

# **A study on effects of education welfare policy regarding children from lower income family**

## **: Focusing on Education Welfare Priority Support Policies and Satisfaction Level of School Life**

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### **Abstract**

A study on effects of education welfare policy regarding children from lower income family: Focusing on Education Welfare Priority Support Project and Satisfaction Level of School Life Education welfare policy is to reduce the gap of educational condition and performances resulting from various differences such as individual, group, class, and region. In Korea, there were not many public administrative evaluations on education welfare policy aside from pedagogy research. Therefore, an academic study to evaluate the education welfare policy and its performances to reinforce the educational equity is much needed.

In this study, current state of education welfare priority support project as an education welfare policy in Gwangju metropolitan city office of education was examined and the empirical test on the performance was conducted. For this purpose, the concept and types of education welfare policy, and policy evaluation was reviewed in the second chapter. In the empirical test, questionnaire was used to review major education welfare policy performances.

Through theoretical discussion, the degree of school life satisfaction was chosen to be a proxy variable of dependent variable of educational performance. The 3 independent variables are demographic traits such as sex and family background, psychological characteristic like self-esteem and self-efficacy, then the relevant policy participation.

The main goal of this study is to find out whether education welfare policy participation affects several kinds of school life satisfaction level. Common result from 4 multiple regression analysis is that psychological factors, self-efficacy and self-esteem, affect satisfaction level; it aligns with many other precedent researches' empirical tests. In personal factor, if one's home atmosphere satisfaction level is high, 4 kinds of satisfaction level are also high. Student's sex, having siblings or not, single mother or absence of parents are not statistically significant in affecting satisfaction level. However, if other conditions are same, children from single father family have higher satisfaction level in learning, educational environment, and general school life.

**Key Words:** education welfare policy, Education Welfare Priority Support Project

## I . Introduction

The significance and the value of public education in modern society can be discussed in various ways. South Korea's economic growth, so-called the miracle on the Han River in the past half century was resulted in the competitiveness of human resources through public education. President Obama's praise on the Korean education system as a role model to innovate the American public education system was one of its achievements. However, there have been incessant doubts and problems posed on Korean education system domestically.

The most concerned part of Korean public education is that it no longer serves the credible social system to make unstrained social and economic class mobility. Education system does not provide equal education opportunities to the adolescents whose parents are socially and economically disadvantaged. In other words, the problem on equity in education has been raised.

OECD countries recognized the educational inequality was the major cause of social and economic inequality, and prepared policies to solve the problems arising from the course of education (Lee Tae Soo, 2004: 31-41). In this sense, education welfare policy is to reduce the gap of educational condition and performances resulting from various differences such as individual, group, class, and region. In Korea, there were not many public administrative evaluations on education welfare policy aside from pedagogy research. Therefore, an academic study to evaluate the education welfare policy and its performances to reinforce the educational equity is much needed.

In this study, current state of education welfare priority support project as an education welfare policy in Gwangju metropolitan city office of education was examined and the empirical test on the performance was conducted. For this purpose, the concept and types of education welfare policy, and policy evaluation was reviewed in the second chapter. In the empirical test, questionnaire was used to review major education welfare policy performances.

## II . Studies of Education Welfare and Education Welfare Policy

### 1. Concept of education welfare policy

#### 1) The definition of education welfare policy

The concept of education welfare in Korea was first used as an academic term in pedagogy in 1980's(Kim, In Hee, 2006: 290-294). In passive term, education welfare is to overcome the educationally excluded status, while in aggressive term, it is to restore the nature of education(Ahn, Byeong Young and Kim, In Hee, 2009). Education welfare is an integrated concept to pursue the

nature of education's own value through welfare approach.

UN states that all children and adolescents have the right to education directed toward the development of each child's personality and full potential(UN, 1965). The article 4 from the Fundamental Law of Education in Korea clearly states that education will be exercised without discrimination of any kind as to sex, religion, beliefs, race, social origin, property, birth or other status. The law also specifies that the national or local governments shall provide the proper policy to mitigate the different educational conditions among regions to pursue the equal right to education<sup>1)</sup>.

The bottom line of education welfare is equality in the course of education; equality in educational opportunities, conditions and the results. In the US, the enactment of 「The Individuals with Disabilities Education Act (IDEA)」 in 1975 switched the idea of equality in the course of education. In the US Constitution Article 14 which ensures the equal protection before the law, all children have right to equal education; massive budget is provided to educate students with disabilities<sup>2)</sup>. Since then, the US government's education welfare supporting policy applies not only students with disabilities but also to those students who have gone through school maladjustment or exclusion.

In Korea, policy approach in education welfare was introduced in 21st century. Kim Young Sam administration proposed “the Edu-topia” meaning education welfare state that whoever could achieve self-development through education regardless of time and place as a policy vision in Education Reform Act of May 31st in 1995. Subsequent general education welfare measures were established in 1996 to 1997, but the term education welfare faded as the policy being incomplete. The Ministry of Education and Human Resources Development started 'Education Welfare Investment Priority Area Support Project' in 2003, and then in 2004 it established the Education Welfare Policy Division to set 'the General Education Welfare Plans from 2004 to 2008.' The term education welfare finally got settled as a policy(Kim, In Hee, 2014: 43).

## 2) Target and Contents of Education Welfare Policy

Although the term education welfare applies to everyone in Korea, the target of education welfare policy is to the most disadvantaged group of all; intensive care and investment should be applied. The term "educationally disadvantaged group" means the specific social disadvantaged who are subject to unequal conditions(Lee Hyun Joo, 2005: 151). Therefore, the target of education welfare policy, educationally disadvantaged group, is specific group that suffers a disadvantage in educational aspect.

Han Man Gil classified the target of education welfare policy into 4 categories in 2004; physical, economic and direct standard, and the general student. Education welfare physical standard classifies the disabled. Direct standard classifies the underachiever, student with maladjustment, dropouts, and

1) <http://www.law.go.kr>

2) <http://www.help4adhd.org/education/rights/idea>, <http://idea.ed.gov>

adolescent who didn't proceed the school. In occupational category, there are working teenagers, the job seekers, and the unemployed. The general student standard can be classified as preschoolers, elementary student, secondary student and university student. The key point here is that education welfare is not only just targeting the social disadvantaged. If there are any form of human rights violation, or threats by unsafe school environment to any educational target, then education welfare policy should be applied(Kim, Kyung Hee, 2008: 13).

The typical Korean education welfare policy is education welfare priority support project. The Ministry of Education defined this policy as to provide equal educational opportunities through learning, culture, welfare activities to local disadvantaged children and adolescent so they can lead their lives and not be excluded in general field of education<sup>3)</sup>. In a broad sense, all citizens can receive proper education at their needs and the government should provide the educational opportunities. In a narrow sense, education welfare is to provide a certain level of educational opportunities, special care and support to those are subject to education due to their personal or social constraints. Education exclusion, maladjustment and inequality should be improved. It would alleviate the growing social problems due to local and school differentiation, and educational achievement. Additionally, it would support the equality in educational opportunities and educational growth.

〈Table 1〉 Example of Education Welfare Policy

	Content	Representative Examples
Learning	- Securing basic learning ability - Healing from learning deficiency - Preventing learning deficiency	One on One Tutoring, After school programs, Vacation camping, Senior mentoring
Culture Experience	- Providing on-site experience to overcome cultural deficiency	Art and street festivals, camps, club and volunteer activities, field trips to museums
Psychology/ Mentality	- Providing the personalized counseling to form a sound mind - Supporting the psychotherapy to heal school maladjustment	Student counseling, Psychological Test, psychotherapy, attending the school maladjustment prevention program
Welfare	- Connecting school, family and local community to protect the students - Building the support system	Dental and Eye care, Support learning materials, home visits, snack money

The foundation of this policy is from the first section of the third clause of article 54 of Elementary and Secondary Education Act, regarding the education of underachievers. Currently the Student Welfare Policy Division from the Ministry of Education is in charge. Target of the policy is priority support students<sup>4)</sup> who go to schools where the social disadvantaged are clustered. Local and

3) <http://www.yeosuedu.go.kr>

4) Priority support students are from recipient of basic living, lower income family, single parent public charge, North

provincial Education Offices set the policy target and the school; they choose the school with 40 priority support students. A main contents of the policy is to provide the education, welfare, and culture program to schools with many priority support students.

The policy aim of education welfare priority support project is to resolve educational blind spot of the disadvantaged students through expansion of education welfare and establishment of education welfare community linking schools, local governments and communities.

## 2. Significance of Education Welfare Policy Performance

### 1) The concept of education welfare policy performances

Policy effectiveness means degree of project's realization by carried out institution. It also means the degree of accomplishment in the outcome when group activities yield(Hatry, 1980: 312). The degree of policy goal achievement is not only to comprehend the simple result caused by its original purpose but also to be discussed with various aspects such as resolving, mitigating or deteriorating the policy problem. Similar concept of policy effectiveness is efficiency and productivity. Efficiency means input and output or the ratio of yields. There are various opinions to determine what is productivity(Nachmias, 1975: 5, Dunn, 1991, Park Young Chang, 2005: 95). To evaluate the policy achievements, it can be divided into internal and external dimensions and they can be evaluated by 3 categories; Effectiveness, efficiency, and fairness(Brewer & Selden, 2000: 688-689).

〈Table 2〉 Major concepts to evaluate policy achievements

Type	Efficiency	Effectiveness	Fairness
Internal Dimension	Effort to reduce the utilization cost of knowledge and technology	Quality Improvement in Achievement	Fairness in supervision Fair treatment
External Dimension	Speed of business process Possibility of rare errors	Value of project High degree of goal achievement	Objectivity of business process Customer satisfaction

Source: Brewer & Selden (2000). p.689.

To evaluate the policy performance, there are evaluation of policy and the evaluation of policy effectiveness(Kim Myeong Soo, 2003: 107-114, Park Young Chang, 2005: 95). The evaluation of policy is to measure the degree of achievement in accordance with policy or project's original goal. The evaluation of policy is relatively short-term, direct, and intended objective or subjective outcome. In other words, policy influence over the target of the policy in its circumstances or group is important. Meanwhile, the evaluation of policy effectiveness contains the evaluation of policy as well as evaluation of overall impacts.

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Korea refugees, multicultural family, object to special education, otherwise determined by the superintendent of education.

## 2) School life satisfaction level as education welfare policy performance

To measure the effects of education welfare policy, the concept of school effect which measures the education policy effectiveness in Pedagogy can be applied. School effectiveness can be measured by structural character of school and school resources related to student's achievement while controlling student's major family environmental variable(Kim Mee Yeoung, Kim Bo Hwa, 2014: 23-25). School effectiveness measures the students' school life satisfaction level including learning and general school life. Independent variables that affect school effectiveness is students' own characteristic and the school's environmental characteristic.

In this study's empirical testing, policy performance is measured by school effectiveness. The goal of education welfare policy is to improve the target beneficiary, students' degree of school life satisfaction. Through the education welfare policy, students can strengthen their grade in the course of education and consequently various aspects in degree of school life satisfaction improve, then actual policy effectiveness takes place.

Policy regarding education welfare was introduced in Korea not a while ago, and representative case for education welfare policy, education welfare priority support project was carried out in Seoul and Busan as a demonstration. Now, the third education welfare priority support project(2013 to 2017) has been implemented, researches regarding the education welfare policy's performance or effectiveness have been variously discussed.

The initial research about the education welfare priority support project had been done by Lee Hye Yeong in 2005 evaluating the education welfare priority support projects' first year performance through qualitative and quantitative analysis. It researched the achievements recognized and unrecognized by students. There is no statistically meaningful outcome when comparing the school performances of policy participating schools and non participating schools.

Kim Jung Won and Park In Seek in 2007 carried out multidimensional effectiveness analysis among participating schools, students and parents in Seoul and Busan. In empirical analysis, 「Performance Self-Review of Education Welfare Priority Support Project in 2006」 and 「Survey on Project Condition and Degree of Satisfaction」 carried out to participating schools were used as basic data. In the review, there were positive outcomes in school life and learning attitude among students who participated longer in the project.

Sung Yeol Kwan in 2008 did empirical testing on performance of education welfare priority support project, and used the degree of school satisfaction as a dependent variable. To find out what kind of changes happened to the target in general, the degree of school life satisfaction as the most appropriate dependent variable was concluded through theoretical review and empirical testing. The degree of school life satisfaction, reflecting the improvement in learning ability and emotional attitude, was positively affected by education welfare policy.

Another example of education welfare policy, Dispatching School Social Workers, is co-held by Ministry of Health, Welfare and Family Affairs and the Ministry of Education, Science and Technology. Kim Sang Gon did empirical testing in 2009 on the effectiveness of dispatching school social workers during 2007 to 2008. The policy had contributed improvements in school life adjustment, school health and students' self-esteem.

### 3. Factors Affecting the Level of School Life Satisfaction

Factors affecting the degree of school life satisfaction or learning achievement as a result of education welfare policy are policy factor meaning participation in the project, psychological factors such as self-esteem or self-efficacy, and personal factors; family and social relations(See Chart 1).

First, education welfare policy is to improve the educational alienation, maladjustment, and unequal educational conditions. Through the policy intervention, degree of school satisfaction in qualitative result and learning achievement in quantitative result has improved. (Lee Hye Young, 2005; Kim Jung Eun, Park In Sim, 2007; Yang Seung Il. Han Jong Hee, 2008; Kim Kyung Ae, et al, 2012; Kim In Hee, 2014; Weon et al, 2015)

Secondly, Psychological factors such as self-esteem and self-efficacy positively affected the degree of school life satisfaction(Song, 2000: 776-779). Self-esteem is the emotional feeling about how one view oneself in positive or negative way(Swann et al, 2007: 86). Essentially, it is an attitude how one respects oneself as a worthy being (Song, 2000: 776). From the self-esteem questionnaires of Rosenberg in 1989), types of self-esteem can be divided into positive and negative self-esteem. It is expected that positive self-esteem affects the degree of satisfaction in a positive way and vice versa.

Many precedents researches in different cultures regarding self-esteem commonly showed that it affected satisfaction in life(Diener & Diener, 1995: 852-855). Precedent researches showed that adolescents' life satisfaction and school life satisfaction aligned mostly. It is expected that self-esteem would affect the teenagers' degree of school life satisfaction significantly(Lee & Kwak, 2011: 62-66; Shin et al., 2012: 82-84).

Thirdly, self-efficacy is the feeling about one's own ability and judgment when it comes to achieve certain outcome, how one can carry out the necessary actions(Beatty, R. W. & Schnier, 392-393). Psychological factors including self-esteem and self-efficacy affects meaningful influence in school life satisfaction and learning achievements(Diener & Diener, 1995; Swann et al, 2007; Lee & Kwak, 2011; Weon, et, al., 2015).

Finally, student's family relationship can affect belonging in school and emotional stability as demographic variable. Positive social relationship contributed crucial role in improving the degree of school life satisfaction. The results from precedent researches have shown that parents and other

social relations affected positively on the degree of school life satisfaction after controlling many variables(Kim Doo Hwan, Kim Ji Hye, 2011).

### Ⅲ. Empirical Test on Performance of Education Welfare Support Policy

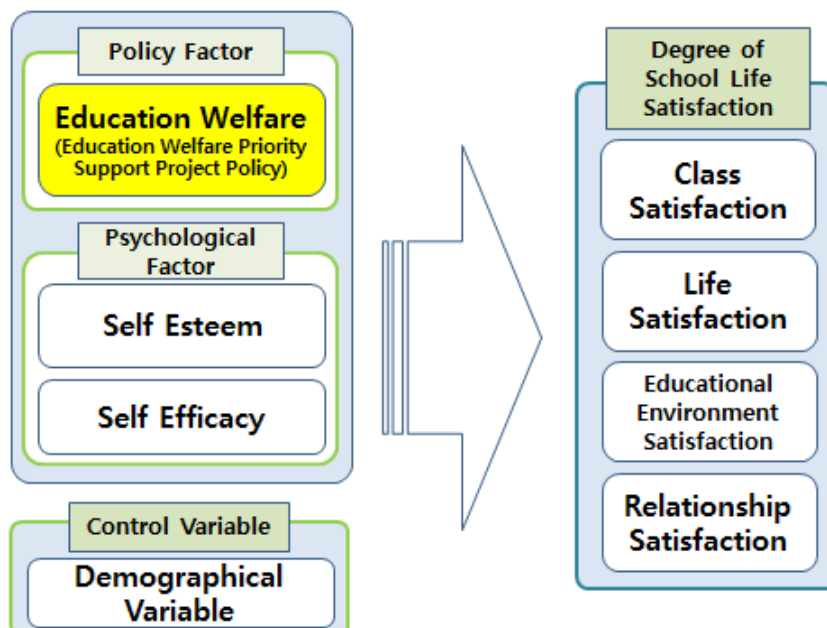
#### 1. Analytic frame and method of analysis

##### 1) Analytic frame

To analyze the performance of the most widely known education welfare policy 「Education Welfare Priority Support Project」 in Korea, empirical test had been carried out to explain the influences of target students' demographic and psychological trait, and participation.

Previously through theoretical discussion, the degree of school life satisfaction was chosen to be a proxy variable of dependent variable of educational performance. The 3 independent variables are demographic traits such as sex and family background, psychological characteristic like self-esteem and self-efficacy, then the relevant policy participation.

〈chart 1〉 Analysis Frame





Questionnaires were surveyed by participating students and non-participating students in education welfare priority support project in 2 middle schools respectively from boroughs; the total is 10 schools. Kim Joo Yeon(2009), Gwhak Sun Kyung(2012), and Yang Joo Seung(2014)'s questionnaires were used. Questionnaires were evaluated in Likert 5-point scale and carried out in March, 2014. Frequency analysis, factor analysis and multi-regression were conducted as statistical methods.

2) Components of Questionnaires

Dependent variable learning achievement is classified into 5 groups; 1st to 6th, 7th to 12th, 13th to 18th, 19th to 24th and the below 24th rank. The degree of learning satisfaction is consisted of class satisfaction, life satisfaction, educational environment satisfaction, and personal relationship satisfaction in Likert 5-point scale.

Independent variable, policy factor, was rated as dummy variable depending on students' participation in education welfare priority support policy. Independent variable, among psychological factor, the independent variable, degree of self esteem was rated by Yang Joo Seung's questionnaires in 2014 using Rosenberg's scale in 1989. Self-efficacy was measured through questionnaires of Kim Ah Young and Park In Young in 2001 and Yang Seung Joo in 2014 who used the scale of Eden in 1988 and Gardner and Pierce in 1998. The control variable, demographic variable, is consisted of questionnaires regarding family relationship and sex, parent type, size of siblings, and satisfaction level in home atmosphere.

2. Effects of school life satisfaction level regarding participation in education welfare policy.

1) Different traits of education welfare policy participating and non-participating groups

KMO test was used to analyze whether correlation coefficient's diversity could have common factors. Except for control variable, KMO(Kaiser-Meyer-Olkin) value from 78 questionnaires of independent and dependent variables was .950m, which was very close to 1; factor analysis is implemented. Also, p-value of Bartlett's Sphericity test is .000 meaning statistically significant.

<Table 3> KMO & Bartlett's test

Kaiser-Meyer-Olkin measure		.950
Bartlett's Sphericity test	Chi-square	25317.691
	degree of freedom	3003
	p-value	.000

T-test was conducted to explain the difference in policy and psychological factor between male and female students depending on their participation in education welfare priority support policy. Initially the gender was examined to find out whether differences existed among education welfare priority support policy target group(See Table 4, 5 and 6).

For female students, the group participating in education welfare policy showed lower average point in all 4 indicators; overall school life satisfaction level, educational environment satisfaction level, personal relationship satisfaction level, and academic life satisfaction.(See Table 4). It is expected as education welfare policy targets were the socially disadvantaged who need to reinforce equality in educational opportunities by policy intervention. As of male students, the group participating in education welfare policy showed lower average in 4 variables regarding school life satisfaction level; similar trends with female students can be shown.(see Table 4) Regarding learning achievement, both male and female students participating in educational welfare policy showed lower average point compared to non-participating groups.

〈Table 4〉 Group average among female and male students' in accordance with education welfare policy participation

		Group	Female students			Male students		
			N	means	standard deviation	N	means	standard deviation
Satisfaction level	School Life in general	Non Participating	139	3.2014	.74602	157	3.3079	.86934
		Participation	118	3.0819	.79401	173	3.1252	.74993
	Educational Environment	Non Participating	138	3.2923	.76252	155	3.3441	.87569
		Participation	117	3.1453	.76986	172	3.2016	.74016
	Personal Relationship	Non Participating	138	3.5700	.68254	157	3.5138	.81168
		Participation	118	3.2994	.81695	171	3.4308	.68283
	Academic Life	Non Participating	137	3.3071	.59290	153	3.3490	.77114
		Participation	113	3.1935	.65936	167	3.2794	.61650
Achievement Level	Learning Achievement	Non Participating	138	2.7899	1.31501	158	2.8038	1.40726
		Participation	121	2.7355	1.38304	174	2.7414	1.38815
Psychological Factor	Self-Efficacy	Non Participating	136	3.1816	.45612	142	3.2312	.50905
		Participation	112	3.1172	.43525	164	3.1341	.42069
	Negative Self-Esteem	Non Participating	136	3.3250	.71634	155	3.4916	.82909
		Participation	119	3.3244	.73138	172	3.2791	.77250
	Positive Self-Esteem	Non Participating	134	3.6687	.68325	154	3.8000	.85099
		Participation	121	3.5901	.83020	167	3.5904	.71163

Self efficacy in psychological factors in both male and female students who were non-participants showed somewhat higher point, but the differences were not much significant. Self-esteem in female students whether was negative or positive, there were not much differences between participants and non-participants. However, for male students, non-participating students showed higher average point in both negative and positive self-esteem.

T-test was conducted to find the differences in satisfaction level, achievement, self efficacy and self-esteem between participating group and non-participating group were statistically significant.(see Table 5 and 6). Table 5 showed the existence of differences in satisfaction level, achievement, self efficacy and self-esteem between participating group and non-participating group among female students. The statistically significant variable to show the average differences between two groups was personal relationship. Other variables were not statistically significant

〈Table 5〉 Female Students’ T-test depending on participation in education welfare policy

		Levene's test		T-test			
		F	p-value	t	df	p-value	means difference
School life in general	equal variance assumption	.135	.714	1.243	255	.215	.11952
	else			1.236	242.570	.218	.11952
Educational Environment	equal variance assumption	.321	.571	1.527	253	.128	.14697
	else			1.526	245.442	.128	.14697
Personal Relationship	equal variance assumption	1.460	.228	2.887	254	.004	.27061
	else			<b>2.847</b>	<b>228.751</b>	<b>.005</b>	<b>.27061</b>
Academic Life	equal variance assumption	.001	.978	1.432	248	.153	.11355
	else			1.418	227.773	.158	.11355
Learning Achievement	equal variance assumption	1.355	.246	.324	257	.746	.05432
	else			.323	248.742	.747	.05432
Self-Efficacy	equal variance assumption	.764	.383	1.129	246	.260	.06435
	else			1.134	240.695	.258	.06435
Negative Self-Esteem	equal variance assumption	.031	.860	.007	253	.994	.00063
	else			.007	247.075	.994	.00063
Positive Self-Esteem	equal variance assumption	2.393	.123	.828	253	.408	.07857
	else			.820	233.027	.413	.07857

Table 6 is T-test result showing whether there are differences exist between education welfare policy participating and non-participating group in satisfaction level, achievement level, self-efficacy and self-esteem. There are statistically significant differences in school life in general, self-efficacy, negative and positive self-esteem between two groups. Non-participation group's reply to school life satisfaction level is 3.3079, and participating group's is 3.1252. Non-participating group shows higher level of school life satisfaction. Regarding self-efficacy, non-participating group's average is 3.2312 while participating group's is 3.1341, showing non-participating group's self-efficacy is higher. Differences in two groups' negative and positive self-esteem are 0.21254 and 0.20958 respectively. Self-esteem showed more gaps compared to other variables between two groups.

〈Table 6〉 Male Students' T-test depending on participation in education welfare policy

		Levene's test		T-test			
		F	p-value	t	df	p-value	means difference
School life in general	equal variance assumption	2.103	.148	2.048	328	.041	.18261
	else			<b>2.034</b>	<b>309.730</b>	<b>.043</b>	<b>.18261</b>
Educational Environment	equal variance assumption	5.080	.025	1.594	325	.112	.14254
	else			1.581	303.013	.115	.14254
Personal Relationship	equal variance assumption	5.481	.020	1.005	326	.316	.08300
	else			.998	306.028	.319	.08300
Academic Life	equal variance assumption	6.497	.011	.895	318	.372	.06958
	else			.886	290.822	.376	.06958
Learning Achievement	equal variance assumption	.018	.893	.407	330	.685	.06242
	else			.406	326.024	.685	.06242
Self-Efficacy	equal variance assumption	5.825	.016	<b>1.825</b>	<b>304</b>	<b>.069</b>	<b>.09702</b>
	else			1.800	274.142	.073	.09702
Negative Self-Esteem	equal variance assumption	1.708	.192	2.399	325	.017	.21254
	else			<b>2.391</b>	<b>315.378</b>	<b>.017</b>	<b>.21254</b>
Positive Self-Esteem	equal variance assumption	5.983	.015	<b>2.400</b>	<b>319</b>	<b>.017</b>	<b>.20958</b>
	else			2.383	299.253	.018	.20958

Table 7 and 8 show whether the differences exist between education welfare priority support policy participating group and non-participating group regarding both male and female students. Non-participating students' average is higher than participating students' in all indicators. As shown in Table 8, non-participating students' responses are higher in school life satisfaction level, educational environment, personal relationship, self-efficacy, negative and positive self-esteem compared to participating students. However, learning achievement and academic life satisfaction are not statistically significant between two groups.

**〈표 7〉 Average of both male and female students depending on participation in education welfare policy**

		Group	N	means	standard deviation	standard error of the means
Satisfaction Level	School life in general	Non Participating	296	3.2579	.81415	.04732
		Participating	291	3.1077	.76705	.04497
	Educational Environment	Non Participating	293	3.3197	.82334	.04810
		Participating	289	3.1788	.75151	.04421
	Personal Relationship	Non Participating	295	3.5401	.75329	.04386
		Participating	289	3.3772	.74198	.04365
	Academic Life	Non Participating	290	3.3292	.69183	.04063
		Participating	280	3.2448	.63439	.03791
Achievement Level	Learning Achievement	Non Participating	296	2.7973	1.36275	.07921
		Participating	295	2.7390	1.38370	.08056
Psychological Factor	Self-Efficacy	Non Participating	278	3.2069	.48365	.02901
		Participating	276	3.1273	.42595	.02564
	Negative Self-Esteem	Non Participating	291	3.4137	.78157	.04582
		Participating	291	3.2976	.75500	.04426
	Positive Self-Esteem	Non Participating	288	3.7389	.77891	.04590
		Participating	288	3.5903	.76229	.04492

Throughout Table 4 to Table 8, the differences between policy participating and non-participating group can be summarized as follows. Firstly, non-participating group's average is higher in all variables. Secondly, for female students' statistically significant variable between two groups is personal relationship, meanwhile for male students, school life satisfaction in general, self-efficacy and self-esteem are statistically significant. Thirdly, both male and female students participating in education welfare policy show lower average level in school life satisfaction, personal relationship, and educational environment. The lower level of satisfaction also applies to self-efficacy and self-esteem.

〈Table 8〉 Group differences depending on educational welfare policy participation: T-test

		Levene's test		T-test			
		F	p-value	t	df	p-value	means difference
School life in general	equal variance assumption	.695	.405	2.300	585	.022	.15021
	else			<b>2.301</b>	<b>583.946</b>	<b>.022</b>	<b>.15021</b>
Educational Environment	equal variance assumption	3.991	.046	<b>2.155</b>	<b>580</b>	<b>.032</b>	<b>.14090</b>
	else			2.157	576.553	.031	.14090
Personal Relationship	equal variance assumption	1.005	.316	2.633	582	.009	.16295
	else			<b>2.634</b>	<b>581.983</b>	<b>.009</b>	<b>.16295</b>
Academic Life	equal variance assumption	3.820	.051	1.517	568	.130	.08443
	else			1.519	566.502	.129	.08443
Learning Achievement	equal variance assumption	.447	.504	.516	589	.606	.05831
	else			.516	588.795	.606	.05831
Self-Efficacy	equal variance assumption	5.845	.016	<b>2.056</b>	<b>552</b>	<b>.040</b>	<b>.07963</b>
	else			2.057	544.270	.040	.07963
Negative Self-Esteem	equal variance assumption	.874	.350	1.823	580	.069	.11615
	else			<b>1.823</b>	<b>579.308</b>	<b>.069</b>	<b>.11615</b>
Positive Self-Esteem	equal variance assumption	.751	.387	2.314	574	.021	.14861
	else			<b>2.314</b>	<b>573.733</b>	<b>.021</b>	<b>.14861</b>

Lastly, important fact to consider is that the average differences between two groups are not a policy causal relationship. The result of T-test presents average differences exist between two groups. In other words, education welfare policy participating group's lower satisfaction level, lower self-efficacy and self-esteem compared to non-participating group is not the effect of this policy. Rather, when looking for policy targets, those groups with lower satisfaction level, lower self-efficacy and self-esteem should be considered.

2) Empirical Analysis on satisfaction level regarding education welfare priority support policy participation

To explain the causal relationship affecting the students' satisfaction level regarding their policy participation, multiple regression analysis was conducted, and the results are Table 9 and Table 10.

<Table 9> Effects of education welfare priority support policy participation on school life satisfaction level

		Y1= General school life satisfaction level			Y2=Educational Environment satisfaction level			
		$\beta$	$\bar{\beta}$	p-value	$\beta$	$\bar{\beta}$	p-value	
	constant	.100		.676	.623		.016	
Policy Factor	Participation in policy	-.084	-.054	.139	-.104	-.066	.089	
Psychological Factor	Positive self-esteem	.280	.279	.000	.269	.264	.000	
	Negative self-esteem	-.078	-.077	.084	-.127	-.122	.010	
	Self-efficacy	.488	.288	.000	.486	.283	.000	
Personal Factor	Parents	Single Father	.311	.066	.069	.402	.085	.029
		Single Mother	.083	.021	.571	.139	.035	.373
		Absence	.242	.023	.517	.307	.029	.443
	Home atmosphere satisfaction level	.151	.183	.000	.108	.128	.003	
	Male student	.040	.025	.483	.055	.034	.370	
	Sibling /No Sibling	.188	.057	.116	.096	.029	.455	
F		26.854			18.443			
p-value		.000			.000			
$\bar{R}^2$		.329			.249			

\*\*\* p< 0.01 \*\* p< 0.05 \* p<0.10 significance level

Firstly, factors affecting students' general school life satisfaction level are psychological factor and personal satisfaction on home atmosphere(see Table 9). In psychological factor, if self-efficacy and positive self-esteem are higher, overall school life satisfaction level is high. But students with higher negative self-esteem have lower school life satisfaction level. Psychological factor aligns with many other precedent researches. In personal factor, students with single father tend to have higher school life satisfaction level compared to students with both parents. Students with satisfying home atmosphere have higher school life satisfaction level. The main interest of this study, education welfare policy participation is not statistically significant, thus it did not affect the school life satisfaction level.

Secondly, satisfaction level in educational environment is affected by psychological and personal factors. Especially students participating in education welfare policy have lower satisfaction level. Students with higher positive self-esteem and self-efficacy express higher satisfaction level in educational environment, while students with higher negative self-esteem show lower satisfaction level in educational environment. In personal factor, students with single father show higher satisfaction level in educational environment. Students with positively satisfying home atmosphere show higher level of educational environment satisfaction.

〈Table 10〉 Effects of education welfare priority support policy participation on school life satisfaction level

		Y3=Personal relationship satisfaction level			Y4=Learning satisfaction level			
		$\beta$	$\bar{\beta}$	p-value	$\beta$	$\bar{\beta}$	p-value	
	constant	.720		.001	.217		.234	
Policy Factor	Participation in policy	-.095	-.064	.068	-.034	-.026	.431	
Psychological Factor	Positive self-esteem	.456	.474	.000	.327	.382	.000	
	Negative self-esteem	-.090	-.092	.032	-.113	-.129	.001	
	Self-efficacy	.282	.173	.000	.521	.362	.000	
Personal Factor	Parents	Single Father	.067	.015	.667	.228	.058	.075
		Single Mother	-.186	-.049	.163	.041	.012	.708
		Absence	.437	.044	.201	.197	.023	.481
	Home atmosphere satisfaction level	.093	.118	.002	.120	.171	.000	
	Male student	-.009	-.006	.865	.044	.033	.304	
	Sibling /No Sibling	.157	.050	.151	.104	.037	.252	
F		33.886			48.394			
P-value		.000			.000			
$\bar{R}^2$		.385			.480			

\*\*\* p < 0.01 \*\* p < 0.05 \* p < 0.10 significance level



Thirdly, factors affecting personal relationship satisfaction level are policy, psychological and personal factor. Suppose personal and psychological factor as same, students participating in education welfare policy have lower level of personal relationship satisfaction compared to non-participating students. Psychological factors, self-efficacy and self-esteem, influence personal relationship satisfaction level; it aligns with precedent researches. Among personal factors, students with higher home atmosphere satisfaction level show higher level of personal relationship satisfaction. However, single parent, or absence of parent did not affect personal relationship satisfaction level. Also, siblings and gender of the student did not affect personal relationship satisfaction level as well.

Lastly, learning achievement is affected by psychological and personal factors not by policy participation. In personal factor, students with higher home atmosphere satisfaction level show higher satisfaction in learning and students with single father show higher learning satisfaction level. Both self-efficacy and self-esteem in psychological factor affect students' learning satisfaction level.

## V. Conclusion

In this study, current state of education welfare priority support project as an education welfare policy in Gwangju metropolitan city office of education was examined and the empirical test on the performance was conducted. For this purpose, in the empirical test, questionnaire was used to review major education welfare policy performances.

The main goal of this study is to find out whether education welfare policy participation affects several kinds of school life satisfaction level. Common result from 4 multiple regression analysis is that psychological factors, self-efficacy and self-esteem, affect satisfaction level; it aligns with many other precedent researches' empirical tests. In personal factor, if one's home atmosphere satisfaction level is high, 4 kinds of satisfaction level are also high. Student's sex, having siblings or not, single mother or absence of parents are not statistically significant in affecting satisfaction level. However, if other conditions are same, children from single father family have higher satisfaction level in learning, educational environment, and general school life.

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## 국문요약

## 저소득층 자녀를 위한 교육복지정책의 효과에 관한 연구 : 교육복지우선지원정책과 학교생활 만족도를 중심으로

김 경 아

교육영역에서의 불평등은 사회경제적 불평등의 주요 원인임을 인식하여, OECD 국가 들은 교육 과정에서 일어나는 다양한 불평등의 문제를 해결하려는 정책들을 마련하고 있다. 이처럼 교육과정에서 다양한 원인으로 개인, 집단, 계층, 지역 간에 발생하게 되는 교육여건 및 교육성과 등의 격차를 감소시키는 정책을 교육복지정책이라고 할 수 있다. 한국에서도 교육복지정책에 관한 연구가 교육학 분야를 제외하고는 행정학적 관점에서 정책에 대한 평가와 비판이 많지 않았다. 교육과정에서 형평성을 강화하기 위한 정책의 현황과 그 성과에 대해 학문적 검토가 필요한 이유이다.

본 연구는 광주광역시 교육청의 교육복지정책으로써 ‘교육복지우선지원정책’의 현황 및 특징을 살펴보고, 정책의 성과에 대해 실증분석하고자 한다. 이를 위해 이론적 검토에서 교육복지정책의 개념과 유형, 정책성과 평가를 위한 이론적 검토를 하고, 실증분석에서는 설문조사를 활용하여 교육복지정책의 주요성과를 검토하였다.

4개의 다중회귀분석의 분석결과에서 공통된 것은 만족도에 영향을 주는 변수는 심리적 요인으로 자기효능감과 자아존중감이 있으며, 이것은 다수의 선행연구 실증분석결과와 일치한다. 개인적 요인으로는 가정분위기에 대한 만족도가 높을수록 학교생활에 관한 4개 유형의 만족도가 모두 높았다. 학생의 성별이나 형제자매 유무, 홀어머니 또는 부모님의 부재 등이 만족도에 미치는 영향은 통계적으로 유의하지 않았다. 다만, 홀아버지 가정의 자녀들은 다른 조건이 같을 때 학업만족도와 교육환경 만족도, 그리고 전반적인 학교생활에 대한 만족도가 높았다.

주제어: 교육복지정책, 교육복지우선지원정책