

ABSTRACT

International Comparative Study : OECD Education and Social Progress (I)

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The study investigated the effects of education on social progress through OECD Educational Social Progress research content analysis, literature reviews, data analysis, and analyzing national and international data to secure evidence. The purposes of the study were to investigate the effects of education on social progress within the domains of social participation, trust and tolerance, and subjective well-being and to explore implications on education in Korea with the findings of the study. This study was driven by the following research questions: (a) first, how much influence does education hold in Korea on Social Progress(Social participation, trust and tolerance, and subjective well-being) compared with other countries? Also, are there differences in degrees of influence on social progress among different levels of education? (b) second, how cognitive and non-cognitive competences which can be considered as educational factors influence social progress in Korea are different compared to other countries? (c) third, is there a causal relation between education and social progress in Korea? If so, does the decrease or increase in cognitive and non-cognitive competences bring decrease or increase in social progress?

To examine the above research questions, international comparative analysis of marginal effects at different educational levels, international comparative

analysis on the effects of cognitive/non-cognitive competences, and longitudinal comparative analysis on the effects of education on social progress were conducted in the aspects of analyzing correlation and causal relation of the relationship between education and social progress.

In order to investigate the first research question, using World Values Survey Wave 5 data, international comparative analysis of marginal effects at different educational levels within each domain of social progress(social participation, trust and tolerance, and subjective well-being) was conducted. To investigate educational benefits at different educational levels(middle school, high school, and above college), the marginal effects analysis was completed. First, the result of Korea regarding the ‘participation in vote’ in the domain of social participation displayed positive marginal effects at all education levels similar to OECD countries. However, more specifically, the results indicated that Korea displays greater marginal effects at middle and high school levels, but smaller marginal effects at the above college level compared to OECD countries.

Meanwhile, regarding ‘signing a petition,’ ‘attending demonstrations,’ and ‘member of environmental organization,’ marginal effects of education in Korea were relatively small or negative compared to OECD and Non-OECD countries. Therefore, the results of Korea displayed that while at the level of compulsory education including middle school education, conservative form of political participation education such as ‘participation in vote’ can be effective, educating in various progressive forms of political and civic participation can be weak.

Second, the results of Korea indicated that marginal effects at different education levels were negative in general regarding ‘interpersonal trust’ in trust domain, while positive marginal effects were shown in ‘trust in social system’ and ‘trust in institutions.’ In fact, ‘trust in institutions’ such as government, parliament, court, and political party at middle and high school levels was very

small compared to OECD countries.

On the other hand, the results of marginal effects analysis on ‘gender equality’ and ‘immigrants’ within tolerance domain were positive in general at all education levels compared to other countries. However, at middle and high school levels, for the case of tolerance for immigrants, marginal effects was insignificant or negative compared to OECD countries.

Finally, regarding ‘health recognition’ within subjective well-being domain, overall results were positive. However, regarding ‘satisfaction in life’ at middle and high school levels, the marginal effects were negative compared to OECD and Non-OECD countries. Especially, there were more negative results of marginal effects at high school level than middle school level.

To examine the second research question, International Civic and Citizenship Education Study(ICCSE) data, which was collected in 2009 from 38 countries of middle school students at the average age of 13.5, was used. In this analysis, ‘political interest’ and ‘self concept’ were considered as non-cognitive competences, whereas ‘civic knowledge’ was considered as cognitive competence. It has been found that there were differences between cognitive and non-cognitive competences in regards to their effects on social progress variables. First, within the analysis of the social participation domain, although cognitive competence contributes to such social participation such as student's activity inside school, there has been not much contribution of cognitive competence to such social participation such as student's activity outside-of-school which requires different experiences and adjustments from the activities inside school. On the other hand, for the cases with non-cognitive competences, there have been positive effects on most social participation variables.

Second, regarding the results of analysis on trust and tolerance domain,

cognitive competence('civic knowledge') displayed positive effects on attitudes in equality such as attitudes in gender equality, racial equality, and immigrants equality, whereas negative effects were found in 'trust in social system' and 'trust in institutions.' In contrast, the results of non-cognitive competence displayed positive effects on most variables within trust and tolerance domain. Third, such differences between cognitive and non-cognitive competences affecting social progress seem more apparent in Korea than in other countries.

To investigate third research question, longitudinal comparative analysis on the effects of education on social progress was conducted using Korean Youth Panel Survey data, which was collected from 2003 to 2008(7th grade to college freshman). In this analysis whether the increase or decrease in cognitive competence('academic achievement') or non-cognitive competence('academic diligence' and 'self esteem') brings the increase or decrease in variables related to social progress has been examined. As a result, in general, it has been found that the increase or decrease in non-cognitive competences has a close relationship with the increase or decrease in variables related to social progress rather than cognitive competences.

Also, the following political implications have been discussed in relation to the analysis results of the study: carrying out balanced education for cultivating cognitive and non-cognitive competences, enhancing students' trust in social system and institutions at middle and high school levels, reinforcing social competences including tolerance for immigrants at higher education level, social participation in in-school and outside-of-school, and establishing fields of lifelong learning and life-centred method.

**Key words : Social Progress, Non-cognitive Competencies,
Social Benefits of Education**