

School Violence in South Korea from the Perspective of Coaching Psychology and Counseling

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Abstracts: One of the most pressing problems facing South Korean society today is school violence. This problem causes many instructors to feel hopeless, and many of them take their own lives as a result. This study intends to shed light on the causes of such violence as well as its solutions via the lenses of coaching psychology and counseling. In this study, we will show that school violence in Korea is a result of a cultural phenomenon that is connected with a number of societal issues as Korea transitions into a post-modern society, rather than just being a result of conflicts between students and teachers or parents and teachers.

Keywords: Coaching Psychology, Counseling, Korea, School Violence.

1. INTRODUCTION

Since the 1960s, South Korea, hereafter referred to as Korea, has continued to experience significant economic expansion and has earned the designation of developed nation. First off, Korea's military might be sixth in the world, its economic power (GDP) might be thirteenth, its ability for invention might be second, and its urban competitiveness might be seventh [1]. Because it appeals to people's universal sensibilities, Korean pop culture, the "Hallyu, or Korean Wave," has a significant impact on pop culture worldwide. The astounding essence of convergence that melts various civilizations by fusing the emotions of Western intensity with Eastern tranquility can be witnessed in Korean dramas, films, and BTS's dances and songs [2]. Despite Korea's successes, we also need to comprehend and recognize another aspect of Korean society. This is due to the fact that "school violence" is one of those issues in Korea that is almost as significant to the culture as the beauty of the Korean Wave. In the past, there have been issues with teachers using physical force as a "love rod" or when fights broke out between students. The existing pattern of school violence has, however, deteriorated into a tragic situation where instructors, who had been suffering from enormous despair, finally committed suicide as a result of several acts of violence performed by kids and their parents [3]. 76 Korean teachers committed suicide between 2016 and 2021, a period of five years [4].

The goal of this study is to examine several school violence-related issues from two perspectives: on the one hand, it will investigate the root causes of school violence, and on the other, it will examine the visible school violence that results from conflicts between teachers and students as well as between teachers and the parents of the students—themes that academic fields have not fully explored. It does not cover the issue of violence among students in order to be more effective and focused. We will try to approach this from the standpoint of "coaching psychology and counseling."

2. RESEARCH METHOD

The issue of school violence is not at all a new one in Korean culture. Over a long period of time, as Korea was modernizing, this historical and cultural phenomenon occurred. If we do not comprehend how it operates, we will not be able to come up with a long-term solution to the school violence in Korea. As a result, this study will first employ a methodology to analyze the source regions by segmenting them into three parts before looking at the now-clear school violence in Korea caused by disputes between teachers and students as well as between

teachers and parents of the kids. We first need to comprehend Korea's distinct history and culture in order to comprehend the mental underpinnings of school violence. We will then examine the societal structure in Korea that 'forces' children and their parents to act violently toward teachers, who are frequently the targets of this violence. Thirdly, we will make the case for the requirement of coaching psychology techniques and counseling methodologies in order to successfully complete national enlightenment work, focused corrective work for students and parents who are perpetrators, as well as for the instructors' recovery [5-7].

3. DISCUSSIONS

3.1. Historical and Cultural Root of School Violence in Korea

'Hell Korea' has become a buzzword in Korean culture since 2015 [8]. This phrase describes the suffering of the populace and how difficult it is to survive in the horrible terrain that is postmodern-day Korea. From kindergarten through college, Korean children are forced to grow up in a society that is rife with competitiveness. One must spend a significant sum of money on private education in addition to conventional public schooling because admission to a prominent university almost guarantees a job and marriage. However, many young people who graduate from college struggle to find full-time employment and settle for temporary work, giving up seven crucial aspects of life (career, marriage, childbirth, home ownership, interpersonal relationships, goals, and hopes) [8]. They must be concerned with simply surviving rather than dreaming about achieving what they want to do. So-called successful young married couples who have good jobs still have to put in a lot of effort to maintain their middle-class status in Korea or to make the most of their talents in this environment. They either decide not to have children or are happy with raising just one child in order to balance a profession and a family [9]. The children in the family spend time in outside institutions (kindergartens, private academies, music or sports facilities) in addition to attending regular school, and there is a lack of intensive family ethical education and training from parents as there was in the past in traditional Korean society. This is because both spouses work from early in the morning until late in the afternoon. Parents often treat their only child in the family like a prince or princess and do not find it odd at all because there is only one child in the household. Due to their parents' poor lifestyle choices, these kids may grow up believing that they should only associate with elite or exceptional individuals who can relate to them. Power fascinates this type of young person, who aspires to take the lead in social interactions. They are also shameless and egotistical since they think they are the center of the universe. The tough and sensitive traits of these kids may contribute to narcissism's development and may be an effort to conceal their biologically defective cerebral structure and psychologically fragile self-esteem [10]. The reality of public education in Korea today is that when such students feel that a teacher at school is interfering with their 'unlimited' freedom, they lash out or use foul language toward the teacher.

3.2. School Violence-instigating Social and Legal Framework

In addition to the previously mentioned "Prince's Disease," other factors to consider when studying the causes of parents using violence against teachers include the 'bureaucracy' of Korean social structure and the abuse of the "Special Act on Punishment of Child Abuse Crimes (SAPCA)." In Korean society, those who maintain the law, such as high-ranking government employees, judges, prosecutors, police, and military commanders, are viewed as symbols of power, and they frequently act in a privileged manner to protect their offspring. A senior official at the Korean Ministry of Education filed a report alleging child abuse against the homeroom teacher of his child in Sejong City's elementary school in October 2022, leading to the teacher's dismissal from the job. In a letter to the new teacher, he urged: "Never say anything that holds my child back. You take my child's side wholeheartedly when there is a fight with a peer. Talk to him as if you were talking to a prince because he is a child with the DNA of a king" [11].

As a tool for parents to impose control over teachers, SAPCA is being abused more and more frequently. In January 2014, SAPCA came into being. The issue of parental maltreatment of children in the home was the first focus of its design. This statute states that "anyone may report child abuse to an investigative agency or local government, not only when the abuse is confirmed but also when there is suspicion" [12]. When an allegation of

child abuse is received," law enforcement or local government officials in charge of child abuse must act immediately and, if required, take emergency steps, like separating the perpetrator from the victim" [12]. Because of the abuse of this rule, "there have been 8,413 teachers in kindergarten, elementary, middle, and high schools who have been treated as child abusers over the five years from 2017 to 2021" [12]. In Yuseong-gu, Daejeon City, on September 5, 2023, a teacher at an elementary school killed herself. After a parent continued to accuse this instructor of "child abuse" for four years, she experienced a terrible psychological blow [13]. Despite the fact that this statute has vague language, many teachers have been hurt, even if it is not teachers who are assaulting students.

3.3. Healing for Student School Violence

According to coaching experts Cloud and Townsend, troubled children today frequently engage in actions like "disobeying and not listening to their parents, rebelling against authority, whining, procrastinating, not finishing their work, being aggressive, getting into trouble at school, addiction to hallucinogenic substances, and involvement in violent groups," requesting guidance from parents to resolve these issues through six steps of practical rules that parents can follow [14]. Step one: Identify your child's shortcomings, isolate the problem, and take proactive measures to address them. The second step is to aggressively approach friends and family for help [14]. The third step entails leading by example for your children, starting with you. Step four: Develop a strategy that is suitable for your child's situation. Step five is that the strategy plan should be completed with your child. Consistently following up is step six [14]. In order to prevent future recurrences of the same issues, we must therefore gently but firmly explain to our children what they have done wrong and what should happen as a result of their error. The following should be handled with caution: When our kids make clear mistakes, we often lose our temper and emotionally criticize them. Teachers could feel the same way about difficult students. However, reprimanding someone verbally or violently never helps to find a solution.

An act of power is emotional retribution. We make the error of teaching kids how to get retribution when we make them pay for disobedience by punishing them in a frenzy. From their parents, kids can pick up on these types of retaliation and eventually behave in a similar way. It is important for us to remember that our children can learn from the sense of power and control that our emotion-based punishments engender. The ultimate purpose of calmly pointing out children's errors and requesting that they be fixed is to restore them to holy, healthy human beings, not to make them the target of their parents' harsh punishment. The emotional sway and control that parents exercise maintain a mistaken focus and make it difficult for kids to be honest with their parents. This is due to the possibility that punishment, by emphasizing the behavior over the child's heart, may miss the child's attempts at repentance. Only emotional scars are left by severe punishment for both parents and kids. Therefore, these penalties must end in order to teach children to have a firm and unwavering love for their parents.

3.4. Parental Healing for School Violence

In order for 21st-century civilization to focus on the quality of life rather than the quantity of life, parents who are involved in school violence appear to need to develop a new understanding of history and the idea of the human community. In light of this, it would be preferable for the Korean government to make arrangements for troublesome parents to obtain civilized instruction from qualified counselors for a set amount of time as opposed to condemning them to severe legal penalties. At this point, the counselor must have the ability to convince the client that cultural maturity, economic prosperity, and social equality will be the prerequisites for a happy life that transcends the fragmented, egocentric lifestyle of postmodern society. This counseling ability calls for humility in order to listen to the client with great empathy for his errors rather than passing judgment on them. To listen and be humble, one must refrain from criticism. This is due to the fact that facing judgment from others such as condemnation or criticism is one of the most trying mental states for a person to handle. In order for the client to readily express his or her flaws and traumas, a competent counselor must demonstrate a shared mentality. Counselors also have a responsibility to educate their clients. Counselors should pay close attention to one of these instructional and training techniques in particular: asking questions.

Why are questions necessary? Because they prompt thought, focus the mind, and encourage in-depth contemplation and analysis, questions are a crucial teaching strategy in education [15]. Through probing inquiries that demand an answer, either vocal or mental, a counselor can more clearly convey the veracity of their statement or conversation. The counselor makes his or her teachings understandable, straightforward, and purposeful by frequently employing a question-and-answer format, which enables the people he or she assists to search their souls. A counselor's inquiries have the power to spark thought and discussion, solicit data, compel a response, explain problems, apply truth, and stifle detractors. The client is involved in a teaching-learning process as a result of the counselor's inquiries, which also stimulate the client's memory, reflection, evaluation, and motivation to alter what is problematic in order to improve his or her life [16]. Finally, the counselor needs to exude delight to attract clients. To put it another way, the counselor needs to be friendly. This is due to the fact that those in need of assistance want to know whether the counselor is pleased to see them and whether they are feeling receptive to receiving it. By regularly showing anger or subjecting the client to forced piety, the counselor could foster a depressing environment. Because they deal with people's issues, suffering, sin, and stress all day long, counselors could have a pessimistic outlook. Even when the client is a 'sinner' who has erred, the counselor must be incredibly upbeat and see the "divine" potential in him or her [17].

3.5. Healing Of Teacher Suffering from School Violence

A teacher's healing must be accomplished through a very individualized, one-on-one approach with a qualified counselor. At this point, the counselor must actively empathize with the instructor, who is experiencing intense mental distress like sadness, in order to actively access the teacher's deep inner world. The counselor must firmly establish the notion that the instructor is a friend, not a foe. The Korean National Assembly must simultaneously draft fair laws to safeguard both instructors and students in order to uphold both their respective legal and human rights. The Ministry of Education of Korea must inform the young elementary and middle school students of Korea about the distinct differences between pupils and teachers. The importance of treating teachers with respect and affection should be instilled in children by their teachers. The best approach for teachers to avoid school violence, though, is for parents to educate their kids at home.

Expert in the subject Joanna Teigen has provided "Five Ways to Avoid Raising Spoiled Kids" as advice for raising kids. Delaying the kids' satisfaction is the initial step [18]. We all have a natural urge to get what we want as soon as possible. Although a few minutes of waiting can seem like years when we are driving through a red light, as adults, we can gain the patience to wait. Korean kids lack patience because they are used to being treated like princes or princesses, which makes them impatient. They require continuous training since they must wait. When kids obey and listen to their parents, they may be rewarded with a little sum of money, secret hugs, congratulations, or even invitations to their favorite games, where they will practice waiting. As a further option, they might "stick fun stickers on their calendar" to indicate the dates of important occasions. They will soon realize how true it is that "good things come to those who wait," an old proverb [19].

Teach your children to contribute and serve others as a second option [18]. Children are possessive and self-centered when they are young. They declare, "This is mine!" far too frequently and without hesitation [18]. The best treatment for your youngster, if he or she has developed this selfishness sickness, is to lend a hand to others [20]. Teaching young people how they can take care of and assist their parents in basic ways is useful. Even small children can assist in loading groceries into their parents' vehicles or putting clothes in the dryer [18]. This alters the status of the children from being visitors to becoming useful and necessary family members.

Teach the concept of "less is more" as a third strategy [18]. The house could become a landfill due to the avarice of the kids. Parents or relatives who buy gifts for kids because they adore them end up wasting money on toys, new clothes, snacks, etc. We must establish rules that go above the drive to own and offer more joy if we want to teach youngsters that this sad lifestyle of possessing too much is never happy [18]. Donating toys or clothing to people in need will teach your kids the joy of giving. Parents will observe their children change into individuals who value quality above quantity [21]. Furthermore, your children will discover the benefits of living in a social group that rejects the world's fallacy that having more is better and thrives on helping out neighbors with surplus material

resources [22].

Teach your kids to be appreciative as a fourth approach to helping [18]. We think we deserve to be granted even the most basic privileges because of our flawed human vanity. Children who have a fictitious sense of entitlement act ungrateful and grumble instead of celebrating, and they are also more greedy than they should be [23]. Remembering the names of the different gifts our children have received can help us ensure that they are properly qualified. Let your children send thank-you notes by mail to their relatives, parents, or grandparents for their presents. Teach your kids to use humble words like "thank you" and "excuse me." Before they go to sleep, have the kids record their blessings for the day in a journal [24]. On all occasions and holidays, including Thanksgiving and Christmas, be joyful and grateful [18]. Children will be seen as fully qualified by others and will avoid acting out or becoming delinquent if they do this.

Make it clear to your kids that you take care of everything [18]. The pressure on parents to fulfill all of their children's aspirations is immense, and they frequently make compromises in order to do so. The children, however, view the parents' sacrifice as their own, and they develop a whining habit if the parents' sacrifice does not even remotely satisfy them [18]. Teachers are subjected to this sort of unacceptable conduct in schools. Spoiled children are the result of their parents' choices, not the other way around. In order to persuade children who are insatiably greedy and need to be made aware of the struggles and assistance of their parents or other relatives, educational training is necessary [25].

4. RESEARCH FINDINGS AND SUGGESTIONS

4.1. The Historical Context of Korea

It is now obvious that Korea's historical and cultural context has played a key role in the development of school violence, which is a result of Korea trying to thrive within a post-modern society's competitive framework. The most intelligent young people in Korea are moving to or around Seoul, the country's capital, in search of a better quality of life in this cutthroat environment. This is due to the fact that they want to study at renowned institutions and then obtain employment after they graduate. Because they come from all over the country, the population is concentrated in the metro area, and as a result, there is a serious housing scarcity, which is a strange occurrence that keeps happening. The metropolitan area's land and housing costs are so high that they are often criticized because there is an imbalance between supply and demand for housing. Young couples need to continue saving for the remainder of their lives in order to buy their own homes. When they have kids, those kids start doing extracurricular schoolwork at an early age and go through the hardship of always living in the same competitive world as their parents. School violence is one of the ways some Koreans who struggle structurally in this society have lost the humanity they deserve and have displayed a self-centered mentality of putting themselves first. Consequently, the Korean government must encourage the nation's development in a balanced manner by redistributing the population from the urban center to the provinces. It is also vitally necessary to develop and implement plans to support or relocate prestigious new colleges and industries to the area. The Korean government also needs to establish the conditions for childbirth and child education that are required without putting too much pressure on the parents. It would be practical to develop a system that would permit one member of the partnership to take parental leave at a time when kids unquestionably need love and care from their parents as they grow up.

Korea's most rural areas are currently vacant. It is difficult to observe young individuals or children since there are only elderly people who are close to passing away from old age. Healthy individuals are moving to the metro area or major cities because it is nearly impossible to develop middle-class economic power while living in rural areas. Foreign laborers who come to work in rural and fishing communities after entering Korea on short-term visitation visas or through overseas marriages handle a large portion of the jobs. It is untrue that there are no strategies for quickly reviving rural communities. It is anticipated that rural communities will experience a startlingly rapid revitalization when retirees from urban areas or large cities relocate there. Occupational groups like auto repair shops, schools, hospitals, barbershops, laundromats, and bathhouses can easily be established if former college professors, teachers, government employees, and bank employees who receive sizeable retirement

benefits each month find like-minded people, form a group, and live in a rural village community. People may move to the country for these professions in order to escape the smog and noise of the city. It would be preferable if the central government of Korea took the initiative to promote this and local governments fostered the conditions necessary for these movements to take place [26].

4.2. The Irony of SAPCA

As we have seen, the irony is that SAPCA was enacted with good intentions, but in reality it has turned into a terrible weapon to oppress teachers. To protect both instructors and students from this danger, the Korean National Assembly must pass more comprehensive and useful regulations that offer reciprocal protection.

4.3. The Need for Coaching Psychology and Counseling

The Ministry of Education in Korea should be encouraged to advise that at least elementary and middle schools be given access to professional coaching psychologists or counselors in order to establish a system to identify and heal issues of conflict between instructors and students, as well as between teachers and parents, at an early stage [27]. Why are coaching psychology and counseling important? Coaching is "the art and practice of assisting individuals and groups to move from where they are to where they want to be" [5]. Through coaching, people or organizations going from the present to the future are able to see the potential they already possess and develop it [6]. Their confidence and perspective on life have increased as a result of this progress. By conversing with and engaging the coachee, the coach builds a proper worldview on life. The coachee can set direction and goals for their lives with the aid of this method. In a horizontal interaction with the coach, coaching psychology aims to assist the coachee in problem-solving on his own.

Many Korean teachers currently find themselves in a desperate situation and believe that their only opportunity to get out of it is to pass away. Finding individuals or institutions in Korean society who can help them with their problems is extremely tough for them. So, in order to effectively counsel a teacher, a professional counselor needs to be able to employ interpersonal intelligence to fully comprehend the teacher's suffering. The counselor must convey to the client (the teacher) that he or she may be the "possible helper" and must create in the client the idea that if the teacher survives and pays attention to the counselor, there will be hope for the future. The counselor must convey to the client that the counselor has "unlimited" empathy and interest, meaning that "no matter what happens, I've got your back." The counselor must completely refrain from offering any of his or her own critical viewpoints and humbly listen carefully to all of the client's issues.

4.4. Parental Responsibilities

It has come to light that their parents are to blame for the "prince or princess disease" that has afflicted Korean culture. In order to treat the spoiltness and selfishness of these youngsters, parental direction and teaching for moral development are required [28]. Every family's parents are expected to make a substantial contribution to Korean society and mold their children's personalities. Parents can have this influence, but there are some precautions they must take. Parents need to stop overprotecting their children if they want to prevent them from falling into the self-indulgence trap. Obviously, they should not be so endearing that they give them everything they desire, let them detest everything they hate, or even do their homework for them [29]. Because of this excessive protection, children begin to think that they are the most important individuals in the world and that everyone else is less important than them. This egocentric entitlement mindset has developed over time. It is a procedure that gradually takes shape and often comes about as a result of a parent's well-intentioned parenting style [30]. The school community is worn out and irritated when these kids show up for class and act rudely or ungratefully toward their teachers or their classmates. Thus, the "prince or princess disease" brought on by overprotective parenting needs to be addressed as the root of the social unrest in Korean society [31]. It should go without saying that the perceptions of parents, who see teachers as criminals and students as victims, must also change. Parents need to be aware that teachers' rights to education should also be upheld, and they need to avoid interfering with or putting unreasonable demands on them [32]. Conflict patterns between the two parties can be prevented by building a collaborative learning environment where both teachers and parents can profit. Children will notice changes in their

parents' opinions and attitudes toward teachers if parents trust and respect their work [33].

CONCLUSION

School violence in Korea is a phenomenon brought on by a variety of circumstances, and it has been discovered that treating it simply as a parental, student, or teacher issue will not be very effective in resolving it. The rapid transformation of Korean society into an advanced nation has been shown to have had a negative effect on teenagers' mental health by instilling a high level of competitive psychology throughout families, schools, and the entire community and culture. Without a doubt, the "Hurry, Hurry" culture that gave rise to Korean society has made significant contributions to the world in many different ways, particularly by leading economic development, the Fourth Industrial Revolution, and the creation of the "Korean Wave" subculture. However, at the same time, troubling issues like school violence have manifested in the background. Although challenging, this problem is not insurmountable. The outcomes will unavoidably be positive if the Korean central government, the National Assembly, and the Ministry of Education move forward with the implementation of a number of new innovative reforms and dispatch specialists who provide professional coaching and counseling, as well as if the family, the most important basic institution in society, teams up with schools and collaborates with one another.

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