

CORRELATES OF KOREAN HIGH SCHOOL SENIORS' EXAM HELL Meery Lee,  
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Korean high school seniors' demographic characteristics and aspirations for academic achievement correlated with their time use patterns and subjective states in daily activities. Fifty-six high school seniors in Pusan, Korea (28 boys) participated. Forty-six percent was from middle class and 33% was from working class families. All the students wanted to attend college. Time use patterns, affect states, and concentration states in daily schoolwork and leisure activities were repeatedly measured for average 7 times per a day for a week using the Experience Sampling Method (ESM). Boys who were from higher SES families studied more and played less than those who were from lower SES families. Girls who had higher academic aspirations including educational expectations, GPA, confidence in the university entrance exam, and goals for school completion, studied more than girls who had lower academic aspirations. Boys who had high confidence in the university entrance exam and girls who had high GPA were likely to experience more positive affect states and stronger concentration states during schoolwork than their counterparts. These findings suggest: First, Korean adolescents' objective and subjective experiences of exam hell differed according to their parents' socio-economic status and their own aspirations for academic achievement. Second, Korean adolescents' academic aspirations rather than their parents' socio-economic status were more meaningful correlates of the subjective experiences of exam hell. Finally, Korean adolescents' academic aspirations were closely tied to subjective experiences of schoolwork activities.