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A Psychological Interpretation on NORTH KOREA's NUCLAR Program Issue: Focusing on Kim Jong-Un's Personality Analysis

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Abstract

This study analyzes the individual psychology of Kim Jong-un, who exercises absolute power over nuclear development in North Korea, in order to understand the issue of North Korea's nuclear capabilities from a psychological point of view and to provide implications for solving the problem. 'Personality' is a concept used to explain a person's behaviors. Allport theorized that personalities develop during the process of adapting to environments, and personalities structured in this way demonstrate coherent patterns of feelings, thoughts and behaviors. Therefore, identifying a person's personality is important in that what he thinks, how he feels, and how he behaves can be predicted. Until now, there has been very little micro-approach, such as to the personalities of individuals, in the subject of North Korea. However, it is also meaningful to understand the psychological characteristics of this individual autocrat due to the nature of the North Korean regime, in which Kim's family members monopolize power following the lead of Kim Il-sung, Kim Jong-il, and Kim Jong-un. In particular, the issues of North Korea's nuclear development and launching projectiles are highly dependent on the will and determination of Kim Jong-un. Therefore, Kim Jong-un's personality is likely to have a direct impact on the North Korean nuclear issue. Based on various testimonies and data, there is no doubt that Kim Jong-un's personality is self-centered, ostentatious, and impulsive. However, as Kurt Campbell, the former US Assistant Secretary of State for East Asia has stated, it is difficult to say that his personality is "unpredictable" or "violent". As a son of an autocrat, he was raised exercising absolute power. The environment where his desire can come true without deficiency might have led him to become self-centered and ostensible. These personality traits can affect his decisions regarding the nuclear issue. According to Fujimoto Kenji's testimony, Kim Jong-un said that he shoots missiles "impulsively" if he felt ignored or if his relationship with the United States could not be resolved. When considering his self-centered and ostensible characteristics, it is possible to predict the time and condition where he can be impulsive. The predictability of Kim's behaviors lies in the type of character he possesses. Kim Jong-un is thought to be someone with a self-centered, impulsive and ostentatious personality, and can be classified as having a narcissistic personality disorder. A person with narcissistic personality establishes relationships with others only to reveal his superiority, and experiences a sense of humiliation and frustration in situations where he cannot do so. However, in cases where the superiority is frustrated, narcissistic personality has a tendency to maintain his sense of superiority through self-rationalization rather than changing external conditions. Such nature of North Korea's society and Kim Jong-un's personality provides the following implications regarding the North Korean nuclear issue. First, it seems that there is virtually no reason for Kim Jong-un to give up the country's nuclear capabilities due to the practical and psychological benefits (superiority) they hold for North Korea and Kim Jong-un himself. Second, however, it is unlikely that North Korea will use its nuclear capabilities to launch a preemptive attack or war considering Kim's narcissistic personality. Third, the messages implied in North Korea's behaviors in relation to their nuclear capabilities still need to be considered carefully.

1. Introduction

Various analyses and different approaches have been made on North Korea's activities, including the North Korean nuclear issue, but most of them were conducted on the assumption that fundamentally, North Korea will act in a rational and reasonable manner. However, North Korea's actions such as the succession of power for three generations, the consolidation of systems even in the face of other communist countries' collapses, and the development of nuclear weapons with enormous funding during serious economic crisis, which cannot be found elsewhere in modern society, cannot be understood in a reasonable and rational manner. Therefore, new attempts are needed to explain North Korea's actions at this point, as understanding of the North Korean nuclear issue remains stagnant.

In this study, we try a psychological approach as an alternative explanation for the occurrence and progression of the North Korean nuclear issue. In particular, the leader of North Korea, Kim Jong-un's personality is analyzed on the premise that his personal characteristics may be closely related to the North Korean nuclear issue following the nature of the North Korean system that allows one person to exercise absolute power. First, based on the testimonies and observations of the people surrounding him, Kim Jong-un's personality is described. His behavioral patterns are then defined and his predicted personality type is considered based on the extracted personality traits. Later, the impact of his character on the issue of nuclear development is analyzed and implications are made accordingly.

2. Kim Jong-Un's Personality Type

Synthesizing the statements of the people around him and who were present since his birth and upbringing, and taking his actions after his reign power into consideration, there is a good possibility that Kim Jong-un

has a Narcissistic personality disorder. Narcissism refers to the effort and ability to maintain a positive self-image through various self-regulations, emotional manipulations and actions to control situations. These are driven by the motivation to pursue self-development and the desire to inflate self-esteem[1]. When these self-loving actions produce a backfiring result, it is called as a narcissistic personality disorder.

Narcissistic personality disorder is a type of personality disorder classified as a Type B personality disorder[2]. Type B shows very emotional, dramatic and whimsical behaviors. Antisocial/borderline/narcissistic/histrionic personality disorders are included in this type. In particular, narcissistic personality disorder is distinguished from other personality disorders among Type B because it shows ostentation, the need for recognition and self-aspect.

Normally, narcissism is divided into overt narcissism and covert narcissism[3][4]. Overt narcissism is where narcissistic attributes are evident to others and can be observed objectively. Covert narcissism does not show bragging or arrogant behavior on the outside, but possesses narcissistic attributes in oneself.

In reality, however, one can have overt narcissism while showing some aspects of covert narcissism; this goes for the opposite and categorizing these separately can cause confusion[5]. Therefore, narcissism can also be divided into narcissistic grandiosity and narcissistic vulnerability or hyper vigilant. Narcissistic grandiosity is when the 'typical' narcissistic attributes are exposed externally. The major characteristics of narcissistic vulnerability are that they do not show external behavior, but one becomes sensitive to minor failures or external evaluations and can easily get hurt and frustrated. Other than those, Millon subdivided this disorder through clinical observation into elitist narcissist/compensatory narcissist/unprincipled narcissist/amorous narcissist depending on which direction one's externally evident narcissistic aspects and dynamics are leaning to[6].

Analyzing Kim Jong-un's personality with the data aforementioned, he falls in the category of overt narcissism that shows external narcissistic behavior rather than internal behavior. He also reflects traits of narcissistic grandiosity rather than narcissistic vulnerability, in which people are easily frustrated due to high sensitivity to failure. He corresponds to Elitist narcissist among Millon's classifications. Elitist narcissism is a type where one is captivated by the thought that he/she is a superior compared to others. He or she will aggressively pursue 'first classism' and is obsessed with receiving society's recognition and praise.

Kim Jong-un reflects some compensatory aspects regarding his mother(Ko Yong-hee)'s class, but they are not very distinctive. In the media, he can be seen as an intemperate type, but with regards to what he needs, such as public self-image and nuclear related technology, it is difficult aspects to interpret them as exploitive.

Kim Jong-un's narcissistic behaviors seem to naturally reveal his experience of the privileges he has enjoyed since childhood, as the son of Kim Jong-il, the supreme authority of North Korea. This study will define Kim Jong-un's personality as narcissistic and deal with his personality traits and its origin along with its relationship to North Korea's nuclear problem.

2.1. Clinical characteristics of narcissistic personality disorder

Narcissistic personality disorder is distinguished from other disorders and normal people in terms of self-perception, interpersonal relationship, cognitive characteristics, and emotional expression. First, the self-perception of narcissistic personality disorder makes people think that they are superior, very special and possess extraordinary rights and privileges. They think that they are superior to laws, rules, morals, and customs. Therefore, anyone who challenges them will be despised and scorned.

Second, in interpersonal relationships, people with narcissistic personality disorders use others to satisfy their own desires. They

cannot empathize with others, and are not interested in or unable to understand their rights, feelings and demands. Since they perceive others to be the medium that helps enhance self-esteem through their approvals and compliments, it is difficult for them to truly appreciate others, sympathize others' situations and feelings from other people's perspective, and also it is hard to establish a mutually beneficial relationship[7].

Third, the cognitive characteristics of narcissistic personality disorder are that they are caught up in fantasies, thinking that they are superior. They also exaggerate their abilities, rationalize failures into successes, try to expand their values, justify how they feel, and even devalue those who do not accept their self-image. They think that all successes are entirely due to their contributions, and blame others for all failures and frustrations[8]. Therefore, narcissistic personality is fundamentally good at rationalizing. Through rationalization, they turn failures into successes, fearful and shameful behaviors into dignified efforts.

Fourth, one of the characteristics of narcissistic personality in emotional expression is low empathy[9]. It is said that their parts of brains which are responsible for empathy are smaller[10]. Overall, they feel well-being based on indifference and calmness, but they easily feel angry and frustrated when they experience failures or when they feel that they are not receiving special treatment[11]. They often expect unrealistic achievements and performances that are in line with the elevated self-image. However, if the results are not as expected, they easily feel a sense of failure. If others do not respond as much as they want(mirror reaction), they feel that they are attacked, and get overwhelmed with extreme anger, hostility and vengeance.

The followings are diagnostic standards for the narcissistic personality disorder. If a person fulfills more than 5 fields, he or she can be said to have a narcissistic personality disorder[12].

1. Has an exaggerated view of oneself
2. Engages in fantasies of endless successes, outstanding beauty, or ideal love

3. Believes that he is special and unique. Believes that only special people or high-class people can understand him, and that he should only be with them
4. Requires excessive praises
5. Has a sense of privilege
6. Acts deceptively in interpersonal relationships
7. Lacks empathy
8. Often jealous of others or believe that others are jealous of himself
9. Arrogant and rude

Based on the testimonies of interested parties, Kim Jong-un's personality reflects the characteristics of the narcissistic personality disorder. According to the testimonies and observations of the surrounding people mentioned above, Kim fulfills at least 1,4,5 and 7. Researchers also point out the exploitative attitude toward others and the sense of privilege as the most maladaptive components of narcissistic personality disorder[13][14]. Therefore, it seems reasonable to assume that Kim Jong-un has a narcissistic personality disorder because of his sense of privilege, superiority that he has boasted ever since his childhood days, and expository and impulsive movements, and his exploitative interpersonal relationships after becoming coming into power.

2.2. Causes of narcissistic personality disorder

Then how did Kim Jong-un develop such a narcissistic personality? As the successor of so-called "Baekdoo bloodline", he must have been influenced by the environment, in which he took all the privileges for granted from a young age and also the social and cultural backgrounds in which North Koreans, including those who closely served the rulers, could not express their objections to the Kim's family. This study will analyze the reason why Jong-un Kim attained such narcissistic personality based on the psychodynamic theory, which gives the most in-depth explanations regarding narcissism.

Freud saw narcissistic personality disorder as where the primary narcissism of an infant becomes fixed. During the newborn period of an infant, they feel that they are very important as they are unconditionally supported and cared for by their parents (primary narcissism). However, as they clearly distinguish themselves from the outside world, they learn to love their parents and experience exchanges of affection, thereby feeling their worth and value (secondary narcissism). When one is expressing love to others and feeling self-worth by responding to the love and affection received from others, it is a mature form of narcissism[15].

Freud's explanation was redefined by Kohut, who advocated self-psychology. Kohut viewed that people with narcissistic personality disorder projected self-importance and immersed in narcissism and illusion of infinite success. These characteristics show that they hide their vulnerable self-esteem internally. Thus, they are developing their self-worth in order to receive constant respect from others. Furthermore, Kohut thought that parents' emotional indifference and emphasis toward achievements influenced their children's narcissistic personalities[16].

Kohut also found that if appropriate failures and discouragements are not experienced, it could develop to narcissistic personality disorder. This is where either experiences of discouragement of infant narcissism are absent or too extreme. If they don't get the chance to realistically correct their narcissistic grandiosity or manage their expectations of the image of their parents but rather strengthened, the idea of 'I'm a great and special person, and the world runs around me' will become fixated with greater conviction[17].

On the other hand, according to Kernberg, an object relation theorist, narcissistic personality is considered to be an exaggerated idea of 'narcissistic grandiosity'. He states that the narcissistic personality developed from the interactions made with mothers during childhood mixed with ideal self-image and mother figure[18].

As stated by Freud's explanation, Kim Jong-un, who has been privileged as a son of the absolute ruler, and as a person who grew up as self-centered and indifferent to other's interests, is presumed to remain at the stage of primary narcissism rather than the mature secondary narcissism. Kim Jong-un, who has been doing everything he pleased since his childhood, is unlikely to experience discouragements. According to people around him, the time when he studied abroad in Switzerland may have been some sort of a frustrating experience, but there was still nothing he couldn't do if he wanted to during that time.

Moreover, Kim Jong-un's father, Kim Il-sung, and his mother, Ko Yong-hee, were indeed 'almighty parents', not only in his imagination, but also in reality. In the North Korean society where Kim's dictatorship, which is passed from Il-sung Kim and Kim Jong-il, and where no one can challenge their authorities, Kim Jong-un's primary narcissism didn't have opportunities to be corrected but only strengthened in an improper way. This ended up developing a narcissistic personality that has stayed in the primary stage.

Narcissistic personality has a high chance of coming from a mother who has a lack of affection, cannot sympathies with her kids and coldly emphasizes success. However, in Ko Yong-hee's case, to compensate for her inferiority of her national origin, she made efforts to make her son Kim Jong-un to be the successor. In this process, her interactions with her son can be seen as strict and achievement oriented. According to the testimony of Kim Jong-un's aunt Ko Yong-Sook, when he would get scorned by his mother, he would rebel by fasting and not talking. This story can demonstrate Kim Jong-un's stubbornness, but before that, it also suggests that his conflict with his mother was beyond the norm.

3. Understanding North Korean Nuclear Issue with Kim Jong-Un's Personality

People with narcissistic personality disorder have unique beliefs and thinking pro-

cesses such as superiority and a sense of entitlement. Their belief system is formed by feedback from parents, siblings, and others during their growth process. Once this belief system is constructed, then a person's positive self-image can be strengthened by selectively paying attention only to information that conforms to their beliefs, and information which opposes their beliefs will be distorted. Through this process, narcissistic beliefs are strengthened and develop into the form of a personality disorder.

When the process of Kim Jong-un's personality development is traced, there are many conditions that may have strengthened his narcissistic beliefs and many narcissistic behavior patterns have actually been observed. Moreover, North Korea's leadership class, in which the atmosphere of self-protectionism is prevalent due to isolated environment of North Korea which is dominated by one-man dictatorship and repeated purges, is not capable of checking and restraining Kim Jong-un's behavior. Therefore, all of North Korea's strategies, including nuclear development, are almost wholly dependent on Kim Jong-un, and it is reasonable to consider that such decision-making processes are closely related to his personality.

Firstly, people with narcissistic personality disorder endeavor constantly to maintain their belief that they are special. Secondly, they use interpersonal interactions to enhance their self-esteem[7]. In other words, those with narcissistic personality disorder establish interpersonal relationship to feel their superiority. Therefore, the North Korean nuclear issues decided by Kim Jong-un must have been closely related to Kim Jong-un's need to satisfy a sense of superiority.

First of all, the nuclear tests and projectile development, which have been noticed during Kim Jong-un's reign, are interpreted as a way to show his presence and superiority in international society. The enhancement of nuclear capabilities and improvement of projectile performance are also evidence which reveal the superiority of North Korea and its leader, Kim Jong-un, and he enjoys the feeling of superiority when South Korea and Japan

are under a state of emergency due to the nuclear tests and launching of missiles, and the strain it also puts on the United States and China.

This clearly shows a difference when compared to the nuclear development carried out by his father, Kim Jong-il. While Kim Jong-il recognized nuclear capabilities as the only card capable of attracting the attention of international society considering the reality of North Korea's internationally isolated situation, and actually used it diplomatically, Kim Jong-un has blocked the possibility of using nuclear development as a means of negotiation, and made the nuclear holding a fact. According to report by Lee Sang-geun, Kim Jong-il would not have stopped the possibility of negotiating with the United States[19]. Of course, his personality is different to that of Kim Jong-il, but nuclear development is very important to Kim Jong-un and it is hard to expect he might give up North Korea's nuclear capabilities in the future.

Therefore, North Korea's nuclear development and missile launches are expected to continue. This is because continuing to send a message to the international community that they have nuclear weapons and that they can actually use them are a real advantage to maintaining their governing system, and to Kim Jong-un's since they provide psychological advantage of his self-satisfaction. Moreover, it is also the best means for North Korea to choose when considering economic sanction. Thus, it is unlikely that any negotiations requiring North Korea's abandonment of nuclear weapons will be effective.

If so, will Kim Jong-un, who is obtaining more explosive nuclear warheads, projectiles that can strike the United States, submarine-launched ballistic missiles (SLBM) that can disable theater of high altitude area defense missiles (THAAD), initiate nuclear war? This study suggests that the possibility is low. To those with narcissistic personality disorder, their first priority is to make conditions in which they can become the best and maintain their superiority. However, an outbreak of nuclear war or a full-scale war with South Korea could result in the destruction of such conditions for Kim Jong-un. Although nuclear

capabilities can be expanded, and can they could strike the United States, North Korea has a limited number of nuclear warheads and projectiles. They also lack the economic and military capabilities to engage in all-out or long-range wars. Despite the grandiose image of himself, it is unlikely that Kim Jong-un, who is well-aware of the actual situation of North Korea, will make extreme choices to eliminate the stage where he feels superior.

However, we cannot be relieved that there will be no extreme choices, such as initiating nuclear war or an all-out war. Since the military and weapons possessed by North Korea could become a serious threat at any time, it is essential to identify and predict North Korea's trends. The current situation with regard to the North Korean nuclear issue continues to be tense. North Korea does not want to give up their nuclear weapons, and the United States and South Korea have no intention of making negotiations until North Korea abandons the nuclear weapons. However, while North Korea is diplomatically and economically pressed, it is true that it is hard to find predictable factors for the future given the North Korea-China relationship, which has strengthened after the decision of South Korea's THAAD disposition.

4. Conclusion

Kim Jong-un's individual personality characters have been examined. Through various observations and testimonies, we can assume that Kim Jong-un's personality is very self-centered, ostentatious and impulsive, and these kind of personality traits can be classified as having a narcissistic personality disorder. This study described Kim Jong-un's narcissistic personality, assumed the causes, and predicted how his personality has already affected and how it will affect North Korea's nuclear issue in the future.

To sum up, North Korea's one man dictatorial regime and social atmosphere, the upbringing with Kim Jong-un taking many privileges for granted from childhood, and the grandeur self-image formed by his father who was a supreme ruler, and by his mother

whom his father favored the most, and interacted the most resulted in Kim Jong-un's current personality. As observed until now, Kim Jong-un's political activities are very introspective and impulsive, and this tendency is reflected in the nuclear issue. In other words, North Korea's nuclear development and the projectile development can be interpreted as tools used to reveal Kim Jong-un's superiority and a strategy to gain an advantageous position in the international community.

However, due to the nature of the narcissistic personality disorder, where one wants to satisfy one's superiority based on self-recognition that they are superior to others, it is unlikely that Kim Jong-un will make a fatal choice of using nuclear weapons. This is because he probably will not want the stage to disappear where he can reveal his superiority. However, when the situation develops into a stage where he will no longer be able to satisfy his desire for superiority, it is possible that he may make a different choice to recover superiority. Therefore, North Korea and Kim Jong-un should be looked closely with regards to such current affairs.

This study has implications in that we have diagnosed and predicted the cause and the process of the North Korean nuclear issue based on the analysis of Kim Jong-un's personal character at a time when the overall situation related to the North Korean nuclear issue is fixated. The North Korean nuclear issue is a strategic choice by North Korea that it has decided on as a nation among different variables such as the economy, domestic politics and diplomacy. Consequently, there may be concerns that trying to understand the nuclear issue from a psychological standpoint based on the analysis of individuals is looking at the issue from an overly narrow perspective. However, North Korea is isolated from the international community and maintains its own unique culture and social dynamism. North Korea has a systematic character with all the powers of the state concentrated on one individual, Kim Jong-un, who is an unprecedented dictator in the world. For this reason, it is for sure meaningful to understand the character of Kim Jong-un, who has the psychological background and collective

dynamics of North Korean citizens and the whole power of North Korea.

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The Effect of MILITARY Academy's Writing Course for Military Cadets' Writing Proficiency

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Abstract

This study examined the effects of a military academy's writing education program on the cadets' development of short- and long-term writing performance with topics of military document. It intends to prove whether intensive writing course participants demonstrate higher grades at the end of a semester compared to non-participants. As academic writing is one of the most important objectives of college education, many universities and colleges offer short- and long-term writing courses for their students. Some of the courses are required, not optional, then the students need to participate in the intensive or developmental course to fulfill the writing assignments. Military officers have to write a daily report, drill & training plan, personnel management report, and many other military documents in their daily routine. They, for their duties, need more than intermediate level of writing proficiency for their long-term career development. Most of the military academies, therefore, offer writing courses in their regular curriculum to satisfy the cadets' educational need. Korea Army Academy at Yeong-choen(KAAY) educates and trains cadets as commissioned officers for Republic Korea Army (ROKA) who are fully equipped with competencies as commanding officers and staffs. Military cadets of KAAY, however, are not provided with writing courses in their regular curriculum although they need more than intermediate-level writing proficiency. For the purpose of this study, 23 participants of the writing program were employed as treatment group and another 23 non-participants were employed as control group. Two research questions guided the study: First, do the military cadets who participate in a military academy's intensive writing course differ from non-participants in regard to writing test score? Second, is there a difference between cumulative grade point average for participants of the intensive writing course and non-participants? The independent variable of the study was defined as participation in the extra-curricular writing course. Participants were those cadets who fully completed the writing course for two months. Non-participants were those cadets who tested into the pretest writing assignment of military resume of less than 3 pages while participants and the non-participants were assigned posttest of writing a document of inauguration remark as a platoon leader. The first dependent variable was the grade of the diagnostic test on both treatment and control groups and the second dependent variable was the grade of the posttest. A t test was conducted to compare the mean pretest writing scores of both treatment and control groups. No significant difference was found between treatment group($M = 61.31$, $SD = 10.53$) and control group($M = 62.07$, $SD = 9.86$), $t(df=62) = -1.03$, $p = .46$. The results of the t test proved the equivalence of the both groups in the regard of writing proficiency. A covariance test of posttest score of writing was conducted to investigate whether a significant difference existed between the mean writing grades of posttest showed a significant difference. The treatment group($M = 73.85$, $SD = 12.08$) demonstrated a higher mean writing grade on posttest(inauguration remark) than the control group($M = 65.29$, $SD = 11.04$), $F(1, 54) = 2.23$, $p = .03$ with the covariate of pretest score.

[Keywords] *Military Cadets, Writing Education Program, Writing Proficiency, Analysis of Variance, Program Evaluation*

1. Introduction

This study examined the effects of a military academy's writing education program on the cadets' development of short- and long-term writing performance. It intends to prove whether intensive writing course participants demonstrate higher grades at the end of a semester compared to non-participants. As academic writing is one of the most important objectives of college education, many universities and colleges offer short- and long-term writing courses for their students[1]. Some of the courses are required, not optional, then the students need to participate in the intensive or developmental course to fulfill the writing assignments.

Military officers have to write a daily report, drill & training plan, personnel management report, and many other military documents in their daily routines. They, for their duties, need more than intermediate level of writing proficiency for their long-term career development. Most of the military academies, therefore, offer writing courses in their regular curriculum to satisfy the cadets' educational need. Korea Army Academy at Yeongchoen(KAAY) educates and trains cadets as commissioned officers for Republic Korea Army(ROKA) who are fully equipped with competencies as commanding officers and staffs. Military cadets of KAAY, however, are not provided with writing courses in their regular curriculum although they need more than intermediate-level writing proficiency.

The researchers of this study, therefore, offered an intensive and developmental writing course for the military cadets of KAAY for two months and tried to investigate the effect of the writing education program. Some remedial and developmental writing courses, as a supplemental class, have been offered intermittently in extra-curricular activities for the cadets at KAAY academic board. The educational effect, however, never been scientifically investigated for almost two decades. This study, therefore, has enough value and

necessity to be conducted for curriculum development and evaluation for KAAY and other military academies.

Jones suggested a guideline for contemporary competencies of college graduates for their current and future career development. He pointed out that writing skill along with speech and active listening is one of the core competencies for a future leader who is capable of personal and massive communication[2]. Writing proficiency is one of the most important competencies of the college graduates, however, it takes students much time to promote. Colleges and universities, recently, have been emphasizing the importance of academic writing to their students and require them to make a writing portfolio[3]. Compared to the emphasis, however, appropriate educational programs for writing has been insufficient because of shortage of budget or qualified faculty.

Educators of military academies, therefore, need to consider offering specially-designed writing course for military cadets who do not have much free time to invest. Lea and Street[4] insisted that there are institutional pressures on academics about the academic writing and those pressures cause conflict between learners and institutions. To solve the problem, researchers[5] of literacy developed a program on academic writing for faculty members and staffs that combined practical strategies for productive writing; rhetorics, structures and styles, and grammar. General components of the writing program, in detail, are (a)helping the writers find topics, (b)developing a focus for the writing, and (c) promoting incremental writing a term coined from discussion in the program referring to writing as a series of short essays[6]. Typical two-month-long writing program is composed of 10 steps like below[7]: 1. Getting started: free writing and generative writing → 2. Personal writing goal: targeting a journal → 3. Developing an outline → 4. Detailed outline: themes and sub-themes → 5. Draft abstract

→ 6. Regular writing → 7. Draft introduction (with feedback) → 8. Write review of literature(with feedback) → 9. Write drafts of all sections(with feedback) → 10. Feedback from journals and resubmitting.

The process was initiated with a start-up meeting, introducing the educational & developmental writing approach and allowing considerable time for discussion of personal writing goals. The most important purpose of the meeting was to establish balance between internal and external motivation. It is important that participants should develop personal motivation for their writing projects; fulfilling the writing requirements might not be sufficient motivation in itself. Further meetings are to be held at what have emerged as key points in the 2-month process: the second meeting, shortly after the rest, maintains momentum and enabled further goal definition; the third, halfway through, provides a supportive stocktaking and forward-planning turning point; and the final meeting, at the end of 2 months, assesses progress of writing projects and the impact of the program on writing practices. For the four meetings, cadets discuss the agendas and personally modify the topics into their own writing projects. Writing education is a time-consuming process that the allocated time is influenced by participants' involvement and effort.

In order to modify the program to its context within a military academy and to enable the research, new elements were introduced. That is, researchers encourage the cadets to focus on the military communication in writing and the official documents having characteristics of conciseness, defectiveness, and secrecy. The institution administrators add internal regulations of the document-production that the cadets have to exercise to implement in order to abide in the military professionalism.

The program was co-managed by a visiting instructor in the role of 'writing expert' and the internal instructors in the role of the 'interim supporter'— helping to maintain motivation by asking questions, showing interest and offering help so that regular writing should keep in participants' agendas. A peer-

writer helping system, the aim of which was to encourage participants to meet in pairs, was implemented titled "study buddy". The study buddies as a couple meet every Wednesday regularly to evaluate their progress, share strategies and to read and give feedback on the working writing drafts. The third new element in the program, developed with the group members, was the introduction of a monitoring process. The monitoring form set the agenda for study peer meetings, encouraged setting of writing deadlines and interim goals, and possibly stimulated motivation and momentum. In addition, it provided a tracking device, giving interim as well as external measures of writers' progress. This helped the internal instructors and cadets to identify difficulties.

That is, participants fill in monitoring forms as a reflective journal completing at every study peer meeting. These forms were developed for three reasons. The first was to give structure to the meetings and the second was to record the writing which participants had done since previous meeting, including details of the amount of time, number of words and sections completed. In this way, progress, however small it seemed, became visible. Finally, the third reason for the monitoring form was to set writing subgoals, including themes and subthemes for the writing project. These subgoals could be matched against recorded progress on the successive monitoring form. Participants could then see whether their subgoals had been met. Generally, they had been exceeded, rarely were subgoals unachieved, but frequently participants were concerned that they had not 'done enough', even though their targets had been met.

This may be an expression of the high expectations they held for themselves. Indeed, researchers observed that participants often set writing targets that were too ambitious. This may be an indication of lack of realistic goal-setting skills for writing or of lack of draft. Monitoring forms helped writers to break the writing into a series of smaller tasks. Beginning writers evaluate this approach make writing more manageable, giving satisfaction and a sense of accomplishment when each task is completed. The forms frequently

demonstrated that writers were working incrementally. As an essential part of the developmental process, meetings of the writing program were designed to allow time for discussion; recurring topics were writing habits, successes, failures, problems, feelings and anxieties. The group facilitators took notes to record participants' ongoing contributions to this dialogue. Their recorded summaries made it possible to track individuals as they engaged with the writing process. Early in the program, for example, writers spoke often about barriers to writing, in particular, lack of time due to high teaching loads, frequent interruptions and marking. Another theme was the lack of motivation and/or difficulty to contact the editor.

As the program progressed, however, conversations gradually become more positive and focus on solutions or strategies for meeting personal goals. For example, after two meetings, cadets began to find solutions to the lack of time for writing, such as 'making' time to write in the library and study room. This indicates a willingness and ability to use brief periods of time for productive writing. Increasing self-awareness of personal writing processes seemed to be stimulated by the opportunity to share personal thoughts, and explicitly to articulate how they engaged in the writing process. Once stated publicly, it seemed easier for individuals to develop further their own strategies for writing. In addition, the 'others are in the same boat' phenomenon was often mentioned and seemed to prove reassuring for writers.

Another theme in program meetings was the increase in motivation, often linked to an increase in confidence to engage with editors, to ask for advice and editorial comments from peers and to submit papers to the instructors—all activities which were reported on the monitoring forms. Many participants reported increase in motivation, and enthusiasm, for writing. Participants' evaluations of the education program repeatedly combined different elements of the writing process; it is difficult in these reports to separate increased motivation from the renewed creativity and enthusiasm that accompanies it.

Again, a complex picture of the writing process emerges. For the purpose of this study, 23 participants of the writing program were employed as treatment group and another 23 non-participants were employed as control group. Two research questions guided the study.

1. Do the military cadets who participate in a military academy's intensive writing course differ from non-participants in regard to writing test score?

2. Is there a difference between cumulative grade point average for participants of the intensive writing course and non-participants?

2. Method

2.1. Research design

This study used a quasi-experimental research design of static comparison control group, which is characterized by the facts that (1) there was no deliberate manipulation of the independent variables by the researchers, (2) there is a control group that has an equivalent qualities but not the product of randomized sampling [8], and (3) the study involved a secondary analysis of data that were available from the cadets' record database at the academic board where the study was conducted. This design allowed the researchers to investigate the potential relationships between participation in a military academy's intensive writing course and short- and long-term academic performance using a non-experimental comparison design. The literature suggests that military cadets need writing skill for their military career as staff officers and instructors. Based on this research, this study follows a sample of cadets with at least one year of experience beyond initial enrollment at a military academy located in south-east Korea.

2.2. Description of the setting

The research site was a public military academy located in the southeast Korea. The academy offers bachelor's degree and military officer's career programs that lead to im-

mediate commissioning, and to undergraduate programs. The experimental group consisted of 23 cadets taking an extracurricular activity from September 1, 2016 to December 18, 2016 focusing on Korean language proficiency. The writing program offered consisted with 4 weeks of initial writing rubrics and 4 weeks of writing practice with instructor's man-to-man guidance. The instructor assigned one writing topic to the cadets and they wrote a manuscript, and edited until to the end of each session up to the instructor's grade. As the military academy is a predominantly male institution that 97% of the Corps of Cadet are male military cadets. That gender population might have influence on the cadets' writing style. Cadets who belonged to the extra-curricular course of Korean Language were eligible for the writing education program.

2.3. Description of the development writing course

The writing course is a non-credit special course that was offered to the cadets who were taking the extra-curricular Korean Language Club. It offered 4-hours per a week for two months from April 2016 to May. Each course, the instructor present a writing topic related to military official document like daily drill plan, inauguration remark, military resume, and service plan, etc.

The instructor taught the cadets overall organization of the writing topic, method to add details of the central sentence, and to revise the writing document. Cadets taking the course submitted the writing assignment to the instructor and received the feedback on the assignment to improve their writing skills. The overall design of the writing course involves four major segments: (a) essay writing, (b) sentence structure, (c) grammar and word usage, and (d) punctuation, diction, and spelling. The writing course was designed to prepare cadets for the college-level Korea course and assist them in developing the communication skills for military work of commanding and staff coordination. They will need both on a personal level and in their chosen military brand fields.

2.4. Description of variables

The independent variable of the study was defined as participation in the extra-curricular writing course. Participants were those cadets who fully completed the writing course for two months. Non-participants were those cadets who tested into the pretest writing assignment of military resume of less than 3 pages while participants and the non-participants were assigned posttest of writing a document of inauguration remark as a platoon leader. The first dependent variable was the grade of the diagnostic test on both treatment and control groups and the second dependent variable was the grade of the post-test.

2.5. Data analysis

All data were initially subjected to the appropriate descriptive analyses (central tendency and dispersion) based on the type of data the variable represented. To test for significant differences between the dependent variables based on participation and nonparticipation in the developmental writing class, covariance analyses were used. The pretest grade was used as a covariate while the post-test grade was compared between the treatment and control group. Those variables which were continuous and appropriate for the covariance test included writing test score and cumulative grade point average.

3. Results

3.1. Pretest score

A t test was conducted to compare the mean pretest writing scores of both treatment and control groups. No significant difference was found between treatment group ($M = 61.31, SD = 10.53$) and control group ($M = 62.07, SD = 9.86$), $t(df=62) = -1.03, p = .46$. The results of the t test proved the equivalence of the both groups in the regard of writing proficiency.

3.2. Degree-completion intent

A chi-square test to investigate the relationship of degree-certificate intent to partic-

icipation in the writing course showed no significant association $\chi^2(1, n=56) = .57, p = .45$. The result of the chi-square test demonstrated that there was no systematic relationship between the participation of the writing program and the involvement in the military institution.

3.3. Cumulative grade point average

The t test conducted to determine whether a significant difference existed between the mean cumulative grade point average of the treatment group and control group. The treatment group ($M = 3.11, SD = 1.42$) had a slightly higher cumulative grade point average than the control group ($M = 3.08, SD = 1.38$). A t test was conducted to determine whether a significant difference existed between the mean cumulative grade point average between the two groups and the result showed no significant difference, $t_{(df=54)} = -.90, p = .41$ at the end of the semester. This result showed that there was no pre-existing difference in cognitive ability between the two groups.

3.4. Posttest score of writing grade

A covariance test of posttest score of writing was conducted to investigate whether a significant difference existed between the mean writing grades of posttest showed a significant difference. The treatment group ($M = 73.85, SD = 12.08$) demonstrated a higher mean writing grade on posttest (inauguration remark) than the control group ($M = 65.29, SD = 11.04$), $F_{(1, 54)} = 2.23, p = .03$ with the covariate of pretest score.

4. Discussion and Conclusion

4.1. General discussion

The educational writing course for military cadets participants showed significant effect on their improvement of writing proficiency regardless of degree-completion intent and grade point average. This finding does support previous findings by Roueche and Roueche[9] that a educational writing program would improve the college-level learners' writing skill. Military cadets especially,

have to write daily report, drill & training plan briefing, and personnel management report, etc after they serve as commissioned officers. Those duties require them to demonstrate enough writing skill.

This finding of significant difference in the posttest supports McCabe and Day's claim that the intensive writing education are helpful in many ways in the higher education learners' cognitive development[10]. A significant relationship was found between initial participation in the developmental writing course and cumulative grade point average. The participants in the writing education program had a significantly higher writing skill and efficacy in the literacy. These data support a component of the findings by Boylan[11] that students who participate in developmental education earn higher grades in comparison to their nonparticipating peers. Boylan and Bonham[12] and Smith[13] also found a significant positive relationship between participation in a educational writing course and grades in college-level composition courses. They found that most of the students who completed educational writing succeeded in college-level writing requirements. Hodges[14] found that students who completed the educational writing programs in language course were successful in subsequent regular college-level courses, although their grades were not significantly higher than those of their "regular" student counterparts.

The findings from the present study are congruent with previous research discussed in this section that includes college students and all academic areas of developmental education. Additionally, the present study has provided evidence to suggest that military academy cadets also receive benefits from an education writing course. Finally, the present study expands this body of literature as it has focused on one specific population (military academy cadets) and on one specific component of developmental education programs (writing).

This finding supports the National Association of Developmental Education's position, as well as the claim by Roueche and Roueche[15], that writing course must be

provided before students' successful completion of requirements. For those students who took the writing program showed significantly higher efficacy in comprehension and composition than those who never enrolled in the developmental writing course. This finding suggests that the developmental writing course during the academic semester of the military academy is beneficial to the cadets.

4.2. Relationship to theory

The results of this study confirm a positive relationship between participation in an educational writing course and short- and long-term academic performance in the regard that the educational writing participants earned higher writing grades and cumulative grade point averages than did nonparticipants. The educational writing course is designed for the cadets who are concentrated in Korean language proficiency and critical higher-level thinking. As the learners gain knowledge in writing and begin to absorb the writing skill, they move from the developmental writing course to college-level work, which parallels the more complex composition. As the cadets move to the higher levels of thought, they should also be moving closer to their academic goals. Perry[16] advocates the understanding of "students in motion" rather than entrapping them in achievement label. Student development is a dynamic process, and Perry recognizes that as students go through this process, the way they think, their self-concept, and the lens through which they view the world change. Educators, therefore, should encourage the learners to make continuous efforts to improve their academic capability like reading, technical writing, and critical thinking.

4.3. Implications and recommendations for policy and practice

This study examined the relationships between participation in a military academy's educational writing course and military cadets' short-term writing proficiency. This study's findings lead to several implications for practice for military academy's administration, advisors, and faculty members. Alt-

hough this study was conducted at one institution, the implications for practice and policy may be helpful to other military institutions that are trying to find ways to improve short- and long-term academic performance. Since the study was conducted at one institution, the results may or may not apply generally, depending upon the similarities of the institutions and their population. Both the demographics of the cadets and the content and instructional delivery of the educational writing course would need to be taken into consideration[17].

First of all, placement into educational writing coursework needs to occur during the initial semester because the effect of the writing education would apply to other regular classes for long-term effect. This study suggests that military institution students benefit from institutional-level benefit for the cadets participating in the educational writing program during the college-level coursework. This study confirmed the conclusions of Roueche and Roueche: Students need to complete developmental writing courses before being allowed to enroll in college-level courses.

Military academy's advisors could utilize this information regarding the effectiveness of required and optional coursework as they advise in cadets' course selection. Perhaps this study will aid with the advisement in convincing the students that the course is worth their investment of money and time. The later participants, who took the developmental writing course after their first semester, showed significantly lower mean cumulative grade point averages, yet they persisted for more semesters than did students who never engaged in the course. However, it should also be recognized that some differences might not be due just to the course. A study such as this has limitations that include not being able to control all extraneous variables[18].

Based on the findings of this study, military academy administrators need to implement policies and procedures to ensure that cadets are eligible to take educational writing course during their academic coursework. Additionally, advisors should be directed not to allow

cadets to make the choice of enrollment or nonenrollment on their own, but rather they should follow the policies and procedures that are in place for making this decision. The cadets who take the course during their initial semester are making higher grades cumulatively. Procedures and policies that best prepare cadets for their courses need to be supported by faculty from across the military academy. That is, cadets need to be properly placed and not set up for academic failure[19].

This study examined the results of the relationships between participation in a military academy's education writing course and short- and long-term academic performance at a rural public military academy. Although useful information was uncovered by this research, the findings also led to more unanswered questions. As interest in military education expands and increases, so do the numbers of cadet requiring remediation in the area of academic writing. This study investigated supplementary educational writing within a military academy as one specific intervention recommended to improve the performance of these cadets. The findings from this study support that military academies need to continue to plan and implement interventions related to educational writing. This type of intervention does work in helping cadets meet short-term academic goals in the educational setting.

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PROTECTION SECURITY Organizations of the ROK: A Comparative Study of Presidential Security Service and National Police Agency

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Abstract

Protection security organizations in the Republic of Korea were conceived in 1949 to provide protection security services to the first President, Rhee Syngman. It was in 1963 that the Presidential Security Service was created at the inauguration of the Park Chunghee administration, thereby launching hybrid security in conjunction with the National Police Agency.

Ever since, the Presidential Security Service and the National Police Agency have taken numerous actions against threats of assassination from North Korea's special forces and terrorism in the aftermath of the Korean War, and have taken counter-terrorist actions by North Korean Special Forces during the Korean War. Prominent examples include a surprise infiltration incident of 1968, the attempted assassination of President Park Chunghee in Seoul in 1974, and the attempted assassination of President Chun Doo-hwan in Myanmar in 1983.

Presently, the hybrid security service has garnered commendations from abroad for successfully aiding large-scaled events such as Asia-Europe Meeting, Asia Pacific Economic Cooperation, G20 Summit, and Nuclear Security Summit to consummate. Unfortunately, however, there is not a great number of studies conducted on the hybrid security service.

This study has undertaken a comparative analysis of the Presidential Security Service's and the National Police Agency's training and legal grounds from the theoretical perspective. Discussions were also made on the efficient directions for these two organizations. Consequently, the study discovered the organizations' common goals, such as enhancing personal protection, maintenance of authority, maintenance of order, and citizen friendliness.

Therefore, this study sought after ways to create an integrated form of the protection security organization, a break away from the two separate entities we currently have in Korea.

[Keywords] *Presidential Security Service, National Police Agency, Assassination, Terrorism, Integrated Security Service*

1. The Need for This Study

In Korea, provision of the protection security service we see today began in 1949 when the police took charge of the first President, Syngman Rhee and his family. In 1960, the 4.19 revolution dismantled the protection security service provided by the police. It was through the rise of the 5.16 military coup in 1960 that the independent protection security service for the supreme head of the state

was instituted, and in 1963, the Presidential Security Service was launched.

The Presidential Security Service and the National Policy Agency have successfully protected the Korean President against many threats of assassination and terrorism, and have ensured safety for international events such as G20 Summit in Seoul in 2010.

Conducting research on Korea's protection security organizations, this study has discovered that Song Sangwook(2002) studied[1]

the relationship between the protection security organizations and people causing harms through the lens of protection security psychology; whereas Lim, Joontae(2007) analyzed[2] protection security services in England, Germany, Canada, and the United States from a comparative perspective; whereas JeongWonil(2009) studied[3] cooperation by and among state agencies, jurisdiction, and possession and use of weapons, further to the laws and statutes pertaining to the presidential protection security; whereas Cho Kwangrae(2012) analyzed types of the administrator of the presidential protection security to investigate his expertise and authority in order to propose[4] an ideal form of the administrator; whereas Kim Donghyun&Im-Taehee(2015) examined[5] college students majoring in protection security and their motivations and passions.

However, there has not yet been a comparative analysis of the Presidential Security Service and the National Police Agency, which are the protection security organizations in Korea.

Therefore, this study has reached conclusions by analyzing in depth the references (academic publications, research papers, theses submitted by degree candidates, conference presentations, research reports, related

institutional materials, and online materials) published in Korea.

2. Comparison of the Presidential Security Service and the National Police Agency

2.1. Training at the presidential security service

The Presidential Security Service of Korea has the Security Service Training Institute operating under the leadership of the Service's administrator, which provides training programs for the protection security. The Institute also offers state-of-the-art training facilities and programs, including a comprehensive training center, shooting range, and martial arts training center, respectively[6].

The Presidential Security Service's training through the Institute ensures that the trainees are taught shooting skills, information judgement skills, fitness training, guarding techniques, self-defense techniques, terror prevention, and vehicle and basic equipment operation, among others.

The following <Table 1> illustrates the relevant legislative system of the Presidential Security Service's Security Service Training Institute[7].

Table 1. Major tasks of the presidential security service's security service training institute.

Classification	Content
Major tasks	<ul style="list-style-type: none"> - Academic research and equipment development related to protection security management. - Training for the Presidential Security Service staff. - Training for civil servants engaged in national security and protection security related fields. - Training for individuals working for protection security related organizations. - Training for civil servants from the Presidential Protection Security and Safety committee related organizations and others deemed necessary by the Service's administrator. - Support for safety management research and investigation and related organizations of national importance.

In addition, the Presidential Security Service of Korea reflects the education and training results in the selection of new appointees and promotions, and the weight of education and training is consistently growing.

2.2. Training at the police

The Korean police training institute offers training programs for police officers (24 weeks) and executive candidates (1 year). It also provides special training for policing, security, traffic (motorcycle), security guard, operations, investigation, information, counter-terrorism, communication, marine, aviation, and driving.

The protection security of the police is comprised of the Security Guard Department of the Security Division of the National Police Agency and the Security Guard Team of the Security Guard Department 2 of the Seoul

Metropolitan Police Department. In addition, security guard departments at the regional units of the National Police Agency plan security affairs and carry out their duties in their respective jurisdictions.

Furthermore, the police has dispatched the Guard Unit 101, Police Guard Unit 22, and the Guard Unit 20 to the Presidential Security Service for the purposes of the presidential protection security.

3. Legal Foundation for Korea's Protection Security Organizations

3.1. Presidential security service

<Table 2> below illustrates the Presidential Security Act, which provides for the legal foundation of the Presidential Security Service of Korea [7].

Table 2. Presidential security act.

Classification	Content
Scope of duty	<ul style="list-style-type: none"> - President and his family. - President-elect and his family. - Former President and his spouse within 10 years from retirement. - Acting President and his spouse. - Head of foreign country or delegate visiting the Republic of Korea and his / her spouse - Other domestic and foreign factors the Presidential Security Service's administrator deems necessary.
Basis of duty	Only when there are significant reasons making security actions inevitable, safety activities may be undertaken as needed for the maintenance of order, traffic control, inspection and search, access control, and the dangerous goods detection and safety measures.

The concept of protection security service provided by the Presidential Security Service is defined, "all safety activities for the protection of the life and property of a person eligible for security service, including the protection from, or the removal of, dangers to his/her health and the vigilance, patrol, and safeguard in a specific area."

3.2. Police

<Table 3> below illustrates the Act on the Performance of Duties by Police Officers, which provides for the legal foundation of the Korean police [7].

Table 3. Act on the performance of duties by police officers.

Classification	Content
Scope of duty	<ul style="list-style-type: none"> - Protection of life, body and property of the people. - Prevention, suppression and investigation of crime. - Security, major personnel (personnel), security and large-scale intervention, counter-terror operation. - Collection, creation and distribution of security information. - Traffic control and prevention of transportation hazards. - International cooperation with foreign government agencies and international organizations. - Other public well-being and order maintenance.
Basis of duty	<p>A person who has reason to suspect that he or she is guilty of a crime or attempted to commit a crime when reasonably judging a suspicious act or other circumstance may be stopped and questioned. A person who has reason to suspect that he or she has knowledge of a committed crime or a potential crime may also be stopped and questioned.</p>

The concept of the police's security activities is "to safeguard a person eligible for protection security from various hazards by guarding his or her place of lodging, train, ship, aircraft, and other spaces that require a high-level security.

4. Discussion

The education and training of protection security organizations help to teach skills for safely protecting whomever that is eligible for such service. Experts call the education and training an investment for the future. It is well said that the ultimate purpose of the education and training is prevention in the anticipation of future events.

As a result of comparing and analyzing the legal basis of Korea's protection security organizations, the security service has not taken a leading role despite the fact that it is the essential work of the police. Currently, the Presidential Security Service is dedicated to the first line security service, but the police are dedicated to the second and third line security service. The core security services are handled by the Presidential Security Service, while the police are supporting the Service. In

addition, the police are inferior to the Service in terms of their occupational benefits.

The security organizations around the world have different characteristics from country to country. They are classified into police, military, and intelligence agencies. At present, the protection security service for all G7 countries except the United States are led by the police[8].

In the United Kingdom, where the beginning of the modern state security organization took place, security services are provided by the Protection and Security Department under the Special Operations Bureau of the Metropolitan Police Agency, and the Protection Command, Security Command, and Counter Terrorism Command are installed. Below them are seven specific departments, and the scope of work significantly varies, but the integrated training and legal basis are applied.¹

At the United Kingdom, the legal basis for training and security work is clarified, and the final missions are assigned to the members of their protection security organizations[9].

While the hybrid security service is provided in Korea, the education and training are operated separately, and the legal basis for

¹(1)Special Protection; (2)Royalty Protection; (3)Diplomatic Protection; (4)Palace of Westminster; (5)Aviation

Security; (6)Counter Terrorism Protective Security Command; and (7)Counter Terrorism Command.

the classification of duty is yet vague. <Table 4> below illustrates the scope of work for the

Presidential Security Service and the police in Korea.

Table 4. Classification of protection security.

Class	Organization	Domestic	Overseas
1	PSS + Police	- President and his family - President-elect and his family - Former President and his spouse within 10 years from retirement	President, king, Administrative officer, Prime minister, Vice president
2	Police	- Former president and family(ten years from retirement) - Prime Minister - Speaker of the national assembly - Chief justice of the supreme court - Chief justice of the constitutional court - Presidential candidate	Deputy prime minister, Royalty, 1st grade foreign spouse's solitary visit
3	Police	A person who is deemed necessary by the police chief other than the individuals above.	

5. Conclusion

The ultimate goal of the Korean protection security organizations is to protect whomever eligible for the protection security service from physical harms such as assassination

and kidnapping, and to minimize or neutralize the chances of success for the commission so relevant crimes[10]. In this regard, the Presidential Security Service and the police in Korea have the common security objectives as shown in <Table 5> below.

Table 5. Objectives of protection security service.

Classification	Content
Personal protection	Protect personal safety by preventing and eliminating direct harms against him or her.
Maintenance of authority	The perfect security service enhances Korea's image to those visiting Korea.
Maintenance of order	Preventing congestion and maintaining order through appropriate actions such as deterring crowd from gathering in one place.
Citizen friendliness	Improve democratic affinity with frequent contact of whomever eligible for protection security service with crowd through the systematic protection security service.

Therefore, it is necessary to build an integrated protection security education and training system and a clear legal foundation for achieving the common purpose. Through this study, it is recommended that Korea's protection security organizations improve the efficiency and professionalism by establishing legal basis with the integrated education and training institute of the Presidential Security Service and the police.

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