

Abstract**OECD ESP International Study on Social and Emotional Skills (I)**

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This study is a part of the global joint study proceeded by OECD Secretariat, OECD ESP (Education and Social Progress) project, and is a exploratory study in preparation for a large longitudinal study planned to begin in 2021. This project intends to track the formation and development of social and emotional skills of students and to identify impact of learning contexts on social and emotional skills, and impact of social and emotional skills on social progress variables. To do so, OECD first conducts the study on social and emotional skills (hereinafter referred to as The Study) to find out the level and characteristics of social and emotional skills of students in different social, cultural background and policy context of each participating member state for 4 years from 2017 to 2020 as a base survey in advance before carrying out the first longitudinal data collection in 2021. In line with the survey, this study intends to verify international validity and reliability of measurement instruments to be used for the main study; to thoroughly explore feasibility of methods and procedures of an international comparison study; and to review the policy and academic usability of research results in a broader sense in advance of conducting the main study.

The purposes of this study are as follows :first, to develop international common instrument measuring “social and emotional skills”(expected to be completed by 2017) together with OECD by reflecting the result of Validity and Preliminary Feasibility studies that have been already carried out by Korea itself in the first (2011–2013) and the second(2014–2016) round; second, to enhance validity of the measurement instrument by conducting additional in–depth analysis based on the results of preceding analysis and longitudinal studies that Korea has domestically collected since 2014 besides cooperation with OECD Secretariat; third, to analyze trends in social and emotional skills, leaning contexts and social progress among students for over the last four years during 2014 to 2017; and fourth, to collect available data necessary for small–sized international comparison analysis on current state of social and emotional skills through a survey jointly carried out by Korea and other cities that seek joint studies.

In accordance with those purposes mentioned above, this study jointly developed a new instrument measuring social and emotional skills together with OECD Secretariat (participation in international conferences); enhanced the validity of the instrument(GRM analysis with item response theory); analyzed trends in social and emotional skills based on longitudinal studies of 4 years from 2014 to 2017(Repeated Measures ANOVA); analyzed causal relationship between social and emotional skills and social progress based on 4 years longitudinal studies(Panel Regression Model), and conducted international comparison analysis with New Deli, India (the joint research with India is in data collecting stage as of the end of October 2017, so detailed research methods and analysis results will be included in the 2nd year report in 2018).

Study methods include literature analysis, survey, expert conference, and international conference. To be specific for survey method, the survey was conducted on 986 students under Daegu Metropolitan Office of Education: 562 first–year middle school students and 424 first–year high school students. Subjecting those 986 students, the survey titled “OECD/KEDI Education and Social Progress Test”was carried out from June, 12th, 2017 to June, 23th, 2017. The survey questionnaires consist of totaled 158 questionnaires about

social and emotional skills, learning contexts, social progress, and background, which are almost same questionnaires, except for one revised, that have been asked to the same subjects for the last three years (2014–2016). The number of people who answered to the survey is totaled 895 (Retrieval rate 90.7%) among which 760 submitted agreement, making the total number of final subjects to the analysis 760.

The findings of this study derived from various statistics analysis are as follows.

First, as a result of GRM analysis on 2016 data that was conducted based on item response theory to enhance validity of existing measurement instruments, personality test, motivation test, morality and creative personality items are appropriate to measure social and emotional skills of students. However, it was recognized that affinity area shall be complemented as its R-square is relatively low within the potential skill range (-3~3) that is generally received than that of other areas (extroversion, integrity, emotional stability, openness). In addition, the analysis reveals that test tools for creative contexts in family and school, and happiness and health level that are used to measure social progress are appropriate. Therefore, only one question (question 29) related to extroversion in personality test has been revised compared to measurement instrument used in 2016.

Second, confirmatory factor analysis was carried out based on the data collected by using revised instruments to confirm the validity of measurement instruments of 2017 questionnaires. According to the result, model goodness-of-fit of personality test (extroversion, integrity, emotional stability, openness) is relatively lower than the generally received standard (CFI or TLI > .90), which is similar level with that of 2016 instrument. However, the goodness-of-fit of other tests — motivation, morality, creative personality, creative contexts in family and school, and health level are higher than the received standard. The goodness-of-fit of happiness test is relatively lower than that of other tests, but the goodness-of-fit of 2017 test is way higher compared to that of 2016.

Third, according to repeated measures ANOVA, fourth-grade students showed the

highest level of social and emotional skills in most areas, followed by 7th and 10th -grade students. In consideration of the fact that the level of social and emotional skills that the fourth-grade students showed in the fourth year of the study when they were in 7th grade is on par with that of 7th grade students in the first year of the study, it was confirmed that the higher grade students are in, the lower level of social and emotional skills they have in general term. To be specific, morality increases along with grade in all classes while motivation and creative personality rather decrease along with grade. Overall, integrity, emotional stability, creative personality and other social and emotional skills have tendency to decrease along with grade, except for morality that increases along with grade both in primary and secondary schools, indicating that the efforts of Korean education system for social and emotional skill development of students are proven partially successful, and that there are still more things to be done. As for the level of happiness, that of students in the fourth grade increased in the second year of the study, but the level was found to rather decrease in the third and fourth year of the study. Especially in the fourth year of the study when students advanced from primary to secondary school, the level exponentially declined. This indicates that a meaningful decrease in the level of happiness is detected in transition period from elementary school to middle school. When it comes to health level, both elementary and middle school students show decrease in health level along with grade, and the declining trend appears clearly among elementary school students. As seen above, common trend that appears in the most test areas is that the gap in points between elementary and middle school students is bigger than the gap between middle and high school students. That is, the changes that elementary school students experience when they advance into middle school is way bigger than the changes that middle school students experience when they move on to the next level of education. That highlights that it is necessary to find ways to help elementary school students to embrace the changes with emotional stability and to successfully adapt to middle school life.

Fourth, panel regression analysis reveals that regional environment (local stability or

local experience activities), creative contexts in family and in school have positive impact on social and emotional skills of students. In addition, it also indicates that creative contexts in school have positive impact in terms of happiness, health, citizen engagement, safety and other aspects related to social progress as well. Meanwhile, integrity, emotional stability, morality, creative personality and other social and emotional skills are found to facilitate social progress. The higher level of social and emotional skills, the higher level of happiness, health, citizen engagement, and stability. However, trend analysis is required to identify the cause underlying the fact that emotional stability in primary education level have negative impact on the level of citizen engagement, and that creative personality seems nothing to do with safety level. As social and emotional skill factor is considered, the influence of creative school contexts on social progress declines. This can be interpreted in a way that creative contexts of school increase social and emotional skills, resulting in making contribution to social progress.

In that sense, to increase the level of happiness of students and to facilitate social progress requires to nurture social and emotional skills, meaning that it is necessary to establish creative environment of school that helps students to develop social and emotional skills. To realize social progress values requires close cooperation among schools, families, and local communities for creative learning and social and emotional skill development of students.

This led to six policy recommendations: securing faculties teaching social and emotional skill development of revised 2015 curriculum and developing training program for them; developing curriculum for social and emotional skills nurturing in revised 2015 curriculum, and sharing best teaching and learning practices; providing support for courses of social and emotional skill development for elementary school students, and easing the studying pressure of the students; improving Nuri curriculum to foster social and emotional skills at early child education level, and integrating early child education institutions with child-care center; providing support for youth development and easing studying pressure of middle school students for social and emotional skill development; and easing the

pressure of middle school students for the entrance exam by downsizing or abolishing policies to diversify high schools.

Key words: social and emotional skills, learning contexts, social progress, Education and Social Progress, happiness scale