

The Process of Change in the Sexual Attitudes of Sexual Offenders in Korea

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Purpose This study aimed to explore the process of change in the sexual views and attitudes of sexual offenders, in light of their experiences.

Methods Data were collected from six sexual offenders who were accused of sexual offenses. All collected data by in-depth and direct observation were analyzed by Corbin and Strauss' Ground theory methodology.

Results Participants were sexually aroused as a result of their distorted knowledge of sex. They were stimulated by easy access to sex and surrendered to it. Their intervening conditions were legal regulation, voice of conscience and social support. Participants were responding to the problem through strategies. These strategies were: reflecting self, distracting one's attention, and building a stable relationship with a woman. They resulted in stigma of being a sexual offender, alteration in sexual views, confidence and futility. The core variable revealing the essence of the sexual offenders' experiences was reconstructing sound sex values.

Conclusion The results of the study can provide school nurses and sex educators with useful knowledge grounded in actual sexual offense cases, not only to refine the interventions for sexual offenders but also to prevent future sexual offenses. [*Asian Nursing Research* 2007;1(2):95-105]

Key Words attitude change, sexual offense

INTRODUCTION

Sex is essential for human beings, not only for procreation, but also for pleasure. The ways in which self-control of sexual desires and fulfillment of sexual desires is carried out varies for individual persons. But the ways in which sexual desires are fulfilled should be acceptable in terms of social ethics.

Rape is the act of physically overpowering someone and forcing them to have sexual intercourse against their will. Korea's chastity laws define sexual

assault as an infringement of an individual's sexual freedom (Code of Laws, 2007).

In Korean society, sexual violence has been a social issue since 1990. Yet, it is difficult to find accurate statistics about the number and prevalence of sexual offenses. In many cases, sexual offenders may not be caught because the victims are too embarrassed or ashamed to report sexual offenders (Cook, 2005). When women report an incident of sexual violence, unless it is discovered that they actively defended themselves, the women are accused of

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consenting to and enjoying sex with their attacker (Leepark, 2002). According to a report from the Korean Criminal Policy Study Institute, the rate of rape is 19.9 cases per 10,000,000 people, which is three times higher than in Japan, especially among adolescents (10–19 years old) (Korean Criminal Policy Study Institute, 2006).

Once rape is confirmed, sexual assault victims and sex offenders are referred to a sexual abuse prevention and treatment center so that they can participate in a rehabilitation program in an environment that provides for the needs of sexual assault victims, champions women's rights, and provides counseling for sexual offenders. As part of their punishment, sexual offenders are required to attend 50 hours of sex education and counseling classes.

Because emphasis has been placed on the economic and public health benefits of sex crime prevention, the demand for school and community sex education programs is increasing. Nurses are often in a position to advocate, educate and serve as leaders to prevent sexual violence in our society (Cook, 2005).

A considerable volume of research has already been done (Ahn, 2000; Chen, 1998; Park, 1996). Most of the research focuses on the sexual victim and on sex education, but little attention has been paid to the experiences of sexual offenders (Noh, 1997; Park). Qualitative studies on the psychosocial characteristics of juvenile sexual offenders have been done by Kweon (1998) and Shin (2002). However, the process of reforming sexual views, and the experiences of sexual offenders, has not been fully examined. The more information on sexual offenders is available, the less likely it is that sexual violence will occur; better coping and prevention strategies can be developed based on increased knowledge of sexual offenders' experiences.

This study aimed to explore the process of sexual view and attitude reformation as well as to explore the experiences of sexual offenders in order to develop preventative strategies related to sexual abuse and to develop counseling programs not only for sexual offenders but also for sex education instructors and school nurses.

METHODS

Data analysis

Corbin and Strauss' (1998) Ground theory methodology was applied in order to explore the process of sex offenders' attitudes and cognitive changes after the incident. Data analysis methods included three-step coding, open coding, and axial and selective coding through repeated line by line reading of transcripts and memos.

Data collection and interview guides

Data collection was conducted by one of the researchers who had assisted in the operation of the sex counseling program in J city since 2000. Also, it was done by researchers who did qualitative research for their doctoral dissertation. The collection was performed from August 2005 to November 2005. The interviewer collected data until data saturation was achieved. The length of each interview ranged from 40 minutes to 100 minutes. Interviews were done in a private setting and transcription was done after each interview. In-depth interviews, semi-structured questions and researcher's observations were used for data collection. Interview guides were as follows:

- 1) How did this incident happen?
- 2) How do you feel about being punished for your actions?
- 3) What kind of changes did you experience after the incident?
- 4) What were your opinions about sex and sex education classes when you were a student?
- 5) What influenced your sex life?
- 6) What was the influence that contributed to this event?

Participants

Six individuals participated in in-depth interviews for the study. They had been charged as sexual offenders and sentenced to jail. After their confinement period ended, they were referred to a sex counseling center for 50 hours of mandatory sex education classes. All participants had insight into

their problems and had personal reasons for attending the classes.

Ethical considerations

Before data collection begun, all participants consented to participate in this study with the approval of the research review committee of the probation office. Written consent was obtained from each participant. The participants were informed that they had the freedom to refuse at any time during the study and were told that the results would be anonymous and would only be used for academic purposes. Their names were removed to ensure anonymity in reporting the results.

Rigor

The criteria of credibility, applicability, consistency and neutrality by Sandelowski (1986) were used to enhance the trustworthiness of the study. To ensure credibility, the analysis results were explained to participants in order to make sure that the participants' intentions and feelings were fully understood by the researchers. For applicability, researchers interviewed until data were fully saturated. And, in order to enhance consistency, the results were reviewed by two professors of nursing who have experience in qualitative research studies. To keep neutrality, the researchers tried to maximize objectivity about participants as well as their experiences.

RESULTS

Participants

They were 19 to 35 years of age and their educational level was middle school or higher. All but one participant (a student) was employed (Table 1).

Results of data analysis

In the first level of analysis, open coding, 107 concepts, 18 subcategories and 14 categories were extracted by repeated reading and through constant comparison of transcripts (Figure 1). From the axial coding paradigm involving causal conditions, contextual conditions and main phenomenon, action/interaction strategies and consequences were composed as in Figure 1. They were all addressed as below.

Causal conditions

These are sets of events or happenings that create the problems pertaining to the phenomena. In the study, it was *sexual arousal*:

- “Having watched real sex scenes in the movies or on the Internet, the Internet served to awaken me sexually during my high school and college years.” (Participant 3)
- “My classmates were proud of how frequently they had sexual intercourse and shared their

Table 1

Demographic Characteristics of the Participants

Case	Age (years)	Educational level	Involvement of others	Occupation	Age (years) of victim	Interaction method	Sentence
1	35	High school graduate	Alone	Employee	14	Internet chatting	a, c
2	29	Some college	Alone	Employee	15	Internet chatting	a, c
3	20	High school graduate	Complicity (2)	Waiter	17	Night club	a, b, c
4	20	Current college student	Complicity (2)	Waiter (part-time)	17	Night club	a, b, c
5	19	Some college	Complicity (2)	Waiter	17	Night club	a, b
6	25	College graduate	Alone	Athletic instructor	8	Taekwondo institute	a, c

a = mandatory attendance of sex education class; b = social service; c = prison sentence.

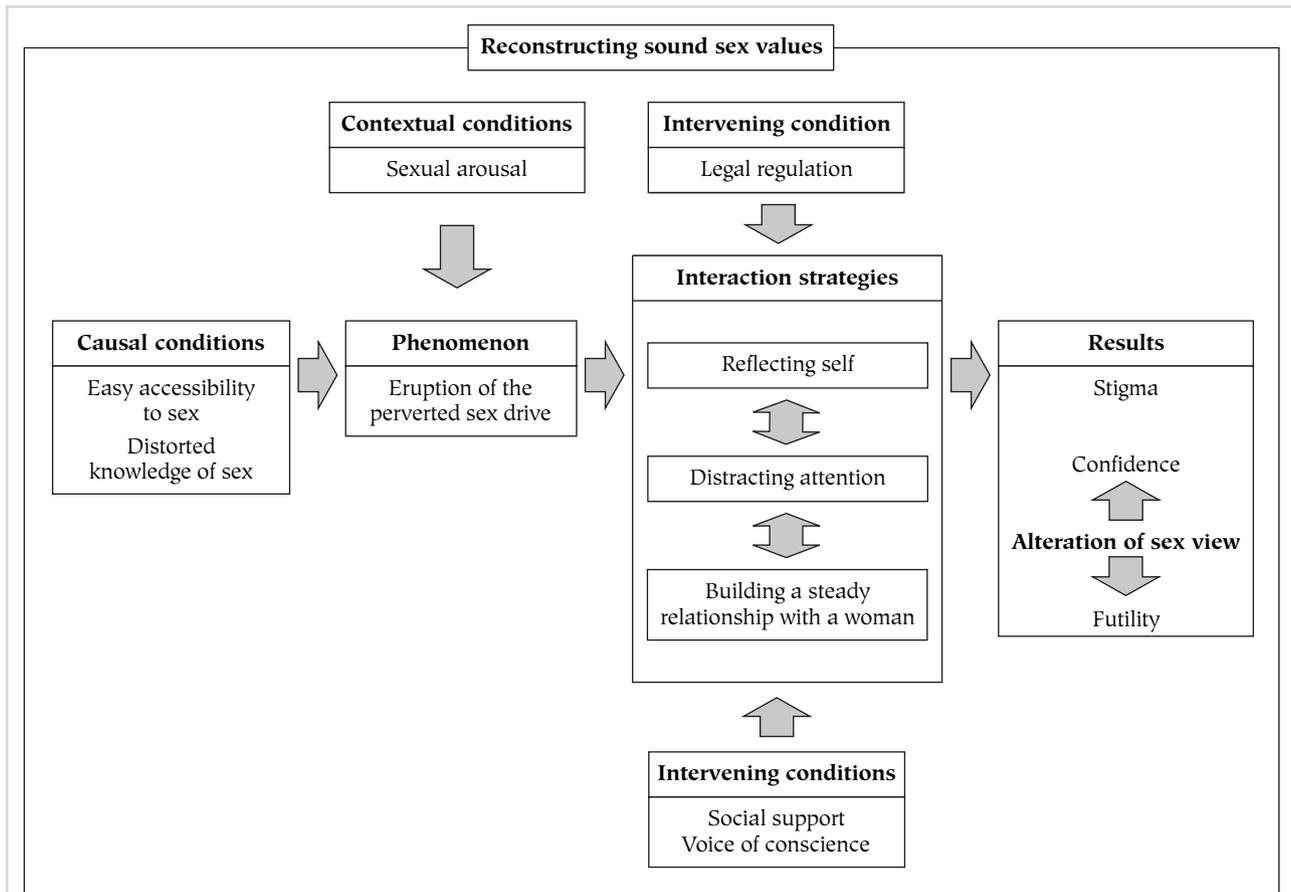


Figure 1. Paradigm of reconstructing sound sex values.

experiences with friends. When I heard about it, I became aroused.” (Participant 4)

- “I became horny as I touched a girl’s body while giving her a car ride.” (Participant 1)
- “When the girl kissed me, I succumbed to my bodily instinct.” (Participant 5)

Contextual conditions

These are conditions that intersect dimensionally at a certain time and place to create the set of circumstances or problems to which persons respond through actions/interactions. Derived concepts were *easy accessibility to sex* and *distorted knowledge of sex*.

- Easy accessibility to sex: “It was easy to find a sex partner through the Internet. We set a time and place, and met at the appointed location.” (Participant 1)

- Distorted knowledge of sex:

- “PC rooms and video rooms show porno movies at a certain time, so I would go at those times and watch frequently, I liked watching those movies.” (Participant 3)
- “When I was young, I did not have a formal sex education. I learned about sex by myself by reading magazines such as Playboy.” (Participant 5)
- “The information in such magazines was not always right.” (Participant 1)

Main phenomenon

This is a term that answers the question, what is going on here. From the data, *eruption of the perverted sexual drive* was derived as the main phenomenon:

- “I had often visited the prostitute quarter. But this time, I was visited by a girl that I met in a chat

room...unfortunately, she was under 18 years old. That was a problem.” (Participant 1)

- “I had encountered her quite often at a nightclub. She and two of my friends went to a motel. While she went to the bathroom, we decided to take turns having sex with her...” (Participant 4)
- “While cleaning the institute in a hurry, I saw a girl changing clothes through the window...then...” (Participant 6)
- “I chatted on the Internet and said I would pay 100,000 won for sex. A couple of days later, she called me and said she would take me up on my offer...” (Participant 2)

Intervening conditions

These are conditions that mitigate or otherwise alter the impact of causal conditions on phenomena. These concepts were categorized as *legal regulation*, *voice of conscience* and *support*.

- Legal regulation:
 - “Policemen were after me and found me at work. They arrested me and took me to the police station.” (Participant 3)
 - “I spent time in jail.” (Participant 1)
- Voice of conscience: “After the incident, my conscience was stricken every time I saw sex crime banners on the street.” (Participant 6)
- Support:
 - “I know they consoled me by telling me that they had similar experiences. They treated me well and advised me not to make the same mistakes.” (Participant 4)
 - “My parents did not mention my wrongdoing, but they worried a lot. They asked me not to do it again. They did not make a big deal about it.” (Participant 7)

Action and reaction strategies

These are purposeful or deliberate acts that are undertaken to resolve a problem. From the data were derived *reflecting self*, *building a steady relationship with a woman* and *diverting own attention*.

- Reflecting self:
 - “After I was released from prison, I had a period of self-reflection.” (Participant 2)
 - “Looking back on the past year, I realized that my offense had caused me to waste precious time.” (Participant 1)
 - “I couldn’t deny that the offense was my fault. I admitted my misdeed. I repented of it.” (Participant 6)
- Building a steady relationship with a woman:
 - “After the incident, I began to think of getting married and having a steady, stable relationship with a woman instead of a superficial relationship.” (Participant 6)
 - “I am now seeking someone with whom I can sincerely share my heart.” (Participant 5)
 - “After the incident, I began to desire to build a relationship based on more than just sex.” (Participant 4)
- Diverting own attention:
 - “Keeping myself busy working or exercising exhausts me so that I fall asleep right away, with no time to think about sex.” (Participant 3)
 - “After the incident, I tried to avoid sexually-stimulating situations and tried not to drink alcohol. I tried to play sports.” (Participant 2)
 - “When I got drunk late at night, I used to visit a brothel. But now I try to avoid tempting locations such as brothels, video rooms and chat rooms.” (Participant 4)

Consequences

These are the results of participants’ actions/interactions. Some results are desired and some are not. Concepts such as *stigma of being sexual offender*, *alteration in sexual views*, *confidence* and *futility* were derived from the data.

- Stigma of being sexual offender: “Policemen tended to link sex crimes to me and wrongfully suspect me. It was awfully hard.” (Participant 6)
- Alteration in sexual views:
 - “Having sex with my girlfriend during each date was a matter of course, but after my

jail time I sought my partner's consent. The sex counseling reminded me that having sex without my partner's consent is rape." (Participant 6)

- "Previously, I had thought of women as mere objects that helped me relieve stress, especially through having sex. But not anymore." (Participant 3)
- Confidence:
 - "When I slept next to my partner, abstaining was hard for me but I was able to do it. What a wonderful feeling!" (Participant 4)
 - "After the incident, one remarkable change in myself is that I am able to be patient and resist my urges." (Participant 6)
 - "To my surprise, I discovered that I could control myself; I was content to hold her in my arms." (Participant 2)
- Futility: "I committed a sexual crime again. I succumbed to my sex drive in spite of having received sex education. It failed to convert my thinking." (Participant 1)

Progress analysis

The study results showed how participants align or misalign the situation that they confronted after they committed the sexual offense. After being sued, changes in their attitudes were observed as the action/interaction strategies evolved and shifted. The process of reconstructing sound sex values was carried out through the application of strategies such as *reflecting self*, *building steady relationship with a woman* and *diverting one's own attention*. The core variable revealing the essence of the experience of sexual offenders was *reconstructing sound sex values*.

The first stage: anger toward accusers

Participants' initial response after the sexual offense was a feeling of numbness, their consciences were somewhat paralyzed. They even rationalized their misconduct by telling themselves that their partner had consented to have sex. Participants 1 and 2 insisted that sex had been mutually agreed upon, and they did not think their misconduct would result in serious problems. They insisted that weak

refusal of sex and reception of sex offers, voluntary calls for sex and showing up at the appointed area should be interpreted as consent. They even blamed their sex partner for engaging in frequent sexual activity and insisted that their partner should be punished as well. However, Participants 3 and 4 (participants in gang rape) realized their wrongdoing as soon as the sex activity had ended. But they also had a strong tendency to rely on luck, never thinking that they would be accused.

Above all, participants' initial reactions to the accusations were anger, surprise, and assigning blame to the sex partner. The repetition of "It's her fault" implicitly suggested that the offenders blamed the victims for failing to stop the sexual activity.

The second stage: admitting their fault

The participants admitted their fault by reflecting on their misdeeds and by reviewing their sexual attitudes. Participants mainly used strategies such as self-reflecting and diverting attention.

In order to avoid receiving heavy sentences, participants had to negotiate with the victims' guardians—a mandatory stage in the trial process. Most of the indemnification for the incident was made through lawyers. In order to receive a lesser punishment, the participants had to write reflection notes on their misdeeds. Voluntary or not, this writing process caused the participants to reflect. The trial process compelled them to focus on and review their misconduct. However, participants remained angry and blamed the victims for being manipulative and accused the victims' guardians for extorting money from them.

The length of time necessary before they admitted their misdeeds differed with each individual. The sooner the participants admitted their faults, the more active they were in fulfilling the requirements that the trial process set forth in order to receive a lesser punishment.

The law and legal process separated them from social life and from sexually tempting situations. According to their own accounts, the participants reflected on their mistakes during imprisonment. While they did indeed reflect on their misdeeds,

their prison cellmates taught them strategies to avoid legal punishment.

At the beginning of the compulsory sex counseling classes, participants were unwilling to change and reluctance was apparent in their attitudes. Once they began talking to counselors, they began to open themselves up and expressed their views on sex. In their accounts during counseling, their acknowledgment of wrongful sexual attitudes and admission of their faults were noted. It is noteworthy that as they participated in sex counseling for longer periods of time, their level of involvement changed from passive involvement to semi-active involvement with regard to talking. "Attending compulsory sex lectures made me rethink my sexual views, and helped me realize that my ideas were not healthy" (C4). However, recidivist Participant 1 complained about the compulsory counseling attendance in the beginning, but his attitude later became more relaxed and open-minded during counseling. He admitted his fault by stating that what he did should not have happened on moral or ethical grounds, but he had allowed it to happen again.

The third stage: reshaping a positive identity

Some participants claimed that being stigmatized as a sexual offender forced them to be chained to their past offenses. They tried to minimize the effects that their offenses had on their lives. After being set free, they bemoaned the fact that a derogatory stigma had been attached to them. Whenever they saw material generated by sexual assault prevention campaigns, they became very self-conscious about their conviction as sexual offenders. For that reason, they avoided meeting people because they believed that those with whom they came into contact knew of their offenses and were suspicious of them. Therefore, participants were likely to consider their stigma as sexual offenders a shameful and regrettable misfortune. It was noted, clearly, that participants became self-conscious of their criminal records as well. Participant 5 reflected, "Whenever a sex crime occurred, the police always suspected us because of our previous offenses, even though we were innocent. We were in agony."

Participants were trying to cement a positive identity by searching for new jobs at places like night clubs and by channeling their sexual urges into physically-demanding activities. Unfortunately, some participants had difficulty in finding jobs, which forced them to return to their old jobs. Certainly, conditions that really helped participants reshape positive identities were support from family and positive encounters. Absence of reprimands, a non-judgmental atmosphere and unconditional acceptance were especially helpful in promoting the societal adjustment of participants after their release from jail. Regardless of what the punishment was, being punished was painful for the participants. Even though it was painful, being punished caused the participants to reappraise their behaviors so that they became very determined to avoid repeating their offenses. Some of the strategies used by the participants to resist their urges were staying away from sexually stimulating or tempting materials or circumstances such as porno videos, magazines and cartoons.

Being bored, being alone, and being lonely tempted them to engage in sex, so they stayed busy and physically active. Participant 5 said, "When my sex desire is strong, I exercise until I feel exhausted enough to fall asleep right away or I concentrate on computer games in order to divert my attention from sex."

On the other hand, participants made efforts to rebuild their soiled identities. They became very self-conscious, so they were easily irritated when people brought up their offenses. They listened to others talking about them and avoided subjects related to their misdeeds. Participant 6 said, "When my friend criticized me and asked me why I had sex with a teenager, I got very angry and told him to shut up...I already felt ashamed of my misconduct. Thinking about the incident just made me feel very small, so I avoided meeting people." Participants had poor eye contact during the interviews.

They struggled for a while but kept on moving forward to rebuild their identity by applying the lessons learned from sex counseling. They learned clearly that men place importance on the genital intrusion whereas women look for emotional support, kindness and a listening ear. They learned to view women as

being more than sex objects. Two of the participants said: "When I abstained from sexual activity, I was even surprised at myself and felt very good." and "Before, I could not keep from having sex whenever girls were in bed near me. Now, however, I can sleep while I am holding the person in my arms. I try to get to know girls more before having sex with them."

Conversely, as time passed, their resolutions became weaker. In addition to having easy access to sex, some participants succumbed to their libido and recommitted sexual crimes. In spite of their effort to keep their resolutions, a few participants recommitted sexual crimes.

DISCUSSION

The purpose of this study was to explore the process of change in sexual offenders' sexual attitudes in order to facilitate their rehabilitation. The study results were beneficial, not only in facilitating rehabilitation, but also in providing knowledge about sex offenders' behavior so that further sexual offenses can be prevented. It is expected to provide school nurses and sex educators with knowledge grounded in actual cases, not only to refine the interventions for sexual offenders, but also to prevent future sexual offenses.

Participants' contact with sexually stimulating forms of media

Before the offenses occurred, sex offenders were exposed to many forms of sex merchandise that act to entice people by encouraging them to set aside their sexual ethics and values. Compiling data about the way in which sex offenders fed their sexual addiction will be valuable in developing preventative measures and in developing coping strategies for victims. Participants usually fed their sexual addictions through pornographic videos, CDs and lecherous Internet sites. Surprisingly, it was noted that participants initially felt numb after viewing sexually explicit material. The more they viewed sexually explicit material or listened to friends' experiences, the more sexually curious they became. Finally, their curiosity became too strong to

resist and these sex offenders acted out their sexual urges. This suggested that information acquired from repeated viewing of sexually explicit material is engraved on the mind instead of being forgotten. Kweon (1998) pointed out that the erotic images represented in pornography are accepted as reality and become a "sexual blueprint" for adolescents. Participants sought ways to indulge themselves sexually, through methods such as masturbation or finding sex partners. These results are consistent with Chung's (2004) research: factors influencing sexual permissiveness in middle school girls were watching pornos and the sexual attitudes of friends. According to a study by the Korean Research Center of Adolescence Culture, after studying adolescent exposure to Internet pornography and its effects, it was found that the more adolescents were exposed to Internet pornography, the more frequently they committed sexual harassment (Kim, 1996). The study found that peer pressure, curiosity, easy access to sex and idle time after exams heightened their sexual curiosity and sexual urges to such a degree that they sought out sex partners through illegal methods such as visiting prostitutes (bangsuk jip) or meeting sex partners through the Internet. The results of this study are consistent with the results of research conducted by Park (1995) and Kweon.

Two of the participants had group sex with girls who were more or less the same age as them. Especially for participants under 20, they were more confident when having sex in groups than when they were having sex one-on-one. This is one of the characteristics of adolescence. Belonging to a peer group gives them the boldness to perform gang rape with implicit consensus. They reflected that they had learned about gang rape by viewing pornography. The results of this study were consistent with the studies done by Kweon (1998) and Kim (1999). According to participants' statements, most of them began watching pornographic films during idle time—especially after school exams and at friends' houses when parents were out. These findings suggested that productive and healthy leisure time activities for youth are needed, especially with regard to activities that youth engage in after exams.

Participants' perspectives on sex education in school

Participant 6 reflected on school education classes saying, "They were very superficial, not practical at all. They placed a strong emphasis on accidental pregnancy, which increased fears about having sex and did not introduce birth control methods. After finding out that my sex partner did not get pregnant after sex, I was relieved! I did have sex more frequently." Participant 3 said, "I learned about sex by reading porno books which were circulated among friends in the classroom and through weekly newspapers. Now I know that some information in them was wrong or was exaggerated." These accounts are indicative of the ways in which information on sex is acquired by youth. It is consistent with Kweon's 1998 study results, which stated that sexual offenders' sexualization was formed through pornography, by peer groups rather than formal education from family, and through school curriculums. In the review of Kim's research (1992), she pointed out that sex education in school is very conservative but information from mass media is very liberal and has a greater influence on youth. The study results proposed the following questions: What types of sexual educational material would be appropriate in this age of information overload? What information should be included to prevent sexual offenses?

Prevention of sexual crimes, before they occur, is more economical in terms of manpower and time conservation. In preventing sexual offenses, it is very important to help youth develop sound morals on sex through more active sex education in school. In the study by Chang (1996), content of sex education included physical change in adolescence, fertilization and pregnancy, sound relationship building with the opposite sex, and ways to prevent sexual violence. In the researcher's opinion, it would be more informative if healthy methods of controlling the sex drive and introduction of legal regulations regarding sex were added. In addition, for the purposes of discouraging sexual offenses, the sex victim's experience grounded in qualitative research needs to be included in sex education content (Ahn, 2000).

Efficacy of compulsory sex education attendance

After being released from prison, all participants had to attend compulsory sex education classes as part of their punishment. In the beginning of counseling sessions, participants displayed anger and accused the victims of silently agreeing to have sex. But as counseling progressed and as the participants learned socially acceptable sexual behaviors, most of the participants reflected on their behaviors and started to admit their fault. Four out of six participants stated that their sex knowledge had been expanded. Obvious reluctance in attending the classes was noted in the beginning, but over time, there were some changes noted in the conversation of the participants. A few participants mentioned that talking with the counselor lessened their anger toward the victims, helping them to resolve to stay away from recidivism. This suggests that no matter what their initial motive in attending the class was, it was a time of reflection for them. Participant 3 expressed the following point of view: "In one word, the most influential factor that caused me to commit the crime was perverted sex knowledge." The study results show that regardless of their level of willingness to attend class, it triggered changes in their feelings and attitudes toward sex, though the degree of change varied with each individual.

In the aspect of responsibility for their sexual offense, some participants still insisted that the fundamental reason for having sex was that the victim had given consent with no apparent refusal. They accused their teenage sex partner of being manipulative and fulfilling their material and sexual desires. They also insisted that they were victims. They even complained that teenage girls who sell sex for money do not receive any legal punishment. This shows that both the victim and the offender need sexual counseling. The researchers of this study believe that the victims are also in need of sexual counseling, separately and anonymously.

Repetition of sexual crimes

In Kim's study (1999) of a group program for adolescent sexual offenders, she pointed out that the

rate of recidivism was higher in people with previous sexual crime records. Also, in the study on sexual predator evaluation and phrenology, Campbell (2000) identified the risk of recidivism as being higher for previously convicted sexual offenders. He also pointed out that most risk assessments rely on clinical judgment. In this study, it was found that Participant 1, a recidivist, had committed sexual crimes three times since his adolescence. This was consistent with the results of the study. How can we prevent recidivism? Shin (2002) suggested that more aggressive punishment in conjunction with sex education is necessary for prevention of recidivism. In terms of the imprisonment which resulted from sexual crimes, Participant 1 reflected on his experience of imprisonment and said, "For people like us, sexual education was more effective than incarceration. Putting us in prison where we learned more ways to commit crimes resulted in our personalities becoming more corrupt." The implication would be that sex offenders may commit even greater sexual crimes after being released from prison.

In this study, it was noted that although the participants made resolutions to keep from committing further sexual offenses, channeled their libido into sports, and tried to avoid sexually stimulating situations, the participants' resolutions were in danger of being weakened as time went by as a result of the overabundance of pornography and by easy access to sexual partners. So, fortitude and vigilance are necessary in order for participants to continue to hold on to their resolutions. Periodic morale boosts are also necessary. Periodic morale boosts include things such as compulsory visits to the counseling office and accountability phone calls. Therefore, it is recommended that sexual offenders should be required to make mandatory visits to sex counseling centers for a certain length of time in order to reinforce their resolutions and help them to keep their resolutions.

Korean culture on sex and sexual offenses

In the context of Korea's male-oriented culture, it is accepted as a matter of course that men will have affairs and sexual experiences. Kweon (1998) pointed out that sexual violence was not an issue of male

biology but an issue of male power in a patriarchal society. Chung (2002) identified the characteristics of Korean culture regarding sex that affect adolescents; they were proliferation of casual sex, decadent sexual behavior, double standards displayed by both genders, and glorification of the sexually aggressive male. It was also internalized to adolescence. Kweon also mentioned that sexual violence was not considered a crime but as normal sexual behavior in a masculine-oriented sex cultural context. It was also noted in the study that the response to sexual offenders' confinement due to sexual violence was, "How unlucky you were to be caught! Most men do without getting into trouble."

The sex industry is an insidious outgrowth of materialism and the information age and is a vice of necessity. Officially and morally, prostitution is illegal in Korea. However, this study found that Korean society is unable to completely wipe out prostitution. In terms of health, underground prostitution will expose more people to sexually transmitted disease than in the past when prostitutes had been required to submit to health examinations conducted by community health centers. Because health examinations of prostitutes are out of reach of the Health and Welfare Administration under current sex trade prevention laws, sexually transmitted diseases such as AIDS, gonorrhea and herpes may become more widespread.

The researchers wonder whether there are more effective ways to combat prostitution and sexually transmitted disease. Should prostitution be legalized and should the state implement a systematic method of guaranteeing that only healthy prostitutes are allowed to ply their trade? It is recommended that current law be reviewed in order to maximize the ways in which sex-related health problems can be controlled.

CONCLUSION

This study was done to explore the process of attitude change in sexual offenders after they had committed sexual offenses. Corbin and Strauss' Ground theory methodology was applied to explore the

change in sexual attitudes in the study participants after the incidents had occurred. The study was conducted from August to November 2005.

The length of the interview with each of the six participants ranged from 40 to 100 minutes, and was conducted in a private atmosphere. Transcription took place right after the interviews, and 107 concepts, 18 subcategories and 14 categories were derived from the collected data through open, axial, selective coding. The causal condition was sexual arousal. The main phenomenon was eruption of the perverted sexual drive. The contextual conditions were easy accessibility to sex and distorted knowledge of sex. The intervening conditions were legal regulation, voice of conscience and social support. The action/reaction strategies were reflecting self, distracting attention and building a stable relationship with a woman. The consequences were stigma of being a sexual offender, alteration in sexual views, confidence and futility. The core variable was reconstructing sound sex values.

The results of this study can provide more qualified knowledge for sex educators and school nurses. Eventually, this study can be used to refine or to enrich the old interventions for sexual offenders.

Further study on the experiences of counselors working in sex crime prevention centers is needed to expand the knowledge base on sex education.

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