

211-0007

ISSN: 2423-8775

378 Tenjinchou Kamimaruko Nakaharaku

Kawasakishi Kangawhken Japan

International journal of military affairs

2017 2(2)

<Index>

1. Factors Affecting KOREA ARMY Officers' Achievement in Professional Development Education
/ **Jung Byong-sam**
2. The Effect of Ego-Orientalion on MILITARY Cadets' Intention for Sport Activity and Performance
/ **Jung Byong-sam, Ahn Kyung-il**
3. A Study on the Actual Condition and Development Plan of Psychological Warfare in NORTH KOREA
/ **Song Kyung-jae, Kim Min-jong, Kim Dae-eun, Shim Jin-sub**
4. Exploring the Everyday Language of KOREANS -A Study of Possibility on Positive Thought and Culture
Psychological Conceptualization of 'Boram'
/ **Song Kyung-jae, Lee Sang-bong, Kim Dae-eun**

J-INSTITUTE

Publication state: Japan
ISSN: 2423-8775

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

Corresponding author
E-mail: byong3@hanmail.net

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

<http://dx.doi.org/10.22471/militaryaffairs.2017.2.2.01>

© 2017 J-INSTITUTE

Factors Affecting KOREA ARMY Officers' Achievement in Professional Development Education

Jung Byong-sam

Korea Army Academy at Yeongcheon, Yeongcheon, Republic of Korea

Abstract

The purpose of this study is to identify the person and class level factors and class level factors significantly affect the students' academic achievement in the military professional development education. Total 695 military officers were sampled and were administered a battery of questionnaires in April 2015. The sampled officers were in the officer advanced course of 9 army branch schools and they belonged to 33 classes. The data were analyzed in hierarchical linear modeling because the data structure was multilevel with personal and classroom level. The dependent variable was the officers' grade level and a multinomial logit model was applied. The grade level was classified into three kinds (A, B, and C) and the student officers received Grade B served as reference group. The results suggested that the college graduation status was not significant because most of the military officers had bachelor degree so there was not much variance in the grade classification caused by the college graduation status. Second, learning motivation is the psychological energy that a learner starts and ends their studying behavior. In many studies, learning motivation was proven to be a strong indicator of a learner's academic achievement. Learning motivation was significant to separate Grade B from C, however, it was not significant to separate Grade A from B. There was big difference in the variance in the learning motivation between learners of Grade B from Grade C, however, there was no significant difference in the variance in the learning motivation between learners of Grade A and B. Meanwhile, learning strategy turned out to be significant both to separate Grade B from C, and Grade A from B. Many learners who make effort to store, retrieve, and apply to their learning assignment gain better grade than learners who do not know the way to apply the strategy. The results also indicate that the instructors must teach their student not only the class contents but also the learning strategy to improve their learning accomplishment. Study time is also significant to classify the Grade A from B, B from C in the personal and class-level and the result indicates that learning strategy itself is necessary but not enough to improve a learner's grade level. Logical teaching style positively separate the Grade B from C, A from B and the result means that logical instructors clearly point out a learner's strength and weakness. The honest feedback and direct guideline are effective to improve the military officers' accomplishment. The military schools must apply the results when they train their instructors. Learning motivation is the psychological energy that a learner starts and ends their studying behavior. In many studies, learning motivation was proven to be a strong indicator of a learner's academic achievement. Learning motivation was significant to separate Grade B from C, however, it was not significant to separate Grade A from B because there was big difference in the variance in the learning motivation between learners of Grade B from Grade C, however, there was no significant difference in the variance in the learning motivation between learners of Grade A from B. Meanwhile, learning strategy turned out to be significant both to separate Grade B from C and Grade A from B. Many learners who make effort to store, retrieve, and apply to their learning assignment gain better grade than learners who do not know the way to apply the strategy. The results also indicate that the instructors must teach

their student not only the class contents but also the learning strategy to improve their learning accomplishment. Study time is significant to classify the Grade A from B, B from C in the personal and class-level and the result indicates that learning strategy itself is necessary but not enough to improve a learner's grade level.

[Keywords] *Army Officer, Professional Development Education, Achievement, Multilevel Analysis, Learning Strategy*

1. Introduction

All military officers are obliged to complete the professional development education(PDE) programs like officer basic course(OBC), officer advanced course(OAC), and Joint Staff College(JSC) according to their ranks. Those PDE programs facilitate the officers' competencies for their job and the positive effects brings progress of defense power[1]. Jung(2015) empirically demonstrated the significance of the PDE on the Republic of Korea Army(ROKA) officer's job satisfaction and job competency[2]. He applied CIPP(Context-Input-Process-Product) model to prove the officers' perceived work proficiency through the PDE. There have been only few studies attempted to empirically prove the effect of PDE in the military context this study intended to demonstrate the effect.

Researchers in the area of continuing professional development have been attempting to identify the factors affecting the achievement in the PDE in educational context, and most of the factors related the outcome are group and individual character variables[3]. Researchers suggested that motivation, service tenure, learning strategy, study time are representative individual variables, and group atmosphere, instructor behavior, classroom management, and feedback types are group variables affecting the outcomes of the PDE[4].

As mentioned above, the variables affecting the academic achievement of PDE have a multi-level structure and that requires multi-level analysis(MLA) method to identify the complicated relationship among the variables. The MLA has advantages in explaining the variance of multiple layers and in dividing the explanatory ratio of variance including interaction among the variables[5]. In the usual

educational context, each learner belongs to his or her group while having individual characteristics, and each group also has its own characteristics. Individuals, therefore, are influenced by both the personal and group characteristics. Military organizations, especially, has hierarchical attributes and relatively stronger group influence than individual characteristics[6].

This study, therefore, could identify the influence of individual and group variables on the military officers' academic achievement in the PDE. The results of this study would contribute to advancement of PDE in the aspects of recruit and training of instructor. The research questions to accomplish the research purpose are like below:

First, what are the significant individual variables affecting the academic achievement in the military officers' PDE?

Second, what are the significant group variables affecting the academic achievement in the military officers' PDE?

2. Theoretical Background

2.1. Concept and importance of PDE

PDE is a pre-commissioning training program focusing on knowledge, skill, and attitude(KSA) of the specific job area[7]. Professionalism is more emphasized in the job area like medicine, law, and education as they require long and intensive education is required. Professionals in those area have to acquire up-to-date KSA to maintain their expertise and vocational identity[8].

PDE is needed for the professionals to conduct their job duties and to create new values in their job. Since pre-service education is not

satisfactory to give a novice full KSA to meet the clients' demand, a beginner of a professionalism has to complete the PDE to expand his or her competence[9]. New KSAs are produced every day, so the professionals have to absorb the new KSAs to develop their vocational identity[10]. In addition, the professionals' internal re-composition of their vocational identity is also required to progress their professionalism[11].

Learners in the PDE experience complex interaction with instructors, peers, and staffs over the course of the training including cooperation, renovation, or conflicts[12]. Professional competency, therefore, is formed not only by personal factors like effort or attribute but also by interaction with peers, instructors' behaviors, and institutional supports. Military officers, especially, need to involve in on-the-job trainings to increase their expertise, and they also need to involve in the professional community with the peers' support and in information[13].

2.2. Personal and group factors affecting the academic achievement in PDE

Literature reveals that individuals' cognitive characteristics, instructors' behavior, relationship with peers, and classroom atmosphere significantly affect the learners' accomplishment in the PDE[14]. In the personal level, schooling is an important predictor of academic accomplishment and satisfaction[15]. In addition, tenure status(long-term service) is an index of job competence and motivation[16]. Third, learning motivation, the strength of will to study, also affect the academic accomplishment in the military and civilian education[17]. Fourth, learning strategy is a cognitive way to efficiently store and retrieve to solve problems and it significantly affects the learners' academic accomplishment.

It has been known that instructors' teaching strategy has strongest influence on the academic accomplishment among the group factors[18]. Teaching strategy is the main method that an instructor use during his or her class, and it affects the learners' satisfac-

tion and accomplishment. Instructor's leadership, in addition, has significant effect on the learners' accomplishment and satisfaction, which determines classroom atmosphere either cooperative or competitive.

The cooperative atmosphere is characterized that learners help each other in their academic assignment and give positive feedback to each other to solve their problems harmoniously. The competitive atmosphere, in contrast, is characterized that students hardly help or interact in positive way for other learners[19].

Lastly, rubrics which is an explanatory manual for homework assignments also showed positive influence on the learners' academic achievement. Military officers, especially have to do a lot of assignments in a short time in their PDE, so they need rubrics to solve the assignments[20] as fast as possible.

3. Research Method

3.1. Subjects

The subjects of this study were 695 Korea Army officers who were studying at 9 army branch schools for their Officer Advanced Course(OAC). The subjects belonged to 33 classes as a group level. The branch schools adopt the 'instructor-in-charge' system that an instructor not only teaches his or her class students academic subjects but also discipline them after classes as a disciplinary officer. That is a kind of apprenticeship system magnifying the importance of influence of classroom-level activity on the classroom atmosphere and accomplishment.

In the classroom level, most of the units belonged to combat branches(for examples, infantry, artillery, armor, and intelligence)(n=20, 60.6%), 9 units(27.3%), belonged to technical branches, and only 4 units(12.1%) belonged to administrative branches. The major subjects had long-term service tenure(58.7%) while minor subjects had short-term tenure(41.3%).

A battery of survey questionnaires was administered to the subject from April 5,

2015 to April 8, 2015. The researchers visited each branch school under permission of the superintendents for the survey and interview.

3.2. Variables and research model

This study intends to identify the significant factors affecting the academic accomplishment of the learners in personal and group levels. The results are classified into the two levels.

Academic grade(A, B, or C) is the dependent variable, and the grade is determined by relative ratio of the students' accomplishment. The grade is finalized based on the students test scores, performance evaluations, and their physical test scores. In sum, 29.5% of the subjects received A, 42.3% of them B, and 28.2% of them C.

There are five personal level independent variables analyzed in this study: College graduation status, tenure status, learning motivation, learning strategy, and study time. First, college graduation status was dummy coded into two numbers: 1 represented that a student graduated from a four-year college with a bachelor degree while 0 meant that a student did not have a bachelor degree. Second, tenure status was also dummy coded into two numbers: 1 represented that a student had the long-term service tenure while 0 represented that a student was not qualified the long-term tenure. Third, the learning strategy is a continuous variable coded with Likert-type scale used the Learning Strategy Scale(LSS) including intrinsic type, extrinsic type, and social type. The reliability coefficient of the measure was Cronbach's alpha .89 which was quite decent. Fourth, the learning strategy was measured by the questionnaire of Motivated Strategy for Learning(MSLQ) which was developed by Pintrinch[21]. The measure was consisted of three sub-scales of cognitive strategy, regulation strategy, and behavioral strategy with 9 items demonstrating the reliability coefficient of Cronbach alpha .90. Lastly, the study time was measured by the self-report scale the requires the respondents to record the exact time they spend in their study.

3.2.1. Group-level independent variables

There are five independent variables in the group-level: instructional type, instructor's feedback, instructional strategy, rubrics, and cooperative atmosphere. First, instructional type is a scale measuring an instructor's teaching behavior with likert-type five-point scale. The teaching style survey demonstrated the reliability coefficient of Cronbach alpha .91. Second, instructor feedback was measured by the students' self-report scale about the frequency and concreteness of the instructor's feedback. The instructor feedback scale showed a decent reliability coefficient of Cronbach alpha .88. Third, teaching strategy was measured by the questionnaire of instructor teaching behavior(TBQ) developed by Jung[22] and it demonstrated acceptable reliability coefficient of Cronbach alpha .86. Fourth, the quality of rubrics was measured by a self-report questionnaire of Jung[23] and showed the reliability coefficient of Cronach alpha .87. Lastly, the cooperative atmosphere was measured by the Supportive Problem Solving Inventory(SPSI). It consists of 6 items assessing involvement, help-offering, and action. SPSI demonstrated decent construct validity(CFI=.92, TLI=.90) and reliability (Cronbach alpha .84).

3.2.2. Hypothesized model

The dependent variable of this study is military officer students' academic achievement in PDE and the personal level independent variables are college status, tenure status, learning motivation, learning strategy, and study time. Independent variables of classroom level, in addition, are instructional type, teacher feedback, instructional strategy, rubrics, and cooperative atmosphere.

The baseline model consisted of only intercept while hypothesized model I has personal level independent variables and model II has group level independent variables over and above the personal level variables. The data were analyzed by multinomial logistic multi-level analysis. The equation model of the analysis is like below:

$$\phi_{Mij} : Y = M$$

$$\phi_{3ij} = 1 - \phi_{Aij} - \phi_{Bij} - \phi_{Cij}$$

$$\eta_{Mij} = \log\left(\frac{\phi_{Mij}}{\phi_{3ij}}\right) M = A, B,$$

$$\text{Level1: } \eta_{Mij} = \beta_{0j(M)} + \beta_{1j(M)}X_{1ij} + \dots + \beta_{pj(M)}X_{pj}$$

$$\text{Level2: } \beta_{0j(M)} = \gamma_{00(M)} + \gamma_{01(M)}W_{1i} + \dots + \gamma_{0c(M)}W_{ci(M)}; u_{0i} \sim N(0, \tau_{00})$$

Level 1 equation means the grade of academic achievement is the dependent variable and the personal level independent variables explain the variance of grade. The grade is classified into three levels (A, B, and C), and the group received the grade B served as a reference group in the equation. The equation calculates the odd ratio of other groups receive the grade of other than B and the equation also output the two multinomial Logit equations. All data set were analyzed in the program of HLM7.0 and the parameters were estimated by multiple imputation[24].

4. Results

4.1. Factors separating grade B from C

4.1.1. Personal level variables

The tenure status, learning motivation, learning strategy, and study time were significant to separate the Grade C from Grade B. First, tenure status ($\beta=.39, p<.001, OR=1.75$) significantly separated Grade C from Grade B, second, learning motivation ($\beta=.54, p<.001, OR=2.44$) was significant to divide Grade C from grade B. Third, learning strategy ($\beta=.49, p<.001, OR=1.87$) and study time ($\beta=.21, p<.05, OR=1.24$) also significantly separate Grade C from Grade B.

4.1.2. Class level variables

Facilitative teaching style ($\beta=.21, p<.05, OR=1.24$) was significant as a class-level variable to separate Grade C from Grade B and feedback ($\beta=.31, p<.01, OR=2.76$), instructional strategy ($\beta=.22, p<.05, OR=1.15$), rubrics ($\beta=.20, p<.05, OR=1.30$), and cooperative atmosphere ($\beta=.25, p<.01, OR=1.78$) also significantly separated the Grade C from Grade B as class-level variables.

The results of the analysis mean that facilitative teaching style positively affected the academic achievement; if the score of facilitative teaching style goes up as much as 1 point, the odd that a learner's grade would be B rather than C goes up as much as 1.5 times. In addition, if the instructional strategy goes up 1 point, the odd that a learner's grade would be B rather than C goes up as much as 1.2 times.

4.2. Factors separating grade A from grade B

4.2.1. Personal-level variables

Learning strategy ($\beta=.28, p<.01, OR=2.09$) was significant to separate Grade A from B as a personal-level variable and it means if the score of learning strategy goes up 1 point, the odd that the grade would be A rather than B goes up as much as 2.09 times. In addition, the study time ($\beta=.20, p<.05, OR=1.87$) positively affected the odd that the grade would be A rather than B, and if the 1 point of study time goes up, the odd that the grade would be A rather than B goes up 1.87 times.

4.2.2. Class-level variables

Logical teaching ($\beta=.21, p<.05, OR=2.24$), facilitative teaching ($\beta=.22, p<.01, OR=2.09$), feedback ($\beta=.28, p<.01, OR=1.98$), and rubrics ($\beta=.21, p<.01, OR=1.86$) positively affected the odd that a learner's grade would be A rather than B. All four variables positively affected the odd that a learner's grade would be A rather than B. If 1 point of logical teaching, facilitative teaching, feedback, and rubrics goes up, the odd that a learner's grade would be A rather than B goes up 2.24, 2.09, 1.98, and 1.86 times respectively.

5. Discussion

The purpose of this study is to identify the person and class level factors that significantly affect the student officers' academic achievement in the PDE. Total 695 military officers were sampled and were administered a battery of questionnaires in April 2015. The officers were in the officer advanced course of 9 army branch schools and belonged to 33

classes. The data were analyzed in hierarchical linear modeling because the data structure was multilevel with personal and classroom level. The dependent variable was the officers' grade level and a multinomial logit model was applied. The grade level was classified into three kinds (A, B, and C), and the group received Grade B served as a reference group.

The results suggested that the college graduation status was not significant because most of the military officers had bachelor degree, so there was not much variance in the grade classification caused by the college graduation status. Learning motivation is the psychological energy that a learner starts and ends their studying behavior. In many studies, learning motivation was proven to be a strong indicator of a learner's academic achievement. Learning motivation was significant to separate Grade B from C, however, it was not significant to separate Grade A from B because there was a big difference in the variance in the learning motivation between learners of Grade B from Grade C, however, there was no significant difference in the variance in the learning motivation between learners of Grade A from B.

Meanwhile, learning strategy turned out to be significant both to separate Grade B from C, and Grade A from B. Many learners who make effort to store, retrieve, and apply to their learning assignment gain better grade than learners who do not know the way to apply the strategy. The results also indicate that the instructors must teach their student not only the class contents but also the learning strategy to improve their learning accomplishments. Study time is significant to classify the Grade A from B, B from C in the personal and class-level, and the result indicates that learning strategy itself is necessary but not enough to improve a learner's grade level if the learner does not spend much time to study.

Logical teaching style is significant to separate the Grade B from C, A from B, and the result means that logical instructors clearly point out a learner's strength and weakness. The honest feedback and direct guideline are

effective to improve the military officers' accomplishment. The military schools must apply the results when they train their instructors to interact with student officers in the class.

6. References

6.1. Journal articles

- [1] Harris KR & Graham S & Adkins M. Practice-based Professional Development and Self-regulated Development. *Contemporary Educational Psychology*, 40(1), 5-16 (2015).
- [2] Jung BS. Explanatory Factors Affecting Korea Army Officers Academic Achievement in Their Professional Development Courses of Branch Schools. *The Quarterly Journal of Defense Policy Studies*, 32(4), 217-247 (2015).
- [3] McCommick MP & OConnor EE & Cappella E & McClow SG. Teacher-child Relationship and Academic Achievement: A multilevel Propensity Score Model Approach. *Journal of School Psychology*, 51(5), 611-624 (2013).
- [6] Choi HR & Park SH. A Study on the Protective and Hazard Factors for Soldiers Adaptation to Military Life. *Korea Journal of Counseling Psychology*, 10(3), 1743-1756 (2009).
- [7] Choi DM. Improvement Measure of Professional Vocation through Continuing Education. *Journal of Vocational Education*, 29(4), 1-20 (2010).
- [8] Fellenz MR. Forming the Professional Self: Building and the Ontological Perspective on Professional Education and Development. *Educational Philosophy & Theory*, 48(3), 267-283 (2016).
- [9] Walkington J. Becoming a Teacher: Encouraging Development of Professional Identity through Reflective Practice. *Asia-Pacific Journal of Teacher Education*, 33(1), 53-64 (2005).
- [12] Renninger KA. Interest and Identity Development in Instruction: An Inductive Model. *Educational Psychologist*, 44(2), 1-14 (2009).
- [13] Billett S. Realizing the Educational worth of Integrating Work Experiences in Higher

- Education. *Studies in Higher Education*, 34(7), 827-834 (2009).
- [14] Yidirim S. Teacher Support Motivation learning Strategy Use and Achievement: A Multilevel Mediation Model. *Journal of Experimental Education*, 80(2), 150-172 (2012).
- [15] Shaha SH & Ellsworth H. Predictor of Success for Professional Development. *Journal of Instructional Psychology*, 40(1), 19-26 (2013).
- [17] Artino Jr AR. Online Military Training: Using a Social Cognitive View of Motivation and Self-regulation to Understand Students Satisfaction Perceived Learning and Choice. *Quarterly Review of Distance Education*, 8(3), 191-202 (2007).
- [19] Poole MS & Holmes ME. Decision Development in Computer-assisted Group Decision Making. *Human Communication Research*, 22(1), 90-127 (1995).
- [20] Reddy YM & Andrade H. A Review of Rubric Use in Higher Education. *Assessment & Evaluation in Higher Education*, 35(4), 435-448 (2010).
- [21] Pintrich PR. Reliability and Predictive Validity of the Motivated Strategies for Learning Questionnaire(MSLQ). *Educational and Psychological Measurement*, 53(1), 801-813 (1993).
- [23] Jung BS. Explanatory Factors for Korea Army Officers Satisfaction in their Professional Development Education. *The Quarterly Journal of Defense Policy Studies*, 31(4), 217-247 (2015).

6.2. Books

- [5] Raudenbush SW & Bryk AS. Hierarchical Linear Models: Applications and Data Analysis Methods. Sage (2002).
- [10] Green B. Understanding and Researching Professional Practice. Sense (2009).
- [11] Rodgers CR & Scott KH. The Development of Personal Self and Professional Identity in Learning to Teach. In M Cochran-smith S Feiman-Nemser DJ McIntyre & KE Demers. Handbook of Research on Teacher Education. Routledge (2008).
- [18] Graves TR & Rauchfuss G & Wisecarver M. Self-learning among Army

Noncommissioned Officers: Experiences Attitudes and Preferred Strategies. Army Research Institute (2012).

6.3. Additional references

- [4] Forsyth J. Teaching Strategies to Military p-Professionals. Conference Paper Submitted to Annual Meeting of International Studies (2010).
- [16] Jung BS. Factors affecting Korea Army Office Ers Academic Achievement in their Professional Development Education. Research Report Submitted to Chungsungdae Research Institute (2015).

Author

Jung Byong-sam / Korea Army Academy at Yeongcheon
Professor

B.A. Korea Army Academy at Yeongcheon

M.A. Yonsei University

Ph.D. University of Virginia

Research field

- Effect of Military Academy's Writing Course for Military Cadets' Writing Proficiency, International Journal of Military Affairs, 2(1) (2017).

- Character Education for Military Cadets of Korea Army Leaders of National Safety, International Journal of Crisis & Safety, 2(3) (2017).

Major career

- 2010~present. Korea Army Academy at Yeongcheon, Professor

- 2016~present. International Society for Military Affairs, Editor in Administrator

Publication state: Japan
ISSN: 2423-8775

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

Corresponding author
E-mail: byong3@hanmail.net

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

<http://dx.doi.org/10.22471/militaryaffairs.2017.2.2.08>

© 2017 J-INSTITUTE

The Effect of Ego-Orientation on MILITARY Cadets' Intention for Sport Activity and Performance

Jung Byong-sam^{1*}

Korea Army Academy at Yeongcheon, Yeongcheon, Republic of Korea

Ahn Kyung-il²

Korea Army Academy at Yeongcheon, Yeongcheon, Republic of Korea

Abstract

The purpose of this study to identify the effect of achievement orientation on the military cadets' intention for adherence to sport activities(IASA) and performance in the sport activities(PSA) in the military professional development education. Total 695 military officers were sampled and were administered a battery of questionnaires in April 2015 and 367 subjects of them fully responded to the survey questionnaires. The collected data were analyzed in the structural equation modeling and the results of the analyses were like these: first, the military cadets' ego-orientation had significantly positive effect on their intention for adherence to sport activities, and second, the military cadets' ego-orientation had significantly positive effect on their performance in the sport activities of soccer, fitness, and Taekwondo. The results of this study have many suggestions and implications for research and practice of physical education. First, it is interesting that the effect of ego-orientation is stronger than that of task-orientation because many previous researchers reported contrasting results. That is, most of the precedent studies reported that task-orientation demonstrated more significant effect on the IASA and the PSA than that of ego-orientation because the task-orientation leads athletes to focus more on the dexterity of their performance than an outcome of a match. The contrasting results could be understood that most of the military cadets are familiar with norm-referenced evaluation system to reach up to higher rank, so they care more about the relative position than their skillfulness. Jung(2014)'s study supported the interpretation as military cadets' ego-orientation also had stronger effect on their achievement in academics, military training, and disciplinary evaluation than task-orientation. Second, the results of this study suggest that researchers should concentrate on the context of the evaluation when they conduct a study of comparison of effect between the task and ego-orientation because the magnitude of effect depends on the context of the evaluation rather than the kind of achievement orientation. For example, the task-orientation would have stronger effect than ego-orientation in the context of criterion-referenced evaluation because a student does not need to compete against his or her peers as the score depends on the dexterity of his or her performance. In the context of norm-referenced evaluation, on the contrary, ego-orientation would be acceptable to the learners because they have to defeat other students to have better score. Third, the results of this study indicate that the norm-reference evaluation system in the military academy has profitable effect on the military cadet's academic accomplishment because the cadets tend to make more effort in the competitive situation than in the cooperative situation. This study, however, also suggests that instructors of the physical education need to use norm or criterion-referenced evaluation system to improve the military cadets' performance as well as their participation in the sport activities. The precedent studies in the physical education research suggest that moderately competitive atmosphere in the sport activities would stimulate the learners' concentration and performance, however, too competitive atmosphere would harm their performance.

[Keywords] Military Cadets, Goal Orientation, Intention of Exercise Adherence, Performance, Korea Army

1. Introduction

In the contemporary warfare, weapon system has been developed in fast rate and its effect is getting stronger, however, the physical strength of military personnel is still decisive factor[1]. Soldiers may contribute to the accomplishment of combat objectives with physical hardiness. Armed forces of many countries, therefore, emphasize the importance of physical training and sport activity. Researchers reported that physical training and sport activity enhance not only an individual soldier's physical health, but also his or her psychological well-being and cognitive function[2]. The authority of the US Army critically reviewed the reasons of casualties of the Korean War and found out that many cases the soldiers were killed in the combats because of their shortage of physical strength like running, climbing, and beating. The commanders, therefore, prioritize the physical training as the upper rank in their mission list[3]. The authority of Korea Army also makes good effort to augment the soldiers' physical strength and health condition through set up systematic physical training programs[4].

Military cadets, in addition, are prospective defense leaders who have a mission to improve their subordinates' health and physical strength through daily physical training. So their attitude toward the defense physical training may indicate how persistently they would train their subordinates for their physical hardiness[5]. Only few previous studies, however, investigated on the defense physical training in the viewpoint of motivation, but only focused on the military personnel's physical shape.

In contrast, there have been many studies conducted on the college students' intention of exercise in the viewpoint of motivation and goal orientation[6]. Gubatana and Cown(2011)[7] conducted a study on the military cadets' orientation of physical activity, motivation of adherence of sports and reported that those activities significantly predict their success of military training and tactical decision-making[8]. Most of the military academies in many countries prioritize the

defense physical education as the high rank and set a series of curriculum of physical training to enhance their military cadets' physical strength and sport skills. Many experts, however, pointed out that most of the military schools spend a lot of time for physical training and sport activities without a long-term objective or philosophy[9]. In that context, research should be conducted on the military cadets' achievement motivation and IASA. Military cadets, especially, are not professional athletes, but they are leaders of defense physical activity, so they have obligation to complete the assigned curriculum of physical education and activity. In many cases, the psychological orientation of military cadets would determine their effort on the physical activity for their subordinates[10].

Meanwhile, many previous studies suggested that achievement goal orientation is one of the decisive factors influencing the college students' involvement in sport activity and performance[11]. The achievement goal orientation is a standard of evaluation for success or failure of personal accomplishment of objectives and his or her abilities[12]. In the study of sport science, the achievement goal orientation is classified into two kinds: task-orientation and ego-orientation[13]. In sport studies, task-orientation defines the personal success depending on personal proficiency and development of sport skill, meanwhile ego-orientation prioritizes the win at individual match and other people's respect.

In the previous studies, investigators insisted that the goal orientation affect the performance in each sport activity by being combined with motivation and effort toward sport activity[14]. However, goal orientations of both sport athletes and military cadets have not been investigated in Korea. Only Jung(2014)[15] studied the influence of military cadets' goal orientation on their learning strategy, motivation, and academic achievement and revealed significantly positive effect. His study, however, has a limitation on this study because the military cadets' performance and effort in their sport activity was a

small portion of the whole academic achievement, so the result can suggest only restricted implication for this study.

Researchers suggested that learners with task-orientation usually have high level of perceived competence and involvement in the physical activity, on the contrary, the learners with ego-orientation demonstrate lower level of perception of competence and involvement in the sport activity[16]. Kim(2002)[17] suggested a path model that a learner's goal orientation affects the IASA and involvement in the task, and the effort significantly affects the performance of the sport task. In the same context, Yu and Hur(2001)[18] also reported a positive influence of the achievement goal orientation on the sport players' performance and, in detail, the task-orientation significantly affect the athletes' performance and persistence.

The ego-orientation, however, does not necessarily negatively affect the performance of athletes. Some researchers reported that college athletes of Taekwondo with ego-orientation demonstrated better performance and intrinsic competency than those of athletes with task-orientation[19]. Duda(2013)[20] also reported that ego-orientation has positive effect on elite professional athletes' performance because most of them make effort to maintain their skill and reputation. Those previous studies suggest that the effect of achievement goal orientation may vary depending on the kind of sport activity.

Some studies, meanwhile, conducted for military cadets in Korea and abroad concerning the relationship between the military cadets' achievement goal orientation and their performance in the physical activity. Cho and Lee(2002)[21] conducted a study to Korean naval military cadets and reported that ego-orientation showed significantly positive effect on their performance in the sport activity while task-orientation showed insignificant effect. Mastern(2010)[22] investigated the relationship among the rank of the military personnel, involvement in the sport activity, motivation, and their satisfaction. He reported that commissioned officers and cadets

demonstrated significant relationship between ego-orientation and competitive motivation about the sport activity. Charton-neau(2001)[23] reported that military candidates tend to involve more activities and to have positive attitude toward sports if their coaches and leaders exercise transformational leadership for them and induce them to form intrinsic motivation.

Based on the literature, I addressed two research hypotheses:

First, military cadets' ego-orientation will have significantly positive effect on their intention of adherence to sport activities.

Second, military cadets' ego-orientation will have significantly positive effect on their performance of sport activities.

2. Method

2.1. Subject and procedure

The subjects of this study are 367 senior cadets of Korea Army Academy at Yeongcheon(KAAY). At first, 400 cadets were sampled by the method of simple random sampling and were administered a battery of questionnaires, however, only 367 respondents fully answered the questionnaires. The survey was conducted from February 16, 2015 to March 15, 2015. Fifty two(14.1%) respondents of the sampled subjects majored in physical education and 135 respondents(36.7%) registered in the physical activity clubs for extra-curricular activity. In addition, 327 cadets(89.1%) of the sample passed the fitness test with the highest grade. KAAY is a 2-year military institution educating junior and senior cadets, and senior cadets experienced enough time to take an attitude toward sport activities and to evaluate the instructors' capacity.

2.2. Measures

I used three survey questionnaires to collect the data: Task and Ego Orientation in Sport Questionnaire(TEOSQ), Physical Activity Adherence Questionnaire(PAAQ), and Sport Performance Measure(SPM). The TEOSQ was composed of 13 items developed by

Duda & Nicholls(1992)[24] and demonstrated the reliability coefficient of Cronbach Alpha.90. PAAQ was consisted of 7 items inquiring the respondents' intention for continuing their participation in the sport activities and it was developed by Byeon(2014)[25] to measure the respondents' intention to participate and continue in the sport activities, demonstrating the reliability of Cronbach alpha. In addition, SPM was developed by the professors of department of sport education, KAAY to evaluate the military cadets' competence in the soccer, fitness, and Taekwondo.

2.3. Data analyses

I analyzed the data in three steps: First, I used structural equation modeling(SEM) with the achievement goal orientation(AGO) as an exogenous latent variable and with the intention for adherence to sport activities(IASA) as an endogenous latent variable. Second, I used the SEM with the AGO as an exogenous latent variable and with the sport performance as the endogenous variable. Third, I used the SEM with AGO as an exogenous latent variable, IASA and performance in each sport activity as endogenous latent variables. I used SPSS 20.0 to analyze the correlation and descriptive statistics, and AMOS 10.0 for SEM.

3. Results

3.1. Descriptive statistics and correlation

I analyzed the data to compute descriptive statistics of mean and standard deviation of each variable. Task orientation of fitness ($M=3.44$, $SD=.89$) showed the highest mean among the AGO of all sport activities and ego orientation of fitness showed the second highest mean($M=3.43$, $SD=.90$). I also reviewed the correlation matrix among the variables and found out that soccer showed higher correlation with ego-orientation($r=.36$) than correlation with task-orientation($r=.22$), fitness also demonstrated higher correlation with ego-orientation($r=.39$) than correlation with task-orientation($r=.34$). At last, Taekwondo also had higher correlation with ego-orientation($r=.46$) than correlation with task-orientation($r=.25$).

3.2. Effect of ego-orientation on intention for adherence to sport activities(IASA)

To test the first research hypothesis, four competing models were addressed: (a) null model with no causal relationships, (b) a model hypothesizing a causal relationship between task-orientation and IASA, (c) a model hypothesizing a causal relationship between ego-orientation and IASA, (d) a model hypothesizing causal relationships among the ego-orientation, task-orientation, and IASA.

Structural equation modeling analyses were conducted and four set of fit indices were computed. The null model demonstrated statistically poor fit($\chi^2=1098.27$, $df=171$, $CFI=.49$, $TLI=.45$), the second model showed slightly improved fit($\chi^2=852.34$, $df=170$, $CFI=.87$, $TLI=.83$), the third model showed highly improved fit($\chi^2=235.88$, $df=170$, $CFI=.92$, $TLI=.92$), and the fourth model demonstrated the best fit($\chi^2=227.31$, $df=169$, $CFI=.92$, $TLI=.93$). Based on the above results, the third model was set as the baseline model because it had more degree of freedom.

Task and ego-orientation were input as exogenous latent variables on the IASA and the effect of the task-orientation was not significant, however, the effect of ego-orientation was positively significant. I found that ego-orientation had the significant effect on the IASA, but did not find whether the significance of the effect was universal for all kind of sport game. As a follow-up analysis, therefore, three alternative models were constructed: (a) a model with ego-orientation as an exogenous latent variable and the IASA of soccer as an endogenous latent variable, (b) a model with ego-orientation as an exogenous latent variable and the IASA of fitness as an endogenous latent variable, (c) a model with ego-orientation as an exogenous latent variable and the IASA of Taekwondo as an endogenous latent variable. The indices of fit of the three models were acceptable; model (c) showed the best fit among the three models($\chi^2=79.80$, $df=169$, $CFI=.99$, $TLI=.99$), model (b) the second best fit($\chi^2=166.80$, $df=169$, $CFI=.99$, $TLI=.98$), model (a) the least fit($\chi^2=211.27$, $df=169$, $CFI=.98$, $TLI=.97$).

Based on the above results, the first research hypothesis was significantly supported.

3.3. Effect of ego-orientation on the performance in the sport activities (PSA)

To test the second research hypothesis, four competing models were address: (a) null model with no causal relationships, (b) a model hypothesizing a causal relationship between task-orientation and PSA, (c) a model hypothesizing a causal relationship between ego-orientation and PSA, (d) a model hypothesizing causal relationships among the ego-orientation, task-orientation, and PSA.

Structural equation modeling analyses were conducted and four set of fit indices were computed. The null model demonstrated poorest fit ($\chi^2=1958.54$, $df=104$, $CFI=.34$, $TLI=.30$), the second model showed highly improved but still poor fit ($\chi^2=386.25$, $df=103$, $CFI=.81$, $TLI=.81$), the third model showed reasonable fit ($\chi^2=281.19$, $df=103$, $CFI=.91$, $TLI=.92$), and the fourth model demonstrated the best fit ($\chi^2=238.68$, $df=102$, $CFI=.93$, $TLI=.94$). Based on the above results, the fourth model was selected as a baseline model.

Task and ego-orientation were input as exogenous latent variables on the PSA and the effect of the task-orientation was not significant, however, the effect of ego-orientation was positively significant. I found that ego-orientation had the significant effect on the PSA, but did not find whether the significance of the effect was universal for all kind of sport activities. As a follow-up analysis, therefore, three alternative models were constructed: (a) a model with ego-orientation as an exogenous latent variable and the PSA of soccer as an endogenous latent variable, (b) a model with ego-orientation as an exogenous latent variable and the PSA of fitness as an endogenous latent variable, (c) a model with ego-orientation as an exogenous latent variable and the PSA of Taekwondo as an endogenous latent variable. The indice of fit of the three models were acceptable; model (b) showed the best fit among the three models ($\chi^2=15.70$,

$df=102$, $CFI=.99$, $TLI=.99$), model (a) the second best fit ($\chi^2=19.17$, $df=102$, $CFI=.99$, $TLI=.99$), model (c) the least but very decent fit ($\chi^2=110.16$, $df=102$, $CFI=.94$, $TLI=.95$).

Based on the above results, the second research hypothesis was significantly supported.

4. Discussion and Conclusion

The purpose of this study is to identify the effect of achievement orientation on the military cadets' intention for adherence to sport activities and performance in the sport activities. Four hundred senior military cadets were sampled to accomplish the research purpose and 367 subjects of them fully responded to the survey questionnaires. The collected data were analyzed in the structural equation modeling and the results of the analyses were like these: first, the military cadets' ego-orientation had significantly positive effect on their intention for adherence to sport activities, and second, the military cadets' ego-orientation had significantly positive effect on their performance in the sport activities of soccer, fitness, and Taekwondo.

The results of this study have many suggestions and implications for research and practice of physical education. First, it is interesting that the effect of ego-orientation is stronger than that of task-orientation because many previous researchers reported contrasting results. That is, in the most of the precedent studies, task-orientation demonstrated more significant effect on the IASA and the PSA than that of ego-orientation because the task-orientation leads athletes to focus more on the dexterity of their performance than an outcome of a match. The contrasting results could be understood that to higher rank, so they care more about the had stronger effect on their achievement in academics, military training, and disciplinary evaluation than task-orientation[26].

Second, the results of this study suggest that researchers should concentrate on the context of the evaluation when they conduct a study of comparison of effect between the

task and ego-orientation because the magnitude of effect depends on the context of the evaluation rather than the kind of achievement orientation. For example, the task-orientation would have stronger effect than ego-orientation in the context of criterion-referenced evaluation because a student does not need to compete against his or her peers as the score depends on the dexterity of his or her performance. In the context of norm-referenced evaluation, on the contrary, ego-orientation would be acceptable to the learners because they have to defeat other students to have better score.

Third, the results of this study indicate that the norm-referenced evaluation system in the military academy has profitable effect on the military cadet's academic accomplishment because the cadets tend to make more effort in the competitive situation than in the cooperative situation. This study, however, also suggests that instructors of the physical education need to choose norm or criterion-referenced evaluation system to improve the military cadets' performance as well as their participation in the sport activities. The precedent studies in the physical education research suggest that moderately competitive atmosphere in the sport activities would stimulate the learners' concentration and performance, however, too competitive atmosphere would harm their performance[27].

5. References

5.1. Journal articles

- [1] Maric L. The Effectiveness of Physical Education of the Military Academy Cadets during 4-year Study. *Military Studies*, 70(1), 16-20 (2013).
- [2] Thomas JL. Comparing Elite Soldiers Perceptions of Psychological and Physical Demands during Military Training. *Military Medicine*, 169(7), 526-527 (2004).
- [3] Adler AB. Military Training and Health Enhancement. *Military Medicine*, 158(2), 517-520 (2004).
- [4] Lee NY & Choi WJ. Korea Army's Leisure Program and the Direction of Future Policy. *Korean Journal of Social Sports*, 50(1), 561-572 (2012).
- [5] Liana P. Evaluation of Cadets' Physical Preparedness and Fitness. *Papers on Anthropology*, 19(1), 292-302 (2010).
- [6] Lee GY & Song HJ. Influence of College Students Motivation of Sports Activities on their Psychological Well-being Satisfaction of College Life and Happiness Index. *Korean Journal of Sports*, 52(2), 95-105 (2013).
- [7] Gubatana M & Cowan DN. Self-reported Physical Activity and Preaccession Fitness Testing in US Army Applicants. *Military Medicine*, 176(8), 922-925 (2011).
- [8] Ward P & Farrow D. Training Perceptual-cognitive Skills: Can Sport Psychology Research Inform Military Decision-making? *Military Psychology*, 20(1), 71-78 (2008).
- [9] Park MH. An International Comparative Study of Physical Education Programs of Military Academies. *Korean Journal of Physical Education and Sports*, 47(1), 85-86 (2009).
- [10] Hall HK & Kerr AW. Motivational Antecedent of Obligatory Exercise. *Psychology of Sports & Exercise*, 8(3), 297-316 (2007).
- [11] Stuntz CP & Weiss MR. Achievement Goal Orientation and Motivational Outcomes in Sports: The Role of Social Orientations. *Psychology of Sports & Exercise*, 10(1), 255-262 (2009).
- [12] Chun KH & Song YM. The Influence of College Students Achievement Goal Orientation on their Academic Efficacy and Achievement. *The Korea Educational Review*, 50(4), 107-132 (2012).
- [13] Duda JL & Newton M. Elite Adolescent Athletes Achievement Motivation in School Work and Sport. *Journal of Sports & Exercise Psychology*, 15(4), 437-448 (1993).
- [14] Nam IS & Lim SH. Influence of Goal Orientation of Tennis Club Members on their Physical Self-efficacy and Involvement in Sport. *Korean Journal of Social Sports*, 37(2), 1585-1585 (2009).
- [15] Jung BS. The Influence of Military Cadets Goal Orientation on their Self-regulated Learning Strategies and Academic Achievement. *The Korean Journal of*

- Educational Evaluation*, 27(1), 216-218 (2014).
- [16] Curry F & Biddle S & Sarrazin P & Famose J. Achievement Goals and Perceived Ability Predict Investment in Learning a Sport Task. *British Journal of Educational Psychology*, 67(3), 293-309 (1997).
- [18] Yu J & Hur JH. The Influence of Physical Goal Orientation and Perception of Motivation on the Intrinsic Motivation and Performance. *Korean Journal of Sport Psychology*, 12(1), 45-51 (2001).
- [19] Kim YS & Kim YI. The Structural Relationship among Achievement Goal Orientation Intrinsic Motivation Self-efficacy and Adherence of Sport Activity. *Korean Journal of Social Sports*, 46(1), 17-20 (2011).
- [20] Duda JL & Newton M. Elite Adolescent Athletes Achievement Goals and Beliefs Concerning Success in Tennis. *Journal of Sports & Exercise Psychology*, 15(4), 437-448 (1993).
- [21] Cho CH & Lee KH. The Relationship between the Naval Military Cadets Involvement in the Sport Activity and Their Leisure Satisfaction. *Korea Journal of Sports & Exercise*, 41(2), 157-167 (2002).
- [22] Mastern R & Dimec T & Donko AI & Tusak M. Motives for Sports Participation Attitudes to Sport and General Health Status of the Military Personnel. *Kinesiology*, 42(2), 153-163 (2010).
- [23] Chartonneau D & Barling J & Kelly KE. Transformational Leadership and Sports Performance: The Mediating Role of Intrinsic Motivation among the Military Officer Candidates. *Journal of Applied Psychology*, 31(7), 1521-1534 (2001).
- [24] Duda JL & Nicholls JG. Dimensions of Achievement Motivation in School Work and Sport. *Journal of Educational Psychology*, 84(3), 290-299 (1992).
- [25] Byun HS. Causal Relationship among Female Rhythmic Gymnasts Planned Behaviors Intention of Participation Intention for Adherence to Sport Activity and Performance. *Korea Journal of Physical Education for Girls and Women*, 28(4) 91-108 (2014).
- [26] Jung BS. The Effect of Achievement Goal Orientation on the Military Cadets Self-

regulatory Learning Strategy and their Academic Achievement. *Korean Journal of Educational Evaluation*, 27(1), 183-207 (2014).

- [27] Bray SR & Martin KA. The Effect of Competition Location on Individual Athlete Performance and Psychological Stress. *Psychology of Sport and Exercise*, 4(2), 117-123 (2003).

5.2. Books

- [17] Kim BJ. Easy Way to Mental Training. Hong Kyung (2002).

Lead Author

Jung Byong-sam / Korea Army Academy at Yeongcheon
Professor

B.A. Korea Army Academy at Yeongcheon

M.A. Yonsei University

Ph.D. University of Virginia

Research field

- Effect of Military Academy's Writing Course for Military Cadets' Writing Proficiency, *International Journal of Military Affairs*, 2(1) (2017).

- Character Education for Military Cadets of Korea Army Leaders of National Safety, *International Journal of Crisis & Safety*, 2(3) (2017).

Major career

- 2010~present. Korea Army Academy at Yeongcheon, Professor

- 2016~present. International Society for Military Affairs, Editor in Administrator

Co-Author

Ahn Kyung-il / Korea Army Academy at Yeongcheon Professor

B.A. Korea Army Academy at Yeongcheon

M.A. Daegu University

Ph.D. Kyungpook National University

Research field

- A Study Regarding Positive Cases Through CISM and Foreign Exchanges of Sports, *Research Review of Korea Army Academy at Yeongcheon*, 84(1) (2016).

- The Effective Activation Plans of Physical Training in the Field Military Units, *Research Review of Korea Army Academy at Yeongcheon*, 86(1) (2017).

Major career

- 2011~present. Korea Army Academy at Yeongcheon, Professor

- 2012~present. Korea Army Academy at Yeongcheon, Academic Board Human Resources Management Director

Publication state: Japan
ISSN: 2423-8775

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

Corresponding author
E-mail: 3academy44@gmail.com

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

<http://dx.doi.org/10.22471/militaryaffairs.2017.2.2.15>

© 2017 J-INSTITUTE

A Study on the Actual Condition and Development Plan of Psychological Warfare in NORTH KOREA

Song Kyung-jae¹

Korea Army Academy at Yeongcheon, Gyeongbuk, Republic of Korea

Kim Min-jong²

Korea Army Academy at Yeongcheon, Gyeongbuk, Republic of Korea

Kim Dae-eun^{3*}

Korea Army Academy at Yeongcheon, Gyeongbuk, Republic of Korea

Shim Jin-sub⁴

Korea National University of Transportation, Chungbuk, Republic of Korea

Abstract

Psychological Warfare against NORTH KOREA with an absolute advantage from NORTH KOREA was suspended as it was used as a role of political sacrifice for the greater advantage in war. Psychological war was a key tool that was used in order to induce a meeting between mid-ranking North and South Korean military officials, but in response psychological warfare organizations suffered in their existence and led to a decrease in use. Fortunately, after the issue of Cheonan Navy Ship, the North Korean Attack on Yeonpyeong Island, and the August 25 Agreement, the importance of the functions of psychological warfare were confirmed and developmentally reconstructed.

Psychological warfare holds a great deal of importance; it can secure national interests as well as victory in war. Moreover, it enables the enemy to conform and contributes to playing a decisive role in victory, with minimal cost and effort. The elements that require institutional development include the establishment of a professional organization as well as the use of professional agents, and so forth.

Strategically, the plans for development include the simultaneous harmonization of psychological warfare against NORTH KOREA, with a mission that contributes to the unification-oriented national project. Additionally such strategic plans include: the implementation of psychological warfare by educating the North Korean army and people of unification, the development of argument and persuasion skills in psychological warfare, the development of the method in which psychological warfare is utilized, the development to the strategy for unearned victory of the enlightenment of the North Korean, and the creation of a favorable environment for the performance of psychological warfare

There are the issues that should be systematically developed. First, the establishment of professional organizations should be developed. Second, it is the use of specialists. Third, it is the integrated management of psychological warfare operations. Fourth, a system for analyzing the psychological effects should be activated. Fifth, we need to develop equipment that surpasses and overwhelms North Korea's psychological warfare capabilities.

In addition, there are challenges to be developed with strategic purposes. First, psychological warfare should act in a way that responds to the current and future changes in the Korean peninsula. Second, the psychological warfare should be transferred into the field of unification education for North Korean and North Korean people. Third, it is the development of psychological warfare techniques. Fourth, it is the victory strategy. Fifth, it is the psychological warfare in proactively reach out to people. Sixth, it is the making of a conducive environment for psychological warfare. For example, it is necessary to create and utilize various psychological warfare environments such as cyber psychological warfare.

[Keywords] *Psychological Warfare, Psychological Warfare against North Korea, Psychological Warfare against South Korea, Military Conference, Psychological Warfare Role and Function*

1. Introduction

Psychological warfare is a widely used term in our daily life, but few people know the exact meaning. It is often used in some contexts for instant self-gratification. The term psychological warfare is used as a tool or method for a physical victory in war in a broad term and for a mind activity in interpersonal relationship.

After the Inter-Korean military general talks in 2004, North Korean psychological warfare in the front line was suspended. During the past two decades, the North Korean forces have been waiting for a chance to take revenge on their defeat in the Yeonpyeong Sea Battle. They revealed their malice to the world in an anti-Korean people with a surprise attack on Choenan and Yeonpyeong Island[1]. On August, 4, 2015, during the search operation of the 1st Army in the demilitarized zone, a mine set up by the North Korean army detonated and causing serious injury to our soldiers.

In response to these incidents, the Korean government demanded that North Korea issue an apology and appropriate punishment for these incidents. At 5:00 PM on August 10, they expressed these demands by broadcasting the “Warning Statement to North Korea” through loudspeakers toward North Korea in 2 locations near the DMZ. North Korea failed to cope with this challenging situation and demanded high-level inter-Korean talks that were then negotiated to take place on August 25. The most critical and decisive role in helping us in the Cold War of inter-Korean relations was the psychological war waged toward North Korea. This has since gained importance

The history of psychological warfare started from the Korean War, however no significant progress has been made. This is because most military commanders think the psychological warfare is part of the operation, or that is a part of deception or propaganda. However, psychological warfare plays an important role in creating and conducive environment for victory. Recognizing this fact alone can have a great effect on the operation of a mission[2].

There is a need to reorganize psychological warfare organizations and assets in order to overpower North Korea in relatively unfavorable geographical conditions and weather, to promote favorable conditions for national and defense policies and to lead an effort towards Unification of Korea. Therefore, we will analyze the reality of our military psychological warfare, draw out a development plan, and propose the direction to improve the systematic development and agenda.

Through this process and by establishing the concept of psychological warfare as a tactical dimension, it will be possible to present the direction of a more advanced system and strategy as well as provide the correct understanding of psychological warfare. In addition, by sharing the proper understanding of psychological warfare, it will be possible to apply to all operations and obtain a method of guaranteeing the conditions for victory.

2. Theoretical Background

2.1. Definition of psychological warfare

The concept of psychological warfare can have different meanings depending on the viewpoint, as in a strategic aspect or an auxiliary means of military purpose. In addition, the meaning of English is similar but only differs in its scope of use. Therefore, it is generally mixed with psychological warfare, psychological strategy, and psychological operation[3].

Psychological warfare is a superior concept represented by the concept of war, Psychological strategy is a policy or strategic concept that is widely used in economics, society, and culture. Psychological operation is a lower concept used as a tactical or operational purpose.

In recent years, the term “psychological war” has been replaced by the term “propaganda” or “aggressive measures” as a means of psychological warfare[4]. It also tends to avoid the terms ‘war’ and ‘warfare’ in time of peace. For example, the manual of the US

Army has been changed to 'Psychological operation' instead of 'Psychological warfare' since 1957[5].

The original concept of psychological warfare had a humanistic intention to minimize casualties in war. Based on humanism, the concept has been used as a means to increase efficiency and contribute to winning a war. Recognizing the importance of psychological warfare and its attempt to do so began with the ancient war. It was during World War I that the term started to be used in a modern sense, but it can be said that it was in World War II when it was used effectively in its true sense[6].

Psychological warfare stimulates the internal division of the enemy by stimulating them with the propaganda in the classical sense. It stimulates by agitation, testimony, and publicity, enlightenment, and objective criticism in the modern sense of meaning. On the domestic side, Psychological warfare promotes the unity of the people through publicity, persuasion, and the use of mass psychology through mass media. In the external aspect, it promotes political and economic benefits through negotiations, competitive conflicts, and high-dimension psychological behavior[7].

2.2. Psychological factors

In order for psychological warfare to be established, the following six basic elements should be used[8].

First, the executing entity or subject for psychological warfare is one that plans, executes, and supports the psychological warfare.

Second, the target audience of psychological warfare can be any individual, organization, or country except the executing entity itself.

Third, the Psychological Media effectively communicates the subject and content that the executing entity wants to convey to the target audience. The most commonly used media include radio media(radio, loud-speaker, TV, etc.), print media(newspapers, flyers, publications, etc.), and culture and art media(plays, movies, pictures, etc.).

Fourth, depending on the goal and direction of the psychological warfare aimed toward the target audience, the persuasive content includes the subject, title and persuasive direction.

Fifth, the effect of psychological warfare is the response to the contents of the psychological warfare and sensitivity to the stimulus received by the target audience from the executing entity.

Finally, there is judgment and adjustment. Judgment is the process of connecting the response and effectiveness of the psychological warfare that was conducted with the collected information in order to find the necessary new psychological elements. Through judgment, the direction and content of psychological warfare is revised in a process called "adjustment" to determine the direction and method of the new psychological war to be carried out next

2.3. Principles of psychological warfare

The basic principle of psychological warfare is to induce the psychological reaction of expectation by giving attention to the human sensuality which is the organism of psychological war as the principle of response to the stimulus. Therefore, it is necessary to maximize the effect of psychological warfare by applying accurate information about the target object and basic principles of psychological warfare.

The object of psychological war is divided into country, group, individual, etc. The core principle of psychological warfare is in whether effective responses can be induced as intended by the subject, in providing certain psychological stimulus to an individual's identity that comprises a nation or group.

2.4. Psychological warfare role and function

The psychological warfare in the military provides unique and powerful assets to military operations during times of war and peace. The purpose of conducting psychological warfare is to change the emotions, behaviors, attitudes, and perceptions of neutral,

friendly or hostile countries, to our intended purposes and intentions.

To this end, psychological warfare not only influences policy and decision-making but also leadership, following members and to systems in general. The psychological media and activities change the inside of the target to conform to the intended goals of our country and military strategy, and operation on a tactical level.

The role and function of psychological warfare are as follows[9].

First, it is to strengthen influence in international relations. In international relations, psychological warfare generally aims to promote a better understanding of its own country, and to promote mutual understanding among its citizens and foreign nationals to gain national interests.

Second, it is to promote of military strategy and operation. It can stimulate the psychological elements of targets and expect responses such as 'war suppression', 'psychological paralysis', deception and surprise, 'shock and fear'.

Third, it is the provision and strengthening of ideology. The psychological war should strive to promote the strengths of its own country and exploit the weaknesses of its counterparts; to mobilize the minds of its own members and to undermine the cohesion of opponents. To this end, psychological warriors lead consciousness and public opinion in order to influence the behavior of the targets and their command, by moving their feelings, motives and attitudes.

Fourth, it is a means of demonstrating leadership and organizational management. It is necessary to accurately grasp and motivate the desires of the members of the organization and use them effectively. It is necessary to heighten aggression, hostility, anger, etc. in order to utilize the condensed psychological energy in the group, and use the symbol to present the vision

Fifth, it is a function of forming public opinion. Public opinion represents a common opinion of the public on social issues or problems, and such public opinion is an important

strategic element. Therefore, the organizers of psychological warfare are in a double-sided situation where they should form and manage public opinion, but they must also conform to public opinion.

Sixth, is the attitude change of the combatant. Psychological warfare is used to secure the mental power of unseen and intangible combat power, this is the morale initiative.

3. Actual Condition of Psychological Warfare to North Korea

3.1. Method and effect of psychological warfare to North Korea

In the process of verifying the effect of psychological warfare against the people who defected from North Korea to the front line of our military, the defectors made the following statement.

First, the psychological warfare media against North Korea served as a window for comparison between North and South Korea and it was confirmation of the Korea Dream that is widely spread in North Korea.

Second, it was highly regarded that the diversity of media used in North Korean psychological warfare was effective in helping them understand Korea.

Third, by providing a variety of consistent information based on facts and truth, it doubled the persuasiveness of South Korean education for the North Korean Army and North Korean residents in the front area. Moreover it improved persuasiveness by acting as a window to the inter-Korean reconciliation cooperation and building of trust.

In addition, the content of statement per media is as follows[10].

Prior to 1997, the credibility of loud-speaker broadcasting in North Korea was only about 50% in trustworthiness among the North Korean people and the residents. However, in 1999 it was almost 100% in reliability. For example, Hyundai Group's support for North Korea and the developments of Kumgang Mountain are consistent with the loud-

speaker broadcasting in North Korea. As a result the trust and persuasiveness of the North Koreans increased as such claims proved to be true.

North Korean army and residents preferred programs that included news and music that provided information from the outside world. In addition, religious broadcasting began in 1998, and it was effective enough to have North Korean authorities expressing their discomfort eleven times both directly and indirectly. Some North Korean defectors who defected from North Korea in 2003, stated that "If Korean broadcasting was off, I was bored and frustrated."

The leaflet and everyday goods dropping operations were temporarily interrupted in preparation for the inter-Korean summit in 2000, and it proved to show how effective those operations of delivering and spraying products and fliers to North Korea were. They mostly trusted photo fliers, and after enjoyably reading cartoon fliers, when the content of the flyer, broadcast contents, and electric signboards coincide and were consistent with one another, it was more effective.

In the case of goods dropping around North Korean military units, it was difficult to use, but in residential areas, it is said that the labels on the goods were removed or altered and then traded in the black market.

The electronic signboard was also utilized. This signboard is not a modern electronic signboard that shows the photo and pictures we see, but the six electronic signboards that are large enough to be seen in the text in consideration of the visible distance. The effect of this operation was very high.

The face-to-face operation was held at regular broadcasting hours when the sentry post of the South and the North were communicating in close proximity. Our side consisted of three soldiers, but North Korea consisted of three officers.

The Korean counterparts said that they were able to feel politeness of the South and felt that they were trying hard to provide a lot of information to the North officers.

In conclusion, the loudspeaker broadcasting show-cased to the North about the reality of the South through various information, and although the leaflet and the goods were discontinued since April 2000 this operation still proved to be continuously effective as they were still being discovered, read, and utilized.

The electric signboard was a medium that showed freedom and abundance and served as a guide to help them understand Korea. Furthermore, it is believed that the face-to-face operation played a crucial role in resolving the tensions in the front area as there was a presence of honesty and friendliness of inter-Korean dialogue between the front-line soldiers.

3.2. North Korea's response to psychological Warfare

North Korea has tried hard to neutralize our psychological warfare against them, by agreeing to suspend broadcast and leaflet operations in the 7.4 Joint Statement in 1972, stop the goods and leaflet operations at the June 15, 2000 summit, and stop mutual psychological warfare at ministerial talks(11th and 13th).

However, North Korea has not been able to achieve satisfactory results due to the efforts of our psychological warriors and legitimate persuasion.

Since 2004, a number of working-level talks have been held to prepare for full-scale military talks. Instead of stopping our psychological warfare from the South, North Korea tried to make a concession to us to either retreat their artillery batteries 5km or Gaesung. However, on June 4, 2004, at the military talks between South and North Korea for political reasons, "Stopping of the mutual psychological war and demolishing of its medium" was agreed upon.

With the inter-Korean high-level military talks held on June 4, 2004, North Korea neutralized our North Korean psychological warfare, and in response recovered from the psychological warfare defeats in their region instantly, and violated South Korean society

through cyber psychological warfare. On the other hand, what about our standing?

First, the recognition of the importance and necessity of the psychological war has been dissipated due to the unilateral loss of the superior psychological warfare ability. Therefore, the psychological warfare ability that can be used in times of war is at a crisis of being lost.

Second, the psychological defense and protective devices of our soldiers in the front line have been lost.

Third, today our unilateral concession of the superiority of psychological warfare ability, where the military trust between the South and North Korea does not even amount to a nascent stage, has resulted in a terrible state of losing the psychological war ability.

Fourth, the loss of the only window in which information flows to North Korea has frustrated North Korean soldiers and its residents' desire for a better life. This resulted in the deepened cultural divide between North and South Koreans in times of Korea reunification.

4. Problems and Improvement Plans

The problems arising from the problems mentioned above of our poor state of psychological warfare are as follows.

First, there is a limitation of the development which is caused by the negative perception of the psychological war and the misunderstanding caused by the psychological war. Negative perceptions of psychological warfare have a great influence on domestic and external psychological warfare that must be operated during war and in times of peace. Such perceptions also greatly influence the development of psychological warfare for peace and stability.

In addition, the confusion over scope and function of psychological warfare is mistaken for the strategic communication, information operations, and public diplomacy and public affairs operations associated with psychological warfare. This causes misunderstanding of the unique function of psychological warfare.

Second, due to these negative perceptions, restrictions on doctrine, education, and professional training development have been stunted. The manuals related to the psychological war were stopped from being developed and related education was abolished.

Therefore, in the absence of expertise in psychological warfare, staff have been assigned to psychological warfare department and is currently in charge of operations for both times of war and peace.

The security environment on the Korean peninsula has been changing rapidly as demonstrated by attacks on Cheonan, the Yeonpyeong island shelling, the 8.25 North Korean mine incident and recent North Korean nuclear tests. In this situation, the most important weapon and necessary strategy is psychological warfare.

This is because the changes in the security environment on the Korean peninsula are due primarily to changes in awareness and perception, rather than in changes of physical or military nature.

In fact, South Korea has a disadvantage in psychological warfare compared to North in terms of relative geographical conditions and institution. However, we will need to develop the psychological warfare systematically and strategically in order to overwhelm North Korea and ultimately lead the unification by creating favorable conditions in national policy and defense policy. The following issues should be systematically developed.

First, the establishment of professional organizations should be developed. If psychological warfare specialists are fully staffed and operated with the training of specialized abilities, a great effect in psychological warfare can be achieved.

Second, it is the use of specialists. Psychological warfare cannot exclude the possibility of being used politically, therefore long-term training of personnel is needed to recruit and train talent in policies and specialty fields.

Third, it is the integrated management of psychological warfare operations. The psychological media has characteristics with its own unique advantage in each form of media,

so it can maximize the effect when it is integrated.

Fourth, a system for analyzing the psychological effects should be activated.

Fifth, we need to develop equipment that surpasses and overwhelms North Korea's psychological warfare capabilities.

The following are challenges to be developed with strategic purposes.

First, psychological warfare should act in a way that responds to the current and future changes in the Korean peninsula.

Second, the psychological warfare should be transferred into the field of unification education for North Korean and North Korean people.

Third, it is the development of psychological warfare techniques. The psychological warfare environment, which can utilize the modern information communication devices such as the unmanned airplane, the Internet, and the smartphone and related measures, needs to be developed.

Fourth, it is the victory strategy. Even if economic and human exchanges for reconciliation are facilitated, people in both South and North Korea will still perceive each other as the main adversary. This perception will not disappear easily.

Fifth, it is the psychological warfare in proactively reach out to people. It is necessary to consider an idea of establishing a psychological warfare radio and TV station that can share its purpose with people and broadcasting the content to North

Sixth, it is the making of a conducive environment for psychological warfare. One of the factors that psychological warfare could not have continuously developed is lack of efforts to support psychological warfare academically and scientifically. Therefore, it is necessary to continue researching and training professionals, by entrusting the educational center associated with reputable universities or research institutes. In addition, it is necessary to create and utilize various psychological warfare environments such as cyber psychological warfare[11].

5. Discussion and Suggestions

Most wars were premised on destruction and killing for victory. Thus a victory obtained is a seed of another destruction and killing; bringing about scientific means to the development of an asymmetric weapon to gain a relative superiority. Recently, North Korea's method of persecuting the South with its nuclear weapons, the attack on Cheonan, Yeonpyeong island shelling, and the mine incident all demonstrate to the stupidity of bringing about both Koreas to a total destruction.

It should not be forgotten that psychological warfare in the true sense does not intend to blur the judgment of the opponent for victory. It places the importance of human life and the nobility and dignity of culture in the first place. In other words, psychological warfare is to help ones who are in the dark to correctly judge the situation they are in so that it can eventually lead them to make reasonable judgments[12].

It is the psychological warfare that is the best and most effective asymmetric weapon that can be deployed against North Korea, who tries to break our psychological warfare whenever there is an opportunity and in reality, it is the weapon which they are most afraid of. It is also the psychological warfare that restrains war on the Korean Peninsula. It also is the best investment we can make to induce them to our system in terms of psychological and cultural unification.

It is urgent to institute a system that can rebuild a psychological warfare that can form a sound public opinion and lead the efforts of unification. Also it is important to supplement the system with regulations as required. It is time to seek the expansion of psychological warfare awareness in our people and the military.

6. References

6.1. Journal articles

- [2] Schmid A. Terrorism as Psychological Warfare. *Democracy and Security*, 1(2), 137-146 (2005).

- [3] Choi GH. A Study on Future Psychological Warfare. *Korea Institute for Defense Analyses*, 68(1), 179-197 (2005).
- [4] Ganor B. Terrorism as a Strategy of Psychological Warfare. *Journal of Aggression Maltreatment & Trauma*, 9(1), 33-43 (2005).
- [11] Lee SH. North Korea's Cyber Psychological Warfare and the Options for South Korea's Countermeasure. *The Korean Journal of Security Affairs*, 33(1), 277-278 (2011).

6.2. Thesis degree

- [1] Park SK. North Korea's Unwavering Strategy and Tactics against South Korea and the Practical Countermeasures. Daejin University, Master's Thesis (2015).
- [5] Lee CH. A Study on the Application of Defense Psychological Warfare according to the Environmental Change of Psychological Operations. Dongguk University, Master's Thesis (2005).

6.3. Books

- [6] Sim JS. Psychological Operation. Hakjisa (2013).
- [7] Syong C. War Psychological. Yeonamsa (2013).
- [8] Linebarger PMA. Psychological Warfare. Pickle Partners (2015).
- [9] Song KJ & Kim MJ & Kim DE & Lee JH. Military Psychology. Hakjisa (2017).
- [10] Park WY. North Korean Broadcasting. Communication Books (2004).
- [12] Lee JY. The Understanding of Psychological Warfare for Special Operations. Jipmoon (2000).

Lead Author
Song Kyung-jae / Korea Army Academy at Yeongcheon
 Associate Professor
 B.A. Kangwon National University
 M.A. Korea University
 Ph.D. Korea University

Research field
 - Influence of the Enlistment-motivation on the South Korean Military Life, *Korean Journal of Social Issue*, 16(4) (2010).
 - Concept Mapping Study about the Motives of Verbal Abuse in Military Life, *Korea Journal of Counseling*, 13(4) (2012).

Major career
 - 2011~present. Department of Counseling Psychology & Chief of Center for Teaching and Learning, Dean
 - 2012~2014. Korea Military Counseling Association, Chief Academician

Co-Author
Kim Min-jong / Korea Army Academy at Yeongcheon
 Assistant Professor
 B.A. Korea Military Academy
 M.A. Korea University
 Ph.D. Daegu University

Research field
 - The Differences of Self-determination and Group-Cohesion Depending on Activity Types in Military, *Korea Academy of Military Social Welfare*, 9(1) (2016).
 - A Study on the Actual Condition and Development Plan of Psychological Warfare in North Korea, *International Journal of Military Affairs*, 2(2) (2017).

Major career
 - 2016~present. Korea Army Academy at Yeongcheon, Assistant Professor
 - 2017~present. International Society for Military Affairs, Member

Corresponding Author
Kim Dae-eun / Korea Army Academy at Yeongcheon
 Instructor
 B.A. Korea Army Academy at Yeongcheon
 M.A. Texas A & M University

Research field
 - Self-efficacy, Attribution, and Adjustment to College Life, *Texas A&M University, Master's Thesis* (2016).
 - A Study on the Actual Condition and Development Plan of Psychological Warfare in North Korea, *International journal of military affairs*, 2(2) (2017).

Major career
 - 2016~present. Korea Army Academy at Yeongcheon, Instructor
 - 2017~present. International Society for Military Affairs, Member

Co-Author

Shim Jin-sub / Korea National University of Transportation
Professor

B.A. Korea University

M.A. Korea University

Ph.D. Korea University

Research field

- Psychological Warfare-theory and Practice, Hakjisa
(2012).

- A Study on the Actual Condition and Development Plan
of Psychological Warfare in North Korea, International
Journal of Military Affairs, 2(2) (2017).

Major career

- 2002~2010 Korea University, Professor

- 2016~present. Korea National University of
Transportation, Professor

Publication state: Japan
ISSN: 2423-8775

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

Corresponding author
E-mail: 3academy44@gamil.com

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

<http://dx.doi.org/10.22471/militaryaffairs.2017.2.2.24>

© 2017 J-INSTITUTE

Exploring the Everyday Language of KOREANS -A Study of Possibility on Positive Thought and Culture Psychological Conceptualization of 'Boram'

Song Kyung-jae¹

Korea Army Academy at Yeongcheon, Gyeongbuk, Republic of Korea

Lee Sang-bong²

Korea Army Academy at Yeongcheon, Gyeongbuk, Republic of Korea

Kim Dae-eun^{3*}

Korea Army Academy at Yeongcheon, Gyeongbuk, Republic of Korea

Abstract

This research attempted to reconstruct 'Boram', a realistic, vivid, and daily word deduced from the minds of the general public, as a psychological concept. To do this, the context in which the word 'Boram' is used in real life was studied, and analyzed for its meaning and type through a qualitative research method. Research data was deduced and organized from the context and contents of the word 'Boram' used by participants in unrestrained situations such as when watching TV wherein the researcher has no control over. As a result of the research, 'Boram' is defined as a feeling that comes after being satisfied on the result of contributing positive meaning to a work chosen by the doer, and going through a problem-solving process. In addition, the cognitive process of Boram is a 'post optimistic thought.' Since emotion that is generated from such cognitive process is rewarding or worthwhile, Boram is an emotion that is felt when realizing the hope of an individual. Furthermore, Boram is classified into 4 types based on its usage context and form of structure. The classifications are: 'displaying capability worthiness', 'overcoming adversity achievement worthiness', 'displaying capability achievement worthiness', 'overcoming adversity displaying capability achievement worthiness'.

First, 'displaying capability worthiness' is felt by people who are proud of their abilities. Evaluation of one's ability is not an objective evaluation but perceived evaluation, so it is a feeling felt when giving positive evaluation to oneself in the potential or ability one has.

Second, 'overcoming adversity-achievement worthiness' is the feeling felt when one goes through a difficult process to earn a small but desired result and eventually, he or she gives a subjective and positive evaluation of the result.

Third, 'displaying capability-achievement worthiness' is felt when fully using and displaying one's positively perceived ability, and giving his or her subjective and positive evaluation on the result earned through this.

Fourth, 'overcoming adversity-displaying capability -achievement' is felt by overcoming a difficult process, displaying one's ability in overcoming hardships or in things one wants to, and giving subjective and positive evaluation on the result.

Situations where ordinary people experience Boram were precisely analyzed to contrive the original form and the original forms were combined to reconstruct the psychological structure of Boram. This research searched and analyzed a new concept through qualitative method and strived to find its function. It has a weakness of not using scientific research methods at all. However, the significance lies on finding the possibility that 'Boram' can be an ingredient of scientific psychology, positive psychology, and cultural psychology through an attempt to conceptualize 'Boram'.

[Keywords] Boram, Worthiness, Displaying Capability Worthiness, Overcoming Adversity-Achievement Worthiness, Displaying Capability Achievement Worthiness

1. Introduction and Background

Among the psychological papers published in Korea recently, many papers on the power of positive thought of Koreans have been published. In addition to existing positive psychological concepts such as satisfaction, sense of well-being, satisfaction, altruism and commitment, researches on strengths peculiar to Koreans have been made.

Sang-jin Choi and Tae-yeon Jeong(2001) conceptualized Korean psychology on 'endurance', a process of enduring suffering by analyzing traditional fairy tales and symbols[1]. Moreover, Kyeong-ja Hyun(2009) conceptualized the cause of overcoming hardships unique to Koreans as 'optimism'. Also, she produced an 'optimistic attitude' standard consisting of factors such as 'diversification', 'self-affirmation', and 'social affirmation' to measure this[2]. Furthermore, Min Han(2007) structured exhilaration in Korean culture and optimistic emotion as a psychological concept[3]. These research trends followed the limitation of positive psychology by Seligman and Csikszentmihalyi(2014) and supplementation of literary psychology on existing psychology. Accordingly, Korean positive psychology emerged as a new field of interest[4]. This trend is a desirable phenomenon in which the main topic of psychology which was originally inclined to universalism and pathological approach came closer to our life and becomes more realistically helpful. Therefore, this research wishes to reconstruct 'Boram' to be more realistic, alive, and deduced from the hearts of normal people as a psychological concept

2. Research Method

We conducted our study through qualitative research methods to see in which context 'Boram' is used in our daily life, and analyze its meaning and type. The data to be used in the research were in the context of using the word 'worthy' and the contents were deduced and organized in unrestrained situations like watching TV. Data are classified and organized into time, program name, user, and

context and content of the word 'reward' appearing on TV.

There are many ways to collect data for qualitative research. Methods through open surveys and interviews are generally used. However, the reason for collecting data through TV for this research is that it is judged to be more appropriate for a more strict phenomenal research than data collection through surveys or interviews. It is because data from TV do not give the researcher any control. Surveys and interviews have the possibility of participants being influenced by the questions of the researcher, and intentional answers cannot be ruled out. That is, by collecting data through TV, the state of experience of ordinary people can be described as it is, without being tied to the theory or prejudice of the researcher. To capture the moment included in the consciousness rather than human behavior, the researcher acquired and used TV narration and interviews in which he has no control over.

The data collection period is from January to May 2009, and the total number of data used in the analysis is 20. As mentioned above, 19 cases except case 20 were acquired through TV. Collected data were interpreted based on the similarity of its context and content, and classified into categories. Classification of categories was done through discussion and advice of the researcher and graduate students majoring in culture psychology.

3. Summary of Cases

The results of summarizing the TV narration and interviews in which the word 'worthy' is used during the period of data collection are as follows.

[Case #1] 2009. 1. 14(Wed) 16:00, EBS / Extreme Job 'Bottom Trawl fishing boat part 1st' narration

- Context: It describes that there is no commercially valuable fish, but only smaller fishes in the net the sailor pulled up with difficulty.

- Content: "without any worth, without any outcome."

[Case #2] 2009. 1. 16(Fri) 20:00, KBS 1 / Hometown Report narration

- Context: As fishermen fish in the midst of cold winter, a carp is caught after waiting for a long time.

- Content: "There is worth waiting in the cold."

[Case #3] 2009. 1. 18(Sun) 22:55, MBC / MBC Special 'Dinosaur Land', Interview with Dr. Lee(Director of Dinosaur Exploration)

- Context: There are many difficulties in the dessert to find dinosaur fossils.

- Content: "It feels worthwhile finding a new dinosaur unknown on earth, studying and naming it, and making it known all over the world."

[Case #4] 2009. 2. 1(Sun) 16:30, KBS / Three Days '40 years of musician's hometown' Interview with Mr. Ji (Flute 50 year repair craftsman)

- Context: While repairing flutes in one location in the paradise area for more than 50 years, many musicians play beautiful music with the musical instruments he repaired, and come back again.

- Content: "Musicians come running frantically if their instruments are strange. Then, I fix it and enable them to play again. How worthwhile is it."

[Case #5] 2009. 2. 14(Sat) 9:40, SBS / A master of life 'A master of garlic', Bossam house chef interview

- Context: Making food by earnestly cutting onions and providing delicious food to customers, and as a result, customers feel thankful for the delicious food.

- Content: "It is worth it when I hear their gratefulness - Thank you for the food."

[Case #6] 2009. 2. 12(Thurs) 22:50, EBS / Extreme Job 'Stuntman', Stuntman Park Ji-sun (experience for 3 years) Interview

- Context: Has to practice a lot for dangerous action, and continue shooting overnight for over 40 hours

- Content: "Other people thought I am hurt with the action scenes, but I shouldn't be...so,

I practice a lot. It is worthwhile when I manage to pull dangerous action on the set."

[Case #7] 2009. 3. 6(Fri) 22:05, KBS2 / VJs on the Scene 'Close coverage. World of harbor working man', Worker Interview

- Context: Do difficult and dangerous task of building large ships in the port

- Content: "I feel pleased and worthy. It is worthwhile."

[Case #8] 2009. 2. 25(Wed) 23:10, EBS / Extreme Job 'Poaching Observer', Interview with Park Do-won, Gangwon Branch of Korea Wildlife Conservation Management Association

- Context: Poaching surveillance member of Jeongseon-gun, Gangwon-do sweats to go around deep in the mountain and removes traps set by poachers the whole day to catch and bust poaching scene even in freezing weather

- Content: "Even if it is hard to do, it feels worthwhile when I arrest a poacher. I am also proud of protecting wild animals."

[Case #9] 2009. 2. 22(Sun) 19:30, KBS2 / Two Days and One Night '1 night 2 days with viewers', Subtitle

- Context: To fulfill their morning wake up mission, three teams climb to the top of the mountain at the same time as the team wakes up.

- Content: "A morning worthy of hard work."

[Case #10] 2009. 3. 29(Sun) 17:00, FOX / VJs on the Scene, Auto Bike Club Interview

- Context: An auto bike club visits a whole chicken soup restaurant deep in the mountain after spending 3 hours to find it on the map, and eats delicious whole chicken soup.

- Content: "I feel the worth of a 3-hour long journey."

[Case #11] 2009. 4. 18(Sat) 18:20, MBC / Infinite Challenge, The script of the comedian Jung Jun-ha

- Context: It took 5 hours to visit Bo-seong just to drink one cup of green tea, arrive at

the green tea field, and watch over the green tea field with clean air and good scenery.

- Content: "It is a worthwhile five hours."

[Case #12] 2009. 4. 27(Mon) 17:56, SBS / Live Today 'Growing up 7 brother and sister' Male MC's comment

- Context: Life of couple who raises 7 children

- Content: "Although it is hard, it will be worthwhile to raise all of them."

[Case #13] 2009. 5. 8(Fri) 23:00, KBS / VJs on the Scene 'I took my life. Korea Strong heart ingathering'. Large transmission tower construction site staff

- Context: Working in face of danger, depending on just one safety belt at high altitude where it takes 30 minutes to climb. However, I work with a feeling that others cannot feel, and feel a sense of achievement when the transmission tower is completed one by one.

- Content: "It is very fun and worthwhile."

[Case #14] 2009. 5. 8(Fri) 23:00, KBS / VJs on the Scene 'I took my life. Korea Strong heart ingathering'. Amusement park staff

- Context: Checking the rides and collecting reaction data of customers by repeatedly riding scary rides

- Content: "When I ride rides I chose and watch customers feel good, it feels 'worthwhile' and I feel happy."

[Case #15] 2009. 5. 13(Wed) 08:15, KBS / Screening Humanity 'Cho Oh-ryeon's A honeymoon diary part 3rd', Interview with Mr. Cho

-Context: Athlete Oh-ryeon Jo (60 years old) gather community leaders of Haenam region and ask for cooperation to find sponsors while preparing for swimming across the Strait of Korea.

- Content: "Fortunately, the reactions are not so bad, so there is 'worth' in feeling awkward."

[Case #16] 2009. 5. 16(Sat) 12:24, EBS / Extreme Job 'Saltern' Interview with Lee Man-seok(45 years experience, Oldest person)

- Context: Expresses losing left arm when young, and strives only on salt field to raise children well

- Content: "Make my children all study until university, get my son to marry and buy an apartment. It is worthwhile."

[Case #17] 2009. 1. 25(Sat) 17:00, EBS / Extreme Job 'Special Forces in ROK part 2nd', Interview with the Chammae troops staff sergeant

- Context: Reminiscing the most memorable event during special force army time

- Content: "The most worthwhile event was the disaster prevention task during an oil spill."

[Case #18] 2009. 1. 7(Wed) 17:33, YTN / YTN News 'In the middle of winter – Phalaenopsis', Interview with Im Bum-shik(A farmer in the Iwol-myeon, Jincheon-gun, Chungbuk)

- Context: Carefully growing Phalaenopsis seedlings for about 20 months, and watching the flowers in full bloom recently

- Content: "I feel that it is worth it when I see the Phalaenopsis blooming splendidly as much as I worked on it."

[Case #19] 2009. 1. 26(Mon) 00:50, M net / I am a model 'Season 4', Interview with Model Miss Moon

- Context: Unlike the other two teams, the team which practiced a lot get an interview after winning.

- Content: "There is worth in hard work."

[Case #20] 2009. 1. 29(Thurs) 12:00, Korea University Reserve Officers Training Corps' Head outgoing

- Context: There were hardships while fulfilling the appointment of being the school leader at Korea University for 2 years, but I was elected as the best school leader for year 07 and 08.

- Content: I would like to express my gratitude to everyone who gave me generous support, numerous advices and help to finish an important position as a school leader with great worth."

4. Results

Based on the examples above, the original type of 'Boram' could be classified into three according to meaning and similarity of context in which the word 'worth' was used. First is worthiness felt when an individual achieves a positive result after finishing something. The researcher named such reward as 'achievement worthiness'. Achievement worthiness is felt by giving a positive meaning to results earned after performing a duty. Therefore, it is a result-oriented reward. Second is worthiness felt after an individual overcomes hardships in the process of performing something. The researcher named such as 'overcoming adversity worthiness'. Overcoming adversity worthiness is earned by giving a positive meaning in experiencing a difficult process of performing something and the process of adversities and overcoming such. Therefore, it is a process-oriented reward. Third is worthiness felt after evaluating that an individual appropriately and effectively displays an ability, potential and skill when performing something. Displaying capability worthiness is earned by giving a positive meaning to one's contribution in performing something. Therefore, it is a capability-oriented reward.

When we look into these three types of Boram, there are cases when one type may not be able to fully explain the meaning of being worthy. That is, in the context of an individual feeling worthy, at least one or more than two forms among the three types of Boram 'achievement worthiness', 'overcoming adversity worthiness', and 'displaying capability worthiness', are combined to make an individual feel rewarded. For example, there is no reward felt just by overcoming adversities. When there is a positive result after overcoming adversities and one looks back to it, he or she feels rewarded. Moreover, there is no worth felt just by displaying capability. One must have positive results following the full display of capability, and when he or she gives positive meaning when looking back to it, he or she will finally feel rewarded. Then as a result, must all worth need achievement, that is, a result? It is not so. If one can overcome adversities and fully display his or her

capability, he/she will feel rewarded. Based on the analysis results, four categories of Boram were determined. They are 'capability worthiness', 'overcoming adversity achievement worthiness', 'displaying capability achievement worthiness', 'overcoming adversity displaying capability achievement worthiness'.

Among them, Boram made of only one form is 'displaying capability worthiness', and 'achievement worthiness' and 'overcoming adversity worthiness' were excluded by the researcher. The reason for this is that there was no case of feeling rewarded from just one positive result in the case analysis. It can be seen that the conditions for feeling worthy becomes clear here. Therefore, feeling worthy must have a process of overcoming difficult ordeal and hardships to earn positive results. If one easily solves a task, one does not feel 'worthy or rewarded'. Moreover, there is no worthiness made of only adversities. If it ends with hardship, a person will feel dispirited. After overcoming ordeal and difficulty, there must be even a small but meaningful result to feel rewarded. This is also known to be a condition to feel worthy [5].

However, among the original types of Boram, 'displaying capability worthiness' is enough on its own for someone to feel rewarded. The reason is the condition that one's ability, potential, and skills are used and displayed in some task already includes an original type of Boram of 'overcoming adversity' in the process until one's capability becomes a usable ingredient, that is, time and effort. Moreover, the ability to display such capability and be able to make a positive assessment on the use of that capability means that it is accompanied by the result of a positive evaluation, that is, the original form of reward as 'achievement'. Therefore, it can be interpreted that the original form of Boram of 'overcoming adversity' and 'achievement' are included in 'capability worthiness'. Therefore, 'displaying capability worthiness' has been classified into a type of reward with just one original form, and 'over-

coming adversity displaying capability worthiness' was excluded from the type of classification due to the same reason[6].

To summarize, application of these four types to previously organized 20 cases are as follows.

First, 'capability worthiness' are cases 4, 13, 14, and 17. These four cases include content that sufficiently display one's capabilities such as one's ability and skill when faced with a task. Looking at case 4, Mr. Byeong-wook Ji, who has been repairing flutes for 50 years, says that he feels rewarded when many musicians come to him when their instruments are broken. In other words, he feels worthy through displaying his skills to fix and tune flutes better than anyone else. This displaying capability Boram is felt by people who are proud of their abilities. Evaluation of one's ability is not an objective evaluation but perceived evaluation[7], so it is a feeling felt when giving positive evaluation to oneself in the potential or ability one has.

Second, 'overcoming adversity achievement worthiness' are cases 1, 2, 7, 8, 9, 10, 11, 15, and 19. In these nine cases, obstacles such as adversity, trials, and difficulties are encountered by individuals who felt rewarded solving or performing tasks. This involves enduring such difficulties or overcoming these, and getting a small but positive result in the process. The evaluation on adversity and achievement found in these cases are certainly not objective evaluations. From an objective point of view, there are results that could be evaluated as minor. For example, a carp, the result obtained from case 2, can never be a valuable result to a person who dislikes fishing. However, a carp caught after waiting for a long time by someone just to catch fish in cold weather is a result more precious than anything else to this person. Therefore, this 'overcoming adversity achievement worthiness' is the feeling felt when one goes through a difficult process to earn a small but desired result and eventually, he or she gives a subjective and positive evaluation of the result[8].

Third, 'displaying capability-achievement worthiness' are cases 5 and 18. These two

cases include content wherein one feels rewarded by displaying capability such as one's ability or skill, followed by positive rewards and satisfaction on results. The chief who cooks garlic well from case 5 uses his garlic cooking skill and the cooking skills he has honed to cook delicious food(capability), and when he hears the compliment, 'Thank you for the food' from customers after they eat the food(achievement), he feels rewarded. Here, garlic cooking skill or cooking skill may not be a great ability or excellent potential in other people's opinion. However, the person who feels worthy uses the ability he has in the task, and by displaying such capability, he earned a small result of gratefulness from customers. Therefore, this 'displaying capability achievement worthiness' is felt when fully using and displaying one's positively perceived ability, and giving his or her subjective and positive evaluation on the result earned through this[9].

Fourth, 'overcoming adversity displaying capability achievement' are cases 3, 6, 12, 16, and 20. Within these five cases, all original types of rewards 'overcoming adversity', 'displaying capability', and 'achievement' are all included. For example, the leader of the dinosaur exploration team Doctor Yung-nam Lee in case 3 is a typical example of 'overcoming adversity displaying capability-achievement'. Exploring a bleak desert to find dinosaur fossils, he confronts obstacles of not being able to fulfill basic needs such as eating food, drinking water and washing. Moreover, there are cases when dinosaur fossils cannot be found at all times. However, the dinosaur fossil exploration team does not succumb to such ordeal and explores continuously(overcoming adversity). Also, dinosaur fossil exploration is not something that anyone can do. It is a task that can be done by people who have the ability to do dinosaur exploration, such as research and experience on dinosaurs(capability). Lastly, through overcoming adversity and displaying capability, we find the realistic result of dinosaur fossil, research is done to name the new dinosaur, and eventually, it will be used in dinosaur research around the world(achievement). Boram is felt as these three original types of Boram are all in har-

mony. Therefore, 'overcoming adversity-displaying capability -achievement' is felt by overcoming a difficult process, displaying one's ability in overcoming hardships or in things one wants to, and giving subjective and positive evaluation on the result. If the degree of feeling worthy could be measured quantitatively, the type that feels the most rewarding among the four types is 'overcoming adversity displaying capability achievement'.

As such, Boram is classified into four categories according to context and structure type. The significance of this result is that the situations which normal people find rewarding were precisely analyzed to bring about the original type in feeling rewarded. Also, it is in reconstructing the psychological structure of rewards by combining the original type of Boram.

5. Conclusion and Discussion

Among the meanings of 'worth' from the 「National Institute Korean Language Korean Standard Unabridged Dictionary」, contents worth discussing in this research is as follows.

"The value of work that gives good result or satisfaction, or pride or self-esteem after doing something"

The definition of worth above shows the value of task which deserves satisfaction, self-esteem, and similar emotions. The word worth is generally used in adjectives such as 'worthwhile or 'worthy'. Its usage context is when the result after doing something is very good, so a person is satisfied enough to have pride and self-esteem. As a result of analyzing and structuring experiences of individuals who experienced feeling worthy, the concept of Boram is one that reflects a person's ability and values. It is a concept that reflects what a person thinks 'I', and is the feeling felt when one confirms a self-portrait about oneself. This is self-construed concept, which reminisces ones' past performances and results, and sentimental concept constructed by giving meaning to it[10].

In this sense, it is different from achievement. Achievement occurs when setting a specific goal and accomplishing that goal. Moreover, results that give the feeling of achievement are objectively evaluated as successful results. However, in Boram, the result achieved may have been set or expected initially. Moreover, by giving a positive meaning subjectively to that result, Boram is felt. In such meaning, Boram can be said to be appropriate for a positive psychological topic.

Sang-jin Choi(2000) said that there are many self-reflective narrations in the conversations of Korean people. There are many lamenting narrations such as 'I was a fool', 'I was insane', and 'I was ignorant', and such lamenting narrations are passed to sorrow[11]. However, this thesis intends to suggest Boram through self-complacent narration contained in conversations of Koreans as a concept countering sorrow. Self complacent narration is ethical narration of being pleased with oneself such as 'This is enough for me' or 'I'm proud of myself', and the psychological state of this is Boram. Self-complacent narration is to see myself reflectively, and Boram is a psychological process of giving positive value to oneself in a reflective state. If positive value is not given, Boram cannot be felt. To reiterate, sorrow is manifested from a self-lamenting narration form, and Boram is manifested from a self complacent narration form, so the contrasting concept of sorrow could be Boram. Therefore, Boram can be a good topic for a cultural psychological research value.

Finally, when data collected for this research are interpreted, circumstantial evidence to feel Boram was deduced. First, it should be a task one chooses to do. Only when performing a task intrinsically motivated and not forced by others can the person feel worthy. Second, one must overcome a problem-solving process, that is, hardships such as desperation, disappointment, worry, and difficulties to feel worthy. This has a similar meaning with persistence and resilience among Character Strength and Virtues(CSV) suggested by Peterson and Seligman(2004), and has a meaning distinct from perseverance. Third, there must be even a small result

to give a positive meaning. This does not necessarily mean an objective result. A positive result perceived by the doer is enough for him/her to feel worthy[12].

The academic definition of 'Boram' concluded in this paper is as follows. Boram is a feeling that results from giving a positive meaning to one's chosen task, going through a problem-solving process, and being satisfied with its result. The cognitive process of Boram is 'post-optimism thinking.' The emotion generated through this cognitive process is Boram, so Boram is a feeling that accompanies when an individual's hope is realized.

This paper reconstructed 'Boram' psychologically to study the daily life of Koreans psychologically and culturally. Although it is partial and insufficient, it explored new concepts, analyzed them, and strived to find their function. Moreover, it has a limitation in not using a scientific research method at all. However, the significance is in finding possibility that 'Boram' can be an ingredient of scientific psychology, positive psychology, and cultural psychology through the attempt to conceptualize 'worth'.

6. References

6.1. Journal articles

- [1] Choi SC & Jung TY. Psychology of Ingo for Koreans: Accompaniment of Rewards and Reimbursement of Faults. *Korean Psychological Association: Cultural and Social Issues*, 7(2), 21-38 (2001).
- [2] Hyun KJ. Exploring the Components of Positivity among Adult Koreans: Development and Validation of a Positive Attitude Scale. *Korean Psychological Association: Social and Personality Psychology*, 23(2), 13-42 (2009).
- [5] Choi HY & Min KH. The Structure and Function of Negative Belief about Emotional Expression. *Korean Journal of Psychology: General*, 24(1), 239-257 (2005).
- [6] Choi SJ. Psychological Analysis of Korean Shimcheong. *Korean Journal of Psychology: General*, 18(1), 1-16 (1999).

- [9] Hwang SM. Study on Korean's Lifestyles and its' Generational Identity *Korean Journal of Psychology: Social and Personality*, 18(2), 31-47 (2004).

6.2. Thesis degree

- [3] Han M. A Study of Conceptualizing Shinmyeong. Korea University, Doctoral Thesis (2007).

6.3. Books

- [4] Seligman ME & Csikszentmihalyi M. Positive Psychology: An Introduction. In *Flow and the Foundations of Positive Psychology*. Springer Netherlands (2014).
- [7] Ellenson A. Human relations. Prentice Hall (1982).
- [8] Triandis HC. Individualism & Collectivism. Westview (1995).
- [10] Zimbardo G. Psychology and Life. Pearson Education (2008).
- [11] Choi SC. Korean Psychology. Chungang University (2000).
- [12] Peterson C & Seligman MEP. Character Strength and Virtues: A Handbook and Classification. American Psychological Association and Oxford University (2004).

Lead Author

Song Kyung-jae / Korea Army Academy at Yeongcheon
Associate Professor

B.A. Kangwon National University

M.A. Korea University

Ph.D. Korea University

Research field

- Concept Mapping Study about the Motives of Verbal Abuse in Military Life, Korea Journal of Counseling, 13(4) (2012).
- Exploring the Everyday Language of KOREANS - A Study of Possibility on Positive Thought and Culture Psychological Conceptualization of 'Boram', International Journal of Military Affairs, 2(2) (2017).

Major career

- 2011~present. Korea Army Academy at Yeongcheon, Associate Professor
- 2012~2014. Korea Military Counseling Association, Chief Academician

Co-Author

Lee Sang-bong / Korea Army Academy at Yeongcheon
Instructor

B.A. Kyungpook National University

M.A. Korea National Defense University

Research field

- The Influence of Shared Leadership on Team Performance: Focusing on the Moderating Effect of Value Congruence, Kyungpook National University, Master's Thesis. (2013).
- Exploring the Everyday Language of Koreans -A Study of Possibility on Positive Thought and Culture Psychological Conceptualization of 'Boram', International Journal of Military Affairs, 2(2) (2017).

Major career

- 2017~present. Korea Army Academy at Yeongcheon, Instructor
- 2017~present. International Society for Military Affairs, Member

Corresponding Author

Kim Dae-eun / Korea Army Academy at Yeongcheon
Instructor

B.A. Korea Army Academy at Yeongcheon

M.A. Texas A & M University

Research field

- Self-efficacy Attribution and Adjustment to College Life Texas A & M University, Master's Thesis (2016).
- Exploring the Everyday Language of Koreans -A Study of Possibility on Positive Thought and Culture Psychological Conceptualization of 'Boram', International Journal of Military Affairs, 2(2) (2017).

Major career

- 2016~present. Korea Army Academy at Yeongcheon, Instructor
- 2017~present. International Society for Military Affairs, Member