

A Study on the Real Condition of School Violence in South Korea

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2011년 12월에 대구와 광주에서 학교폭력의 고통으로 중학생이 자살에 이르는 비극적인 사건이 발생한 이후, 이와 같은 아픔이 재발되지 않도록 강도 높은 정책들이 개발되어 추진하고 있다. 그러나 지금까지 일반인들의 관심은 물론이고 민간단체뿐만 아니라 정부 각 부처까지 나서 학교폭력을 예방하고 발생한 학교폭력에 대한 사후 조치를 강구하기 위해 많은 노력을 기울였음에도 불구하고 학교폭력의 발생건수는 크게 줄지 않고 있다. 본 연구의 목적은 한국에서 학교폭력의 현황을 살펴보고 이에 대한 향후 학교폭력 예방을 위한 해결 방안을 관련 주체별로 제시하는데 있다. 또한 연구는 정부기관, 경찰, 민간전문 기관, 학교기관, 학부모와 피해자가 학교폭력 문제에 참여하는 역할적 측면에서 제시하였다. 따라서 본 연구의 자료들은 경찰, 교육기관, 민간 전문기관에 의해 실시한 연구와 설문조사의 결과에 기반을 두고, 교육시설 근처에서 발생하는 학교폭력에 대한 응답에 기반을 두었다.

주제어: 학교폭력, 처벌, 한국, 교육 문제, 한국경찰대응

I. Introduction

In December 2011, two Korean students committed suicide in response to school violence. One student, a 14 year old from Daegu, wrote a four page suicide note indicating why he opted to take his own life. He included behavior such as being robbed, tortured and beaten by fellow classmates. The second suicide followed nine days later, on December 29th, in Gwangju. These acts prompted a response from the National Police Agency on December 31st(Lee, Hyo-sik, 2012).

Action taken by government agencies, private organizations and public interest groups includes the School Violence Law, the School Violence Prevention and Suppression Act and the School Violence Prevention and Countermeasures Plan. Despite these measures, all types of school violence increased or remained the same, but did not diminish. In fact, acts of school violence have become more random and occur at younger ages(Mun, Yong-lin, 2010).

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Violence is defined as the intentional threatened or actual use of physical force against a person or group that results or may result in injury or death(Greene, Cheryl S, 2001: 13). School violence is violence that occurs on school property. In 2004, Congress enacted the School Violence Law, a document revised eight times since its initial incarnation. The revisions include expanding the scope of what is considered "violence." New additions includesexual abuse and parental responsibility for offenders(Mun, Yong-lin, 2010).

II. Current Trends and Statistics

1. School Violence

In 2010, elementary and secondary schools reported a total of 5,605 cases of school violence. In these cases, 14,605 students committed the violent acts. 66 percent of student offenders were male(Kang, Shin-who, 2010).

The types of violence reported in 2010 by the Ministry of Education included 3,509 cases of assault, which is 62.6 percent of the offenses. The other reports listed money extortion (1,157 cases), physical injury (240 cases), bullying (149 cases) and sexual harassment (110 cases). The majority of the acts were located in Gyeonggi province, which reported 1,307 cases of school violence. Seoul followed with 821 cases, followed by Busan, Gwangju, Daegu, Incheon and South Jeolla, which reported 548, 537, 437 256 and 247 cases, respectively(Kang, Shin-who, 2010).

The National Police Agency reports that 616 cases of classroom violence were reported in January 2011. These cases included "threatening, beating and money extortion". The National Police Agency received these reports via their Internet channels and two main telephone lines(The Korea Times, c. 2012).

The aforementioned number of cases shows an increase by 2,500 percent from January 2010. The agency notes the acts occurred in learning facilities, whether on school property or at after school education institutions. Parents reported over 50 percent of the filed cases. 35 percent of the reported victims were elementary school students, with almost an equal number of victims,40 percent, located in middle school(The Korea Times, c. 2012).

Gender and location plays a role in the type of violence that occurs. Male students are more likely to experience verbal abuse, extortion, emotional violence and physical violence. All forms of violence are found at national, public and vocational school levels. For female students, harassment

is most likely to occur and does so at national and public schools, as well as liberal arts school(Kwak, Young-kil, 2006: 151-157).

1) Occurrence of School Violence

The Ministry of Police and six other government departments operated jointly by voluntary reporting school violence and the damage received by the filing period is the number reported in 2009 11,579 people in 2007 and 14,266 patients appeared slightly decreased the number of cases of school violence and can see that.

<Table 1> Cases of voluntarily reported School Violence

Year	2007	2008	2009
Cases	14,266	13,614	11,579

※ Source: Five Year Plan for the Prevention of School Violence and Measures of Performance Analysis and Improvement(Ministry of Education Science and Technology, 2010).

During the last four years of a continuous survey of school violence, cases were shown to reduce almost by half in 2009 compared to 2006. While the number reduced by approximately 50%, the cases did not consistently diminish over time. Instead, incidences of violence increased and decreased through the years, with 10% of adolescent respondents indicating they committed school violence. Consequently, the results of the first "School Violence Prevention and Countermeasures Implemented Five Year Plan" were found to be minimally effective.

<Table 2> Changes in School Violence during the Last four Years

(Unit: %, people)

	2006	2007	2008	2009
Victimization	17.3	16.2	10.6	9.4
Committed Violent Acts	12.6	15.1	8.5	12.4
Sample Size	3,915	4,579	4,119	4,074

※ Source: School Violence Survey Report(Youth Violence Prevention Foundation, Each Year)

2) Status of School Violence Arrest

Over the course of three years, school violence has increased. There were 21,710 arrests in 2007, 25,301 arrests in 2008 and 24,825 arrests in 2009. While there was a slight decrease in offenses from 2008 to 2009, the difference in school violence arrests from 2007 to 2009 shows an overall increase in occurrence. Due to the higher incidence of government involvement in school violence cases, the hidden problems in schools have been exposed, allowing school officials to recognize the breadth of the problem.

<Table 3> Elementary · Middle · High School Violence Arrest Status

Categories	Total (people)	Simple violence	Theft	Sexual Assault	Other
2007	21,710	14,368	5,584	298	1,460
2008	25,301	16,295	6,961	413	1,632
2009	24,825	16,039	6,017	381	2,388

※ Source: Ministry of Education(Science and Technology, 2010).

3) Recent Trends of School Violence

More than half the cases of school violence in 2006 were caused by groups of students (two or more). <Table 4> shows the number increasing through 2009 to 68%. While overall school violence may have decreased, the number of students involved in school violence has increased.

<Table 4> School Violence Students

Year	2006	2007	2008	2009
Group Violence	54.9%	59.5%	69.1%	68%

※ Source: National Survey on School Violence Report(Youth Violence Prevention Foundation, 2009).

2. Surveys on School Violence

1) Ministry of Education, Science and Technology Surveys

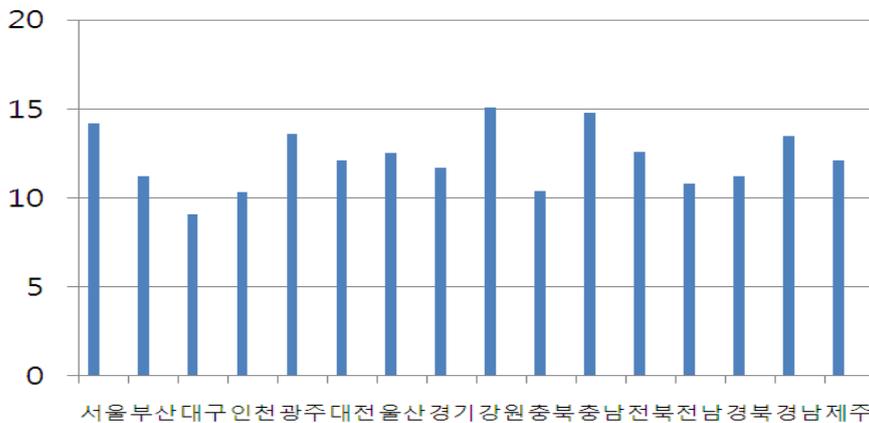
School Violence 2012 census announced interim results:

- * 5.58 million students were targeted by the survey with 1.39 million (25%) responding
- * 17 million (12.3%) experienced school violence in the past year
- * 23.6% of students surveyed believe the Iljin youth gang is in their school

The Ministry of Education and the Korea Educational Development Institute collaborated at the national level to collect and analyze data with the goal of eliminating school violence. The education groups also worked to provide basic data on national and provincial levels at council request. During the census period of January 18 to February 20, 5.58 million students in grades four through twelve received surveys.

Students were asked whether they have experienced various types of violence in school, where the violence occurred, whether they believe the Iljin youth gang is present at their school and if they have witnessed violence at school. The survey also asked how students believe school violence can be reduced.

The highlights of the school violence census results show that of the 5.58 million students surveyed, 1.39 million(25%) responded. Jeonnam had the highest number of respondents at 46.3%, with the lowest being Seoul at 19.2%. Elementary school students were most likely to respond, with the least likely group being in high school. 170,000 students(12.3% of the 1.39 million respondents) have experienced school violence in the past year. The highest reported numbers came from Gangwon at 15.1% with Daegu being lowest at 9.1%.



<Figure 1> Regional School Violence Response Status(excludes non-response)

Verbal intimidation and abuse accounted for 64.5% of reported school violence. 51.2% was comprised of verbal or written insults and abuse with 13.3% as bullying. There is a need for a more aggressive policy response to such types of school violence.

<Table 5> Types of School Violence(Multiple Answers Possible)

Type of Violence		Experienced School Violence							Never Experienced	I Don't Know or No Response
		Verbal Intimidation or Abuse	Written Abuse (internet chat, cell phone text, etc.)	Group Exclusion	Theft of Money or Items	Physical Assault or Confinement	Forced to Perform Tasks or Errands	Sexual Harassment or Assault		
Respondents compared to the whole ¹⁾	Number of Cases	111,725	39,104	39,104	37,707	30,724	20,948	15,362	1080,942	143,846
	Ratio(%)	8.0	2.8	2.8	2.7	2.2	1.5	1.1	77.4	10.3
Compared to number of violence response ²⁾	Ratio(%)	37.9	13.3	13.3	12.8	10.4	7.1	5.2	-	-

※ 1) Number of responses / Total * 100

2) Number of responses / Total * 100

Respondents indicate 25.0% of violence occurs in the classroom, with 9.6% in the bathroom or hallway and 7.7% online or via mobile phone.

<Table 6> Location of School Violence (Multiple Answers Possible)

Location		Location of School Violence										No Response
		Classroom	Bathroom and Hallway	Online and Mobile Phone	Other Places in School	Playground	En Route	Academy (in and around)	Vacant Lots and Buildings	Arcade, Internet Cafe, Singing Room	Other	
Respondents compared to the whole ¹⁾	Number of Cases	89,483	34,485	27,678	26,603	21,139	21,783	12,464	10,927	10,455	102,444	1,147,764
	Ratio(%)	6.4	2.4	2.0	1.9	1.5	1.5	0.9	0.8	0.7	7.4	82.2
Compared to number of violence response ²⁾	Ratio(%)	25.0	9.6	7.7	7.5	5.9	6.1	3.5	3.1	2.9	28.7	-

※ 1) Number of responses / Total * 100

2) Number of responses / Total * 100

A total of 23.6% respondents believe the Iljin youth gang or other violent group exists at their respective schools. By school level, 23.7% of elementary students believe violent groups exist at their school, with 33.3% being middle school students and 11.6% being high school.

<Table 7> School Level

(unit: %)

Do you believe the Iljin youth gang or other violent group is at your school?	Yes	No	Unsure/No Response
Total	23.6	72.6	3.8
Elementary	23.7	73.0	3.3
Middle School	33.3	62.9	3.8
High School	11.6	83.9	4.6
Unsure/No Response	22.5	68.8	8.7

Meanwhile, more than 100 students at each school believes the Iljin youth gang to be present.

<Table 8> Number of Students Reporting Iljin Youth Gang Presence at Schools

Number of Respondents	0	1~10	11~20	21~30	31~40	41~50	51~60	61~70	Total Number of Schools
Schools Reporting	2093	3413	1602	1099	776	617	465	343	
Number of Respondents	71~80	81~90	91~100	101~200	201~300	301~400	401~500	501~565	
Schools Reporting	276	196	149	529	83	22	5	4	

2) Police Surveys

The National Police Agency early reports for 2012, 2.7 to 17 to 11 days for public opinion research firm (주)World Research commissioned last six months of experience and the prevalence of school violence school violence related damage, such as thinking about the status and recognition, the police are pushing for policies related to school violence is willing to report violence at the school level were investigated.

Subjects and Methods

A total of 300 schools from across the country(72 elementary schools, 157 middle schools and 71 high schools) were used in a survey of students grade six through ten. A total of 9,001 male and female students were surveyed at school with an additional 3,000 surveyed parents via telephone.

Investigation

Results of the survey demonstrate that 17.2 percent of all students report experiencing violence at school during the past six months. Parents were aware of 12.2 percent of such cases. Parents reporting school violence cases are lower than the students' reports as some students fear a negative response from their parents. As such, they abstain from communicating the actions to their parents.

In contrast, when asked, "How serious do you believe school violence is?", parents responded with 45.4% while students only reported 20.3%. The reason for this is believed to be due to the high profile cases reported in the media, which increases fear in parents. Among student respondents, 23.7% were from middle school with 13.7% from high school, showing a 10% discrepancy.

Currently, police policy and initiatives are concerned with encouraging the victims and parents of victims to report school violence situations to the police. 31.6% of parents were aware of such a policy, with 33.1% of parents reported calling 117. When asked how likely informing police would be as a response, 82.6% of parents stated they would report school violence to police while only 67.0% of students echoed the same. Fewer than 15.6% of students stated they are willing to report the violence to their parents. Friends of the victim state they are 60.6% less likely to report the act than the victim.

<Table 9> Local District Office of School Violence Survey

(unit: %)

	School Violence Recognition rate of severity		The actual school violence Victimization		Policy for awareness						Willing to report violence at school	
	Student	Parents	Student	Parents	Call 117 reported		Safe Dream		Experience Program		Student	Parents
					Student	Parents	Student	Parents	Student	Parents		
Whole	20.3	45.4	17.2	12.2	30.1	33.1	17.8	27.9	31.6	29.5	67.0	82.6
Seoul	21.9	53.0	15.4	10.5	27.2	35.5	10.2	29.0	24.5	30.0	65.4	84.5
Busan	23.0	46.0	20.4	5.5	31.9	22.0	22.2	11.0	37.9	15.0	72.2	93.0
Daegu	22.1	46.5	11.4	6.0	30.5	42.0	16.2	28.0	28.1	27.0	72.6	91.0
Incheon	20.1	31.0	15.6	13.5	18.8	40.5	9.3	37.0	26.3	42.0	69.5	69.0
Gwangju	25.4	40.7	24.7	21.3	24.7	39.3	15.4	40.7	25.4	36.0	69.9	84.0
Daejeon	16.1	69.3	16.1	6.0	24.5	27.3	12.9	24.0	29.0	22.0	75.2	85.3
Ulsan	22.8	48.0	23.5	4.7	21.8	5.3	9.8	31.3	26.0	24.7	67.0	84.0
Gyeonggi	19.2	51.5	14.5	14.0	26.1	38.5	14.2	26.0	29.2	33.0	60.8	86.0
Gangwon	26.4	45.5	22.2	8.5	17.4	34.5	9.8	27.5	26.4	31.5	59.3	82.5
Chungbuk	21.1	41.5	18.0	6.0	61.9	42.0	44.2	37.5	50.9	37.5	70.6	82.0
Chungnam	20.1	61.0	16.2	9.5	21.8	16.0	11.1	10.5	28.3	17.0	66.2	80.0
Jeonbuk	19.2	30.5	20.2	21.0	23.8	33.5	13.2	21.0	31.4	19.0	66.0	81.0
Jeonnam	14.2	39.0	16.3	18.5	56.0	39.0	46.6	26.5	50.3	27.5	78.4	88.0
Gyeongbuk	27.6	57.5	18.5	13.0	23.2	36.5	12.9	27.5	24.5	31.5	64.2	69.5
Gyeongnam	9.3	17.5	16.5	5.0	54.0	47.0	34.2	54.0	47.4	56.5	72.0	86.0
Jeju	13.0	55.3	11.9	38.0	15.1	20.7	5.6	15.3	21.1	16.7	53.3	76.0

3) Survey of School Violence by Private Sector Professional Organizations

Cheongyedon Press reported in December 23, 2011, on the effect of bullying on youth suicide. The surge of youth suicide is most apparent after rape, with three in ten victims committing suicide after the incident. The latest reports of suicides caused by bullying and harassment show a large social impact. The most recent report at the time the article was written occurred three days prior, December 20th, near the apartment complex of a high school girl in Daegu. School bullying is blamed for her suicide. The majority of school violence victims report a severe level of suicidal thoughts or self injury, indicating a growing problem.

The Cheongyedon Youth Violence Prevention Foundation conducted the 2010 National Survey on school violence. The results list 60.8% of respondents feeling emotional pain with 13.9% stating the pain is so severe that they wished to die. The frustration and dismal feelings that lead to student suicide are partially caused by a lack of resources available to help victims. according to the students felt the impulse to kill 30.8%, school violence,

In 2010, due to school violence experienced, suicidal thoughts and self injury increased the number of counseled students. Seeking counseling is found to help reduce depression. The results show that students are willing to ask for help or guidance if it is readily available as opposed to attempting suicide.

Students report the pain of school violence

60.8% of students report painful emotional impacts from school violence in the last year. School violence must be viewed as a very serious problem.

<Table 10> Emotional Response of Students who Suffered School Violence

Item	Frequency (person)	Percent (%)
Painful enough	58	13.9
Very Painful	83	20.0
painful	112	26.9
No Very painful	123	29.6
No painful at all	40	9.6
Total	416	100.0

School violence and suicidal thoughts

Of the 3,560 students surveyed, 11.65% responded to the question of whether they have contemplated suicide in the past year as a response to school violence. 69.2% denied suicidal

thoughts over the course of the past year. 14.7% stated they have experienced suicidal thoughts 1-2 times in the past year, with 4.6% reporting suicidal thoughts 1-2 times per month. 3.9% of students surveyed report suicidal thoughts 1-2 times in the past week and 7.7% of students report they contemplate suicide continuously.

<Table 11> School Violence and Suicidal Thoughts

Item	Frequency (person)	Percent (%)
No	287	69.2
1-2 times a year	61	14.7
1-2 times a month	19	4.6
1-2 times a week	16	3.9
Continuously (10 times or more)	32	7.7
Total	415	100.0

※ No Answer: 3,145 people.

Victims of School Violence Requesting Help

Results show that 71.2% of students did not ask for help after an act of school violence. For students who reported having suicidal thoughts 1-2 times per week, asking for help reduced the number to 2.3%, down from 5.1% for students who did not seek help.

<Table 12> Victims of School Violence requesting Help

Item	Frequency (person)	Percent (%)
Requested	175	42.5
Do not ask	237	57.5
Total	412	100%

※ No Answer: 3,145 people.

Why Victims Do Not Ask for Help

Students who stated they do not ask for help for problems with school violence were surveyed to ask why. Options included: "It is too difficult", "I did not think anyone would care", "I am scared of reprisal", "I am embarrassed" and "I did not think it was too serious".

<Table 13> Why Victims Do Not Ask for Help

Categories	First		Second		Third		Weighted score	Ranking
	frequency (Person)	Percent (%)	frequency (Person)	Percent (%)	frequency (Person)	Percent (%)		
Too difficult	189	27.8	150	33.6	64	17.1	931	1
I did not think anyone would care	131	19.2	74	16.6	96	25.7	637	2
I am scared of reprisal	89	13.1	94	21.1	77	20.6	532	3
I am embarrassed	105	15.4	44	9.9	51	13.6	454	
Scolding	34	5.0	37	8.3	32	8.6	208	
I did not think it was too serious	74	10.9	45	10.1	48	12.8	360	
Other	59	8.7	2	0.4	6	1.6	187	
Total	681	100	446	100	374	100	-	-

※ No Answer: 2,879 people, 3,114 people, 3,186 people.

3. Past and Current Response to School Violence

Starting in 1990, there existed an interest in school violence based on victim response(Mun, Yong-lin, 2010). The two most troubling responses to school violence include suicide or no response to the problem at all. In 2011, four percent of students between ages 15 and 19 that committed suicide cited school violence as the determining factor(Kwak, Young-kil, 2011). From 2006 to 2010, 735 suicides were committed as a response to school violence in primary and secondary schools(Lee, Hyo-sik, 2012). As was previously mentioned, the suicides of two students in December 2011 prompted the response of the National Police Agency.

A lack of response can be devastating as well. For victims of school violence, especially of a sexual nature, lack of reporting is as high as 70 percent(Kim, Deul, 2007). Not only must the victims suffer knowing no justice has been done, but the offender is free to continue his or her violent acts on other students.

III. Police Response to School Violence

1. Problem

The main problem is police are failing to recognize the severity of serious youth crimes that can affect any growing youth. The police do not address the problem with the seriousness it

requires because they are preoccupied with more serious adult crimes.

A secondary issue is the lack of prevention on the part of the police force.

Third, the legality of preventing a crime is an issue. The School Violence Counter Plan Autonomy Committee prescribes that youth professionals, police and lawyers should be fully involved. In reality, however, it does not work as planned. Prevention laws are geared towards protecting and supporting the victim but have been noticeably mishandled.

2. Solution

The first step in reaching an amicable solution is changing the perception of school offenses to be recognized for their severity. In doing so, it will professionalize and redistribute manpower. To effectively solve the problem, the local community should be focused on doing public activities rather than passing the problem to law officials.

Secondly, the police force should be involved in prevention of school violence. The ways it can be achieved is by improving the local school police system and creating better juvenile law systems. The latter will help students focus on their school life and may prevent the youth from becoming an adult criminal. Criminal punishment should be a secondary concern, with the primary efforts geared for early detection and proper guidance. In doing so, human rights will be better protected and may prevent a second conviction, especially in the case of minor crimes. Public sympathy should also be promoted in order to allow a second chance for offenders. The paradigm shift causes police to focus on handling crime before it occurs instead of after.

Finally, there exists a need to broaden the School Violence Counter Plan Autonomy Committee by including student representatives and editing laws regarding violation of school rules. A reward system should be implemented for the student who reports the crimes. Moreover, there should be a punishment for protecting offenders and considering practical sanctions for not following the legal guidances intendedly.

IV. Why School Violence Occurs

1. Problems at Home

Violent behavior in children and teens should be approached by first looking at the home life of

the offending students. Students are more likely to join gangs or become bullies in households lacking parental supervision, whether through a working single mother or dual income households(Kim, Deul, 2007). Other issues include harmony in the family and parental attitudes towards scholarly success. A close relation has been found between parental attitude and harmony with the increase in possibility that the child will resort to "verbal abuse, harass, extortion, physical violence and emotional violence"(Kwak, Young-kil, 2006: 151-157).

2. Teacher Involvement

Education Minister Lee Ju ho understands the important role teachers have in recognizing violent acts against their students. He realizes, however, that many teachers or other school staff take measures to hide any incidence of school violence for any number of reasons(The Korea Times, c. 2012). When school administrators take deliberate measures to cover up violent acts in their school, it only serves to enable the offenders and continue to harm the victims.

3. Lack of Punishment

Swift and appropriate punishment for offenders is a necessary measure in helping to properly address the issue. The problem, however, is that most students who commit school violence receive very little in the way of punishment. In 2010, 14,605 students were reported to commit various acts of violence in or around education facilities. 39.2 percent of those students were forced to help with school services while 18.8 percent were made to service the community. 6.4 percent of offenders were ordered to issue a letter of apology to the student or students they wronged. Only 14.7 percent of students, however, were transferred or suspended from school, with 0.8 percent being expelled entirely(Kang, Shin-who, 2010).

4. Stress

While no human being can go through life without various stresses, the current education system has been shown to place too much scholarly stress on students. Such stressors include the heavy competition during college exams and in the time leading up to them. The stress is "responsible for making alienated students turn violent"(The Korea Times, a, 2012). Long term solutions take into account that the current education system is setup as a competition, which

must be changed. Students should also be trained to be productive and good members of society, which the education system can help focus on(The Korea Times, a, 2012).

V. Proposed Solutions

1. Current and Past Legislation

January 29, 2004 marked the creation of the School Violence Prevention and Suppression Act. The act required the coming together of private groups and multiple governmental organizations. In the year 2005, the Ministry of Education, along with other relevant ministries, established the School Violence Prevention and Countermeasures Plan, the first of many five-year plans designed for short and long term help. The first plan began in 2005 and ended in 2009, with the second beginning in 2010 and ending in 2014. The overarching goal is to improve student safety within the school environment.

The School Violence Law is a school policy for the prevention of violence and provides procedures for informing government and related agencies so proper measures can be taken. Since its incarnation, the School Violence Law has undergone eight amendment processes. One reason for the revisions was to expand the concept of "school violence", such as sexual abuse. Other reasons for revision were to include parental responsibility and to receive special training for parents of offenders.

The next piece of legislation came in 2004 after the enactment of laws by the government regarding school violence. The plan was their first five-year plan for school violence prevention, and has since been established and implemented. The plan is comprehensive and long-term with goals to eliminate school violence by working with schools, school districts, government agencies, local governments, communities, professional organizations and various professionals.

The first five-year master plan laid out four key strategic directions and is comprised of five main tasks. The first challenge is to prevent and eradicate school violence. The second task is to support operations that attempt to help with school violence. Third, to support the school in its efforts to eradicate school violence. Fourth, enhancing the professional guidance of students by teachers. The fifth and final task is to strengthen protection of victims and attempt to rehabilitate perpetrators. In doing so, these social initiatives set the mood and detail major goals for cooperating ministries to accomplish together.

The Ministry of Education, Science and Technology has been asked to perform a School Violence Countermeasure Analysis and Improvement, another five-year plan. Its goal is to analyze the first performance of the aforementioned basic plan to create a follow-up one that takes into account the passed initiatives and government measures put forth during the first five-year plan. The goal is to provide school violence prevention education and to strengthen protection of students outside of school. The first five-year plan for school violence prevention showed that installing CCTV in schools would potentially reduce the violent acts while simultaneously allowing school officials to witness all acts of violence on school grounds.

2. New Reactionary Solutions

The current system for addressing school violence is almost entirely in response to acts of violence committed by students. In fact, the investigations for school violence have been prompted by related student suicides, as mentioned previously. Responding with appropriate action in a swift matter gives a sense of consequence for students, providing a deterrent for would be offenders and a sense of justice for potential victims.

1) Parental Responsibility

With many cases of violence caused by upbringing, the first approach is logically to focus on home life. Addressing the parent child bond can be achieved with the aid of central and local government agencies. The goal is to allow or even require parents to attend parenting education classes or programs that encourage open communication between parent and child(Kwak, Young-kil, 2006: 151-157). Prime Minister Kim Hwang sik's administration also proposes mandatory education sessions for the parents of bullies(Lee, Chang-Yong, 2005: 203-225).

2) Teacher Empowerment and Accountability

The aforementioned problem with teachers and school officials covering up school violence activities is partially due to the lack of teachers to properly punish the behavior. Currently, a solution proposed by Prime Minister Kim Hwang sik includes addressing the lack of power teachers and school administrators have when it comes to suspension. The existing system requires parental consent in order to suspend, transfer or expel a student; the new program,

however, would allow schools the power to perform those actions without parental consent. Teachers found to continue covering up incidents will be subject to punishment. In addition, a suggestion to place two teachers in homeroom classes allows one teacher to focus on education with the other to focus on punishment(Lee, Chang-Yong, 2005: 203-225).

3) Increased Punishment Severity

Another approach to the school violence problem is to increase the severity of punishment. In addition to allowing the school administration to suspend, expel or transfer students without parental consent, some suggestions for the school violence problem advise giving negative marks on college admission. The longer term punishment scenario also includes that penalties are documented on the permanent record of the offender, "five years for primary and middle school students, and ten years for high schoolers after their graduation"(Lee, Chang-Yong, 2005: 203-225). For repeated bullying, the perpetrators will be monitored by the police.

3. New Precautionary Solutions

Focusing only on those who commit school violence, and only after the violence is committed, is a one sided approach to the problem. Other approaches involve offering support for victims and implementing measures to prevent school violence from occurring. Preventing school violence through education and victim empowerment is another necessary avenue to use.

1) Energy Management

To vent pent up energy, government agencies implemented a mandatory increase in physical activity. Middle school students have seen their physical education classes rise to four hours a week, double what they were only a few years prior. Students are also required all students to participate in at least one school supported sports club(Lee, Chang-Yong, 2005: 203-225).

Negative energy may be the result of anger built while playing violent computer games or even the lack of physical activity experienced during long bouts of online game play. For the aforementioned reasons, the government made the decision to integrate a "cooling off" period for adolescent gamers by having an automated shut down built into violent online games(Lee, Chang-Yong, 2005: 203-225).

2) Student Support

Education plays a part in how a person responds to situations and whether that response includes violence. Some suggestions to tackle the issue of random violence includes ethical education for students that begin in the formative years(Lee, Chang-Yong, 2005: 203-225). Allowing for anonymous reporting and making the reporting process easier for the victim is another measure taken into account to encourage the reporting of violent acts(Lee, Hyo-sik, 2012).

For school violence of a sexual nature, thorough sexual education classes are proposed. The fear and shame associated with sexual crimes, as well as the acts themselves, are partially due to the lack of understanding of what appropriate sexual behavior is. Anthropology Professor Kim Yang joo states that the sexual violence is a poor attempt at mimicking the perceived sex acts that occur in the media. Appropriate sexual education as a requirement can help address the problem. Sexual education classes have been implemented at Holston Girls' High School and describes them as "practical sex education, not abstrict depiction"(Kim, Deul, 2007).

Finally, teachers may be required to have one on one counseling sessions with their students. The plan is to open dialogue between students and teachers. In doing so, students feel more comfortable reporting problems to teachers and educators are able to better understand the problems and potential offenders in their own classrooms(Lee, Chang-Yong, 2005: 203-225).

3) Safety Zones

School grounds and after school education facilities are not the only places where school violence occurs. It is also found en route to and from school and other education centers. The use of surveillance cameras is one such proposal, with another to increase police involvement and authority in and around the school.

VI. Closing Remarks

Until now, the status of school violence and its handling were to look at the acts and focus on the future. School violence measures examined challenges in order to move forward. What was not seriously taken into account is that, during adolescence, the drive of the teenager is to gain independence from parents while forming his or her own identity, which sometimes leads to

deviant behavior.

It is during the adolescent developmental process when school violence occurs and it can be a great challenge for a victim's mental or emotional state. In some cases, physical scars are also left. Victims can experience depression, physical damage or severe adjustment disorder in response to school violence; some students even become violent themselves. In some extreme cases, a student may feel that suicide is the optimal answer to the problems inflicted by school violence. Parents of victims, as well as the victims themselves, may have difficulty adjusting to a normal life. Thus, mental, emotional and physical school violence or other deviant behavior should be handled appropriately.

The victims, however, are not the only ones who suffer. Many offenders do not act randomly and instead act as a psychological response to low academic achievement, family problems and lack of interpersonal skills in addition to adjusting to school life as other students do. Korea places a particularly high importance on the value of academic achievement, which can cause a great frustration in the home if a student fails to meet personal or parental expectations. The frustration may accumulate and release as an act of violence in school. As the problem persists, more frequent or violent acts of aggression may result of stress and low self esteem.

Measures when considering this aspect of school violence that occurs in adolescence are different from other dimensions of the problem should be approached. Maladjusted or delinquent adolescents can be led in the right direction with proper guidance. Of course, the aforementioned risk factors for school violence offenders should also be considered. The largest problem is the lack of understanding regarding what administrative, governmental or police response is the most appropriate and effective.

Therefore, future acts of school violence prevention and treatment measures focused on the ProCurve may be far from helpful in real life applications. Properly handling a situation involving youth is difficult but must be addressed as soon as possible in the developmental process. The earlier it is detected, the more likely the youth is able to successfully adjust to society. Expanding social safety nets is an important way to achieve this goal.

Properly addressing acts of school violence involves a multi-faceted approach to manage the problems causing, and caused by, school violence. Educators, parents and governmental authorities must work together to reduce incidents. Students must do their part in reporting school violence and understanding why committing cruel acts is a detriment to the school environment and the future of those involved. The task is a difficult one but must be pursued successfully.

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A Study on the Real Condition of School Violence in South Korea

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In December 2011, Gwangju, Daegu and middle school with the pain of violence leading to suicide after the tragic incident occurred, to prevent recurrence of such intense pain and is pursuing development policies. However, until now, the public's interest, as well as private organizations, government agencies, as well as to prevent school violence, and then about school violence occurred after a lot of effort to take measures declined despite the large number of cases of school violence have not diminished. The purpose of this study is to examine the status of school violence in South Korea. Additionally, the study considers the role that government agencies, police, private sector professional organizations, school administration, parents and victims play in the problem of school violence. The study is based on results of studies and surveys conducted by police, government agencies and private sector professional organizations in regards to examining responses to violence that occurs on or near educational facilities.

Key words: school violence, punishment, South Korea, educational problem, Korean police's reaction