be continuously made. Secondly, prevention systems such as safety inspections should be strengthened and safety management of facilities should be improved. Thirdly, safe and enjoyable physical education classes should be conducted through implementing new teaching aids.*

**[Keywords]** Elementary School, Physical Education School, Safety, Safety Accident, Safety Training

### 1. Introduction

It was found that physical education class is the most preferred subjects to elemen-

tary school students among all other subjects[1] and 66.5% of elementary school students like physical education classes[2]. It is reported that elementary school physical education classes is a cornerstone of lifelong

physical education, and positive physical education experiences in elementary school have great impacts on the students even after they become adults. It is consistent with the social atmosphere encouraging lifelong physical education for a healthy life[3]. Therefore, physical education classes must be safe. However, the incidence of safety accidents in elementary school physical education classes is reported to be increasing every year.

Class safety issues in elementary school cause conflicts between parents and schools. From the stand point of teachers who actually run the class at schools, it seems inevitable to avoid or passively participate in physical education classes which can cause conflicts with parents and face various administrative and legal problems. Also, as students who have lost interests in physical education classes due to unexpected accidents and injuries might not participate in physical education classes as actively as before the incidents, it is imperative to find the causes of safety accidents in physical education classes and taking urgent measures against such accidents.

Therefore, this study is conducted to provide general understanding of the concept of safety accidents in physical education classes based on previous studies and literature data and suggest ways to improve safety in elementary school physical education classes.

The purpose of this study is to investigate the concept of safety accidents in elementary school physical education classes based on previous studies and literature data and to suggest measures against safety accidents in elementary school physical education classes after analyzing the actual conditions of safety accidents occur in physical education classes.

## **2. The Concept of Safety Accidents in Physical Education**

Safety can be defined as making human lives comfort and perfect. In the standard Korean dictionary, it is defined as "State in which there is no danger or accidents." [4]

An accident refers to an 'unexpected bad incident' which describes an unexpected condition or state causing damages and losses by interfering the normal course of activities. Such accidents can be caused by a number of sources. These sources can be categorized into three factors of physical, human and environmental[5].

A safety accident can be defined as an accident that can be caused by inadequate safety training, violation of safety regulations and carelessness, causing damages to a person or property.

Sports safety, a concept similar to physical education class safety, means to prevent safety accidents and injuries that may occur in sports activities and cope with them appropriately.

A safety accident in physical education classes can be a small incident in which the children were treated in the school nursing room or a major accident requiring hospitalization due to an unexpected accident during a physical education class apart from various other safety accidents occurring in schools. In other words, safety accidents in physical education classes collectively refer to safety accidents occurring in relation to physical education classes.

Especially, safety accidents in physical education classes have a risk of accidents due to mischievous behaviors made by students while moving to a different classroom, unlike other classes. It can also include safety accidents occurring prior to physical education classes while preparing teaching aids and after the classes putting teaching aids back in the place[6].

Safety accidents in physical education classes can occur by physical movement characteristics or physical contacts with others depending on the contents of classes. Also, insufficient preparatory exercise, lack of performing skills, excessive motivation, disturbance, excessive tension, opponent's foul play, defective equipment or facility, place or climate can cause such accidents[7].

### 3. Statistics of Safety Accident Occurrence in Elementary Physical Education Class

In March 2015, the Ministry of Education and the Ministry of Culture emphasized the revitalization of school physical education in the 'Major Work Plan for Physical Education in School', and to achieve it, they expanded the business by placing professional instructors in physical education classes and supporting school sports club registrations[8].

However, safety accidents in elementary school physical education classes are on the rise every year. According to the statistics of the School Safety and Insurance Federation, safety accidents in schools occur most frequently during physical education classes. Moreover, the number of safety incidents is increasing every year - 7,724 cases in 2009, 8,414 cases in 2013 and 9,477 cases in 2016 [9].

According to "Heewon Seo(2007)", 46.8 % of teachers have experienced safety accidents, affecting about half of the teachers. Especially, more male teachers were found to experience safety accidents compared to female teachers. In fact, it is reported that the higher grader students experience the more safety accidents and more accidents rates were found among children who show lower physical skills[10].

The most common types of injuries among elementary school safety accidents were fractures, followed by lacerations, tooth injuries, arthritis, and concussion. With 9,368 cases in injuries, head was found to be the most frequently injured body part, followed by hands, feet, teeth(mouth), legs and thoracic abdomen.

Some of the safety accidents in elementary school physical education classes were caused by students' carelessness, failures to follow instructions and mischievous behaviors. And some others were caused by teachers' carelessness, insufficiency in managing children and lack of safety training and facilities and teaching aids that are old, inadequate and nonconforming In addition, the Ko-

rea Consumer Protection Board(2006) reported in the result of detailed analysis of the causes of accidents that students were injured by exercise equipment(41.7%) and in particular higher rate of accidents by equipment used in soccer, dodge ball and baseball was reported[11].

### 4. Improvement Plan for Safety Accidents in Elementary School Physical Education Classes

Elementary school physical education class is the most preferred subject by the students. However, in reality, schools are not operating as expected. The reason can not be precisely known, but it can be caused by difficulties in giving guidances due to the risk of safety accidents, aged facilities, and reduced interest due to accidents. Therefore, it is sought to analyze statistics of safety accidents occurring in physical education classes in order to propose the following improvement measures.

1) Safety awareness and safety training for physical education classes should be continuously carried out.

In order to prevent disasters caused by safety accidents in physical education classes, not only securing safe facilities is necessary but also raising knowledge, functions and attitude about of safety must be carried out. In particular, teachers in the field are highly interested in safety accidents and require safety accident training. Therefore, regular training sessions and instructional materials are required from the school side, and it is urgent to develop and implement safety accident prevention programs for the prevention of school safety accidents by educational administration institutions.

It is also necessary to provide safety training not only to teachers but also to parents and children in order to strengthen prevention promotion activities. It is imperative to continuously conduct safety training which helps students protect themselves from safety accidents and raise safety awareness through continuous training of safety instructions for school facilities and teaching aids.

2) Safety management of physical education facilities should be improved and prevention system including frequent safety inspection should be strengthened.

According to the cause analysis of safety accidents in physical education classes, many accidents occurred due to aged facilities and lack of facilities. Some were caused by sharp and hard material teaching aids or inappropriate use of teaching aids. Playground where physical education class takes place was also identified as a cause of safety accidents. Therefore, education authorities should make efforts to create a better environment, to secure equipment and to establish basic facilities[12].

3) A safe and enjoyable physical education classes should be implemented through new teaching aids for physical education classes.

Another cause of safety accidents in physical education classes can be found in relation with educational environment. Using aged and inappropriate teaching aids has been identified as one of the major causes of safety accidents in physical education classes[13].

Therefore, schools must reinforce support systems based on teaching aids securing plan to deal with aged teaching aids. To prevent using inappropriate teaching aids, teaching knowledge to use teaching aids depending on personal and gender differences.

## 5. References

### 5.1. Journal articles

[12] Lee JC. An Analysis on Safety Accidents Occurring during School Life. *Korea Society of Safety Education*, 8(2), 225-237 (2012).

### 5.2. Thesis degree

[1] Jung HJ. A Comparative Study on Elementary Students' Interest and Preference Levels Regarding Physical Education. Ewha Womans University, Master's Thesis (2017).

[2] Chang HK. An Analysis of Sixth Grade Students' Preference and Its Reason about Physical Education Classes. Seoul National University, Master's Thesis (2002).

[3] Lim KG. Difference in the Perception of Physical Education between Elementary School Boys and Girls. Seoul National University, Master's Thesis (2000).

[5] Lee BI. A Study on the Safety Accidents in Elementary School Physical Education Classes. Seoul National University, Master's Thesis (2000).

[7] Jeong SB. Safety Accident Prevention Activities & Actual Conditions According to Physical Education Teacher's Value Orientation. Korea National University, Master's Thesis (2004).

[10] Seo HW. Research about the Actual Conditions and Prevention Measure of Accidents in Physical Education Classes of Elementary School. Korea National Sport University, Master's Thesis (2007).

[13] Kim CY. The Analysis of the Cause of Negligent Accidents in Elementary School Physical Education Classes. Gyeongin National University, Master's Thesis (2010).

### 5.3. Additional references

[4] <http://stdweb2.korean.go.kr/> (2018).

[6] <http://www.ssif.or.kr/> (2011).

[8] <http://www.sportsafety.or.kr/> (2016)

[9] <http://www.ssif.or.kr/> (2018).

[11] <http://www.kca.go.kr/> (2006).

**Lead Author**

**Park Su-ul** / Kyungwoon University Professor

B.A. Keimyung University

M.A. Keimyung University

Ph.D. Keimyung University

**Research field**

- Influence of Exercise Desire of Golf Participants on Fun Factor & Continued Participation Intention, Korea Journal of Golf Studies, 9(1) (2015).
- Analysis and Research on Occurrence of Safety Accident in TAEKWONDO Training Center in KOREA, International Journal of Sport, 1(2) (2016).

**Major career**

- 2006~2010. Woosuk University, Adjunct Professor
- 2017~present. Kyungwoon University, Professor

**Corresponding Author**

**Kang Min-soo** / Jeonju National University of Education  
Professor

B.A. Woosuk University

M.A. Woosuk University

Ph.D. Woosuk University

**Research field**

- Development of Dance Program for People with Intellectual Disabilities, Jeonju University of Education Elementary Education Research, 2(2) (2016).
- A Study on the Current of Art Instructors Dance Education Jeollabuk-do, Jeonju University of Education Elementary Education Research, 1(1) (2017).

**Major career**

- 2008~present. Jeonju National University of Education Professor

Publication state: Japan  
ISSN: 2189-7603

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

Corresponding author  
E-mail: [kdw@inu.ac.kr](mailto:kdw@inu.ac.kr)

Peer reviewer  
E-mail: [editor@j-institute.jp](mailto:editor@j-institute.jp)

<http://dx.doi.org/10.22471/crisis.2018.3.3.15>

© 2018 J-INSTITUTE

## Regime Values to Overcome Ethical CRISIS in KOREAN Bureaucracy: The Case of Reunification

Kim Dong-won<sup>1</sup>

*Incheon National University, Incheon, Republic of Korea*

### Abstract

*The purpose of the article is to examine whether and how the regime value approach proposed by John Rohr can be applied to the learning of administrative ethics in South Korea. It focuses on the issue of unification as a critical regime value among others in Korea.*

*Unification is a good example as a regime value in Korea because its Constitution emphasizes the mission of peaceful unification based on the principles of freedom and democracy. Furthermore, a predominant number of the people agree with the fact that unification is an unchangeable supreme task for Koreans. To begin with the history of Korea's division unintended by the people, the article describes and analyzes why Korea was divided and should be reunified. The success of unification as a regime value heavily depends on how to resolve its tension with the need for national security. Korean administrators need to pay special attention to such a subtle dilemma whenever they use unification as a criterion for decision-making and administrative discretion.*

*Rohr argues that the opinions of the Supreme Court are the most suitable teaching device in the US. In Korea, the decisions made by the Constitutional Court, not the Supreme Court, are "dialectic," including concurring and dissenting opinions, so they will be excellent teaching devices to help learners experience diverse political opinions and Korean values. In administrative fields, they will also be great guidelines for right and wise decision-makings in the Korean context. In addition to those decisions, Korean values can be found in a wide variety of sources, which include the writings and speeches of prominent political leaders, campaign platforms, scholarly interpretations of Korean history, and literary works of all kinds.*

*These various teaching devices as well as the living and concrete guideline like regime values will enable present and future administrators, who have often lost right ways, to make ethical decision-makings in the Korean context and to overcome ethical crisis that still remains in Korean bureaucracy. However, there may be a cultural obstacle such as Confucianism for regime values to be successfully embedded in real bureaucracy. Confucianism greatly influences a way of thinking of Koreans and the substantial operation of the Korean administrative system. Its major values such as "Harmony," "loyalty" and "consensus" sometimes outweigh individual consciousness or ethical decisions to be secured by the status of public servants.*

**[Keywords]** *Ethical Crisis, Korea Peninsula Unification, Regime Value, Administrative Ethics, Korean Bureaucracy*

## 1. Introduction

John Rohr proposes "regime values" as normative foundations of American administrators, and he states that "regime values refer to the values of a political entity that was

brought into being by the ratification of the Constitution that created the present American republic" [1]. It is meaningful to examine what implication his "regime value" approach provides to administrative ethics in countries

other than the United States. This is because other approaches to administrative ethics have some defects as the foundation of the learning of administrative ethics[2].

This article examines whether and how the regime value approach can be applied to the teaching and learning of administrative ethics in Korea by focusing on the unification of South and North Korea as a regime value. There are numerous and important regime values including liberty, equality, justice, and so on in Korea. However, obviously, unification is a critical regime value that should be essentially examined in that it is the common aspiration of the Korean people and the supreme goal of both the South and the North Korean governments.

## **2. Why Korea was Divided and Should be Reunified**

From 1910 to 1945, Korea was governed by Japan's colonial government. In the 1943 Cairo Conference and the 1945 Potsdam Declaration, the world powers promised independence to Korea after the surrender of Japan, but the fate of Korea was reversed by the 1945 Yalta Conference. In that conference, the leaders of the United States, Great Britain and the Soviet Union reached a secret agreement that included the division of the Korean peninsula at the 38th parallel in order to facilitate the disarming of Japanese military forces. The United States and the Soviet Union occupied the south and the north area of the 38th parallel, respectively. In 1947, the United Nations adopted a US resolution which called for a general election under the supervision of a UN commission, and the government of the Republic of Korea was inaugurated in the south. On the other hand, a Communist regime, headed by Kim Il-sung, was set up in the north.

In 1950, shortly after North Korea had made a "peaceful unification" proposal, it launched a full-scale invasion of South Korea and started a war that was to continue for three years. To repel the unprovoked aggression, the United Nations, led by the United States, organized a collective police force and

come to the aid of the South. The war was finally brought to a cease-fire in July 1953. This failed to bring about a unified Korea, leaving the country divided.

As shown in this brief history, the division of the Korean peninsula was originally intended as expediency for the two occupation forces, the United States and the Soviet Union, to facilitate the disarming of the Japanese military. However, the division has persisted, causing needless suffering for the Korean people. The division was made by hegemonies and reinforced by the Cold War, regardless of the willingness of the Korean people to unite. Although there are numerous reasons for unification, the South Koreans think that Korea should be reunified for the following major reasons.

First, all Korean people have the historic mission of unification. Before the division of the Korean peninsula in 1945, Korea had been a unified nation for 1,300 years. However, the homogeneity between South and North Korea increasingly faded away after the division. For instance, some of the words in the language now have different meanings in the south and the north. The two sides teach their younger generation dramatically different versions of modern Korean history. Therefore, all Koreans should commit themselves to the historic mission of returning to an original, unified nation and of restoring homogeneity as soon as possible.

The second reason is more concrete than the first reason noted above. The division of the Korean peninsula causes needless suffering for the Korean people. Separated from their families and relatives by the north-south border, about ten million Koreans anxiously await the day when they can be reunited. As these Koreans grow old they become more impatient for unification. Desire for unification is felt not only by war-torn families but also by a majority of Koreans, who want to be freed from the enormous present military burden and from the fear of war.

Third, unification is a good way, not the best one, for efficient economic development that will contribute to the abundance and welfare of the Korea peninsular. North Korea

has huge deposits of minerals that have never been even explored as well as the world's cheapest personnel expenses. On the other hand, South Korea has ample capital and advanced technology. With bigger population and internal market, a unified Korea is expected to enjoy economic dynamics and independence fully. Of course, German's unification experience may cause some worry about unification expenses that have divided lands equal in infrastructure and development capacity. However, a forecast argues that a unified Korea will be the world's twelfth abundant country in labor force and wealthiest country in an economy size[3].

**Table 1.** Main Reasons of Unification in Korea.

Aspects	Main arguments
Ethnic	The North and the South used be one nation historically and have a mission of returning to one nation.
Family	Family has been suffering from unintended separation.
Economic	Minerals and personnel expenses in the North will be well combined with capital and technology in the South

In sum, as shown in <Table 1>, for three main reasons, the Constitution and the Charter of Civil Servant Ethics clearly declare that the President as chief executive of the government and administrators should promote peaceful unification based on the principles of freedom and democracy. In this sense, administrators should view unification not only as a regime value but also as their norm in exercising discretion. Furthermore, they need to be facilitators in the move toward unification.

### 3. Unification VS. National Security

The wall between the South and the North has begun to collapse, but the need for national security inevitably raises conflicts with the need for unification in South Korea. This is the most serious obstacle to administrative discretionary actions toward unification. The South Korean government does not allow the

move toward a unified Korea to reach the degree of undermining national security. Many in South Korea believe that North Korea remains a serious threat to the national security of South Korea because South Korea has been a victim of the terrorism and provocation of North Korea[4].

Because of the tension between the need for unification and the need for national security, the South Korean government still tends to view North Korea as an enemy. An example of this tendency is a debate over the territory of South Korea. The Constitution clearly states that "the territory of the Republic of Korea shall consist of the Korean peninsula and its adjacent islands"(article 3). The South Korean government argues that, on the ground of this provision, South Korea is the only legitimate government in the Korea peninsula, and that its government can, in principle, exercise its authority not only in the South but also in the North. According to this opinion, the Constitution and law of South Korea can put into effect even in the northern area of the Korean peninsula, and the North Korean government illegally occupies the north of the Korean peninsula. Hence, the South Korean government argues that those who admire or support North Korea are in violation of the National Security Act.

Some people criticize this territorial provision and its interpretation made by the government as being out of date and an obstacle to unification. The 1972 amendment added provisions for unification, and South and North Korea joined the United Nations simultaneously in 1991. Furthermore, they signed, in 1990, the "Agreement on Reconciliation, Nonaggression, and Exchanges and Cooperation." Criticism of government unification policy points out that South Korea has actually recognized North Korea as a nation by a series of these historic events.

However, the Constitution Court and the Supreme Court have never showed any clear change in dealing with North Korea and its communists[5]. For instance, in 2014, the Constitutional Court decided to dissolve a political party that is believed to follow Kim Il-sung's thought and North Korea's communists. It is decided that North Korea and its

ideology still are threats to the fundamental constitutional order in South Korea. The legal reasoning of those courts has not been yet influenced by the fact that South and North Korea have joined the United Nations simultaneously and signed the “Agreement on Reconciliation, Nonaggression, and Exchanges and Cooperation.”

The success of unification heavily depends on how tensions are balanced between the needs for unification and national security. Korean administrators will face these subtle tensions whenever they use unification as a criterion for decision-makings and administrative discretion. Therefore, they need to pay special attention to the solution of this tension.

#### **4. Teaching Devices for Unification as a Regime Value**

Rohr states that the Supreme Court’s opinions are suitable teaching devices, by which American administrators understand regime values in the United States[6]. Likewise, the Constitutional Court’s opinions are appropriate teaching devices for Korean administrators. In their decisions, Korean judges attempt to contain any political values fit into Korean history and culture as well as interpret, in the context of cases, legal conceptions and reasoning that have been illustrated in codes. The Court’s decisions in Korea as well as in the US are “dialectic,” including concurring and dissenting opinions. Those opinions are rich in contents and concrete in a literary style enough to provide some framework for thinking and decision-making as well as knowledge and wisdom to students or administrators[7].

However, critical values shared by Koreans and noted by the Constitution can be found in a wide variety of sources, which include the writings and speeches of prominent political leaders, campaign platforms, scholarly interpretations of Korean history, and literary works of all kinds. These teaching devices are likely to be helpful in teaching regime values to Korean public administration students and administrators. For instance, Cho Bongam, the presidential candidate of the Progressive

Party in 1956, campaigned on a platform advocating peaceful unification[8]; and the April 19 student activists in 1960 called for a North-South meeting between students. In the past, these peaceful unification movements were heavily regulated by the government but not now. In these days, the people and even the government in South Korea do not think that these movements are “progressive.” Therefore, historical documents born of these events can be utilized as teaching devices.

Another valuable idea can be found in debates over Kim Ku’s idea of unification. Kim Ku was one of prominent national leaders who were most respected by the Korean people when Korea was a Japanese colony and the Korean peninsula was divided. He wrote and spoke for peaceful unification until he was assassinated. However, his ideological base was neither that of the South Korean government nor that of the North one, and instead was pure nationalism. Some scholars criticize his idea of unification for not necessarily being directed toward the principles of freedom and democracy. That is, they argue that his idea is not necessarily congruent with the principle of unification which the South Korean regimes have supported historically[9]. Despite such a disagreement, debates over this issue can motivate Korean administrators and students to think and discuss unification as a regime value in great depth.

In addition to the sources discussed above, numerous sources can serve as teaching devices for administrative ethics in Korea. It is now time to look for and look into these devices in Korea. These devices need to be “dialectic” and “concrete” like the Courts’ opinions in Korea and the US[10]. Therefore, from the perspective of public administration, not a legal reasoning, a series of concurring and dissenting opinions about one specific idea and event need to be explored and analyzed in depth.

#### **5. Conclusion**

In South Korea, unification is an essential regime value and thus a norm of Korean administrators. The Korean Constitution emphasizes the mission of peaceful unification

based on the principles of freedom and democracy, and this mission mostly accords with the consensus of the people. There are tensions between the need for unification and the need for national security, but a wide variety of sources is likely to provide Korean administrators with insight into unification as a regime value. <Table 2> shows how to teach Korean public civil servants about unification as a regime value.

**Table 2.** Ways of Teaching on Unification as a Regime Value for Korean Public Civil Servants

Aspects in teaching	Main content
Theme	Tension between unification and national Security
Teaching devices	Constitutional Court's decisions and various literary works of historic heroes
Obstacles	Group loyalties overweigh individual ethical decisions in Confucius culture.

It is expected that the regime value approach will be effectively applied to teaching and learning administrative ethics in Korean classes and administrative fields. Furthermore, this approach is likely to provide a new direction to the academic field that has mostly focused on political philosophy, which hardly touches on particular troubles under the Korean context as well as leads often students to considerable confusion and difficulties in learning. The living and concrete guideline like regime values will encourage present and future administrators to make an clear ethical decision-making under the Korean context and to overcome ethical crisis that still remains in Korean government.

However, there may be a cultural obstacle when regime values can be successfully embedded in the real bureaucracy. The political culture of South Korea is a blend of Confucius and Western elements. Its political institutions are similar to Western ones, and its polity aims at Western democracy. On the other hand, Confucianism greatly influences a way of thinking of Koreans and the substantial op-

eration of the Korean administrative and political system. "Harmony," "loyalty" and "consensus" are the major values of Confucianism, and they are dominant part of Korean administrative and political culture.

Confucius values are embedded in public organizations, and group loyalties and duties often outweigh individual consciousness or ethical decisions toward the people to be secured by the status of public servants. Korean scholars characterizes the feature of value system of Korean administrators as "authoritarianism" and "emotional humanism"[11][12]. That is, they tend to pay too much attention to hierarchical order and the maintenance of proper personal relations with their superiors and colleagues. This political and administrative culture is likely to frustrate administrators' attempt to carry out regime values based on individual consciousness and reflections.

## 6. References

### 6.1. Journal articles

- [4] Kwak TH & Joo SH. The Future of the Korean Peninsula: Unification and Security Options for the 21<sup>st</sup> Century. *Asian Perspective*, 23(2), 163-196 (1999).
- [5] Kim HC. The Purpose and Ground of Adjudication for Dissolution of Political Parties: With Reviewing 2013 Hun-Da1, December 14, 2014. *The Review of Constitutional Studies*, 22(2), 361-403 (2016).
- [8] Kim TW. A Study on the Idea of Peace of Cho Bongam: From Perspective of Positive Peace. *Journal of Peace and Unification Studies*, 9(1), 99-129 (2017).
- [9] Do JS. Anachronistic or Visionary: The Late Kim Koo's Peace Theory on the Korean Unification at the Beginning of the Cold War. *The Review of Korean Studies*, 27(4), 97-13 (2004).

### 6.2. Books

- [1] Rohr JA. Ethics for Administrators: An Essay on Law and Values. 2nd ed., Marcel Dekker, 68 (1989).

- [2] Rohr JA. Ethics for Administrators: An Essay on Law and Values. 2nd ed., Marcel Dekker, 60-68 (1989).
- [3] Chang YS. Two Koreas in Development: A Comparative Study of Principles and Strategies of Capitalist and Communist Third World Development. By Byoung-Lo Philo Kim. Transaction Publishers, 206 (1992).
- [6] Rohr JA. Ethics for Administrators: An Essay on Law and Values. 2nd ed., Marcel Dekker, 77-84 (1989).
- [7] Kwon YS. An Introduction to Constitutional Law. Bobmun-Sa (1997).
- [10] Rohr JA. Ethics for Administrators: An Essay on Law and Values. 2nd ed., Marcel Dekker, 79-84 (1989).
- [11] Paik WK. Korean Administrative Culture. Korea University Press (1990).
- [12] Oh SH. Insa Haingjung Ron Public Personnel Administration. Pakyoung- Sa (1989).

**Author**

**Kim Dong-won** / Incheon National University Professor  
 B.A. Yonsei University  
 M.A. Ohio State University  
 Ph.D. Virginia Polytechnic and State University

Research field

- Finding a Model of Judicial Review for Administration, International Review of Public Administration, 21(1) (2016).
- Court as a Policy Facilitator: Comparing Republic of Korea and US in Dealing with Climate Change Crisis, International Journal of Crisis & Safety, 1(2) (2016).

Major career

- 2002~2006. Department of Public Administration, Kyungpook National University, Assistant Professor
- 2007~present. Department of Public Administration, Incheon National University Professor