

ABSTRACT

Analysis on the Actual Status and Quality of School Education in Korea : A Study on the Elementary Schools(Ⅲ)

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This research is concerned with the elementary school in the third cycle of the Research on the Actual Status and the Quality in School Education(general highschool, middle school and elementary school) which has been carried out since 2003. The research aims to measure the actual status and the quality of elementary school education and to identify the changes by comparing with previous cycles.

In order to achieve the goal of the research, indexes were modified and developed to reflect the pending issues of elementary school education based on the established theoretical model in the Research on the Actual Status and the Quality in School Education: Elementary, Middle and General High Schools

which was carried out from 2003 to 2010. In the mail survey for 250 schools nationwide, 214 schools participated in 2005 and 2008, and 36 schools additionally sampled in 2011. The survey attempted to evaluate Korean language skills, math and also science achievement. The collected students' results were connected to their parents' answers for analysis. The statistics DB of Korean Educational Development Institute was linked to school information and calculated weights were applied for estimating parameters in national level. Moreover, achievement level of each subject was classified to identify students' academic levels through standards setting process based on the results of academic achievement tests.

Three kinds of analyses executed with the survey results and students' academic scores are as follows. First, this research aims to verify whether the size of the regions where the schools are located have an effect on the qualities and current condition of elementary school education, to analyze the effects that the quality index of school education have on the school education, and ultimately, to compare the results with those in the first and second cycles which were conducted in 2005 and 2008 respectively. Second, in the analysis on the level of school education, the exam scores from the same schools conducting the identical exams as in 2005 and 2008 researches were used to estimate school effects regarding progress of academic performance. Third, the future core competence test was developed to measure students' affective achievement. Then, finally, the present conditions and effects of students' obesity on academic achievements were investigated to explore political application of the collected dataset from this research.

The following is the conclusion of the actual status, quality, current political issues, and effects of elementary school education based on the analysis above.

First of all, this research analyzed conditions in school education, educational

activities and actual educational achievements and then followed their changes. The results of the analysis on conditions in school education showed that the number of schools by regions generally increased, and learning area per student became gradually larger. Based on these results, it is certain that physical resources in elementary schools have improved since 2005. As for teacher resources, female teachers outnumbered male teachers by about three to one, and there has been a substantial increase in the ratio of female teachers. While teachers' educational experiences decreased a bit compared to 2008, the ratio of teachers with higher education levels (graduate school) jumped dramatically. The total number of students, student per class, and student per teacher decreased. General conditions of elementary schools have improved due to decline in student numbers. When compared to 2005 and 2008, students' educational ambition and parents' socio-economic status decreased, and especially declined considerably in Eup/Myun areas.

The analysis of the educational activities corresponding to school curriculum is suggested below. First, the result of analyzing school climates showed that teachers' autonomy and efficacy, cooperation with co-workers, morale, enthusiasm, and achievement pressures were on the rise.

Second, class atmosphere, one of the class climate factors, met the average level, and declined in 2011. The degree of instructor-oriented class and learner-oriented class slightly increased, and they were the highest among three cycles.

Third, as for learning psychological background features, internal motivation has shown to decrease. The external motivation showed similar levels among three cycles overall, whereas the gaps between regions were larger. Self-concept of each subject decreased slightly compared to 2005 and 2008. Self-esteem of students was on the rise, and its regional gaps were statistically

significant.

Fourth, in relation to school life, compared to 2005 and 2008 there was a small increase in the average class attention span of elementary school students which were about 21~30 minutes. Also, students' attitudes during class changed positively. The frequency of delinquency and the deviation was on the rise.

Fifth, regarding after-school activities, generally students' degree of reading decreased in general throughout three cycles, whereas the hours using computers and internet were on the rise. The studying hours outside of school classes increased sharply when compared to 2005 and 2008. The gap between the sectors with the highest ratio of tutor participation and the lowest was reduced, and the studying hours outside of school classes showed the same patterns.

The actual status of educational performance in elementary school education is summarized below.

First, students' achievement exam scores as a cognitive performance from school education were analyzed. The results showed that the ratios of students in Advanced and Proficient for Korean increased compared to 2005 and 2008, and ratios of basic and below basic showed the similar tendency; therefore, the disparities among students' achievement levels were narrowed. As for Mathematics, the ratio of students classified into Advanced level in Seoul was the highest, and Metrocity's ratio of proficient level was the highest, whereas the ratios of basic and below basic levels in Eup/Myun regions were the highest.

Second, in terms of students' personality as an affective performance, the degree of frugality, kindness·concession and responsibility·cooperation of elementary school students stayed at average levels. The degree of frugality in 2011 decreased slightly compared to 2008. The regional inequalities in the

frugality and responsibility·cooperation seemed to have been getting worse whereas kindness·concession has been improved. Elementary school students' future core competence was at average levels, and subcategories such as creativity, self-direction, social competence were the highest in Seoul.

Third, as for the psychomotor achievements, the average degree of obesity in each school was investigated. Most students' degree of obesity was normal. Schools in Eup/Myun areas showed that their students of normal degree of obesity were below average than total students. Besides, the ratio of obese students in these regions was higher than other regions.

Fourth, students' satisfaction level with the relationship between parents and teachers was on the rise. The students' satisfaction level with human relationship showed wide gaps between regions. Also, the parents' satisfaction level has shown a gap between 2011 and the previous cycle.

The conclusion on the education levels of elementary school is suggested below. First of all, as for the variables affecting students' academic achievement, students' sex, parents' socio-economic status, parents' educational support to students, parent-student relationship, and tutoring participation were the most significant in student level, and average socio-economic status of school was the most significant factor in school level. Next, as a result of putting process variables in consecutive order considering their correlation, students' degree of reading, internal and external motivation in student level and teachers' perception about students' intelligibility in class in school level seemed to have significant relationships with academic achievement.

Furthermore, effective schools were selected based on the average and progress of raw scores or effect scores and their characteristics. There was a tendency that different schools were chosen depending on the criteria for classification.

Finally, the current state of elementary students' health and relationship between health and academic, psychological performance were analyzed using the data collected from this research. Male students' degree of obesity was higher than female students, and Eup/Myun areas had higher levels than in cities. As parents' educational level became higher and when students exercised more, the degree of obesity became lower.

Based on the above research results, the following suggestions are made to improve the elementary school education in Korea.

First of all, in order to improve the level of elementary school education, educational condition in schools should be improved and the regional disparities need to be reduced. Also, it is necessary to support and specialize small schools, to arrange teachers based on the region and established school type, to conduct empirical studies to identify an effect of coeducation schools on elementary school students, to provide an educational information service system for parents to offer diverse educational information for increasing parents' interest and participation in education of their children, and to consider educational support to close the gaps in family background. Furthermore, to enhance intensive interest and support for educational activities, policy implementations to promote students' positive learning activities and learning psychological capacity, and preventing school curriculums in Eup/Myun from getting worse are required. To improve the quality of school education, it is necessary to pay attention to teachers and teaching-learning factors, and to develop research tools and scales for estimating process of teaching and learning.

Second, in terms of analyzing and evaluating the levels of elementary school education, comprehensive performance examining system should be created to regard outcomes from school education in diverse domains, and conditions and

growth of schools need to be counted to check performances precisely and fairly.

Finally, in order to establish a nationwide school education database system, it is necessary to create a school-level database that connects results of various examination, which will enhance efficiency through collaboration and linking data with related organizations, systemize periodical analysis and reporting, open data to the public, and to promote utilizing data.

Keywords : Actual status of elementary school, quality of school education, school effects, school pannel, educational performance