

ABSTRACT

Data-Based Study for Analyzing Education Policies :
Analysis of Effects of Education Policies That Aim at
Reducing Private Tutoring Expenditure and Enriching
Public Education

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This study, “Analysis of effects of education policies that aim at reducing private tutoring expenditure and enriching public education” is the data-based study for analyzing education policies. This study investigates changes and trends of private tutoring expenditure over years. In addition, it examines several educational policies for reducing private tutoring expenditure such as after-school programs, Education Broadcasting System(EBS) online education services, and the admission officer system as well as the effect of these policies on educational outcomes and reduction in private tutoring expenditure, and

their relation to enrichment in public education.

The purpose of this study is to provide recommendations and improvement schemes for existing policies related to private tutoring from the perspectives of enriching public education using two datasets from Korea Statistics and Korean Education Development Institute (KEDI). Korea Statistics provides household surveys from 1990 to 2010, which have extensive information on private education expenditure, and it administered a separate survey for private tutoring from 2007 to 2010. The dataset from KEDI is called Korean Education Longitudinal Study (KELS) that is linked to results of College Scholastic Ability Test (CSAT), which is a national standardized test for college entrance in Korea. Using the KELS dataset, the effects of after-school programs, EBS CSAT online education services, and the admission officer system are analyzed.

Major results of this study are as follows.

First, private tutoring expenditure has been reducing over years and this reduction is expected to prolong. However, more critical observation about accountability of education policies related to private tutoring is necessary.

Second, in primary and secondary schools, overall participation rate in private tutoring and its expenditure among students who participated in private tutoring have reduced as well as participation rate among students in after-school programs. However, private tutoring expenditure for students in after-school programs has not changed. In the vocational high schools, private tutoring expenditure among students who receive private tutoring has risen, which requires scrutiny about its causes.

Third, based on the results from the analysis using the KELS dataset, after-school programs show positive impacts on reduction in private tutoring

expenditure and students' academic achievement. It also contributes to alleviating achievement gap between regions and achievement groups as well as enriching public education.

Fourth, results suggest that there are relatively positive effects of EBS classes on reduction in private tutoring expenditure and student performance in English especially among lower and upper levels of achievement groups.

Fifth, the effect of the admission officer system on private tutoring expenditure differs by regions, and it is optimistic in terms of its effect on enriching public education. However, further research using results of college attendance is required.

Based on these results, there are several recommendations and improvement schemes targeted to existing private tutoring policies.

First, policies for alleviating private tutoring expenditure targeting to enriching public education should be sustained. Also, policies should be more focused on reducing burdens of low-income families.

Second, in terms of after-school program, the program should be more market-oriented, which means that the program should meet consumer needs. Also, it is crucial to increase the pool of high quality teachers by teacher education and recruitment, and active support from communities is essential.

Third, textbooks for EBS need to be developed in order to meet levels of all achievement groups and increase quality of textbooks by reviewing validity of examples and questions in textbooks. Free distribution of the textbooks for low-income families needs to be expanded. Furthermore, EBS curriculum should be based on theories and fundamentals instead of drill and practice, and policies that link between EBS and CSAT should be continued.

Fourth, in terms of the admission officer system, it is necessary to have more activities within schools, clarification and simplification for the purposes of the

admission officer system, increased access to information regarding college admissions, and tighter partnership between colleges and high schools.

Fifth, research on evaluations of private tutoring policies should be continued along the establishment of systematic and cultural infrastructure.

Sixth, further research on the effect of the admission officer system is necessary. Also, longitudinal studies for students in primary schools and panel surveys for private tutoring are desired.

Key word : educational policies for reducing private tutoring expenditure, private tutoring expenditure transition, private tutoring expenditure trend, the admission officer system, EBS CSAT Class, after-school