

Analysis of Private Education and Instruction Time of Public Schools in Korea

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1. Introduction

According to the Statistics Korea, the participation rates of the elementary, middle, and high school students in the whole country for private education are 80.9%, 70.6%, and 57.6% respectively in 2012. The most common purpose of private education included advanced learning of subject areas to prepare for entering the university or special high schools(National Statistics Korea, 2013; Yoo et al., 1990). Even though the participation with the private education rate decreases every year little by little, such education phenomenon still seriously influence on the public school systems badly, giving students with a lot of pressure for the study and causing unbalanced educational cost issues in the society. The fact that Korean education systems depends a lot on private education sectors implies that public education systems do not satisfy enough the demands of educational needs in some ways. Therefore, it is necessary to investigate whether the Korean national curriculum reflects and satisfies the demands of the students, parents and the society. In particular, it is important to examine the Korean educational systems in detail by comparing it with other countries in order to find out whether the curriculum is being operated to the extent which students can obtain necessary skills and knowledge. It is not easy to compare the national curriculum from country to country because curriculum is composed of various elements such as subject areas, instructional methods, time, media, and environments. Among these elements, this study focuses on the instruction time. In detail, this study focuses on the instruction time implemented in the core subject areas such as reading, writing, math, science, and social studies in the middle school. Since middle school is mandatory in most countries adopting the national standards, it is convenient compare the curriculum each other.

The purposes of this study were to investigate the tendency of private education and the instruction time of public school systems. By examining the trends of private education and instruction time, the study intended to find out whether Korean national curriculum support students' learning by providing them with enough instruction time in the curriculum. In order to achieve these goals, the statistics related to the private education and the instruction time allocated to the core subject areas were explored and compared.

2. Research Methods

Document analysis was used to achieve the study goals. Statistics about Private education of 2012 presented on the Statistics Korea were analyzed and the curriculum of 100 middle schools on the Alimi site were randomly selected and analyzed. In addition, 2013 education at the glance published by OECD and the national curriculum of 4 foreign countries were reviewed and analyzed to compare the Korean curriculum with the case of foreign countries. For the school curriculum analysis, total 300 participating schools (100 elementary schools, 100 middle schools, 100 high schools school) from 5 difference provinces were randomly selected. The selected schools include 165 national funded schools and 135 private schools. For analyzing the case of foreign countries, the countries include USA, Japan, France, and Australia. These countries were selected because they are known to have advanced education systems.

3. Research Findings

[Table 1] Total costs and participation rate(unit: won)

	Costs(billion)	Monthly Costs	Participation Rate
Elementary school	77,664	219,000	80.9%
Middle school	61,162	276,000	70.6%
High school	51,679	224,000	50.7%
Total	190,395	236,000	69.4%

According to the data analysis, the participation rate of elementary, middle and high school students over the country is 69.4% in total. The students participate in the private education at the average of 6 hours per week. When the participation rate for the private education is divided by the level of schools, the highest participation rate is in the order of elementary students, middle school students and high school students with 80.9%, 70.6% and 50.7%,

respectively. This shows that elementary school students, who spend the least time in school, have the highest participation rate. The total cost of private education used by the elementary, middle and high school students over the country in 2012 was around 19 trillion won, with elementary students contributing to 7.7 trillion, middle school students of 6.1 trillion won and high school students of 5.1 trillion won. The average cost of private education per student per month was found to be 236,000 won, with 219,000 for elementary students, 276,000 for middle school students and 224,000 for general-path high school students. Middle school students showed to spend the highest costs for private. In order to compare the number of instructional days and hours of each country, the number of days and hours of every grade are added to calculate the average and is presented in the following [Table 2]. The curriculum was different across the states in the U.S.A and this data is based on the record regarding the State of New York. As a result of analyzing the number of school days and weeks for each country, Korea was ranked at the second highest with 194 days, while the lowest were Japan and China with 170 days. The number of instructional hours per year was highest in France and the US with 1057.5 hours and 1,020 hours respectively and Korea was ranked 3rd with 907.44 hours.

[Table 2] Average yearly, weekly, and daily instructional days and hours reported in the curriculum documents (1-12 grades)

Country	School days (year)	School (year) weeks	Yearly instructional hours	Weekly instructional hours	Daily instructional hours
Korea	194	38	907.44	23.88	4.7
US	180	36	1,020	28.35	5.67
Japan	170	34	769.04	21.97	4.39
China	170	35	756.4	21.61	4.32
Australia	200	40	854.43	21.36	4.27
France	180	36	1057.5	29.37	5.87

4. Conclusions

This study has analyzed the current situations of private education and instruction time of public school systems. In detail, the study examined the participation rate, costs, and the reasons why students participate with the private education. The curriculum of public school systems focusing on the instructional hours were examined and compared with the case of 4 different countries as well. The study result showed that over 67% of the students participated with the private education in 2013 and about 19 trillion won were spent. The students mostly participate with the private education for supplementary of school works and advanced studies for entering the universities. Math and English were the main subject areas they joined. According to the comparison of the curriculum with other countries, Korea was the second highest when analyzing the number of school day, while the lowest were Japan and China with 170 days. However, the number of instructional hours per year was highest in France and the US with 1057.5 hours and 1,020 hours respectively and Korea was ranked 3rd with 907.44 hours.

5. References

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