

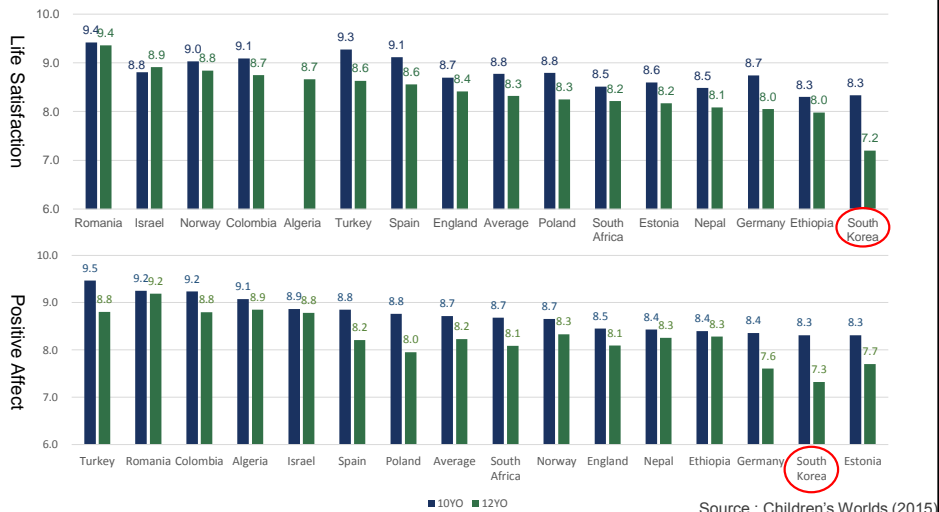
How does Academic Achievement Affect South Korean Children's Subjective Well-being? The Role of Adult's Fair Attitude

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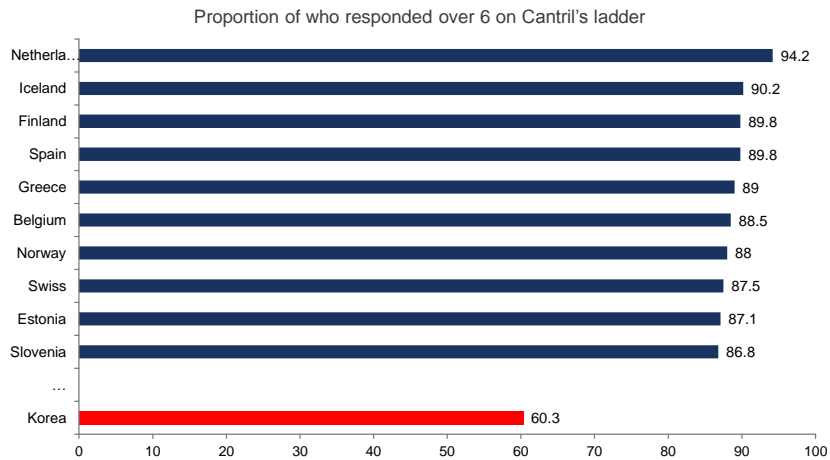
Backgrounds

Low subjective well-being (SWB) of South Korean children



Backgrounds

Low subjective well-being (SWB) of South Korean children



Source : Kim et al. (2015)

Backgrounds

South Korean children have shown high level of academic achievement

Math		Reading		Science	
1 st	Korea(554)	1 st ~2 nd	Japan(538)	1 st ~3 rd	Japan(547)
2 nd ~3 rd	Japan(536)	1 st ~2 nd	Korea(536)	1 st ~3 rd	Finland(545)
2 nd ~3 rd	Switzerland(531)	3 rd ~5 th	Finland(524)	2 nd ~4 th	Estonia(541)
3 rd ~7 th	Nethr(523)	3 rd ~6 th	Island(523)	2 nd ~4 th	Korea(538)
4 th ~8 th	Estonia(521)	3 rd ~6 th	Canada(523)	5 th ~9 th	Poland(526)
OECD MEAN	494	OECD MEAN	496	OECD MEAN	501

*The PISA results (2012)

Backgrounds

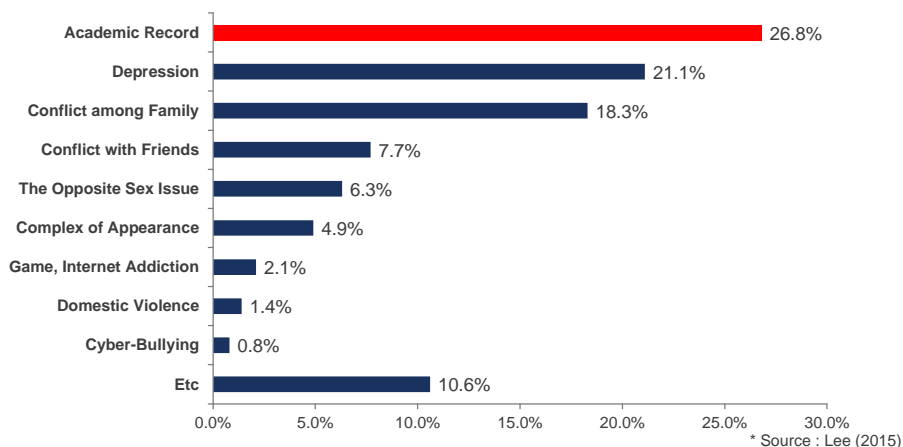
High level of academic stress is one of major concerns of Korean children

UN Committee on the Right of the Children's report of South Korea highlighted needs "to review its education policy with a view to *reducing the high level of stress it subjects to children to.*"

Backgrounds

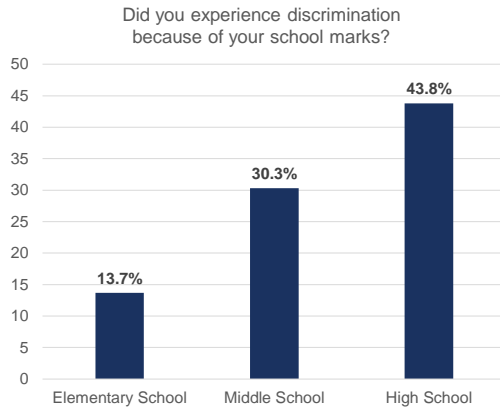
High level of academic stress is one of major concern of Korean children

Main Reasons for suicide idea of South Korean Children



Backgrounds

Also, academic achievement affects relational well-being.



* Source : National Youth Policy Institute (2015)

The aim of this study

This study aims to identify how academic achievement affects Korean children's subjective well-being.

Applying stress process model, the effect of primary stressor (academic achievement) and perceived secondary stressor (academic stress) on outcome (subjective well-being) will be investigated.

And the mediating role of fair attitude of parents and teachers on the process of primary stressor and secondary stressor will be also tested.

Theoretical Review

Academic achievement



Subjective well-being

Academic achievement is a desirable developmental outcome and has been found to be positively related with SWB (Huebner et al., 2014; Suldo, Riley & Shaffer, 2006).

A possible explanation is that academic achievement is related with competence. According to self-determination theory, competence is a key psychological need of happiness (Dehaan & Deci, 2014). So, high level of academic achievement promotes SWB through being satisfied with competence.

Theoretical Review

Academic achievement



Subjective well-being

However what about children with low school marks?
Stress is occurred when there are psychological threats and psychological homeostasis is collapsed (Pearlin, 1999). Daily stress hinders SWB (Diener et al., 1994).

And the mechanisms associated with academic achievement and children's SWB in Korea have not been heavily investigated.

Thus, we also need to think the relationship between academic achievement and SWB in stress perspective.

Theoretical Review

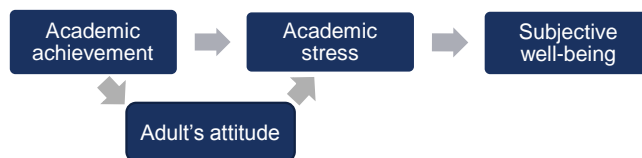


Stress process model (Pearlin, 1999) can be applied to the relationship between academic achievement and subjective well-being.

Stress process model subdivides stressor into two categories. The primary stressor refers to the objective stressor that impacts outcome, and the secondary stressor refers to intrapsychic strains or role strains caused by the primary stressor.

Applying stress process model, low academic achievement can be thought as the primary stressor, and academic stress can be thought as secondary stressor.

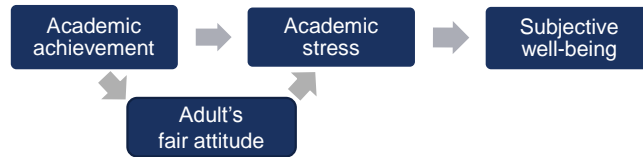
Theoretical Review



Why and how low achievement is related with high stress?
One more thing we should consider is a mediator of the relationship between primary stressor and secondary stressor.

Attitude toward one depends on role-expectation about him/her (Myers, 2012). Attitudes of important others can be a meter and/or predictor of secondary stressor, since secondary stressor refers to intrapsychic strain and role strain.

Theoretical Review

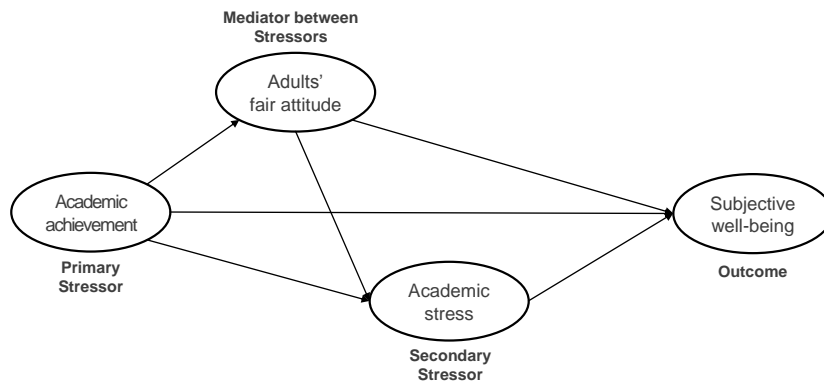


Children's academic achievement is a major factor for satisfying parent's role expectancy toward children (Lee et al., 2015). Teachers have behavioral tendency to contact and interact more with those who have good grades than those who have low grades (Myers, 2012). In Korea, high proportion of children answered that they experienced discrimination according to their grades (NYPI, 2015).

These attitudes can make children feel unfairly treated and may increase their role strain and intrapsychic strain.

Korean studies said that the perceived attitude of parents (Lee, Oh & Eun, 2014; Oh & Seon, 2013) and teachers (Park, Yoo, Han & Chung, 2007) influences the level of academic stress of children.

Conceptual Research Model



Data and Measurements

DATA

- Subsample of the South Korean data of the ISCWeB.
- A nationally representative, IRB approved data
- 4,705 elements of 5th and 7th grade

Measurements

- Life Satisfaction : Students' Life Satisfaction Scale (Huebner, 1991), How much one agrees with 5 items of life satisfaction, 11 likert scale (0=not at all agree ~ 10=totally agree).
- Positive affect : short version of Russell's core affect (2009), How much one have felt 6 positive affects during the last two weeks, 11 likert scale (0=not at all ~ 10=extremely).
- Academic Achievement : subjective competence of 3 subjects (Korean, Math, English), 5 likert scale (1=very bad ~ 5=very good).
- Academic Stress : How much one is stressed by academic issues, 3 items, 4 likert scale (1=not at all ~ 4=very much).
- Fair Attitude of parents : How much agrees with the fair attitude of parent (My parents treat me fairly), single item, 5 likert scale (1= I do not agree ~ 5=totally agree)
- Fair Attitude of teachers : How much agrees with the fair attitude of teachers (My teachers treat me fairly), single item, 5 likert scale (1= I do not agree ~ 5=totally agree)

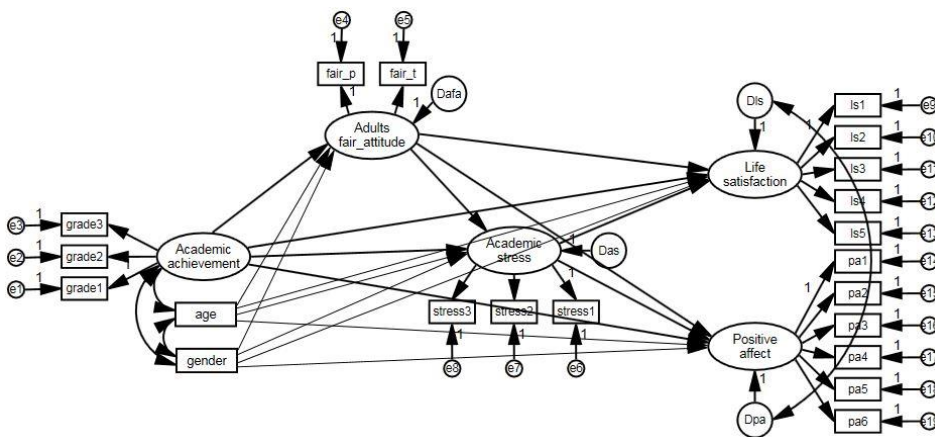
Descriptive analysis

	N	Min	Max	Mean	S.D.	
Life Satisfaction (SLSS)	My life is going well	4705	0	10	7.74	2.194
	My life is just right	4705	0	10	7.58	2.313
	I have a good life	4705	0	10	7.90	2.231
	I have what I want in life	4705	0	10	7.73	2.313
	The things in my life are excellent	4705	0	10	7.80	2.287
Positive Affect (CAS)	Satisfied	4705	0	10	7.90	2.213
	Happy	4705	0	10	7.98	2.209
	Relaxed	4705	0	10	7.57	2.454
	Active	4705	0	10	7.93	2.293
	Calm	4705	0	10	7.45	2.339
	Full of energy	4705	0	10	7.97	2.367

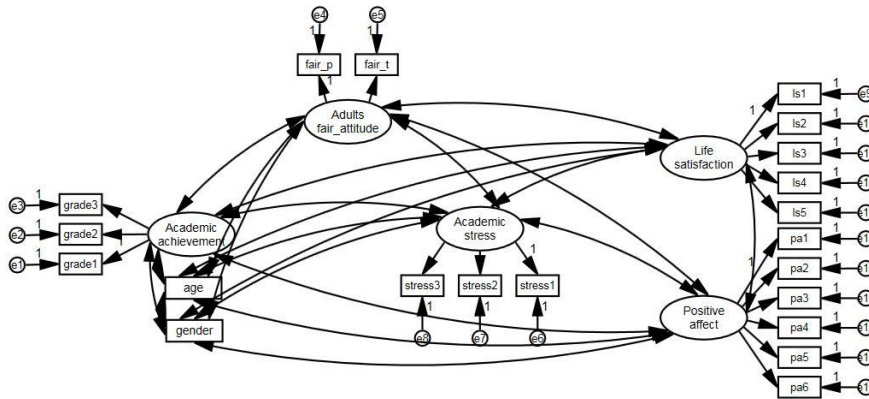
Descriptive analysis

		N	Min	Max	Mean	S.D.
Grade	0=10YO, 1=12YO	4705	0	1	.53	.499
Gender	0=GIRL, 1=BOY	4705	0	1	.48	.499
Fair Attitude	My parents treat me fairly	4705	1	5	4.13	1.027
	My teachers treat me fairly	4705	1	5	4.08	1.020
Academic Achievement	Korean	4705	1	5	3.75	.950
	Mathematics	4705	1	5	3.60	1.125
	English	4705	1	5	3.62	1.174
Academic stress	I am stressed out by my low grades	4705	1	4	2.03	.907
	I am stressed out by homework and exams	4705	1	4	2.33	.969
	I am stressed out by the boredom of study	4705	1	4	2.14	.946

Structural Model



Results



Measurement Model fit indices

Chi-square=3635.110 (df=170, p<.001), TLI=.945, CFI=.956, RMSEA=.066 (.064~.068)

Results

Factor loading of observed variables

			Unstandardized Estimate	Standardized Estimate	S.E.	C.R.	P
grade1	<---	Academic_achievement	1	0.728			
grade2	<---	Academic_achievement	1.158	0.712	0.03	38.486	***
grade3	<---	Academic_achievement	1.224	0.722	0.032	38.685	***
stress1	<---	Academic_stress	1	0.722			
stress2	<---	Academic_stress	1.252	0.847	0.025	50.171	***
stress3	<---	Academic_stress	1.155	0.799	0.024	48.917	***
fair_p	<---	Adults_fair_attitude	1	0.62			
fair_t	<---	Adults_fair_attitude	0.952	0.594	0.032	29.824	***
ls1	<---	Life_satisfaction	1	0.937			
ls2	<---	Life_satisfaction	1.07	0.951	0.008	134.858	***
ls3	<---	Life_satisfaction	1.019	0.939	0.008	127.937	***
ls4	<---	Life_satisfaction	0.985	0.875	0.01	100.87	***
ls5	<---	Life_satisfaction	1.011	0.909	0.009	113.406	***
pa1	<---	Positive_affect	1	0.932			
pa2	<---	Positive_affect	1.006	0.94	0.008	123.136	***
pa3	<---	Positive_affect	1.007	0.846	0.011	89.988	***
pa4	<---	Positive_affect	0.928	0.835	0.011	87.068	***
pa5	<---	Positive_affect	0.869	0.766	0.012	72.331	***
pa6	<---	Positive_affect	0.933	0.813	0.011	81.903	***

Results

Structural Model fit indices

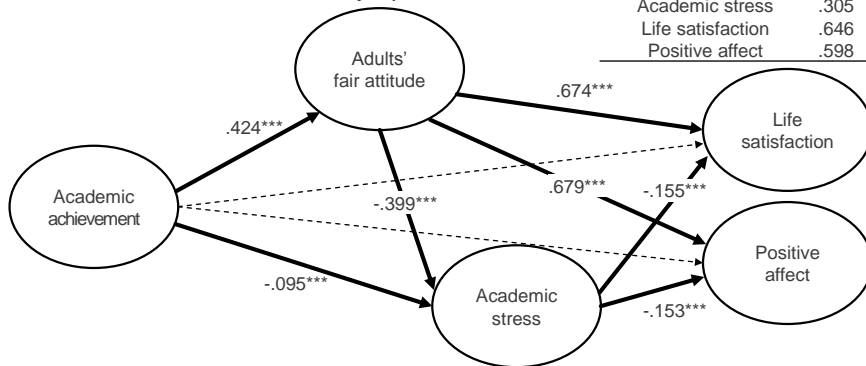
Chi-square=3635.110 (df=170, p<.001), TLI=.945, CFI=.956, RMSEA=.066 (.064-.068)

Regression coefficients

		Unstandardized Estimate	Standardized Estimate	SE	CR	P
Adults_fair_attitude	← Academic_achievement	0.39	0.424	0.023	16.689	***
	← age	-0.076	-0.059	0.026	-2.867	0.004
	← gender	0.019	0.015	0.024	0.763	0.445
Academic_stress	← Academic_achievement	-0.09	-0.095	0.021	-4.277	***
	← Adults_fair_attitude	-0.411	-0.399	0.029	-14.372	***
	← age	0.296	0.225	0.021	13.833	***
	← gender	0.049	0.037	0.019	2.517	0.012
Life_satisfaction	← Academic_achievement	0.089	0.03	0.06	1.497	0.134
	← Adults_fair_attitude	2.177	0.674	0.111	19.665	***
	← Academic_stress	-0.486	-0.155	0.064	-7.557	***
	← age	-0.3	-0.073	0.06	-5.043	***
	← gender	-0.386	-0.094	0.053	-7.263	***
Positive_affect	← Academic_achievement	-0.087	-0.029	0.062	-1.406	0.16
	← Adults_fair_attitude	2.2	0.679	0.114	19.307	***
	← Academic_stress	-0.483	-0.153	0.067	-7.233	***
	← age	-0.229	-0.055	0.062	-3.673	***
	← gender	-0.397	-0.096	0.056	-7.145	***

Results

standardized coefficients of major paths



Squared Multiple Correlation

Adult's fair attitude	.200
Academic stress	.305
Life satisfaction	.646
Positive affect	.598

Effect Decomposition		Standardized		
		Direct effect	Indirect effect	Total effect
Academic stress	← Academic achievement	-.095***	-.169***	-.264***
Life satisfaction	← Academic achievement	.030	.327***	.357***
Positive affect	← Academic achievement	-.029	.328***	.299***
Life satisfaction	← Adults' fair attitude	.679***	.061***	.740***
Positive affect	← Adults' fair attitude	.674***	.062***	.736***

** p<.05, *** p<.01

Conclusion & Discussion

Academic stress should be importantly considered.

This results show that,
Rather low academic achievement itself,
academic stress caused by academic achievement explains SWB better.

Most of Korean parents and teachers tell children that,
“You should study hard to be happy.”
No! To be happy, children should feel less academic stress.

Secondary stress is related with role strain.
In Korea, children’s personal and social role is very restricted to being a good student. In this context, children’s SWB cannot be influenced by their school marks.

It’s hard to deny some stress could be occurred following academic achievement,
but further explanations are needed to identify what makes Korean children more stressful about their academic issues.

Conclusion & Discussion

What is adult’s role?

This results show that,
Fair attitude of adult (parents and teachers) is a strong promotive factor on SWB, and a buffer to academic stress.
But children’s perception of fairness of adults depends on their academic achievement. In other words, children with low school marks perceived that their parents and teachers are less fair.

Thus, Korean adults, rather press children to be a good student, should treat fairly and support children to deal academic issues well.

Conclusion & Discussion

Academic achievement is an important developmental task, and an indicator of well-becoming. But the results suggest that high level of academic stress can hinder children's well-being.

It is needed to consider both children's well-becoming and well-being,
And adults should do their role and have a fair attitude to support children's well-becoming and well-being.

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Thank You!

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