

Abstract

Comprehensive Analysis of Current Situation of Educational Gap in Korea

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The purpose of this study is to analyze current situation of educational gap in Korean society considering recent perception and situation over ever widening gap and to explore solutions that are now required to improve the current issues under the theme of “Comprehensive Analysis of Current Situation of Educational Gap in Korea.” To this end, first of all, this research thoroughly referred to the advanced researches in terms of the conception of educational gap, policies and situations. Also, to analyze the current educational gap situation in elementary, middle and high schools and classes, this research analyzed “The Analysis of the Trend of Educational Gap According to Income Bracket in Elementary, Middle and High Schools in Korea” and “How Parents’ Social and Economic Status Have Impacts on the Change of Students’ Academic Achievement.”

Additionally, to analyze gap in entering, experiences in college and labor market, this research analyzed “How Parents’ Social and Economic Status Have Impacts on Entering College” and “How Parents’ Social and Economic Status Have Impacts on Their Children’s College Experiences and Status in Labor Market.” This research proposes improvement solutions based on the analysis of substantial references such as these.

In Chapter III, under the subject of “Analysis of the Trend of Educational Gap According to Income Bracket in Elementary, Middle and High Schools and Classes”, this research has tried to understand specific features through following changes over a decade from the early 2000s in Korean society when the educational gap has started to become a controversial issue by presenting practical analysis of studies over current situation of educational gap. In particular, this research is more focused on the gap in learning process and opportunities inside and outside of schools rather than access to educational opportunities such as entering and admission of schools. As a result, the gap of learning achievement according to income bracket has been more deepened recently and has been widened as a student is becoming middle and high school student from elementary school. Also, the achievement results were apparently fallen in families who belong to KRW 2 million~4million or KRW 4 million~6 million of monthly income bracket, therefore the widening of achievement gap was shown as a falling in the middle group.

In terms of private education, the widening gap has been still maintained or slightly narrowed, however, in middle school, the gap was the most widened. In every school and class, the gap has increased as time goes by in terms of self directed learning hours. In terms of continuation of students’ concentration during class, the gap was widened among different

income classes and especially remarkable at elementary school. Comparing to other factors, the gap of teacher’s support was relatively narrow and decreased gradually among income groups. Similarly, the gap of teacher’s enthusiasm was very narrow while it has shown a big gap especially at elementary school.

In Chapter IV, under the subject of “How Parents’ Social and Economic Status Have

Impacts on the Change of Students' Academic Achievement", the research studied how parents' social and economic status have large impacts on the change of academic achievement at middle and high school and what student or school factors that have impacts on ones' academic achievements. As a result, parents' social and economic status have notable impacts on the results of academic achievements in subjects such as Korean, English and mathematics in case of not inputting control variable. On the other hand, their status have meaningful impacts on the change of academic achievements in subjects such as Korean and English in case of controlling features such as students and school background. It is also shown that the impacts of parents' social and economic status have been diminished as it added student and school process consecutively. After controlling all features such as students or school process, parents' social and economic status has no more meaningful impacts on academic achievements in Korean, English and mathematics.

In terms of student and school factors which have impacts on the change of academic achievements, the impact of school average social and economic status during middle school period gradually increased according to specific model. During middle school period, if a student is at a school where its their parents have relatively higher school average social and economic status, his/her academic achievement in Korean, English and mathematics were more highly likely to be included in top 80% range rather than low 20% range. Students at general than specialized high schools and at high schools of standardized area than non-standardized area were highly likely to be included in the upper level of academic achievement in Korean, English and mathematics during middle and high schools continuously. Although a student may have less self directed learning time than others during middle school period, his/her academic achievement was relatively higher when he/she has higher understanding of class during middle and high school period or spending many time for self directed learning during high school period. Also, the more teacher has high expectancy or pressure of achievement over students, the higher students' achieved their academic performances.

In Chapter V, under the subject of “How Parents’ Social and economic Status Have Impacts on Entering College”, it analyzed how students’ entering college will be changed according to their parents’ social and economic status and what kind of family background mechanism generates such influences over the gap of college entering. Also, this research studied how such family backgrounds make differences in each college admission process. As a result, parents’ social and economic status has an impact on the entering of college even after controlling diverse factors such as students’ grade or parents’ educational support.

Meanwhile, in case of controlling diverse factors in multinomial Logit analysis, parents’ social and economic status influences disappeared in comparison of entering junior college with non college entering, entering junior college and other 4-year college. Parents’ social and economic impact only notably remained in case of entering top classes at 4-year colleges and 4-year colleges in Seoul city in comparison of entering other 4-year college.

Location, type and form of high school, parents’ expectation and aspiration over their children, self studying hour, reward results, the College Scholastic Ability Test grades and school records gave meaningful influences on entering college. As a result of multinomial Logit analysis according to each college entering process, neglected social class, college fair, reward results, the College Scholastic Ability Test results and school records were meaningful in terms of others process. Also, in terms of admission officer process, intrinsic motivation, reading, volunteering and concentration of class time(-)were meaningful factors. In case of supernumerary special process, students from low social and economic status of their parents or neglected families are given more opportunities.

In Chapter VI, under the theme of “How Parents’ Social and economic Status Have Impacts on Their Children’s College Experiences and Status in Labor Market”, this research analyzed diverse subjects such as how parents’ social and economic status have impacts on their children’s college experiences, their children’s college experiences have impacts on their children’s status in labor market, how interaction between parents’ social

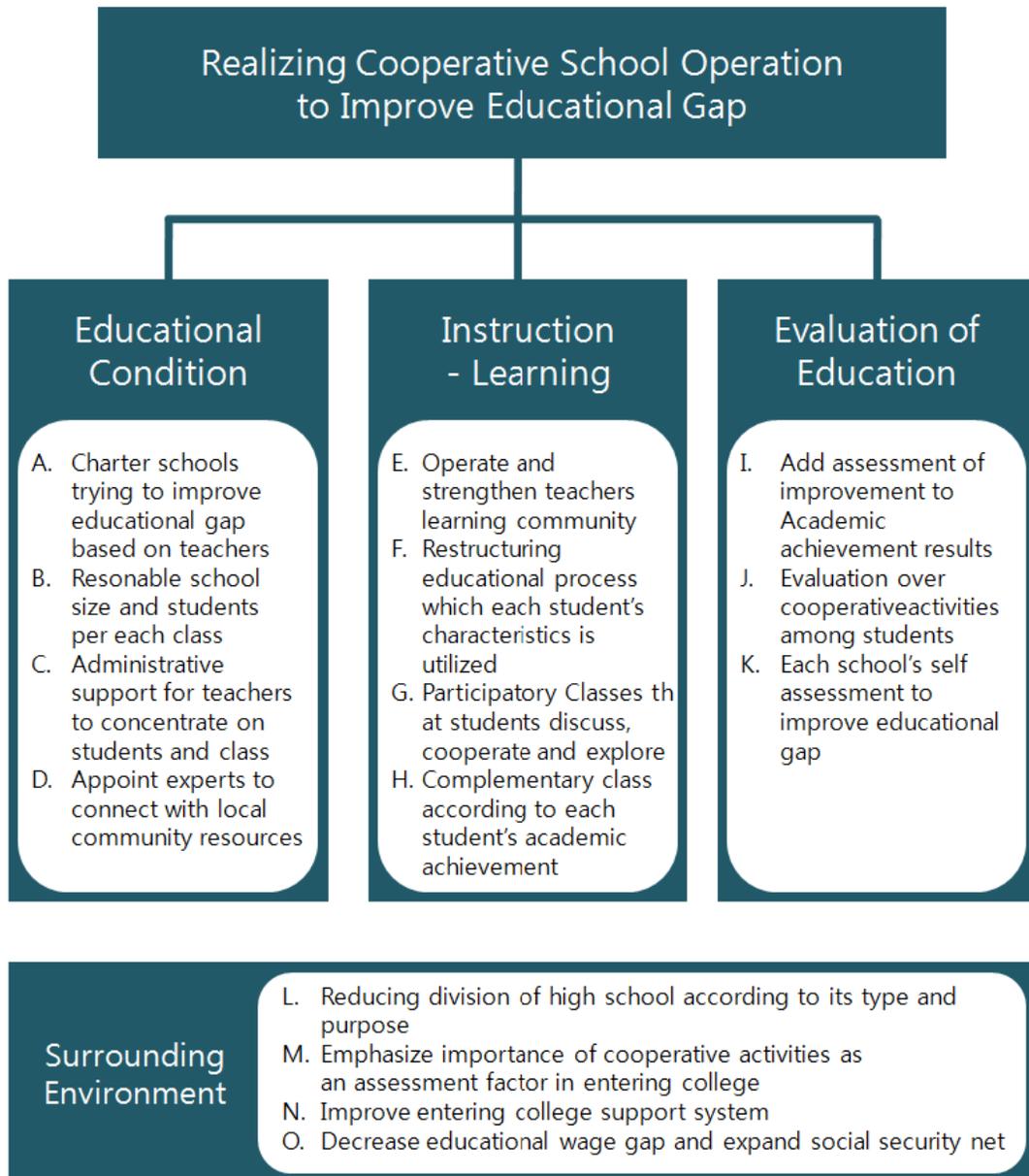
and economic status and their children's college experiences have impacts on their children's status in labor market and tried to prove out how and what parents' social and economic status have impacts on their children's status in labor market mediating their children's college experiences using path analysis. As a result of analysis, based on children's college types which are categorized from junior college to medical school, parents' social and economic status have very systematical impacts on their children's status in labor market. Among many other college experiences, overseas language studying and vocational training from college have positive influences over college graduates' status in labor market. In opposite, a leave of absence experience at college give negative impacts on college graduates' status in labor market.

As a result of time series tracking of college experiences, overseas language study experience or parents' income level impacts on wage premium has shown slight decrease. Average wage of college graduates who have participated in the government's youth employment policy was relatively lower than those who did not, however, the wage gap between college graduates from low income and high income is getting narrowed as the wage of low income college graduates' is increasing in their first job. In path model, parents' social and economic status have indirect effects on their children's status in labor market with overseas language study and leave of absence experiences. Also, the effects of these factors has been steadily maintained.

In Chapter VII, the research proposed solutions for narrowing educational gap not only by changing from the current competitive school operation principal to cooperation, but also improving satisfaction of students' need for approval based on the advanced researches such as the conception of educational gap and educational gap according to income bracket at elementary, middle and high schools. In this context, the "cooperation" refers to any interactive exchanges or helps among diverse stake holders surrounding schools such as students, teachers, students-teachers and schools-parents(local community) to promote better educational results such as individual's academic achievements. As Honneth(2011) suggested, cooperative school operation principal should aim at

promoting three most important factors; cherish, recognition of student's right and social engagement. Any student who is fully recognized by in and outside of school is highly likely to form positive relationship with him/herself and realize successful life. Also, virtuous cycle of improving educational gap can be expected by connecting with positive results such as self positivity and good academic achievements particularly for students whose parents' have lower social and economic status and academic achievements.

The suggestions and solutions in this research are efforts to improve educational results of students, for example, whose parents have low social and economic status and academic achievements or who are hardly recognized under the current incentive system, and make them to be recognized by re-establishing incentive system focusing on schools. In terms of improvement solution for narrowing educational gap, it was categorized and proposed with solutions for 4 parts - educational condition, instruction-learning, evaluation of education and environment by setting its goal as "Realizing Cooperative School Operation to Improve Educational Gap." This means that the school was set as a major field of implementing policies to improve educational gap issue.



In the conception of “Realizing Cooperative School Operation to Improve Educational Gap”, the improvement of educational gap means promoting absolute level of academic results of students who are in relatively lower status because of their parents’ lower social

and economic achievement and educational results as well as reducing relative gap of educational results according to their parents' social and economic status. Cooperative school refers to an education system which all kinds of cooperative process are reflected on evaluation by promoting educational results and satisfying each individual student's need for approval through exchanging and helping among students who have diverse backgrounds of their parents' social and economic status and cognitive and non-cognitive achievements, teachers, schools-parents (local community).

To realize this goal, this research proposed solutions for improvement by dividing factors into two parts- internal factors such as educational condition, instruction-learning, evaluation of education and external factors such as influences from outside of schools. Educational environment established agendas such as signing on contract with schools trying to improve based on teachers, reasonable school size and students per each class, administrative support for teachers to concentrate on students and class, appoint experts to connect with local community resources. Instruction - learning set up subjects such as operating and strengthening teachers learning community, restructuring educational process which each student's characteristics is utilized, participatory classes that students discuss, cooperate and explore, complementary class according to each student's academic achievement. For evaluation of education, the research established three goals such as adding assessment of improvement to academic achievement results, evaluation over cooperative activities among students, each school's self assessment to improve educational gap. Lastly, for surrounding environment, reducing division of high school according to its type and purpose, emphasizing importance of cooperative activities as an assessment factors in entering college, improving entering college support system, decreasing educational wage gap and expanding social security net were selected as agenda.

It will be difficult to solve educational gap in Korean society once and for all as it is a structural phenomenon from the results of our permanent responses against incentives(wage gap according to academic backgrounds and college rankings) surrounding

schools. Therefore, Korean society will get one step closer to the goal of realizing fair education for all students by combining creative, improvement solutions and efforts under the whole society's (government, teachers, students, parents and local communities) common awareness toward improving social system as well as labor market.

key words : educational gap, inequality of education, gap of entering college, tracking