Effect Of Private Tutoring On Life Satisfaction Of Adolescents Mediated By Self-Regulated Learning Ability And Academic Achievement

Ji-HaeKim

Department of Social Welfare, Namseoul University
91 Daehakro, Seonghwan-eup, Seobuk-gu, Cheonan-si, Chungnam KOREA E-mail: jhkim@nsu.ac.kr

Abstract
This research was conducted to investigate the effect of private tutoring hours on life satisfaction of adolescents mediated by self-regulated learning ability and academic achievement. For this research, the data of 2,351 adolescents, the third-year panel of first-graders in from the Korean Children and Youth Panel Survey 2010, was analyzed with Structural Equation Model. As a result, private tutoring hours appeared to have positively significant effect on self-regulated learning ability of adolescents while having positively significant effect on academic achievement as well. Furthermore, self-regulated learning ability showed positively significant effect on life satisfaction. However, academic achievement appeared to have negatively significant effect on life satisfaction. Based on this results, this study suggested methods for improving the life satisfaction of adolescents.

Keywords: Private tutoring, Life satisfaction, Self-regulated learning ability, Academic achievement,[1]

Introduction

Everyone seeks happiness in life, while trying to achieve high level of satisfaction. This is same for adolescents as well [1]. However, adolescents in Korea are more likely stressed out from experiencing excessive expectation of the parents on academic achievement, education system which focuses heavily on the entrance to the university, and standardized and competitive school atmosphere. They tend to feel that they are not happy at all, and feel frustrated or hopeless as they consider their future negatively. Adolescents with relatively higher life satisfaction tend to enjoy school life with ease, and participate in the activities with important meanings in life. On the other hand, adolescents with lower life satisfaction tend to experience difficulties in adjusting themselves in school or society, in addition to daily life.

One of the major causes for lower life satisfaction of Korean adolescents compared to that of foreign adolescents comes from the excessive academic stress. Academic achievement during the adolescent period becomes a key variable to predict the life of adulthood, and low level of academic achievement influence professional and economic outcome in the long term when they become adults[2]. Therefore, a lot of Korean families spend a lot of money for private tutoring or academic institutions in order to improve academic achievement of

adolescents. Korean adolescents' participation in private education is on a continuous rising trend every year.

According to '2014 Overall Investigation on Adolescents' published by the Ministry of Gender Equality and Family on January 2015, public education expenditure per family has decreased compared to 2011, but private tutoring expenses have increased. In addition, participation rate and hours for private tutoring appear to increase every year. However, the effect of private education is not consistent. Although there is a research result that private tutoring to help educational attainment, supported by the parents, actually improves academic achievement of the students[3], there also exists a research result that private tutoring has a negative impact on academic achievement[4], in addition to a research result that there is no significant correlation between private tutoring and academic achievement[5]. Moreover, too much private tutoring can lead to the loss of self-regulated learning ability and creativity of the students [6].

Therefore, this research is to study the effect of private tutoring by assessing the effect of private tutoring on life satisfaction of adolescents, through the medium of self-regulated learning ability and academic achievement. In addition, this research is to observe how self-regulated learning ability and academic achievement change in accordance with private tutoring hours, and to find out how such changes eventually influence life satisfaction. Through such observation and analysis, this paper proposes a plan to improve life satisfaction of adolescents

Literature Review

1)   The effect of private tutoring on self-regulated learning ability and academic achievement of adolescents
A lot of Korean families spend a lot of money for private tutoring or academic institutions in order to improve academic achievement of adolescents, and Korean adolescents' participation in private education is on a continuous rising trend every year. Though private tutoring adds to the burden on household budget, it tends to increase every year, because it is perceived as the key variable which affects on academic achievement. However, the effect of private education is not consistent. Although there is a research result that private tutoring to help educational attainment, supported by the parents, actually improves academic achievement of the students[3], there also exists a research result that private tutoring has a negative impact on academic achievement [4], in addition to a research result that there is no significant correlation between private tutoring and academic[5]. Moreover, too much private tutoring can lead to the loss of

self-regulated learning ability and creativity of the students. According to the research[6], academic grades appeared to be higher for the students with more private tutoring hours, but these students tend to show low self-regulated learning ability. That is, the students, who receive a lot of private tutoring, can improve academic grades, but tend to show a decline in self-regulated learning ability, which allows them to control themselves. Self-regulated learning ability controls one's behavior to fit in the surrounding, so it becomes a preceding element of high academic achievement. Such result from preceding research indicates that private tutoring can improve academic grades in a short period of time, but reduces adolescents' ability to continue with their studies.

2)   The effect of self-regulated learning ability and academic achievement on life satisfaction of adolescents
Life satisfaction is determined by subjective quality of life. It can be defined as high subjective psychological well-being. Perceived life satisfaction occurs when a person recognizes the degree of satisfaction of own life[7], and Korean adolescents show lower life satisfaction as they grow older due to academic or career stresses [8].Academic achievement has an absolute influence on adolescents' low level of life satisfaction because they are heavily oppressed about entrance to the universities. Since adolescents' low level of life satisfaction can influence a sense of frustration, helplessness, and alienation, it is very important to improve life satisfaction of teenager for both adaptation and development of the adolescent period[9]. According to the research[1], school life adaptation of adolescents has an impact on life satisfaction through the medium of self-worth. Adolescents with higher academic achievement tend to show higher life satisfaction than those with lower academic achievement[10]. They have positive attitude, feeling, and motivation towards school, so they get along with friends well, while improving their academic grades and forming desirable behavior characteristics. Academic achievement is a key variable among many elements which influence life satisfaction of adolescents, through longitudinal analysis on life satisfaction index of Korean adolescents[11]. Adolescents with lower academic achievement showed lower life satisfaction compared to those with higher academic achievement, who appeared to have higher life satisfaction. These results demonstrate how academic achievement during the adolescent period plays a significant role in life of adolescents.

Research Method
This research analyzes the data of the third-year panel of first-graders in Middle School from the Korean Children & Youth Panel Survey 2010, conducted by the National Youth Policy Institute. The longitudinal research model of the Korean Children & Youth Panel Survey 2010 is composed of repetitive follow-up surveys of three groups of panels (first-graders in Elementary School, fourth-graders in Elementary School, and first-graders in Middle School) on the actual conditions and changes in the growth and development of children and youths for 7 years, from 2010 to 2016. The independent variable of this research is private tutoring hours, the mediating variables are self-regulated learning ability and

academic achievement, and the dependent variable is life satisfaction.
A structural equation model was used for the analysis of the effect of private tutoring hours on life satisfaction mediated by self-regulated learning ability and academic achievement, while SPSS 18.0 and Amos 18.0 were used for the analysis.

Research Results
1)   Descriptive statistics about key variables
Key variables of this research are private tutoring hours, self-regulated learning ability, academic achievement, and life satisfaction, and all variables are composed of latent variable. Before conducing analysis on research model, technical analysis on each variable, including average, standard deviation, skewness and kurtosis, was carried out. The result is demonstrated in <Table 1>.
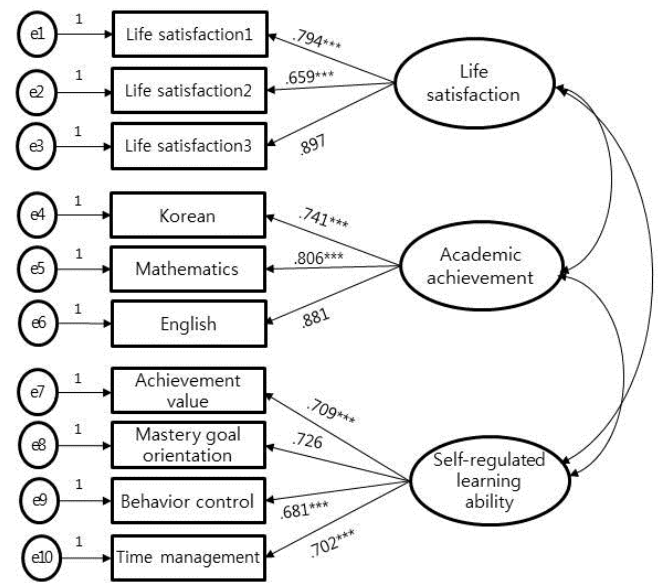Private tutoring hours is value of adding up the learning time for Korean Language, English, and Mathematics per week, and the average appears to be 341 minutes. Self-regulated learning ability can be divided into achievement value, mastery goal orientation, behavior control, and time management, and is measured on a scale of one to four, from 'very much' to 'not at all.' In research analysis, 'not at all' scores 1 point while 'very much' score 4 points, and when these scores are converted for analysis, higher score signifies higher self-regulated learning ability. As a result of analysis after converting the scores, higher score, the average of achievement value questions appeared to be 2.91(SD=.59), while the average of mastery goal orientation was 2.72(SD=.69). The average of behavior control was 2.45(SD=.49), and the average of time management appeared to be 2.54(SD=.67).
Academic achievement is measured with the grades of Korean Language, English, and Mathematics, and is observed by classifying into 8 levels from lower than 64 points (1 point) to higher than 96 points (8 points). As a result, the average of Korean Language scored 4.16(SD= 2.07), while the average of English scored 3.91(SD=2.57) and that of Mathematics scored 3.70(SD=2.61). The average of life satisfaction is converted on a scale of one to four, from 'not at all' for 1 point to 'very much' for 4 points. The result illustrated that life satisfaction was higher when the score was higher, with the average of 2.85(SD=.68).
The skewness and kurtosis analysis on all variables demonstrated that the distribution of variables did not deviate from the normal range.

Table1. Descriptive statistics of key variables

Variable		Mean	Standard deviation	Skewness	Kurtosis
Privatetutoring hours		341.17	343.22	1.02	1.12
Self-regulated learning ability	Achievement value	2.91	.59	-.38	.46
	Mastery goal orientation	2.72	.69	-.06	-.12
	Behavior control	2.45	.49	.11	.53
	Time management	2.54	.67	-.01	-.12
Academic achievement	Korean	4.16	2.07	-1.8	-1.28
	English	3.91	2.57	.22	-1.46
	Mathematics	3.70	2.61	.36	-1.41
Life satisfaction		2.85	.68	-.03	-.19

***p<.001, **p<.01, *p<.05
Chi-square=250.536***(df=32), NFI=.972, TLI=.957, CFI=.975, RMSEA=.054

Figure 1.Measurement model

2)   Measurement model analysis

Among the variables for this research, self-regulated learning ability, academic achievement, and life satisfaction are latent variables, which are formed by using multi-index notation. The compatibility of such measurement model was evaluated through confirmatory factor analysis, and the result is demonstrated in <Figure 1>.

First, when evaluation model of latent variables was examined whether it fit well with empirical data, the value of χ^2 is 250.536(df=32, p=.000). This was an inadmissible result for null hypothesis, which stated that the model coincided with the data. However, the value of χ^2 was a GFI (goodness of fit index), influenced sensitively by sample size, so other GFI (goodness of fit index) was additionally assessed. As a result, evaluation model of latent variables appeared to fit well (NFI=.972, TLI=.957, CFI=.975, RMSEA=.054), so it is reasonable to conclude that the model fits well with empirical data.

The result of analyzing reflection degree of measurement variables to latent variables in detail is the following. The standard index was decided to have strong explanatory power about the concept along with the highest factorial discretion, considering squared multiple correlation : R^2 and factorial discretion. The analysis result was significant when all variables showed.001 level of factorial discretion. That is, measurement variables, including self-regulated learning ability, academic achievement, and life satisfaction, are reasonably composed and reflect latent variable well.
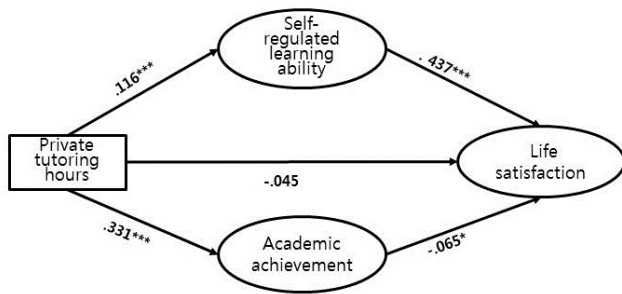
3)   Structural model analysis

Structural model analysis assessed the influencing relationship among private tutoring hours, self-regulated learning ability, academic achievement, and life satisfaction. The result of this analysis is demonstrated in <Figure 2>. GFI (goodness of fit index) for this structural model analysis appears to be χ^2=379.051(df=47, p=.000), NFI=.960, TLI=.941, CFI=.964, RMSEA=.055, and these figures indicate that the model is appropriate for population data.

Once each path-coefficient is observed closely, private tutoring hours appear to have positively(+) significant effect on self-regulated learning ability (.116), in addition to academic achievement (.331). However, there was no direct significant effect between private tutoring hours and life satisfaction(-.045). Next assessment observed the intervening variables. Self-regulated learning ability had positively(+) significant effect on life satisfaction(.437), but academic achievement had negatively(-) significant effect(-.065) on life satisfaction.

In other words, as private tutoring hours increase, both self-regulated learning ability and academic achievement appear to increase as well, but there was no direct effect of private tutoring hours on life satisfaction. When self-regulated learning ability was high, life satisfaction was also high, but the students with higher academic achievement tend to have lower life satisfaction.

There was no big difference in research result even when family income variable was controlled.

***p<.001, **p<.01, *p<.05

Chi-square=379.051***(df=47), NFI=.960, TLI=.941,

CFI=.964, RMSEA=.055

Figure 2.Structural model

Conclusions

Due to the excessive academic burden, life satisfaction of Korean adolescents is reported to as very low among OECD countries. However, the expenses and time spent on private tutoring for adolescents continue to rise, since academic achievement during the adolescent period directly influences professional and economic outcome when these adolescents become adults.

This research was conducted to confirm how private tutoring hours of adolescents affect life satisfaction through the medium of self-regulated learning ability and academic achievement.

As a result of this research, self-regulated learning ability and academic achievement of adolescents improve when private tutoring hours are longer. Meanwhile, there is no significant direct effect of private tutoring hours on life satisfaction.

When the effect of intervening variable on dependent variable is observed, it appears that life satisfaction improves when self-regulated learning ability increases. However, life satisfaction is relatively low when academic achievement is higher. That is, adolescents with higher self-regulated learning ability are more satisfied with life, but adolescents with higher academic achievement are less satisfied.

The result of this research indicates that adolescents who improve ability to study for themselves through private tutoring eventually enhance their life satisfaction, but those adolescents who only improve academic grades through private tutoring are not satisfied with life.

Therefore, in order to improve life satisfaction of adolescents who are heavily stressed from academic burden, it is necessary to use strategic approach method to reach self-regulated learning objective and to improve self-regulated learning ability to participate actively in studies with a sense of ownership.

In other words, it requires efforts to foster self-regulated learning ability rather than to improve grades simply through private tutoring

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