

Abstract

A Study for Development of Korean Educational Quality Index

Park, Sung Ho

Kim, Chang Hwan

Lim, Hu Nam

Kil, Hye Ji

Hwang, Jeong Won

Park, Jong Hyo

Park, Hwan Bo

Chae, Jae Eun

Park, Mi Hyeon

Lee, Hye Yeon

Kim, Ji Yeon

This study is the fifth and the last study of The Development of the Korean Educational Index and Indicators research series which aim to provide useful and relevant information for the general public and the educational decision makers to understand education in Korea and implement policies for the future society. This study traces the qualitative development of the Korean education and developed an educational quality index that the Korean society should monitor in order to ensure a sustainable future.

For this purpose, in establishing the educational quality index framework, this study examined the role of education in response to the changes in the Korean educational policies and the legal system, and in preparation for the future society based on relevant theoretical discussions on educational quality. Using the educational quality indicators, this study explored the current educational quality level and analyzed the results from

the general population survey on the perception of the Korean general public on educational quality.

○ The framework of the educational quality index and indicators

The following three standards were adopted in establishing the major components of the educational quality indicator: 1) to reflect on the mega-trends and global education agenda that shape future education 2) to be applicable to the distinct characteristics of the Korean education's qualitative development 3) to contribute to the happiness of the individual learners and societal and individual development. Based on those standards, this study established equity, inclusiveness, accountability, and excellence as the four major dimensions of the indicator and defined quality of education as the extent to which the four indicators have been achieved for the happy lives of the societal members and community's sustainable development.

The educational quality index framework is composed of four major dimensions(Equity, Inclusiveness, Accountability, Excellence) and there are two sub-indicators within each dimension which comprise 39 indicators altogether. Equity, inclusiveness, accountability, and excellence each consist of equal opportunity and disparity reduction, communality and global citizenship, educational investments and conditions, educational and labor market outcomes respectively.

In attempts to diagnose the past and to monitor the future, this study set 2016 as the reference year to measure the comparative changes across the years. Furthermore, on the basis of the results from the AHP expert surveys, weights for each of the indicators and sub-indicators were assigned.

○ Analysis on the Korean education using the educational quality index and the general population survey.

1) Equity

In addition to the generalization of the opportunities for primary, secondary and higher education, opportunities for pre-primary education have become widely available. These results are consistent with the findings from the general population survey in which

participants from all age groups responded that they perceive the educational opportunities to have expanded over the years. While lifelong learning opportunities have steadily increased as it is reflected by the constant increase in the participation rate of non-formal education, participation in formal education has decreased.

As for the disparity reduction in education, disparities in the basic academic achievement, higher education enrollment rates, adult literacy rates, private expenditure for education per student, and intergenerational mobility in education, have diminished across gender, regions and income groups. In contrast to the quantitative index, the findings from the general population survey demonstrate a negative perception of the current state of educational disparity among the public. Perhaps these conceptions reflect on inequalities that arise from different family backgrounds.

2) Inclusiveness

Korean students' perception of societal trust and citizenship is generally negative while tolerance and regard for others, and interpersonal competency is relatively positive. Aside from active participation in club activities, low participation rate in social and political organizations, volunteer work and donation reflects a low social participation overall.

As for the global citizenship, in contrast to students' positive perception of multiculturalism, their global competency, the competency to be a member of the global society, was found to be low.

Similarly, the general public's perception about inclusiveness was not so favorable. The public's appraisal of the present day education regarding inclusiveness was lower than that of the past, and such trend was especially the case among the younger age groups. The Korean public feels that primary, secondary and higher education is not successful in fostering inclusiveness. On the other hand, it had better perception of the present day global citizenship competency of the students in comparison to the past. These results illustrate that Korea has been successful in attaining a high achievement in the cognitive domain but not so much in building non-cognitive competency.

3) Accountability

There has been a continuous increase in the public educational investment over the

past several decades. The public expenditure per student and the proportion of ministry of education budget to the total government budget have grown consistently over the years. Participants from all age groups in the general population survey also identified this increase in the educational investment compared to the past. The recent decline in the public expenditure per student and the proportion of ministry of education budget to the total government budget, and the increase in higher education budget and research investment rate suggest that educational investment is more concentrated on higher education than it is on primary and secondary education today.

The outcomes of the quantitative indicators on the educational conditions were generally positive. The student-teacher ratio and class size have been steadily decreasing and both have currently approached the OECD average. In contrast to no notable change in secondary school teachers' teaching hours, there has been decreased in the primary school teachers' teaching hours since 2005. School violence indicator demonstrates that there was a significant cutback in total victimization rates since 2013. In spite of these improvements in educational investment and conditions reflected by these quantitative indicators, the perception among the general public remains negative. This suggests that the Korean public demands not only quantitative but also qualitative improvements in educational conditions such as teacher quality.

4) Excellence

In regards to the educational outcomes, at a national level, students' academic achievement(the proportion of high achieving students) is advancing and at an international level, Korean students' problem solving competency and information literacy has outperformed the OECD average. On the other hand, adult academic competency is below the OECD average, and numeracy and problem solving in technology rich environments was found to be especially lower. While Korean students' academic performance and cognitive competencies are excellent, non-cognitive competencies such as self-efficacy, knowledge of the arts and culture, and happiness, are in need for further improvement.

As for the labor market outcomes, the results from the international indicators demonstrate that the extent to which the university education meets the needs of a competitive economy is relatively low in Korea and the benefits for attaining higher education was not only

low compared to the OECD average but the gap has widened over time. Similarly, the general population survey also revealed the public's negative perception of labor market outcomes among all age groups.

○ The need for a national management of the educational index

While there has been a tremendous interest among the international society in developing the educational indicators such as the SDGs to evaluate and monitor the educational goals, The educational index of Korea has been managed at an individual policy and business level thus far. Numerous research institutes have engaged in development of educational index yet there was no management of them at a national level. Therefore, in order to implement critical educational policies, there is a need for the educational sector to engage in establishment of specific educational goals and develop relevant educational indicators that should be systematically managed at a national level.

Key words: Educational quality index, Equity, Inclusiveness, Accountability, Excellence