KOREAN EDUCATION POLICY AND PARENTS EXPECTATION: CASE STUDY OF KOREAN SCHOOL IN THAILAND

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A Thesis Submitted in Partial Fulfillment of the Requirements
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น.ส.พิรานันท์ ลือวิพันธ์

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นโยบายการศึกษาของรัฐบาลเกาหลีได้ก่อตั้งโรงเรียนสำหรับชาวเกาหลีที่ดำเนินภายใต้การดูแลของรัฐบาลเกาหลีในหลายประเทศรวมถึงประเทศไทยด้วย วิทยานิพนธ์นี้มีวัตถุประสงค์เพื่อ 1)ศึกษาลักษณะแวดล้อมและพฤติกรรมของการเรียนการสอนภายใต้หลักสูตรการศึกษาเกาหลีที่จัดตั้งในสภาพแวดล้อมวัฒนธรรมของต่างประเทศ 2)ศึกษาปัจจัยในการเลือกโรงเรียนและความคาดหวังของผู้ปกครองที่มีต่อโรงเรียนนานาชาติเกาหลีที่จัดตั้งในกรุงเทพมหานคร โดยเก็บข้อมูลจากแบบสอบถามกับกลุ่มตัวอย่างที่เป็นผู้มีความเกี่ยวข้องกับโรงเรียนทั้งนักเรียน ครูและผู้ปกครอง ทั้งหมดจำนวน 69 คน ตั้งแต่เดือนมิถุนายนถึงสิงหาคม พ.ศ 2563 และวิเคราะห์ข้อมูลโดยใช้ข้อมูลสถิติเชิงพรรณา

จากการศึกษาพบว่าโรงเรียนนานาชาติเกาหลี ได้ใช้หลักสูตรแกนกลางเกาหลีเป็นหลักเพื่อให้ชาวเกาหลีพลัดถิ่นได้รับการศึกษาในมาตรฐานเช่นเดียวกับโรงเรียนเอกชนในเกาหลีใต้ และยังต้องการช่วยให้นักเรียนเกาหลีในไทยรักษาอัตลักษณ์ของชาวเกาหลีไว้อแม้จะอาศัยอยู่ในต่างประเทศ ส่งผลให้นักเรียนของโรงเรียนนานาชาติเกาหลีมีอัตลักษณ์ของชาวเกาหลีสูง และมีแนวโน้มรักในชาติและวัฒนธรรมของตนเองมาก นอกจากนี้ 68% จากกลุ่มตัวอย่างแสดงความต้องการที่จะกลับไปอาศัยอยู่ที่เกาหลีใต้ ซึ่งเป็นการบรรลุวัตถุประสงค์ของรัฐบาลเกาหลีในการจัดตั้งโครงการนี้ และในกรณีความคาดหวังของผู้ปกครองต่อโรงเรียนนานาชาติเกาหลี สามารถแบ่งออกได้เป็นสองกลุ่ม กลุ่มแรกผู้ปกครองระดับประถมที่แสวงหาระบบโรงเรียนที่ดีและสภาพแวดล้อมที่น่าเชื่อถือสำหรับเด็กที่จะศึกษาเล่าเรียน กับกลุ่มผู้ปกครองของลูกระดับมัธยม ที่คาดหวังว่าจะได้รับสิทธิพิเศษ ในการสอบเข้ามหาวิทยาลัยชื่อดังของเกาหลีใต้ ในโควต้าของผู้ที่มีการย้ายถิ่นฐานไปอาศัยอยู่ในต่างประเทศ

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Korean education policy had established Korean schools or KS for expatriated Korean in many countries including in Thailand. The purposes of this study are 1) to understand the characteristic of KS in terms of schools established aboard with the Korean curriculum base. 2) To understand the purpose and expectations of parents on the Korean School and see if those expectations are met. The data was collected by survey all related parties of the Korean International School (Students, teachers, and parents) 69 respondents. The data were collected from June – August 2020. The study shows that not only the Korean Government creates KS that uses the Korean core curriculum to provide the same standard education as the private school in South Korea but also wants to help students maintain their identity as Korean. We find that the students show more favoritism and comfortable over Korean culture, furthermore around 68% of the student wants to live in Korea after graduation. And the second result shows that KS parents' expectation on KS can be divided into two groups, first the elementary level parents who seek for the good school system and trusted environment for their child to study, and the secondary level parents who are more focused on getting privilege opportunity to get into good university from residing in Thailand.

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CHAPTER I
INTRODUCTION

1.1 Research background and rationale

According to Powell (2014), education is truly one of the most powerful methods for reducing poverty and inequality and it sets the foundation for sustained economic growth. Same as in South Korea, education raised people's ability, which caused economic, political, social, and cultural growth in the country, and the results increased national ability to generate more educational growth (Asiasociety, 2010). Within this positive cycle, education and national growth created a cooperation effect. Industrial market demand was satisfied by people who were trained and acquired skills through the public education system. Five-year economic development plans began in the 1960s, and an education plan to produce the manpower needed was drawn up accordingly to go hand in hand with the national development plan (Jang & Kim, 2004).

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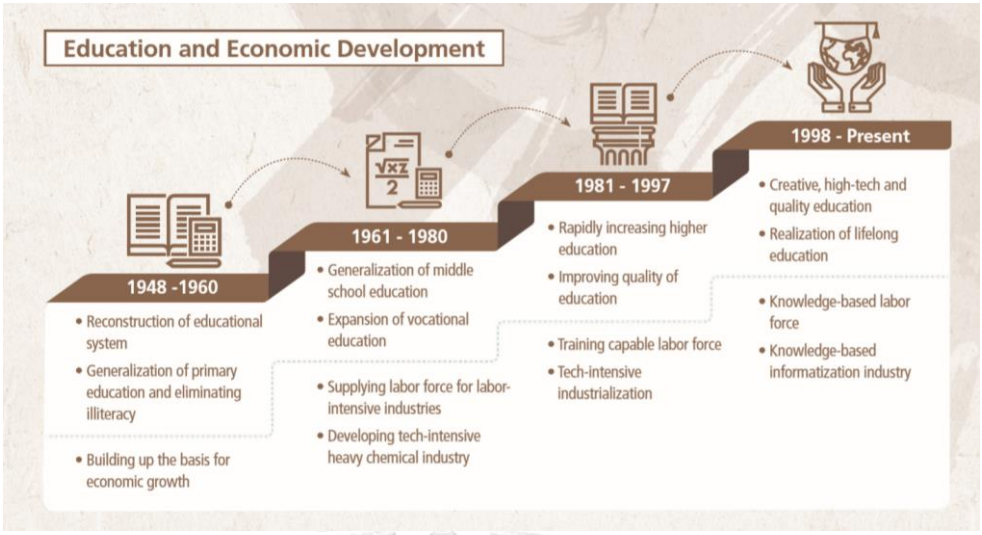
Korean people have confidence in equal education opportunities and believe that their own success depends on their own effort and that "you will succeed if you study hard" made the meritocracy a reality and led the way to social integration (Diem, Levy, & VanSickle, 2003). and education was the force behind the citizenship that achieved political democracy. Expanded education opportunities boosted the education standard and thus heightened people's political awareness.

Figure 1 Education and Economic Development in South Korea



Source: Education in Korea (MOE, 2019)

Korean Passion for Education roots in their culture

The dramatic growth of the Korean economy is not the only factor that led Korean people to value higher education. The belief that education help Korean people to improved their life standard ignited their passion for education which has been rooted in their soul since a long tradition of Confucianism has established a society, which the scholar sits at the top of the social hierarchy and the attainment of knowledge is considered a priority (Asiasociety, 2010).

The reason why education held an important place in Korea is because of the influences from Confucian tradition, which put importance and respect on learning. This can be seen in Korean parents' interests and passion for their children's education. In the late 18th century when the status system was beginning to crumble, education became a standard for people to move up their social status

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(Asiasociety, 2010). Alongside this, a national drive against Japanese occupation from 1910 to 1945 placed a lot of focus on the importance of economic self-reliance and national cultivation through education. This resulted in the establishment of approximately 3,000 private schools across the nation, which boosted the Korean education system. After independence, the sorrow and loss felt by the uneducated led them to quench the thirst and caused an education boom. But the devastating Korean War that followed left the country lacking social, physical, and economic capital. The recovery process was done on Korea's terms and through hard work (Asiasociety, 2010). During Korea's industrial era, continuous economic growth opened up employment opportunities, and under the merit system, people could take advantage of education to become successful. In Korean society, education was the most legitimate means for an individual's self-realization and them to climb up the socioeconomic ladder and was at the same time a positive factor that contributed to economic growth.

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Korean school established around the world

Even though some Koreans have to be expatriates living abroad whatever the reason is to work or to asylum but they are kept strong characteristics as Korean and cherish their culture wherever they go. For Korean parents living abroad do not burden their will to teach their children Korean culture, so the Korean overseas community starts to have Korean Language school for Korean children and interested

people. Korean Government then came up with the policy to support educational institutions that are providing education to the children of Korean expatriates living abroad and to make sure those children can grow into a global talent with a firm self-identity as Koreans with the same standard as the school established in Korean. By supporting the school, not only the government can control the standard and quality of education that Korean children are going to receive, but also they can guarantee the quality of the person who might future be their workforce to develop Korea.

Korean government policy has defined educational institutions as three types: Korean school, Korean language school, and Korean education institutes. Thailand, as one of the Southeast Asia countries which have a large community of Korean, also has all three kinds of educational institutions established in-country. But we do not have enough knowledge and detailed information on the character of the school and the factors that impact the quality of education in Korean school and school environments.

As mentioned above, this research aims to define the character of the school and variables or factors that affected the school and prove external factors such as a local culture that had influenced the school. In addition, this research will try to show that the Korean policy of Korean school and the intentions of overseas Korean

parents are not in the same direction, Korean government goals are to educate overseas Korean about their homeland culture and maintain Korean identities culture.

On the other hand, overseas Korean parents' intention is both to let their children know and learn about Korean culture and for their children to get advantages to get into university in Korea. The qualification of students who can get a special quota as overseas Korean requires both parents and children to be residing abroad at least for 3 years. Especially for the family who stay more than 12 years will get more advantages to enter university in Korean (Bae, 2020). As mentioned before Korean people have a passion for education especially, they set high academic expectations for their children. Korean parents are dedicated to their child's education. In BBC News (November 2018) said, some parents even spend them at a local Buddhist temple or Christian church praying and prostrating, sometimes timed to match the exam schedule and to wish for their children good results in CSAT (Sharif, 2018), or send their children to hagwons for education. Some children receive in-home tutoring despite the high cost to do so (K. Shin, Jahng, & Kim, 2019).

The desire for better opportunities in higher education of Korean parents for their children might be one of many reasons why they decided to reside abroad. This research will try to find out if this reason is significant or not.

1.2 Purpose of study

1.2.1 To understand the characteristics of the Korean school established abroad with a Korean curriculum base.

1.2.2 To understand the purpose and expectations of parents that send their children to the Korean School

1.2.3 Find out if those expectations are met with the purpose of school.

1.3 Research question

1.3.1 How does the Korean education policy affect Korean overseas?

1.3.2 What parents, students, and teachers expect from KS?

1.3.3 Is Korean education policy in education found by parents as supportive as they expected?

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1.3.4 Can Korean education policy facilitate the children who are currently living abroad with parents to continue with their education when returning to their home country?

1.4 Research Hypothesis

1.4.1 The educational goal and trend of the Korean curriculum have an impact on the education of Korean students at Korean schools in Thailand.

1.4.2 Parents' expectations for choosing KS can be divided into two groups (1) for younger students to learn Korean Culture, and (2) for older students to prepare and get an advantage for entering university in Korea.

1.4.3 Korean policy is responding to parents' expectations in terms of providing a trustworthy education quality and helping to maintain a strong Korean community.

1.4.4 Korean policy is responding to high school students, who are seeking an opportunity to continue higher education in South Korea, in terms of helping students to be prepared for different environments and cultures.

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1.5 Scope of research

This research focuses on understanding the purpose and characteristics of Korean schools and students in the Korean School that was established in Thailand and to further understanding parents' intentions and expectations concerning Korean government policy. By collecting data from the questionnaire from students, parents, and teachers of KIS and other background knowledge from the Korean government organization's document and in-depth interview with KIS principal.

1.6 Expected findings

The finding of this study should contribute towards a better understanding of the characteristics of Korean schools and the purpose of creating Korean schools and also a further understanding of Korean parents' expectations on KS. It can be used as guidance or background information for people who want to study deeper into this topic or continue in relevant study and allow them to understand and adapt in their works.

Moreover, the Ministry of Education of Thailand, Thai school, other organizations related to education in Thailand may find this knowledge useful to consider pros and cons in the policy of school for expatriates in foreign countries to develop a quality educational system for Thais in foreign countries and might adapt to Thailand education system and could derive benefits from this research.

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1.7 Specific terms and definition

MOFA - Ministry of Foreign Affair of the Republic of Korea

MOE - Ministry of Education of the Republic of Korea

OK - Overseas Korean/Korean residing aboard. The term "Korean nationals residing abroad or overseas Korean" means nationals of the Republic of Korea, who are residing in foreign countries

KIS – Bangkok Korean International school that established in Thailand

KS - Korean International school or **Korean schoo**l - means education institutions established in foreign countries, after obtaining approval from the Minister of Education, to provide a school education under the Elementary and Secondary Education Act to Korean nationals residing abroad.

Natural Course and Humanity Course – the course for high school program which opens in Korean International school in Bangkok. The Natural course is more focused on Math and Science, on the other hand, the Humanity course is more focus on linguistic and social.

Korean language school - means irregular schools established by organizations of Korean nationals residing abroad on their own to provide education on the Korean language, Korean history, and Korean culture, etc. to Korean nationals residing abroad, which are registered with the heads of diplomatic missions abroad in charge of the relevant regions.

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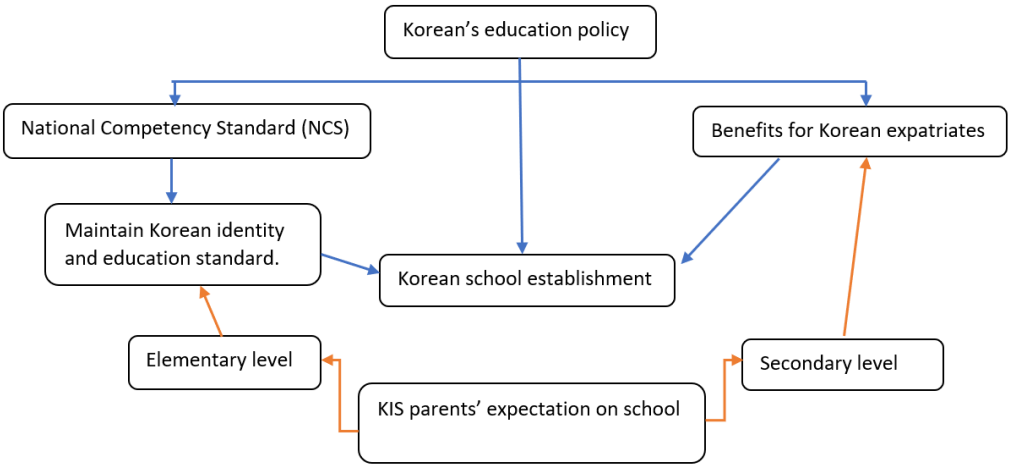
Educational institutions aboard - means educational institutions established in foreign countries to provide school education and lifelong education to Korean nationals residing abroad, such as Korean schools, Korean language schools, and Korean education institutes.

ASA – After school activities

NCS – Korean National Competency Standards learning module

1.8 Conceptual framework

Figure 2 Conceptual framework



The summary of the conceptual framework, the Korean education policy that built NCS to help maintain Korean identity and education standards and benefits for Korean expatriates. These two factors and the policy itself lead to the establishment of KS. While KS parents' expectations have been divided into two groups, elementary level, and secondary level. The first group focuses on good education standards and Korean identity, while the latter group focuses more to get benefits of expatriates to enter a good university in South Korea.

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CHAPTER II
LITERATURE REVIEW

2.1 Korean's education system in the present time

After the Fourth Industrial Revolution Korea's technology and society, in general, have been a rapid change that pushed the education and training systems to be reform (Asiasociety, 2010; MOE, 2016). According to the Ministry of Education (2017), the first Korean compulsory primary education started in 1950 and then middle school in 1985. The development starts from outbound then moving into the city until 2004 all primary and middle school education has been compulsory across the country. This shows that the Korean government always has focused on upgrading education since they were liberated from the Japanese. Their goal was to satisfy the country's modernization and industrial revolution, so they used many policies to fulfill a diverse society and the demand of various learners to produce the best quality human resource (Diem et al., 2003).

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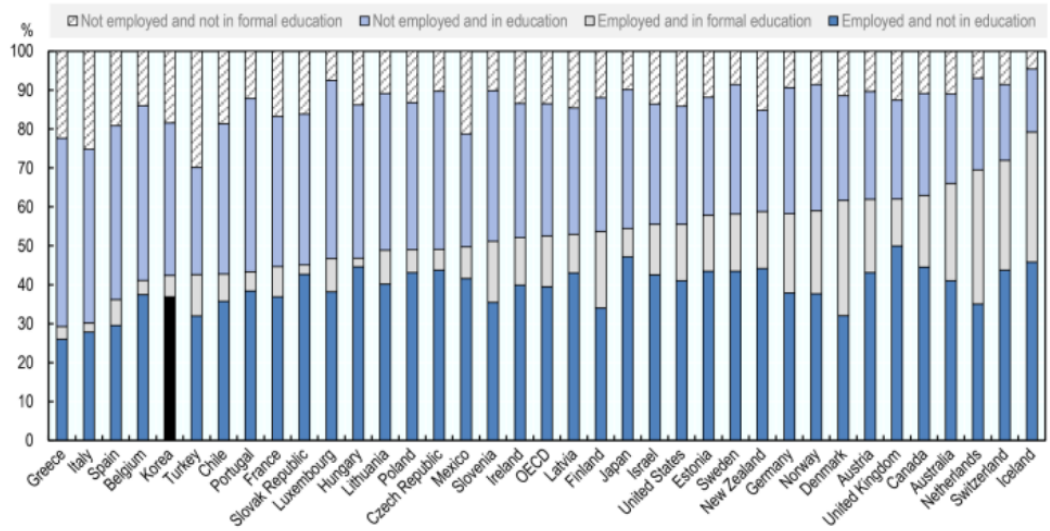
It cannot be denied that secondary students in Korea are among the strongest performers in foundation skill, as measured by the Program for International Student Assessment or PISA (OECD, 2015). Nowadays Korea's national growth continued to have low birth rates and the education gap got widening, caused by social polarization are two factors that challenge the Korean government to overcome and build a stronger public education system by cooperated with

schools on making efforts to innovate the education system to produce creative talent (MOE, 2017). Moreover, they also face the unemployment issue of Korean Youth which is caused by the performance at the secondary school level is not matched at the higher levels and the low participation rate in vocational education and training or VET (OECD, 2015). To boost up VET institutes the Korean government had developed and implemented the National Competency Standards (NCS) to education and training to make skills development more relevant for the labor market (MOE, 2017).

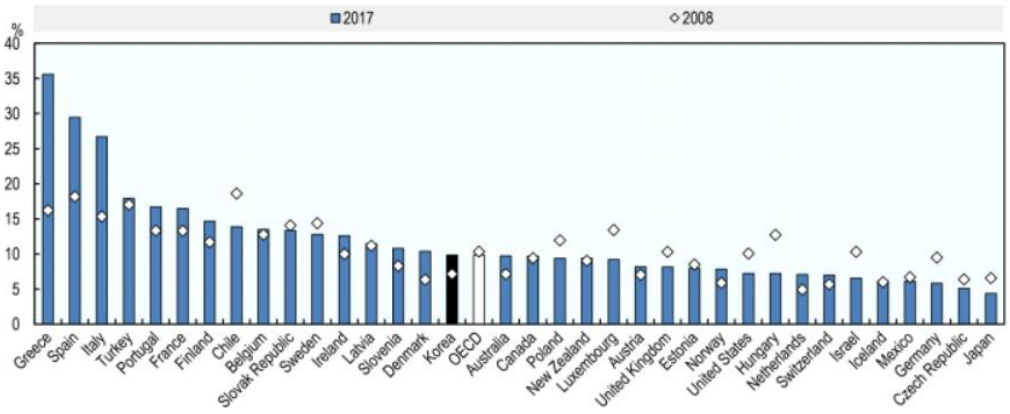
Figure 3 Fewer than half of the young people aged 15-29 in Korea are employed

2.1. Youth employment and Education status, 2017 or latest available year



Source: Investing in Youth: Korea, (OECD, 2019a).

2.2. Youth Unemployment, 2008 and 2017



Note: The reference year in panel A is 2017 except 2013 for New Zealand, 2014 for Japan, 2015 for Chile and Turkey and 2016 for the United States. The calculations exclude individuals with missing educational information or who are in military service. Youth are defined as 15-29 year olds.

Source: Investing in Youth: Korea, (OECD, 2019a).

Therefore, nowadays the goal of education policies still focuses on producing human resources to go along with the fourth industrial revolution and the future society. However, they slightly shifted in the education paradigm to happiness education, producing creative and converged talents, in other words, an education system that emphasizes creativity, cooperation, communication, and regard for others. The following are the key assignments that Korean education is focusing on: producing creative and converged talents, expanding convergence character education, expanding education welfare, global education cooperation, and building a lifelong learning society (MOE, 2017).

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Recent school reform aims to create a “happy school” where learning is enjoyable for everyone (Asiasociety, 2010). The education system, with its strong focus on academic studies, must be balanced with greater attention to fostering creative and entrepreneurial skills (OECD, 2015). Student-centered education, such as well-rounded education that allows students to learn in safe and happy schools, has taken root. These are some policies that are currently being enforced in school: 2015 Revised Curriculum with integrated education, the Free Semester System to grow dreams and develop talents, a teaching and learning system focused on building character, continuous development of teachers’ competence, and more (MOE, 2019).

In 2016, all middle schools in Korea accepted the Free Semester System, which expanding a subject-specialized school system where students can choose the subjects they want to concentrate on, and diversity courses to include the likes of second foreign languages and convergence subjects so that students have a wider range of subjects to choose from. This helped students develop their creativity and build character in school and make the best of their aptitudes and talents (OECD, 2019a).

Additionally, to prepare Korea to be the leader in time of the intelligent information society, they are also developing an “intelligent learning analytics platform” which will use it to collect and analyze students’ learning activities to diagnose each student individually and customized instruction to be fit well with

that person. They also set up an education support system in the form of an internet portal using a website and mobile application called “Edutalk” which will allow study materials from private and public sectors to be shared and used by students in accordance with their levels (MOE, 2016, 2017).

Furthermore, to ensure the success of various future-oriented education policies, Korean teacher training institutes are being reformed with a focus on practicality to enhance teachers’ ability. The teacher certification exams are also being changed to test for practical proficiency. After the teachers are employed, both pre-service and in-service teachers are given training according to their needs to continuously boost up their skill and performance (Joo, 2020).

2.1.1 Korean Curriculum-Based on NCS (National Competency Standards)

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The National Competency Standards (NCS) serve as a stepping stone towards a society where everyone is evaluated and recognized fairly based on their ability rather than their educational background or qualifications. Korean Ministry of Education has developed NCS Learning Modules to enable NCS Competency Units to be used in training and education. As the NCS-based curriculum gradually takes firm root, the foundation for a competency-based society is being laid (MOE, 2017, 2019).

The NCS-based curriculum employs NCS Learning Modules to shift from the previously knowledge-based content to one that is more performance-based so that

the learner can perform well in the field by using the NCS-based curriculum, evaluate and manage the student's ability systematically and specifically, and enhance the overall learner's ability (Jang & Kim, 2004). Moreover, improved education to job skills-focused "knowing how to do it" with a stronger emphasis on field training (OECD, 2019a).

NCS Learning Modules have been developed and distributed, and are currently being used in specialized high schools, Meister High Schools, junior colleges, companies participating in the work-study dual system, and various private and public vocational training institutes also included Korean school oversea in various countries (MOE, 2016, 2017; OECD, 2019b).

Additionally, the Ministry of Employment and Labor has developed NCS for new and promising industries in the future. Accordingly, the Ministry of Education is planning to develop additional NCS Learning Modules for the new NCS in preparation for education related to the Fourth Industrial Revolution. Developing the NCS Learning Modules for the newly developed NCS is a strategic move to prepare for future manpower needs and boost competitiveness in high value-added industries (Jang & Kim, 2004).

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2.1.2 Government focused and supported for education

The Korean education system was built and operated systematically by the government. Education programs, curriculum, teacher policies, higher education

policies, and so on. The whole education system was systematically controlled by the government. Not only building the education system but the Korean government also got their focus on developing education by expanding finances for education and making efforts to increase the proportion of the education expenditure in the total government budget and the GNP. The establishment of an “education tax” and the “Local Education Subsidy Act” secured stable funding for education (B. Kim & Park, 2018).

To satisfy the people’s thirst for education, the Korean government chose policies to educate more students at minimum cost by having more capable teachers take charge of more students (Webb * et al., 2004). Even though the ratio of student-to-teacher is high, the wages for teachers are also kept relatively high too. This helped encourage more capable manpower to enter the teaching profession. Despite a limited budget and low investment in public education, Korean’s effective strategy to enhance the quality of education was to boost teacher ability rather than bringing down the student-to-teacher ratio. From the 1950s to the 1970s, programs such as maximizing the number of students per class, multiple-shift classes (two to three shifts), and night schools were all part of the low-cost approach to satisfy the fast-growing demand for education (MOE, 2016, 2017).

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2.2 Korean Act on education for Korean Residing Aboard

The Korean government seeks to provide everyone with equal educational opportunities from the early days of one's life and to assist even those students with learning difficulties such as underachievers and dropouts, even Korean who are residing abroad so that everyone can learn and grow together, and be given hope and opportunities. To develop overseas Korean societies, they build the foundation of educating human resources who can make contributions to the development of overseas Korean societies as well as in the motherland by building an Act on education for Korean Residing Abroad (Act on Educational Support for Korean Residing Abroad [Enforcement Date 29. May 2018.] [Act No.15042, 28. Nov, 2017., Partial Amendment]) (MOE, 2020a).

According to the Act, it is made for Korean School, Korean language school, or Korean education center that has been established in foreign countries to support the school education and lifelong education for Korean nationals residing abroad. It is shown that the Korean government not only provides the necessary support to provide education to Korean nationals residing abroad but also ensure that they can lead a life, taking great pride in being nationals of the Republic of Korea. The Act has determined these topics relevant to establish and operate Korean school as below:

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Establishment of the school

The Act on Educational Support for Korean Residing Abroad has determined that any Korean school or Korean language school or Korean education institute that intends to establish need to get the approval from the Ministry of Education. However, if the juristic person of that school is dissolved or bankrupted or revoked under this Act or statutes of a nation where a school juristic person is located, the school can be the revocation of the approval. Even in case that the school cannot fulfill the purpose of establishing the Korean school it can also be the revocation of the operation too. The Ministry of Education not only gives approval to the establishment of the school but also supervises the school from Operation of the school, Standards for Accounting Management, to employees who work in the school (MOE, 2020a).

Operation of Korean Schools

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Any Korean school that falls under the Act on Educational Support for Korean Residing Abroad is necessary to use Korean Curriculums that are designed by the Ministry of Education which developed under Article 23 of the Elementary and Secondary Education Act. But the school might change some part of the curriculum or content to match with the characteristics of the host country that it is located in (Act on Educational Support for Korean Residing Abroad [Act No.15042 article 8,2017) (MOE, 2020a).

The student who graduated from these schools will be counted as the same level in academic degrees as the student who graduated the same level in the Republic of Korea (Act on Educational Support for Korean Residing Abroad [Act No.15042 article 9,2017) (MOE, 2020a).

The board of directors, he or she will be the highest decision-making person. However, the board does not have any authority over the dispatched personnel affairs of the school (MOE, 2020b). Instead of operating the school, they have to set up a "School Operation Committee" which consists of the representative of teachers in Korean schools, the representative of school parents and local residents, etc., and necessary matters concerning the organization and operation of the School Operation Committee, such as methods for the organization and the number of members, shall be prescribed by Ordinance of the Ministry of Education. The school committee is set up to increase the autonomy of operating the Korean school and provide an education suitable for the circumstances and characteristics of the nations where the Korean school is located and also help consider some matter in the school (i.e. school rules and school regulations, methods for operating school curriculums, the selection of books used for study and educational materials, operating and using funds for supporting school operation, etc.) (MOE, 2020a).

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Other relevant Act to Korean school for Korean residing abroad:

- Article 21 of the Elementary and Secondary Education Act

- Article 23 of the Elementary and Secondary Education Act
- Article 61 of the Private School Act
- Article 32-4 (1) of the State Public Officials Act by the Minister of Education.

2.3 Thailand's Act on Education for International school about Teaching Thai Languages and culture

According to Thailand's Act on Education, it has determined that any International school that is established in Thailand must provide Thai language and Thai culture class for both Thai students and foreign students. For foreign students in grade 1-8 school must provide the Thai language as a compulsory course at least one lesson per week and for foreign students in grade 9-12 as a selected course by using teaching materials as a foreign language. In a case that the student moves from another country during grade 9-12, he or she must attend the Thai language or Thai culture subject at least one lesson per week for two years as a minimum. The school should also provide Thai language and culture in early childhood education. For Thai students, the school must provide Thai language and Thai culture as a compulsory class at least five lessons per week and 50 minutes per each lesson. (กระทรวงศึกษาธิการ, 2016).

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2.4 The Korean Government Policies for Korean Schools Abroad to support Korean Nationals around the world

Based on the Act on Educational Support for Korean Nationals Residing, the Korean government came up with the policy to support educational institutions that were providing education to the children of Korean expatriates living abroad and to make sure those children can grow into a global talent with a firm self-identity as Koreans. In the year 1945-1976, the approval and support were provided through the means of administrative disposition without any legal basis. Then later on, the approval and support were provided in accordance with the Regulations on the Education of Korean Nationals Residing Abroad (administrative legislation) (i.e., Government-approved schools of Korean expatriates) in 1977-2006, and since 2007 they have used the Act on Educational Support for Korean Nationals Residing as well as its Enforcement Decree, and the Enforcement Rule (MOE, 2020b), which supports both home country (Korean school) education institutions and Host country (i.e. formal private schools, international schools, etc.) to operate.

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2.4.1 Characteristic of Korean school

Korean schools are the educational institutions established abroad in order to provide education to Korean nationals living abroad by using the curricula of Korean primary and secondary schools (MOE, 2020a).

The schools are counted as formal education institutions or similar to a private school of the Republic of Korea, which was established by a school foundation (legal entity) under the approval of the government of the Republic of Korea and that of the host country. They are operated following the Act on the Educational Support, etc., for Korean Nationals Residing Abroad, and aimed to provide school education in accordance with the Elementary and Secondary Education Act to the children of Korean expatriates residing abroad (MOE, 2020b).

2.4.2 Procedure and Provision of Support from the Korean Government

Once an expatriate organization in a host country secures more than 50% of the funds required to establish a Korean School, they can apply for the approval for school establishment and operation to the Korean Ministry of Education via diplomatic missions situated in the host country.

Figure 4 The Procedure of the Establishment of Korean Schools for Expatriates Abroad

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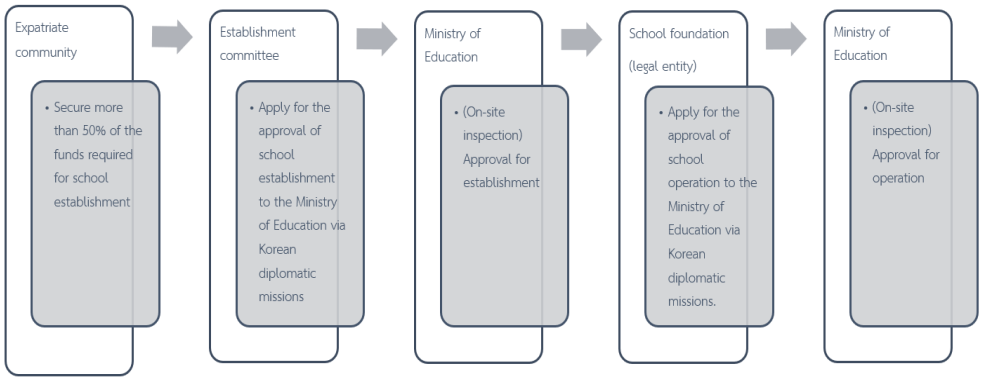

* The Korean Ministry of Education decides whether to approve the establishment and operation of a Korean School by assessing its feasibility (e.g., school-age population, funds and plans to secure facilities, etc.)

Source: 대한민국의 재외 한국학교 지원 정책 (MOE, 2016, 2020b)

There are many Korean schools established in many countries around the world in the year 2020. There are a total of 34 schools in 16 countries, and there are going to have new Korean schools open in Cambodia soon (Bae, 2020). The Korean school that already exists can be divided in two forms 1) one focuses on those who have only resided abroad temporarily and wish to return to Korea and adapt to the Korean school system; such as the school in Japan (Tokyo), China, Vietnam, Indonesia (Jakarta), Singapore, Malaysia, Thailand (Bangkok), the Philippines, etc. which more than 80% of students in China and Southeast Asian countries later go to universities in Korea, and 2) the other aims to raise the students' understanding of the home country for those who reside abroad permanently (MOE, 2020b).

2.4.3 Supporting Fund for Korean school

Korean schools may receive tuition fees, admission fees, and expenses for supporting school operations from students. Around 50% of revenue comes from parents, 32% from the government subsidy, 15% from the balance carried forward, and 4% from miscellaneous items (MOE, 2020a).

According to the Act on Education for Korean Residing Abroad, the state may subsidize the following expenses for educational institutions abroad, educational organizations abroad, and school juristic persons, within the scope of a budget 1. All or some expenses incurred in establishing Korean schools; 2. All or some expenses incurred in the operation and business of educational institutions abroad and

educational organizations abroad. Hence, the school might get a request to report on the relevant duties or accounting after going through the heads of diplomatic missions or ordering the relevant public officials to conduct a survey on the actual condition of education or examine and audit documents or books.

Korean government will consider the funding support of 50% of expenditure for land purchase and facilities and 70% of facilities lease fee and major repairing fees (MOE, 2020b).

The support is provided in an indirect way in which the Korean government provides subsidies to the local legal entity and schools in a host country, rather than directly providing support to the Korea education. Most of the fund is coming from government subsidy (i.e., for operational costs, etc.), support for dispatched teachers (i.e. a total of 100 teachers), and financial/administrative support for curricula development, etc. (MOE, 2020b). This fund will be used on labor costs of seconded government officials, operational costs, an educational allowance to low-income households, after-school activities, development of learning and teaching materials, lease fees, and repair costs. The budget for 2020 is around 52.138 billion Korean won in total; on average of 1.5 million Korean won per school (MOE, 2020b).

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The procedure is controlled and guided by the Ministry of Education (Minister of Education), and Ministry of Foreign Affairs (Heads of Korean diplomatic missions abroad) in control of the systematic management and oversight due to the subsidies

coming from the Korean government and the recognition of diploma of Korean Schools (MOE, 2019).

2.4.4 Teachers and staffs in Korean school

The teachers are required to have the equivalent qualifications to the domestic Korean teachers in accordance with the Elementary and Secondary Education Act, but for more special subjects that should reflect the specific characteristics of the host country (e.g., foreign languages, etc.), the teachers should be qualified in alignment with the domestic law of the host country (Act on Educational support for Korean residing abroad [Act No.15042 article 22-23]) (MOE, 2020a).

There are seconded teachers from Korea, and teachers hired by the schools themselves locally (i.e. the leave of absence due to secondment is filed for seconded teachers, whereas teachers are also hired locally.) But in most cases, the school principal is dispatched by the Korean Ministry of Education. According to the National Institute for International Education or NIIED, the Minister of Education may provide training in domestic training institutes, etc. When it is deemed necessary for improving the qualifications and professionalism of teachers and employees (including teachers and employees who are foreigners) of Korean schools (Act on Educational support for Korean residing abroad [Act No.15042 article 24]) (MOE, 2020a).

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2.5 Overseas Korean and the operation status

There are around 7.5 million overseas Korean all around the world mostly stay in the US and China (around 2.5 million in each country) followed by Japan, Canada, Uzbekistan, and so on. (Figure 5,6) The number of overseas Korean in Thailand is around 20,200 (MOFA, 2019b) which ranks 20th of the nation that has overseas Korean. Other than the US and China Korean people tend to stay in Europe and South East Asia countries. Among those countries, Vietnam ranks 6th count as 1st among South East Asia followed by the Philippines 10th, Indonesia 17th, Singapore 18th, Malaysia 19th, Thailand 20^{th,} and Cambodia 24th. Despite the number, there is no Korean school (in terms of school that is controlled by the government) in the US and European countries, it turns out that there are more Korean schools in China and South East Asia countries. And The expatriate student population tends to decrease in China while increasing in the South East Asian region (Figure 7) (MOE, 2020b).

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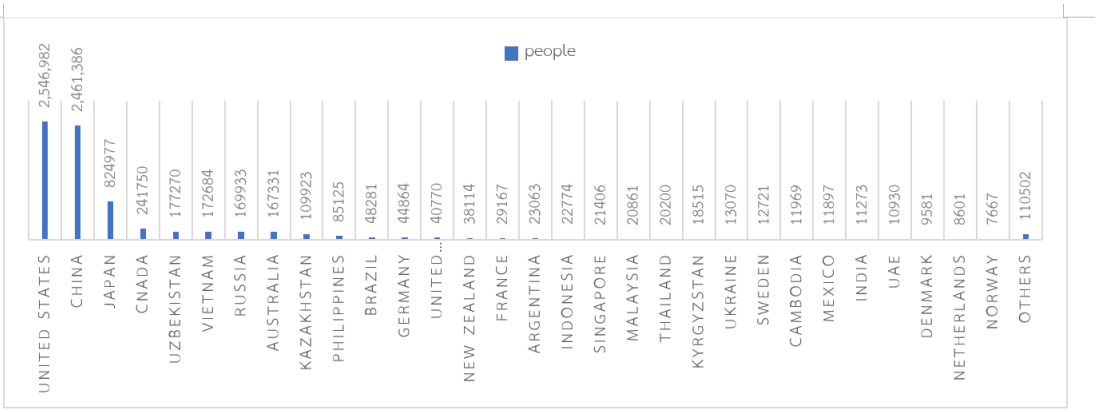
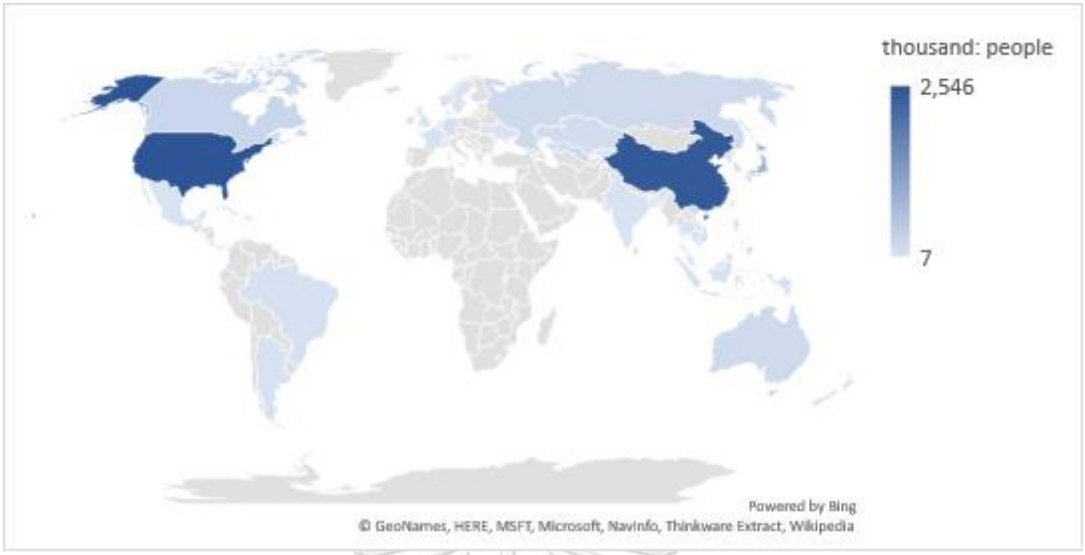
Figure 5 Total population of overseas Korean 2020



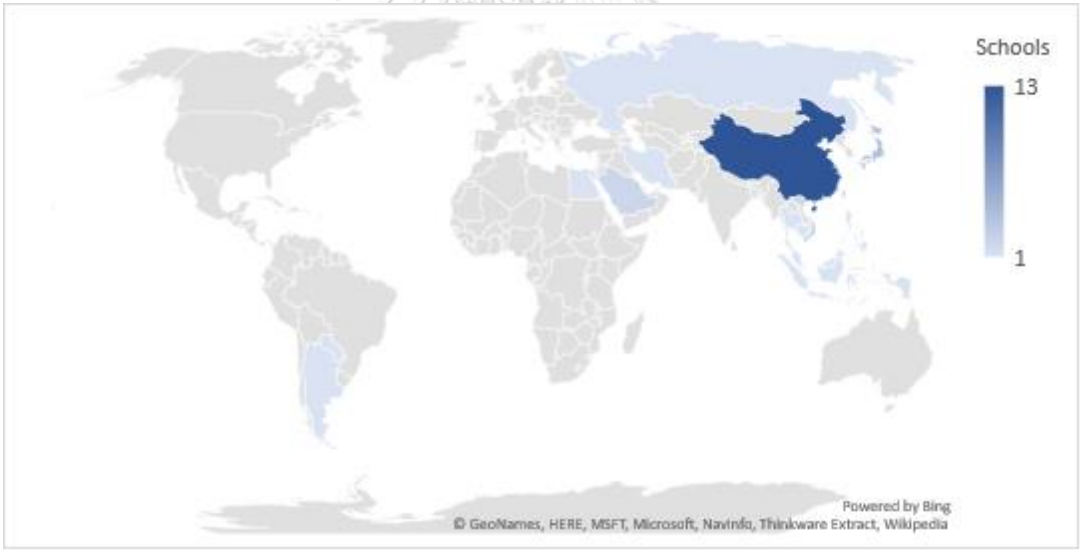
Source: "Total number of overseas Koreans 2019"(MOFA, 2019b)

Figure 6 Map of the population of overseas Korean 2020



Source: "Total number of overseas Koreans 2019"(MOFA, 2019b)

Figure 7 Korean schools' operation status in 2020



34 schools in 16 countries, especially heavily concentrated in Asia, including China and South East Asia - School distribution per country : Japan (4), China (13), Taiwan (2), Vietnam (2), Saudi Arabia (2), Indonesia (1), Singapore (1), Thailand (1), the Philippines (1), Cambodia (1), Paraguay (1), Argentina (1), Russia (1), Iran (1), Egypt (1), Malaysia (1).

Source: 대한민국의 재외 한국학교 지원 정책 (2020) (MOE, 2020b)

2.6 The advantages of Korean residing abroad to continue in further education

Korean universities have special pathways of college entrance available for the children of expatriates. Such as Invitation Program for overseas Koreans, Overseas Koreans Foundation or MOFA has scholarships for overseas Koreans to be Invited to Korea (MOFA, 2019a)

Institute that leads and supports the education for overseas Koreans or NIIED provides Korean textbooks and materials for overseas Koreans to study their mother language through KOSNET in order to strengthen their national identity and to enhance their learning aptitude to study in universities located in Korea. (NIIED, 2018)

However, the qualification of students who can get a special quota as overseas Korean must at least stay outside of South Korea for 3 years. Especially for Korean students who stay more than 12 years will get more advantages to enter university in Korean (Bae, 2020)

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2.7 The Korean School in East and Southeast Asia

(Indonesia Hongkong Vietnam and Thailand)

Korean international school in Indonesia – Jakarta

Source : ("Jakarta Indonesia Korean school," 2019)

Since the beginning of the post-authoritarian era in South Korea in 1987, Korean capital has spread rapidly overseas, with both multinational giants and smaller-scale entrepreneurs establishing factories across Asia. But as Korean with their attitude of strong conservative culture, they tend to keep their community and culture as they are ("Jakarta Indonesia Korean school," 2019).

> “No matter where they go, Koreans will never compromise their culture, their tradition,” said Victoria Lee, a South Korean national born in Indonesia after her parents migrated there in the 1970s (Walden, 2018).

With its relatively low wages and a workforce of 127 million, Indonesia has been an attractive destination for Korea investments. Jakarta International Korean School, renamed as Jakarta Indonesia Korean school, was founded as far back as 1975 ("Jakarta Indonesia Korean school," 2019).

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Jakarta Indonesia Korean school was started by 26 students in 3 grades of elementary level. The school has moved to the current location in 1993 and now it grows into the school with over 600 students in 2019 (*Korean International school status*, 2019).

As follows to the Korean curriculum the school not only has provided the core competency-centered curriculum for future human resources development but also has focused on English education by using the Cambridge course and offering Music, Arts, P.E, PBL, Math, Science classes in English. For the Era of the 4th Industrial Revolution, they also provided Software, Coding Classes and Bahasa Indonesia classes for local culture understanding ("Jakarta Indonesia Korean school," 2019).

Korean International School in Hong Kong

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Source : ("Korean International school in Hongkong symbol," 2019)

KIS in Hongkong origin can be traced back to Saturday School, started in 1960 with just 6 students to provide for the needs of the Korean community in Hong Kong. Korean International School in Hong Kong started out in 1988 with the establishment of Korean School, officially recognized and supported by the Ministry of Education of the Republic of Korea. In order to meet increasing demand, the Korean community

represented by the Korean Residents' Association of Hong Kong together with the then Korean Consul General approached the Hong Kong government to grant a permanent facility at Sai Wan Ho campus starting in 1992 with Korean International School being established in 1993. The first classes moved in in 1994 ("Korean International school in Hongkong History," 2019).

The school was first opened in Po Fu Lam with 5 classes (49 students in total) then moved to Wan Chai then to Sai Wan Ho. In 2019 the school has contained classes from kindergarten to secondary school with 120 students in total (W. Y. Kim, 2019; *Korean International school status*, 2019).

At KIS Hong Kong, the schools run two separate curriculums: the Korean Section following the Korean curriculum set by the Ministry of Education of Republic of Korea, with the Principal appointed by the Ministry; and the International Section which follows the Cambridge International Program with internationally appointed Principal and teaching staff ("Korean International school in Hongkong Mission," 2020). Both schools are open to all applicants residing in HK. However, both sectors have the same Management Committee whose members include representatives from the Korean community, principals of both sections, PTA representatives from both sections, Chief Operating Officer representing school administration, and a representative from the Korean Consulate General, appointed by the Board of school ("Korean International school in Hongkong History," 2019).

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Korean International School in Vietnam

1. Korean International School HSMC in Ho Chi Minh City

Source : ("Korean International school HSMC symbol," 2019)

Source : ("Korean International school HSMC symbol," 2019)

HSMC or Korean International School in Ho Chi Minh City was first established in 1997 opened with 87 students in 1998 after diplomatic relations with Korea ("Korean International school HSMC history," 2019) and has grown into one of the largest Korean international school with around 2,000 students in kindergarten, elementary, middle and high schools in present time (*Korean International school status*, 2019).

The school is aiming to teach children not to forget their identity as Korean and striving to cultivate future talents with world citizens who are familiar with the language, history, and culture of Vietnam where they are now and ultimately contribute to the world and humanity (S. Shin, 2019).

2. KISH or Korean International school in Hanoi

Source :("Korean International school in Hanoi symbol," 2018)

Korean International School in Hanoi or KISH first established the committee in 2004 and opened in 2006 with 54 students (Choi, 2018). KISH, founded by the Korean community, has developed rapidly which currently is the world's largest Korean school with students in elementary, middle, and high school more than 2,000 people in 2019, and over 100 teachers and staffs working in a school ("Korean International school in Hanoi introduction," 2018; *Korean International school status*, 2019).

The purpose of the school is to raise globally talented students maintaining its Korean identity and culture (Choi, 2018). KISH cooperated with the Korean community by supporting cultural and social activities participation such as weekend activities at Korean language school, community service in a middle and high school program, and diversity of local cultural activities.

KISH also provided English education starting with elementary school in both academic and creativity after school activities to students to make sure they are well developed to be a person with liberal, intelligent, globalization, emotional skills ("Korean International school in Hanoi introduction," 2018).

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Korean International School in Thailand (KIS BKK)

Source :("KIS Bangkok school symbol," 2019)

Korean International School of Bangkok or KIS Bangkok was opened in 2001. It is the only Korean international school in Thailand with the permission of the Ministry of Education of Korea. Even though the school system and educational activities are conducted by the Korean curriculum they also provided foreign language education such as English and Thai and the program to experience the excellence of Korean culture and the culture of other countries in the world (Bae, 2020). And to cultivate students as global talents that suit the 21st century the school not only provides academic education to students but also has a variety of after-school club activities that consider student needs (Bae, 2019).

The school's motto is to create "Students who respect themselves, help and love others, and live with the pride of Korean" surrounded by an educational environment that is built up by cooperation between school, teachers, and parents ("Korean International School in Bangkok introduction," 2020).

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Status of the school

- School location and relocation plan

The Korean International School in Bangkok is located in Nongchok which is on the east side of Bangkok and quite far from downtown where students live, this causes students to waste too much time on coming and going back from school. Therefore, the school moved to a new area in Ram-Intra which is closer to downtown. During February 2020, the school has signed the contract for the new place and due to the outbreak of the COVID-19 virus situation and temporarily closed for safety. The school got this opportunity to renovate a new building and successfully moved to a new place (Bae, 2020).

- Status in 2020

In 2020 the school has 88 students in total (41 students in elementary, 21 in secondary, 26 in high school) and 27 staff work in school ("Korean International School in Bangkok introduction," 2020).

- School routine and languages courses

For elementary, the school starts from 7:50 – 15:20. For secondary, the school starts from 7:30 – 15:25 and extends independent class (on children's own will) until 20:00 - 21:00 three days per week, mostly for those who prepare for the exam. Along

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with after-school activities, these depend on children's interests ("KIS Bangkok: School Routine," 2019).

As I look closely into the school curriculum and routine, I found that the school has focused on languages more than other subjects (KISbangkok, 2019a, 2019b, 2019c). The language classes for elementary students consist of 20-21 units of languages (Korean 6 units, English 12 units, Thai 3 units) from a total of 35 units per year. (Table 1) For middle schoolers, it consists of 16 units of language classes (Korean 5 units, English 8 units, Thai 3 units). (Table 2) For high schoolers, the course depends on which course they attend to, 15-19 units of languages course for Humanities course and 13-15 units of languages course for natural course (similar to Math-Science course for Thai curriculum) * (Table 3)

* [distribute in detail per semester: Grade 10 (Korean 5 units, English 8 units, Thai 2 units),
Grade 11 Humanities (Korean 8 units, English 9 units, Thai 2 units),
Grade 11 Natural (Korean 3 units, English 9 units, Thai 2 units),
Grade 12 Humanities (Korean 8 units, English 8 units, Thai 2 units),
Grade 12 Natural (Korean 3 units, English 8 units, Thai 2 units)]

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Table 1 Elementary curriculum of Korean International School in Bangkok

○ 1st grade . 2nd grade

Curriculum Grade	Korean	Math	integrated	English	Thai	Body			The sum total
			Right life wise life joyful life			Self-serving career	safety	Circles	
First grade	6	4	10	9	3	One	One	One	35
2nd grade	6	4	10	9	3	One	One	One	35

○ 3rd grade ~ 6th grade

Curriculum Grade	Korean	Society / Morality	Math	Science / Practice	Athletic	Art Music / Fine Art	English	Thai	Changche self-serving career	Circles	The sum total
Grade 3	5	2	4	2	2	3	12	3	One	One	35
4th grade	5	2	4	2	2	3	12	3	One	One	35
5th grade	5	2	4	2	2	3	12	3	One	One	35
6th grade	5	2	4	2	2	3	12	3	One	One	35

Source: 2019 학년도 초등 주당 교육과정 시수 (KISbangkok, 2019c)

Table 2 Middle school curriculum of the Korean International School in Bangkok

○ Grades 7 through 9 (junior high school)

division		subject	7th grade		8th grade		9th grade	
			1 semester	2 semesters	1 semester	2 semesters	1 semester	2 semesters
			Hours (unit)	Hours (unit)	Hours (unit)	Hours (unit)	Hours (unit)	Hours (unit)
Curriculum (group)	Korean	Korean	85 (5)	85 (5)	85 (5)	85 (5)	85 (5)	85 (5)
	Society (including history) / moral	Society	51 (3)	51 (3)			51 (3)	51 (3)
		history			51 (3)	51 (3)		
		moral						
	Math	Math	85 (5)	85 (5)	85 (5)	85 (5)	85 (5)	85 (5)
	Science / Technology · Home	Science	51 (3)	51 (3)	51 (3)	51 (3)	51 (3)	51 (3)
		Technology , home						
	Athletic	Athletic	34 (2)	34 (2)	34 (2)	34 (2)	34 (2)	34 (2)
	Art (Music / Art)	music	17 (1)	17 (1)	17 (1)	17 (1)	17 (1)	17 (1)
		Art	17 (1)	17 (1)	17 (1)	17 (1)	17 (1)	17 (1)
	English	English	85 (5)	85 (5)	85 (5)	85 (5)	85 (5)	85 (5)
	Selection	English Conversation	51 (3)	51 (3)	51 (3)	51 (3)	51 (3)	51 (3)
		Thai Beginner / Intermediate (Choose 1)	51 (3)	51 (3)	51 (3)	51 (3)	51 (3)	51 (3)
		Information	17 (1)	17 (1)	17 (1)	17 (1)	17 (1)	17 (1)
Creative experience			51 (3)	51 (3)	51 (3)	51 (3)	51 (3)	51 (3)
Total class hours			595 (35)	595 (35)	595 (35)	595 (35)	595 (35)	595 (35)

Source: 2018 학년도 중등 주당 교육과정 시수 (KISbangkok, 2019b)

Table 3 High school curriculum of Korean International school in Bangkok (focus on languages subject)

○ Grades 10 to 12 (High School)										
subject	10th grade		11th grade				12th grade			
			Humanities course		Natural course		Humanities course		Natural course	
	1st semester	2nd semester	1st semester	2nd semester	1st semester	2nd semester	1st semester	2nd semester	1st semester	2nd semester
	Hours (Unit)	Hours (Unit)	Hours (Unit)	Hours (Unit)	Hours (Unit)	Hours (Unit)	Hours (Unit)	Hours (Unit)	Hours (Unit)	Hours (Unit)
Korean Language I	85 (5)*									
Korean Language II		85 (5) *								
Speech and Writing			85 (5) *							
Reading and grammar				85 (5) *						
literature			51 (3) *	51 (3) *	51 (3) *	51 (3) *				
classic							51 (3) *	51 (3) *	51 (3) *	51 (3) *
Modern literature review								85 (5) *		
Utility language							85 (5) *			
Practical English I	68 (4) *	68 (4) *								
Practical English Ⅱ				85 (5) *		85 (5) *				
Practical English Conversation			68 (4) *		68 (4) *					
Practical English Reading and Writing				68 (4) *		68 (4) *				
English Ⅰ	68 (4) *	68 (4) *								
English Ⅱ			85 (5) *		85 (5) *					
English Conversation							68 (4) *		68 (4) *	
English Reading and Writing							68 (4) *		68 (4) *	
Advanced English Reading I								68 (4) *		68 (4) *
Advanced English Reading II								68 (4) *		68 (4) *
Korean history	51 (3)	51 (3)					51 (3)	51 (3)	51 (3)	51 (3)
Thai Beginner / Intermediate	34 (2) *	34 (2) *								

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○ Grades 10 to 12 (High School)										
subject	10th grade		11th grade				12th grade			
			Humanities course		Natural course		Humanities course		Natural course	
	1st semester	2nd semester	1st semester	2nd semester	1st semester	2nd semester	1st semester	2nd semester	1st semester	2nd semester
	Hours (Unit)	Hours (Unit)	Hours (Unit)	Hours (Unit)	Hours (Unit)	Hours (Unit)	Hours (Unit)	Hours (Unit)	Hours (Unit)	Hours (Unit)
Thai Ⅰ Beginner / Intermediate			34 (2) *	34 (2) *	34 (2) *	34 (2) *				
Thai Ⅱ Beginner / Intermediate							34 (2) *	34 (2) *	34 (2) *	34 (2) *
Others Subject	289 (17)	289 (17)	238 (14)	238 (14)	357 (21)	357 (21)	238 (14)	238 (14)	232 (17)	232 (17)
Overall	595 (35)	595 (35)	595 (35)	595 (35)	595 (35)	595 (35)	595 (35)	595 (35)	595 (35)	595 (35)

Source: 2018 학년도 고등 주당 교육과정 시수 (KISbangkok, 2019a)

It is quite interesting that compared to Korean English and Thai language, the school tends to put more focus on English subjects than the rest. Not only is the English subject unit more than others, but it also has the same number of units despite different courses in grade 11-12, which shows how important English subject is. This is due to the parents preferring more hours on English language education, so the school is trying hard to add more hours as many as possible. The International (H. Kim & Mobrand, 2019). Moreover, to get into university in Korea, students must take the College Scholastic Ability Test (CSAT), and English is nearly 20% of the CSAT. This has been shown to influence language education and learning strategies strongly in secondary education (Moodie & Nam, 2015).

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Tuition Fee Support for the student in KIS Bangkok

The school has offered some tuition fee support for some selected students of a low-income family in a form of scholarships. According to the limited fund, they can give scholarships to only 20% of the students depending on the financial resources and the number of applicants for the scholarships. These scholarships are available for the low-income family except those who have already received tuition support and subsidies from the government, schools, and outside agencies or students who are in school less than one year. ("Communication with the Principle school's board : 저소득층 자녀 장학금 지원 관련 의견 수렴합니다.," 2019). Most of the funds are from some Korean companies, the Korean government, and Korean associates. These associations are supporting tuition and meals. However, budget support from the Korean government is not enough, so Korean school associates are also discussing difficulties and working together to sort out (Bae, 2020).

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The connection between KS in Southeast Asia.

There are 10 Korean schools in the South East Asia region. These schools are having good relationships and cooperating with each other. For instance, the principals have a meeting twice a year to discuss school (Bae, 2020).

In 2019 was the first time that the Korean International School in Bangkok and in Ho Chi Minh City had an exchange study program for 4 days. Both schools had children from grade 5-6 visit each other not only for exchanging the culture and

experience but also for letting children learn from people who live differently in different cultures, different climates, and different ideas. This gives a chance for children to grow up as a generous person who understands and accepts differences (Bae, 2019).

2.8 Related studies

2.8.1 Korean present situation on an entrance exam

The Korean College Scholastic Ability Test (hereafter CSAT), or Suneung (수능) is designed to measure the students' scholastic ability required for a college education. The CSAT has been developed and administered by the Korea Institute for Curriculum and Evaluation or KICE for more than 20 years since its introduction in 1993 as the most critical standardized tool for college entrance. Most test participants such as students, parents, and teachers believe that the CSAT score will determine the university the student may enter and that the entrance of a prestigious university or as you may know as SKY; Seoul National *University* (S), Korea *University* (K), Yonsei University would be a key to success in their future. Annually, approximately 600,000–650,000 students take the CSAT and 20% of them are re-takers. This high rate of re-takers implies that the demand for a higher CSAT score is very crucial for having a better chance to enter a more reputable university (Kwon, Lee, & Shin, 2015).

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For Korean students, the CSAT score is the first priority to consider when selecting which university to enter and what to major in, rather than their academic interests or aptitude. This trend is also widely true in other developed countries around the world, but the competition is incomparably fierce in Korea. Even though after the test around 70% of students will get entrance into university but fewer than 2% of them can get into the SKY. As mentioned before that Korean people think that the prestige of attending Sky is also one of the best ways to get a good job or to enter one of the big companies (Sharif, 2018). However, after entering colleges, many students still struggle to search for their career path, because students often choose their major based on the CSAT score that satisfies the admission requirement to the program, rather than choose the major they are interested in or like (Kwon et al., 2015; Sharif, 2018).

2.8.2 Role of teachers in school

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Teacher expectancy research shows interesting results of the impact of teacher expectations on student outcomes. First, the professionalism of teachers is directly related to student achievement. So, the school organization should be a place where all school members collaborate to achieve organizational goals and where teachers and students learn through shared cooperation (เภาพิจิตร, 1900). According to Joo, who studies the relation between distributed leadership (DL) and teacher professionalism (TP) and how it is mediated by collective teacher efficacy (CTE),

professional learning community (PLC), and teacher job satisfaction (TJS) proves that DL does negatively influence on teacher professionalism by CTE, PLC, and TJS.

Second, the influence of teachers' beliefs on future student achievement (Weinstein, 2002). The teacher bias effects are found at a sustained effect of teacher bias at the end of primary education on student achievement because it affected educational decision-making in terms of choice of track in secondary education (de Boer, Bosker, & van der Werf, 2010).

So public schools cannot achieve their goals and sustain fundamental reforms without considering the day-to-day lives of educators, leadership practices, the workload of educators, and sometimes even the re-culturing of schools (Joo, 2020).

the internal efforts of an individual school organization itself contribute to developing teacher professionalism and that it is often up to a school's staff to improve student achievement and develop school organization capacity (Van den Broeck, Demanet, & Van Houtte, 2020).

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2.8.3 Co-teaching with native English-speaking teachers

KIS Bangkok has a focus on the English class, they hired native English- speaking teachers to be responsible for English subjects and Thai teachers to take care of Thai language and culture class. The challenges might be the differing cultural and educational backgrounds of teachers who have influenced their teaching technique (Moodie & Nam, 2015).

2.8.4 Influence of parents over the child's education perspective

Parents always influenced their children one way or another. In case of perspective on school and their future career there is a study about relationships between children's Regulatory focus (RF), perceptions of their parents' Regulatory focus, and their future time perspective (FTP) on school and professional career, showed that children's promotion RF was positively related to FTP on school and professional career. Especially, when children perceived that their parents stimulate them to take on challenges, they were more focused and considered more strongly on their future school and career (Andre, van Vianen, & Peetsma, 2017).

Besides the perspective influences parents are the person who decides or makes an education environment surround their child. The concerns of parents can be determined by many things that happen to a child's everyday life, such as school choices especially for parents of high socioeconomic status (Hofflinger, Gelber, & Tellez Cañas, 2020), or even safety and security issues can discourage parents to support the use of sustainable transportation to schools (Nasrudin & Nor, 2013). Therefore, the positive attitude of parents towards education has a considerable influence on children's attitudes (Maruyama, 2018).

There is a study that shows that parent's role construction is based on their beliefs about how children's skills and talents develop, what child rearing practices are effective, and what parents should do at home to promote their children's

school success. Parents' personal experiences with schooling influence their role construction (Hoover-Dempsey & Sandler, 2016; Hoover-Dempsey et al., 2005; Walker, Wilkins, Dallaire, Sandler, & Hoover-Dempsey, 2005). However, Barg argued that concerted cultivation, status maintenance, parents' working status, number of siblings, and single-parenthood are the factors that have effects on a child's education involvement, not the parents' own school experience (Barg, 2019).

2.8.5 Korean parents' intention and expectation over the child's education

Korean parents set extremely high expectations for their children, and their children attempt to meet those expectations not only for personal achievement but also for the family According to Kim & Bang (2016), they studied Korean parents in terms of child's education support behaviors, and divided parents into four groups as *Autonomy Supporters* (middle income), *Study Supremacists* (high income), and *Apologetic Supporters* and *Value Enthusiasts* (both low income). These four groups of parents have different behavior due to their socio-economic status or SES which affected their educational aspiration and educational stratification phenomenon (J.-S. Kim & Bang, 2016). According to the study result, high-income parents tend to have high expectations for their children's academic performance and career choice. Hence, students under this type of parental aspiration tend to go to cram schools, engage in private tutoring, and are subject to higher parental supervision. Parents with the middle income and some from low-income groups

would support whatever their children want and focus on extra-curricular activities but more focus on their children's character education (moral and value education) or activities that their children like and are good at rather than forcing them to study. However, there is a group of low-income parents that spend little or no money on extra educational programs for their children and tend to feel guilt for being unable to support their children (J.-S. Kim & Bang, 2016).

Another research from Shin, Jahng, and Kim (2019) also said that South Korean mothers relied mostly on private education for their children's academic success. They prepared their children for successful academic achievement such as moving to a good neighborhood and offering private education. This study also mentions that the mothers' past experiences and their view of an ideal child and good mother aspects were linked with the mothers' education fever.

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CHAPTER III

METHODOLOGY

This chapter introduces the methodology that is used for analysis, explains the background of Korean school, the characteristics of students, parents, and teachers in the school, and describes population and sample group and how data was collected in this study.

3.1 Research design

This study is a descriptive research which studies and describes the background and factors of the educational culture in Korean school and the characteristics of students in the school and the trend of parents' intention to see if they have a relation to Korean government policy. Firstly, was the gathering information about the background of the Korean school project and the origin of the project, at the same time as the latest structure of the Korean core curriculum that is used in present time by collecting relevant data from various sources such as credible researches, books, news, articles, and online media. Then the main part of this research is to focus on Korean schools in Thailand, by the questionnaire with sample groups from students, teachers, and parents.

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3.2 Sample group

There are three groups of respondents which are students, teachers, and parents. The samplings were chosen among middle and high school students, teachers, and parents from Korean International schools in Bangkok. The number of respondents is depending on the number of students and teachers who are active in the year 2020. For survey questions, it consists of three group of samplings as follows:

- Students (middle and high school: 35 respondents)
- Teacher (12 respondents)
- Parents (from elementary to high school: 22 respondents)

3.3 Data collection

In this study, the data was collected from the following data sources. Primary information from the survey and secondary information from literature sources and in-depth interviews with the principal of KIS.

3.3.1 Literature sources

By collecting the previous researches and documents from credible sources such as government documents from the Ministry of Education of Republic of Korea or databases from Chulalongkorn University Libraries and other websites on topics or

journals related to the Korean education system, policies concept, relevant theories, and techniques of education. It consists of:

- Background of government education act, policies about the establishment of the Korean School, and Korean core curriculum for Korean school.

- Statistic of Overseas Korean around the world and the number of Korean schools in present times

-Thailand's Education Act on Thai language, history, and culture class in an International school.

- Detailed information on Korean school abroad in SEA and Thailand

- Korean situation of university entrance in the present time

- Parents' motivations and involvement in a child's education.

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3.3.2 In-depth interviews

For more detailed information the researcher had visited KIS on the 12th of February 2020 to have a conversation with Mr.Jungcheol Bae, the KIS principal, to get more information about KIS, makeup with the questionnaire, and ask permission to survey with students, teachers, and parents.

3.3.3 Survey question

This research gathered information from 3 sets of questionnaire group 1 conducted with middle school and high school students, group 2 who are teachers from Korean school, and group 3 who are parents of every level of students picked randomly. This research used information from the questionnaire as primary information to answer the research questions.

3.4 Research instruments

This study is descriptive research which studies and describes the background of Korean school and the characteristics of related parties of the KS which consists of students, teachers, and parents, and the trend of parents' expectations on school has connected with Korean government policy. In order to be able to understand the perspective and opinions about the school and support the findings, the questionnaire was designed in three-set separately for each group. the questionnaire is consisting of the general information part which are questions with multiple choices and some open-ended question, and the opinion part which uses the Likert scale questions:

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1. Group of students

The questionnaire for students is focusing on defining their characters and their learning behavior and perspective and includes their opinion about the school. The question is divided into 5 parts: part one about their personal information, part two about their learning behavior, part three about their opinion about the school, part four is about their school community, and part five about Thai and Korean culture in daily life.

2. Group of teachers

The questionnaire for teachers is more focused on their teaching technique and classroom management to define Korean teacher characteristics and behavior that affect student learning behavior. The question is divided into 5 parts: part one about their personal information, part two about their classroom managing behavior, part three about their cooperation with parents, part four about their opinion about different cultures of the school environment, and part five about their teaching techniques.

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3. Group of parents

The questionnaire for parents is focused on defining their perspective and motivation on children's learning support and includes their reason for choosing a school. The question is divided into 5 parts: part one about their personal

information, part two about the perspective of children's educational support, part three about parents' involvement in children's education, part four about opinion about Korean school, and part five about the school community.

3.5 Analysis and Presentation of Data

To achieve the objectives of this study, all of the data that collected from many reliable sources have been reviewed, analyzed, and discussed in the form of descriptive research by explaining the result from the questionnaire by using Excel program to analyze percentage, mean and mode score. The result will be presented in chapter 4 and concluded in chapter 5

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CHAPTER IV
DATA ANALYSIS

The purpose of this chapter is to analyze and interpret the result of the data from KS in Thailand, which was collected from the questionnaires in the period from 8th June 2020 to 5th August 2020. The results of data analysis are based on the data collections from 3 groups of respondents. The first group is 35 students from middle to high school from KIS, the second group is 12 teachers of KIS and the third group is from the parents of the student from KIS between elementary level and high school level. The questions that use a five-point Likert scale will be calculated to find the mean score and interpreted by considering the range of scores as follows: low scores in range between 1.0 and 2.4, moderate score in range between 2.5 and 3.4, and high score in range between 3.5 and 5.0.

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The results are presented in 5 sections as follows:

4.1 General information of character of respondents from 3 groups

4.2 KIS students learning attitude and behavior

4.3 KIS teachers teaching methods of classroom behavior management

4.4 Respondents' opinion about KIS and the school's community

4.5 Parents' expectation on KS

4.1 General information of character of respondents from 3 groups

Table 4 Group 1 students (35 persons)

Characteristics	Quantity	Percentage (%)
Gender		
Male	15	42.90
Female	20	57.10
Age		
13	6	17.14
14	6	17.14
15	3	8.57
16	8	22.86
17	5	14.29
18	3	8.57
19	2	5.71
20	2	5.71
Ethnicity		
Korean	33	94.30
Half Korean (Korean Father)	2	5.70
Half Korean (Korean Mother)	0	0
Length of stay in Bangkok		
Less than 1 year	7	20.00
1-3 years	4	11.43
4-12 years	10	28.57
Over 12 years	13	40.00
Number of family member		
2 people	1	2.86
3 people	7	20.00
4 people	17	48.57
5 people	10	28.57

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Characteristics	Quantity	Percentage (%)
Person living with in Thailand		
Both parents	23	65.71
Only Father	3	8.57
Only Mother	8	22.86
Relatives	1	2.86
Regularity on going back to Korea		
1-2 times/year	16	45.71
3-5 times/year	8	22.86
Occasionally	4	11.43
Every school break	3	8.57
Never been to Korea	2	5.71
Just come to Thailand	2	5.71
Reason of visiting Korea		
Meeting Family/Relatives/friends	22	62.86
Traveling	8	22.86
Study/Summer course/Tuition	2	5.71
Visa Extension	1	2.86
Korean Friends outside of school		
Have	27	77.10
Don't have	8	22.90
How did you meet your friends?		
Friends from old school/childhood friends	22	52.38
Friends meet at Church	6	14.29
Known from other activities	6	14.29
Friend of friend	4	9.52
Others	4	9.52

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According to Table 4, it is shown that from a total of 35 respondents, the student from KIS between middle and high school level consists of 35 people between the age of 13 and 20 years. 95% is Korean ethnicity with both Korean parents and 5% is half Korean-Thai.

The majority of the respondents have stayed in Thailand for more than 4 years while 40 % have lived in Thailand over more than 12 years. 28.5% have stayed in Thailand for 4-12 years. Respondents who have stayed in Thailand less than 1 year and more than 1 year but not over 3 years are in the latter group, which indicated 20% and 11.5% respectively.

Most of the respondents, up to 65.7% or 23 respondents, live with both parents while 22.8% live with only their mother. 8.5% live with only their father and 2.86 % live with relatives.

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Up to 45.7 % of the respondents, they revisit Korea around 1-2 times a year regularly while 22.8% visit Korea more frequently around 3-5 times a year. 11.4% revisit Korea occasionally and 8.5% go back every school break. However, there are also some cases that the respondents have not been to Korea before (5.7%) and some cases that the respondents have just come to Thailand for the first year (5.7%).

Asking about the reason for revisiting Korea, 62.8%, which is the most reason to revisit Korea is to meet their family, relatives or friends. Other reasons are for

traveling, summer course/tuition, visa extension, which account for 22.8%, 5.7%, and 2.8% respectively.

In terms of the Korean community, this is focused on the relationship outside the school. The majority of the respondents have friends who are from the same school accounting for 77.1% while the rest do not. When asking how they have known each other, 52.3% are friends from old school or childhood friends that they know for a long time. Friends that they meet at the church or know from other activities both account for 14.3% equally. The rest which is a friend of a friend is 9.5% and other reasons are 9.5%.

Table 5 Purpose of going to church (only person who went to church every week)

Characteristics	Quantity	Percentage (%)
Doing Christians activities	12	50.00
Joining Christians community	5	20.83
Meeting friends	4	16.67
Follow parents	3	12.50
total	24	100

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24 respondents out of 35 are going to church every week based on Table 5. Up to 50% of respondents replied that the purpose of going to church is to do Christian activities. While others who go to church to join the Christian community, meet friends, and just follow parents account for 20.8%, 16.6%, and 12.5% respectively.

Table 6 Group 2 teachers (12 persons)

Characteristics	Quantity	Percentage (%)
Gender		
Female	8	66.70
Male	4	33.30
Age		
25-35	4	33.30
36-45	6	50.00
46-55	2	16.70
Ethnicity		
Korean	12	100.00
Length of stay in Bangkok		
Less than 1 year	9	75.00
1-2 years	3	25.00
Over 2 years	0	0
Experience in Thailand		
Have experienced	10	83.30
No experience	2	16.70
Teaching subject		
Home room	3	25.00
English Language	1	8.33
Korean Language	2	16.67
Math	2	16.67
Science	1	8.33
All (For Elementary Class)	3	25.00
Responsible class		
Elementary class (G.1-6)	6	50.00
Middle and High school (G.7-12)	6	50.00
Plan on working in Thailand		
2 years	11	91.67
5 years	1	8.33

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According to Table 6, it is shown that the Korean teacher in KIS consists of a wide range of age despite the small number, mostly in the range between 36 and 45 years old, accounting for 50%. Those who are ages between 25 and 35 years old account for 33.3% and ages between 46 and 56 years old are 16.7%.

From a total of 12 respondents, 9 respondents or 75 % are starting their first year of work in KIS and the rest have worked in KIS for more than 1 year but not over 2 years. No one has worked for more than two years. Despite their work experience in Thailand, majority of the respondents have experience in Thailand before, accounting for 83.3% or 10 out of 12 respondents while 16.7% have no experience at all.

Asking their responsible class, 6 respondents or 50% of the teachers are responsible for students elementary level while the other respondents are responsible for students middle and high school level. Some teachers are responsible for different fields of subject and there are some responsible for elementary curriculum covering all the subjects for that level, accounting for 25 % or 3 respondents. The number of teachers who are responsible for one subject namely homeroom, math, Korean, science and English accounts for 25%, 16.6%, 16.6%, 8.3% and 8.3% respectively.

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Most of the respondents, up to 91.6% or 11 out of 12 respondents, plan to work in Thailand for 2 years. Only 8.3% or 1 out of 12 respondents plan to work in Thailand for 5 years.

Table 7 Group 3 parents (22 person)

Characteristics	Quantity	Percentage (%)
Gender		
Female	13	59.09
Male	9	40.91
Age		
25-35	6	27.27
36-45	12	54.55
46-55	4	18.18
Ethnicity		
Korean	22	100.00
Education level of the child		
Preschool/Elementary	11	50.00
Middle school	5	22.73
High school	6	27.27
Length of stay in Bangkok		
1-3 years	12	54.55
3-10 years	5	22.73
Over than 10 years	5	22.73
Income		
no income	5	22.73
less than 20,000 baht	1	4.55
20,001 - 50,000 baht	4	18.18
50,001 - 100,000 baht	6	27.27
more than 100,000 baht	6	27.27

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Characteristics	Quantity	Percentage (%)
Reason of residing to Thailand		
Work/Business	15	68.18
For child's education	5	22.73
Own Study	1	4.55
Migration by Marriage	1	4.55

According to Table 7, it is shown that from a total of 22 respondents, the parents from KIS randomly picked in every level from elementary to high school level consists of 22 people between the age of 25 and 55 years. All the respondents are Korean ethnicity. 13 respondents or 59.1% of the respondents are female and 40.9% or 9 respondents are male.

The majority of the respondents are in the age range between 36 and 45 years old, accounting for 54.55%, followed by those who are between 25 and 35 years old (27.27%) and respondents in the range of 46-55 years old (18.18%) respectively.

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Level of their child's education showed that about 50% or 11 respondents are the parents whose children are in preschool or elementary level while 27.27% or 6 respondents are the parents of high school students. 22.73% or 5 respondents are the parents of middle school students.

The majority of the respondents, up to 54.55% or 12 respondents, have stayed in Bangkok for 1-3 years while those who have lived for longer in the range of

3-10 years and more than 10 years are both equally as the same number at 5 respondents or 22.73%. When asking the reason for residing in Thailand, the majority of the respondents' reason for work or business account for 68.18% or 15 respondents, followed by 'For child's education' at 22.73%, 'own study' and 'by marriage' both equally at 4.55%.

Table 8 Korean parents' behavior on children's education support

Questions/Answer	Quantity	Percentage (%)
Most spent outcome (multiple choices)		
Child's education	16	76.19
Housing	16	76.19
Food	13	61.90
Child care	11	52.38
others	5	23.81
how much do you spend on your child's educational support per month?		
less than 20,000 baht	9	40.91
20,001 - 30,000 baht	7	31.82
30,001 - 40,000 baht	1	4.55
more than 40,000 baht	5	22.73
Preference after school activity/special class for child		
Foreign languages	10	45.45
Sports	9	40.91
Music and performance	9	40.91
Fine Art & Crafting	6	27.27
Mathematics and Sciences	3	13.64
Depends on what child likes	1	4.55

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Questions/Answer	Quantity	Percentage (%)
how many special classes or activities after school you would like your child to attend per week?		
0-1	2	9.09
1-2	16	72.73
3-5	2	9.09
as much as they can afford	1	4.55
Depends on child's opinion	1	4.55
Preference extra study time after school		
1-2 hours	8	36.36
2-3 hours	4	18.18
3-5 hours	3	13.64
as much as they can (do the best effort)	0	0.00
as much as it's not effected to sleep cycle	2	9.09
Prefer child to rest and study on their own pace instead of working too hard	5	22.73

According to Table 8, KIS parents' behavior on children's education support showed that the majority of KIS parents spend most of their outcome on 'child's education' and 'Housing', both equally accounting for 76.19%. 'Food', 'Childcare' and others account for 61.90%, 52.38% and 15.8% respectively. When looking in detail of how much parents spend on children's education, up to 40.91% of respondents spending less than 20,000 baht per month, followed by those spending around 20,001 – 30,000 baht (31.82%), more than 40,000 baht (22.73), and around 30,001- 40,000 baht per month (4.55%).

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Asking the respondents, the kind of special class or after-school activity for their children up to 45.45% choose foreign languages, followed by sports, music and performance equally accounting for 40.91%. Fine art and crafting are 27.27% while mathematics and science are the least chosen at 13.64%. However, from Table 8, most of the respondents account for 72.73% preferring their children to have only 1-2 classes per week while 9.09% equally prefer their children to have less (0-1 class) or more (3-5 classes). The rest said it depends on how much they can afford or how children would like, accounting for 4.55% equally.

Furthermore, when asking respondents on how many extra hour after school would they like their child to study, 36.36% of the respondents prefer 'their children to have extra time on study around 1-2 hours, followed by those who prefer their children to rest and study on their own pace instead of working too hard'(22.73%), 2-3 hours of extra study time (18.18%), 3-5 hours of extra study time (13.64%), and 'as much as it is not affected to sleep cycle' are the latter group, accounting for 9.09%, however none of the respondents prefer their child to study as much as they can do (do the best effort).

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Table 9 Respondents Living Area (All respondents)

Living Location	Quantity	Percentage (%)
Wattana	18	26.09
Bang Khen	15	21.74
Yan Nawa	7	10.14
Khlong Toei	4	5.80
Suan Luang	3	4.35
Chatuchak	2	2.90
Phra Khanong	2	2.90
Others area	16	23.19
Outside Bangkok	2	2.90

Asking about living location in Bangkok, up to 26.9% live around Wattana area, followed by those who live in Bang Khen at 27.74%, Yan Nawa at 10.14%, Khlong Toei at 5.80% and Suanluang at 4.35% while the rest (23.19%) are scattered in other areas. There is only 2.90 % living outside of the Bangkok area.

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Table 10 Respondents used languages (All respondents)

languages used	Quantity	Percentage (%)
Only Korean	39	56.52
Use three languages	14	20.29
Korean and English	7	10.14
Korean and Thai	5	7.25
Only English	4	5.80

Table 11 Respondents used languages in percentage (students and teachers)

Percentage on how using language overall					
	100-80%	79-60%	59-40%	39-20%	19-0%
Korean	38	6	-	-	3
Thai	3	1	1	3	39
English	1	1	2	5	38

From Table 10, it shows that despite being in a foreign country, most of the respondents up to 59.5% use only Korean language in their daily life, followed by respondents who use three languages at 21.2%, Korean and English language at 10.6%, Korean and Thai language at 4.26% and only English 4.26%

However, when asking the respondents "how much do you use Korean, Thai and English in your daily life" in detail, the result shows in Table 11, majority of the respondents, accounting for 38 respondents or 80%, use Korean language 80 – 100% in their daily life even among three language users. English and Thai languages are barely used or not used at all.

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4.2 KIS student learning attitude and behavior

Table 12 self-awareness and preparation on the future path

statement	**total**	*Avg.*	*S.D.*	**Mode**
I know what I like and what I want to be in the future.	35	3.34	1.120	3 (40%)
I am ready to study in higher education	31	2.23	1.141	1 (46%)

wherever it might be.				
I like to learn new things by experience it rather than from books	35	3.80	1.283	5 (40%)
I would love to do after class activities more than study in class	35	3.57	1.077	4 (31%)
I study because I want to learn new things	35	2.89	1.141	3 (29%)
I study because I want to prepare myself for the exam	35	3.94	1.094	4 (37%)
total	35	3.375	1.143	

From Table 12, it shows that students in KIS self-awareness for their future path is at a moderate level. (*Avg.*= 3.375) In detail, the respondents agreed with the following item: "I study because I want to prepare myself for the exam" with a highest mean score (*Mode*=4), followed by the items: "I like to learn new things by experience it rather than from books"(*Mode*=5) and "I'd love to do after class activities more than study in class" (*Mode*=4) while "I am ready to study in higher education wherever it might be." has the lowest mean score (*Mode*=1).

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Table 13 The effort on studying

Statement	**total**	*Avg.*	*S.D.*	**Mode**
I always review what I have learned again after school	35	2.29	0.943	2 (37%)

Table 14 Time usage for studying after school in detail

Questions: How many hours do you study per day beside in the classroom?	Number of respondents	Percentage
None	7	20.00
30mins – 2hrs	20	57.14
3hrs – 5hrs	7	20.00
More than 5 hrs	1	2.86
Total	35	100

According to Table 13, it shows that overall KIS students have a moderate level in putting effort on the studying after class. The result shows that the respondents agreed with "I always review what I've learned again after school" got a mean score at 2.29 which is a bit low. But in detail based on Table 14, most of the students in KIS usually spent 30 minutes to 2 hours studying beside the class at school, accounting for 20 respondents or 57.14%, followed by 3 hours to 5 hours or not doing any extra studies at all, both equally accounting for 20%. Having extra study for more than 5 hours is the least at 2.86%.

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Table 15 attitude towards extra activities and new technology

statement	**total**	*Avg.*	*S.D.*	**Mode**
I have enough free time to do what I like	35	4.03	1.108	5 (46%)
I would like to learn by using new technology.	35	3.66	1.170	4 (31%)
I do not feel stress at all when I am studying at school.	35	2.23	1.071	2 (43%)

According to Table 15, about the attitude towards After school activities and interest, most of the respondents agreed with following item: “I have enough free time to do what I like” (*Mode.*=5) shows that they did not overload their extra study or extra activities but instead have enough time to follow their interest this could interpret as positive attitude. Furthermore, the respondents also agreed with the item: “I would like to learn by using new technology.” (*Mode*=4) That shows that they have a positive attitude towards new technologies. While item “I don't feel stress at all when I am studying at school.” has less agreed (*Mode*=2) which shows that many of the respondents did feel stress during studying in school, this does not show how is the stress level they had in detail.

Table 16 Self-reliance/ team-base on problem-solving

statement	**total**	*Avg.*	*S.D.*	**Mode**
I will ask my parent for help if I am struggling with my study	35	3.29	1.278	3 (31%)
I like to try my best to do homework by myself	35	3.26	1.273	4 (34%)
I like to study as a group with my friends and help each other getting improved.	35	3.66	1.120	4 (34%)
Total		3.21	1.291	

Based on Table 16, the respondents’ attitude about team-base on problem solving is at a high level. On the other hand, the attitude towards self-reliance on

problem solving is at moderate level (*Avg.*=3.21). When considering in detail, the respondents respectively agreed with the following items: “I like to study as a group with my friends and help each other getting improved.”, with the highest mean score (*Mode*=4), followed by disagree on “I will ask my parent for help if I am struggling with my study” (*Mode*=3) and “I like to try my best to do homework by myself”, with the lowest mean score (*Mode*=4).

Table 17 Attitude towards Korean culture and the Korean community

statement	**total**	*Avg.*	*S.D.*	**Mode**
I feel like I am in Korea more than in Thailand	35	2.80	1.390	1 (26%)
I always would like to know about what happening in Korea	35	3.66	1.068	4 (31%)
I feel comfortable with the Korean community more than Thai.	35	3.86	1.175	5 (40%)
I get used to Korean food more than Thai food.	35	4.00	1.171	5 (51%)
I get used to Korean culture more than Thai culture.	35	4.29	1.084	5 (63%)
I know most of Korean's special days such as Seollal, Chuseok, Independent day, Hangeul day, etc.	35	3.74	1.250	4 (34%)
I feel comfortable with Korean culture more than Thai culture.	35	4.23	1.123	5 (57%)
total		3.84	1.284	

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Based on observation of Table 17, the respondents' overall attitude toward Korean culture and Korean community shows a very high Korean identity level (*Avg.*=3.84). When the respondents agreed with the following item: "I get used to Korean culture more than Thai culture.", with the highest mean score (*Mode*=5), followed by "I feel comfortable with Korean culture more than Thai culture." (*Mode*=5) and "I get used to Korean food more than Thai food." (*Mode*=5).

Table 18 preference country for living

Questions: Where do you prefer to live?	Number of respondents	Percentage
Korea	24	68.57
Thailand	6	17.14
Both Korea and Thailand	4	11.43
US or UK	1	2.86
total	35	100

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In addition, according to Table 18, when asking the respondents "where do you prefer to live?" 68.57% choose Korea while 17.14% choose Thailand. 11.43% choose both Korea and Thailand.

Table 19 Cultural adaptability

statement	total	*Avg.*	*S.D.*	Mode
I like to study new things from different culture, religion	35	2.66	1.170	3 (29%)
I would like to learn more about the culture in Thailand	35	3.11	1.190	4 (34%)
I know most of Thailand's special days such as Songkran, Loi Krathong, Father's and Mother's Day, etc.	35	2.94	1.330	2 (26%)
I feel comfortable in both Thai culture and Korean.	35	3.43	1.154	3 (43%)
Total		3.03	1.284	

Based on the observation of Table 19, the respondents' overall in cultural adaptability is at a moderate level (*Avg.*=3.03). When considering in detail, the respondents respectively agreed with the following items: "I feel comfortable in both Thai culture and Korean.", with the highest mean score (*Mode*=3), followed by "I would like to learn more about the culture in Thailand" (*Mode*=4), "I know most of Thailand's special days such as Songkran, Loi Krathong, Father's and Mother's Day, etc." (*Mode*=2) and "I like to study new things from different culture, religions" with the lowest mean score of (*Mode*=3).

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4.3 KIS teacher teaching methods of classroom behavior managing

Table 20 teacher confidence on managing behavior in classroom

statement	total	*Avg.*	*S.D.*	Mode
How confident are you in managing current behavior problems in your classroom?	12	4.58	0.640	5 (67%)
How confident are you in your ability to manage future behavior problems in your classroom?	12	4.50	0.645	5 (58%)
How confident are you in your ability to promote students' emotional, social, and problem-solving skills?	12	4.25	0.722	4 (42%)
total		4.44	0.695	

Based on the observation of Table 20, the respondents' confidence on managing students' behavior in the classroom is at a very confident level (*Avg.*=4.44). Considering in detail, in the condition if 5 means very confident and 1 means not confident at all, 67% of the respondents very confident on the following question "How confident are you in managing current behavior problems in your classroom?". 58% said very confidently on "How confident are you in your ability to manage future behavior problems in your classroom?", and 42% said confidently on "How confident are you in your ability to promote students' emotional, social, and problem-solving skills?"

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Table 21 level of interaction with parent

statement	**total**	*Avg.*	*S.D.*	**Mode**
Promote parent involvement in the classroom	12	3.42	1.256	4 (25%)
Teach parent skill to enhance classroom learning at home	12	3.67	1.106	3 (33%)
Collaborate with parents on home-school behavior plan and share goals for student	12	3.58	0.862	3 (42%)
Talk with parents about special activities to do with the child at home	12	3.92	0.759	4 (42%)
Develop a teacher-parent partnership	12	4.08	0.759	4 (42%)
Send home teacher-to parent communication letters or newsletters	12	3.75	1.090	5 (33%)
Ask parents to share a way to incorporate their cultural/stories/traditions in the classroom	12	3.58	1.037	3 (33%)
Make home visits	12	1.58	1.187	1 (75%)
total		3.45	1.264	

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Based on the observation of Table 21, the respondents' level of interaction with parents is at a high interaction level (*Avg.*=3.45). When considering in detail, the respondents respectively agreed with the following items: "Develop a teacher-parent partnership", with the highest mean score (*Mode*=4), followed by "Talk with parents about special activities to do with the child at home" (*Mode*=4), "Send home teacher-to parent communication letters or newsletters" (*Mode*=5), "Teach parent skill to enhance classroom learning at home" (*Mode*=3). While "Make home visits" has the lowest mean score (*Mode*=1).

Table 22 KIS teachers' managing behavior methods and usefulness of the methods

statement	Total	Frequency of used			Methods usefulness		
		Avg.	*S.D.*	Mode	*Avg.*	*S.D.*	Mode
coach positive social behaviors (helping, sharing, waiting)	12	4.33	0.624	4 (50%)	4.50	0.645	5 (58%)
describe or comment on the bad behavior of students	12	4.00	0.707	4 (50%)	3.92	0.759	4 (42%)
reward targeted positive behaviors with incentives (e.g., stickers, prizes)	12	2.67	1.106	2 (50%)	2.83	1.143	2 (42%)
praise positive behavior	12	4.50	0.645	5 (58%)	4.50	0.645	5 (58%)
use Time Out for aggressive behavior	12	2.75	1.233	2 (33%)	2.67	1.247	2 (33%)
single out a child or a group of children for misbehavior	12	2.75	1.090	4 (33%)	2.67	1.106	2 (33%)
use physical restraint	12	1.17	0.373	1 (83%)	1.33	0.850	1 (83%)
reprimand in a loud voice	12	2.00	0.707	2 (50%)	2.17	1.067	2 (33%)
send to principal's office for misbehavior	12	1.42	0.640	1 (67%)	1.42	0.640	1 (67%)
warn or threaten to send a child out of the classroom if he/she does not behave	12	1.42	0.759	1 (75%)	1.58	0.862	1 (67%)
send a child home for aggressive or destructive misbehavior	12	1.25	0.595	1 (83%)	1.42	0.759	1 (75%)
call parents to report bad behavior	12	2.67	0.850	2 (50%)	2.75	0.829	3 (50%)
ignore misbehavior that is non-disruptive to class	12	2.50	1.190	2 (25%)	2.67	1.247	1 (25%)
use verbal to redirect a student who is not paying attention	12	3.67	0.850	4 (42%)	3.83	0.799	3 (42%)
use problem-solving strategy (e.g., define problem, brainstorm solution)	12	3.75	0.722	4 (42%)	3.75	0.722	3 (42%)
use anger management strategy for self (e.g., deep breaths, positive self-talk)	12	3.33	0.745	3 (58%)	3.50	0.866	3 (50%)
prepare children for transitions with a predictable routine	12	3.75	0.829	3 (50%)	3.75	0.924	3 (33%)
use group incentives	12	3.75	1.010	4 (42%)	4.00	0.707	4 (50%)
use special privileges (e.g., special helper)	12	3.08	0.954	4 (42%)	3.17	0.898	3 (42%)
give clear positive directions	12	4.25	0.829	5 (50%)	4.33	0.745	5 (50%)

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statement	Total	Frequency of used			Methods usefulness		
		Avg.	*S.D.*	Mode	*Avg.*	*S.D.*	Mode
warn of consequences for misbehavior (e.g., loss of privileges)	12	3.33	0.943	3 (50%)	3.42	0.954	3 (42%)
use clear classroom discipline plan and hierarchy	12	3.58	1.115	4 (50%)	3.67	1.179	4 (42%)
Use emotional coaching	12	3.67	1.027	4 (50%)	3.83	1.143	4 (33%)
use nonverbal signals to redirect a child who is not paying attention	12	4.00	0.707	4 (50%)	3.92	0.640	4 (58%)
use persistence coaching (focusing, being patient, working hard)	12	4.08	0.862	5 (42%)	4.00	0.816	3 (33%)
send home notes to report problem behavior to parents	12	2.58	0.954	2 (42%)	2.75	0.924	3 (58%)
send notes home about positive behavior	12	2.83	1.143	3 (42%)	2.92	1.115	3 (50%)
take a student interest survey	12	3.67	0.745	4 (58%)	3.67	0.745	4 (58%)
call parents to report good behavior	12	3.08	1.187	4 (33%)	3.25	1.164	4 (42%)
model self-regulation strategies for students	12	3.33	0.943	3 (50%)	3.25	0.924	3 (58%)
teach a specific social skill in homeroom time/or in class	12	3.75	0.829	4 (50%)	3.75	0.924	4 (33%)
use imaginary play/drama, stories, and puppets to teach problem-solving	12	3.75	0.829	4 (50%)	3.67	0.850	4 (42%)
set up problem-solving scenarios to practice prosocial solutions	12	3.08	1.115	4 (33%)	3.08	1.115	4 (33%)
promote respect for cultural differences in my classroom	12	4.00	0.913	4 (42%)	3.92	0.862	4 (50%)
teach children to ignore disruptive behavior	12	2.67	1.179	2 (33%)	2.58	1.037	2 (33%)
use new technology as a classroom tool	12	3.67	0.624	4 (50%)	3.58	0.640	3 (50%)
give group assignment	12	3.50	0.764	3 (42%)	3.58	0.640	5 (50%)

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Based on the observation on Table 22, KIS teachers tend to frequently use positive methods to manage students' behaviors in the classroom. The mostly use methods are "Praise positive behavior" (*Mode*=5), followed "Coach positive social

behaviors (helping, sharing, waiting)" (*Mode*=4) , "give clear positive directions" (*Mode*=5) , "Use persistence coaching (focusing, being patient, working hard)" (*Mode*=5) , "Promote respect for cultural differences in my classroom" (*Mode*=4). In addition, when it comes to manage bad behavior, the respondents tend to use the following methods, "Describe or comment on the bad behavior of students" (*Mode*=4) , "Use nonverbal signals to redirect a child who is not paying attention" (*Mode*=4). The respondents found that these methods above are very effective which can be seen by having the mean score of the effectiveness of each method is at a very high effectiveness level. (*Mode are between.*= 3-5)

On the other hand, the respondents tend to avoid negative methods such as "use physical restraint" (*Mode*=1) , "Send a child home for aggressive or destructive misbehavior" (*Mode*=1), "Send to principal's office for misbehavior" (*Mode*=1) , "Warn or threaten to send a child out of the classroom if he or she does not behave" (*Mode*=1), "Reprimand in a loud voice" (*Mode*=2). The respondents found that the effectiveness of these methods is all at a low level.

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4.4 Respondents' opinion about KIS and school community

Table 23 Students' attitude toward KIS

statement	total	*Avg.*	*S.D.*	Mode
I feel welcome when I enter my school.	35	2.97	1.134	3 (40%)
My school have a great environment for children to learn	35	3.57	1.128	4 (40%)
the school makes sure I am well prepared for the future	35	3.49	1.131	4 (34%)
the school gives me opportunities to make positive contributions to the community outside the school	35	3.57	1.103	3 (31%)
the school teaches me to respect people from different backgrounds, races, religions, etc.	35	3.91	1.025	5 (40%)
I am not bullied or harassed at school	35	4.46	1.130	5 (74%)
Total		3.66	1.20	

Based on observation on Table 23, the respondents' attitude toward KIS and the school community and the respondents' attitude overall is at a very positive level (*Avg.*=3.66). When considering in detail, the respondents agreed respectively with the following item: "I am not bullied or harassed at school" with the highest mean score (*Mode*=5), followed by "The school teaches me to respect people from different backgrounds, races, religions, etc." (*Mode*=5) , "My school have a great environment for children to learn" (*Mode*=4) and "The school gives me opportunities to make positive contributions to the community outside the

school"(Mode=3) have equally mean score, followed by "The school makes sure I am well prepared for the future" (*Mode*=4), and "I feel welcome when I enter my school." (*Mode*=3) with the least mean score.

Table 24 KIS students' sense of school community

statement	**total**	*Avg.*	*S.D.*	**Mode**
I have a great relationship with my friends' parents	35	4.00	1.042	4 (40%)
I do activities with other friends not only in school activities but include in our daily life	35	3.69	1.036	4 (40%)
I met my friends outside of school.	35	3.17	1.464	5 (29%)
I often hang out at my friend's house or invited them to my house	35	3.86	1.290	5 (43%)
I can communicate with local people easily if I want to.	35	2.91	1.442	1 (23%)
Total		3.53	1.338	

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Based on observation on Table 24, KIS students' sense of school community overall is at a strong level, with a mean score of (*Avg.*=3.53). When considering in detail, the respondents agreed with the following items: "I have a great relationship with my friends' parents", with the highest mean score (*Mode*=4), followed by "I often hang out at my friend's house or invited them to my house" (*Mode*=5), "I do activities with other friends not only in school activities but include in our daily life" (*Mode*=4), "I met my friends outside of school." (*Mode*=5), and "I can communicate with local people easily if I want to.", with the lowest mean score (*Mode*=1).

Table 25 Teachers' sense of school community

statement	total	*Avg.*	*S.D.*	Mode
I am getting along well with colleagues with differences in cultural background	12	4.00	0.707	4 (50%)
I feel more comfortable to surround with the Korean community	12	3.58	0.759	3 (58%)
I would like to learn more about the culture in Thailand	12	4.58	0.640	5 (67%)
I can communicate with the local easily if I want to	12	2.92	1.187	2 (42%)
I miss Korea and want to move back to work there	12	2.92	1.187	3 (33%)
total		3.60	1.138	

Based on observation on Table 25, KIS teachers' sense of school community overall is at a strong level, with a mean score of (*Avg.*=3.60). When considering in detail, the respondents agree with the following items: "I would like to learn more about the culture in Thailand", with the highest mean score (*Mode*=5), followed by "I am getting along well with colleagues with differences in cultural background" (*Mode*=4), "I feel more comfortable to surround with the Korean community" (*Mode*=3) while "I miss Korea and want to move back to work there."(Mode=3) and "I can communicate with local people easily if I want to." (*Mode*=2) has an equally lowest mean score.

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Table 26 teachers' opinion about the school characteristic compare to Korean school in Korea

statement	**total**	*Avg.*	*S.D.*	**Mode**
our school communities feel the same as a school in Korea	12	3.17	0.986	2 (33%)
our school communities feel the same as other international schools in Thailand.	12	3.00	0.408	3 (83%)
children learning skill and improvement does not have a significant difference with children in Korea	12	3.00	0.707	4 (58%)
classroom atmosphere in KIS Bangkok is as same as the classroom in Korea	12	2.83	1.143	2 (42%)

Based on observation on Table 26, overall KIS teachers think that KIS has differences with school in Korea at moderate level, with a mean score of (*Avg.*=3.60), which means KIS has somewhat difference with the school in Korea due to its located and surrounding culture but still has some commons with the school in Korea due to the school system and the community. When considering in detail, the respondents agreed with the following items in moderate level: "Our school communities feel the same as a school in Korea", with the highest mean score (*Mode*=2), followed "Children learning skill and improvement does not have a significant difference with children in Korea"(Mode=4) and "Our school communities feel the same as other international schools in Thailand"(Mode=3) has equally mean score while "Classroom atmosphere in KIS Bangkok is as same as the classroom in Korea" has lowest mean score (*Mode*=2).

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Table 27 Parents opinion about KIS

statement	total	*Avg.*	*S.D.*	Mode
I feel welcome when I enter my child's school.	22	3.95	0.824	3 (36%)
the school meets my child's particular needs.	22	3.91	0.596	4 (64%)
I feel confident with the School curriculum	22	3.82	1.23	5 (36%)
my child making good progress	22	4.32	0.762	4 (45%)
the school makes sure my child is well prepared for the future	22	4.05	0.878	4 (50%)
the school gives my child opportunities to make positive contributions to the community outside the school	22	4.18	0.886	4 (45%)
the school teaches my child to respect people from different backgrounds, races, religions, etc.	22	4.23	0.95	5 (45%)
my child is not bullied or harassed at school	22	4.00	1.348	5 (55%)
my child learns a lot about Korean culture in school more than home	22	3.41	1.231	4 (27%)
Total		3.98	1.03	

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Based on observation on Table 27, overall KIS parents have a very positive level of opinion on KIS, with a mean score of (*Avg.*=3.98). When considering in detail, the respondents agree with the following items : "my child making good progress", with the highest mean score (*Mode*=4), followed "the school teaches my child to respect people from different backgrounds, races, religions, etc." (*Mode*=5), "the school gives my child opportunities to make positive contributions to the community outside the school." (*Mode*=4), "the school makes sure my child is well prepared for

the future" (*Mode*=4), while "my child learns a lot about Korean culture in school more than home", has lowest mean score (*Mode*=4)

Table 28 Parents' sense on school community

statement	**total**	*Avg.*	*S.D.*	**Mode**
I have a great relationship with other parents	22	3.59	0.778	3 (45%)
I do activities with other parents not only school activities but include in our daily life	22	3.23	1.084	4 (36%)
I know most of my child's friend	22	3.68	1.183	4 (36%)
I know most of the parents in my child's class	22	3.00	1.348	4 (27%)
I feel more comfortable to surround with the Korean community	22	3.91	0.949	4 (45%)
Total		3.41	1.20	

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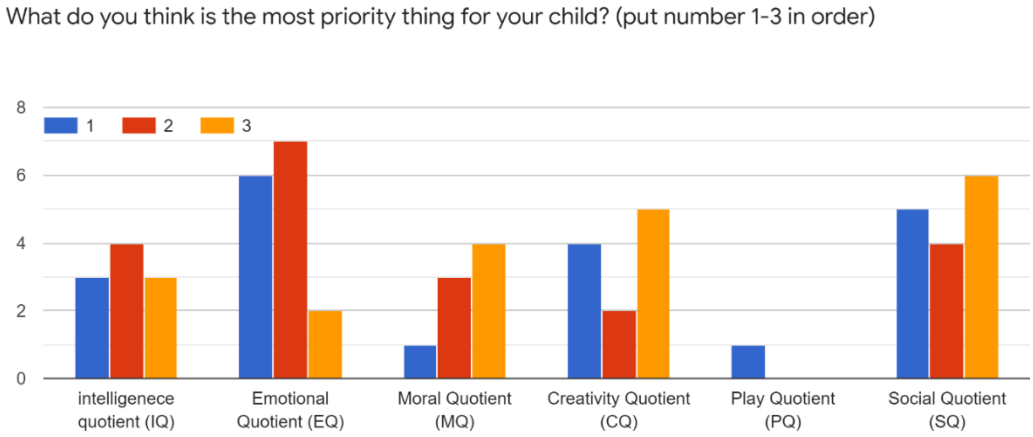
Based on observation on Table 28, KIS parents' sense of school community and participation is at a moderate level, with a mean score (*Avg.*=3.41). When considering in detail, the respondents agree with the following items: "I feel more comfortable to surround myself with the Korean community", with the highest mean score (*Mode* =4), followed by "I know most of my child's friends." (*Mode* =4), "I have a great relationship with other parents." (*Mode* =3), "I do activities with other parents not only school activities but include in our daily life" (*Mode* =4) while "I know most of the parents in my child's class" has the lowest mean score (*Mode* =4)

4.5 Parents' expectation on KS

Figure 8 Parent's expectation on children's development



From figure 8, when asking the most priority child development most of the parents believe that EQ, SQ, CQ and IQ are important. While MQ and PQ are less important relatively, it seems that parents have put more attention on EQ and SQ than IQ which matches with the government aims to create a "happy school" where learning is enjoyable for everyone, the education system that balances academic studies, fostering creative and entrepreneurial skills.

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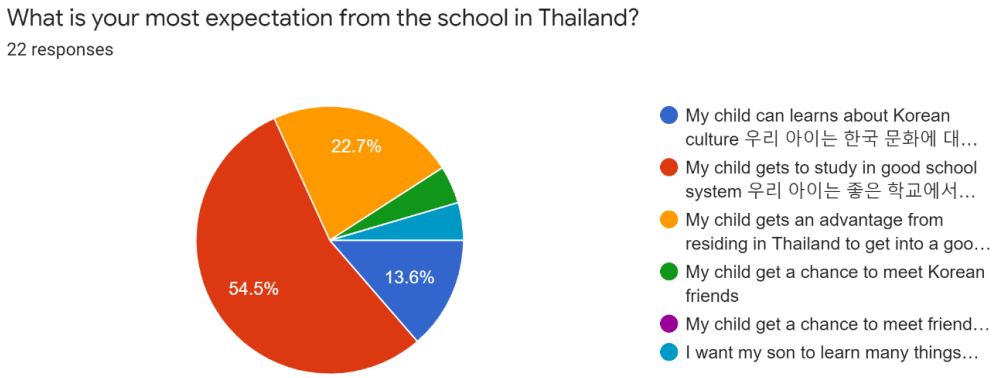
Table 29 Parents' reason of choosing KS

Reason	Quantity	Percentage (%)
Korean community	11	**50.00**
Korean curriculum	8	**36.36**
Tuition fee is acceptable	2	**9.09**
Has tuition fee support program	1	**4.55**
location	0	**0.00**

From Table 29, when asking the parents on the reason for choosing KS, 50.0% choose the school because of Korean community that the school has while 36.36% like the Korean curriculum. 9.09% choose the school because tuition fee is acceptable while tuition fee support program as the reason has 4.55% or 1 respondents. However, none of the respondents chooses the school because its location is quite far from where they are living.

Figure 9 Parents' expectation on the school



According to figure 9, the majority of parents of KS have put their expectation on a good school system for their children to study, which has the most score at 54.5% or 12 respondents, followed by the expectation on their child getting advantage from residing in Thailand to get into good university back in South Korea, accounting for 22.7% of respondents. Parents' expectations of their children to learn about Korean culture is 13.6% or 3 respondents.

Table 30 Parents' expectation on KS school in details

Expectation on school	Elementary level parents		Middle school level Parents		High school level Parents	
	Qty.	%	Qty.	%	Qty.	%
Gets to study in good school	7	31.82	4	18.18	2	9.09
Gets advantage from residing in Thailand to enter good University in Korea	0	0	1	4.55	4	18.18
Opportunity to learn and get used to Korean culture	3	13.63	0	0	0	0
Opportunity to meet Korean friends	1	4.55	0	0	0	0
total	11	50.00	5	22.73	6	27.27

When considering in detail in each response in Table 30, all the parents who expect a good school system are both parents whose children are in elementary and secondary school. On the other hand, parents who put their expectations on the advantage to go into a good university are mostly from the parents whose children are in high school or middle school level and also have resided in Thailand for almost 3 years or already over 3 years.

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CHAPTER V
CONCLUSION AND RECOMMENDATIONS

This research is a descriptive research which has the purpose to understand the characteristics of KS and its related party in case of the facility that was established in Thailand and also to find how the expectations of Korean parents has matched with the purpose of KS. To understand the perspective and opinions about the school and support the findings, a questionnaire was designed in three-set for each group separately. The questionnaire consists of the general information parts which are questions with multiple choices, some open-ended question and the opinion part which used the Likert scale questions

5.1 Conclusion

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Nowadays the Korean education system has its strong focus on academic studies, but it must be balanced with greater attention to fostering creative and entrepreneurial skills. It cannot be denied that one of the reasons that make South Korean develop as far as they become is because they put a priority on human resource development, especially education for youth. Even for the Korean expatriates living abroad, the Korean government came up with the policy to support educational institutions which provide education to the children of Korean expatriates living abroad and make sure those children can grow into a global talent

with a firm self-identity as Koreans with the same standard as the school established in Korean. By supporting the school, not only the government can control the standard and quality of education that Korean children are going to receive, but also they can guarantee the quality of the person who might future be their workforce to develop Korea.

Even though the Korean government's goals are to educate overseas Korean about their homeland culture and maintain Korean identities culture, overseas Korean parents' intentions are slightly different. Korean parents indeed want to let their children know and learn about Korean culture but they also want their children to get privilege advantages to getting into university in Korea, which is a special quota for overseas Korean which requires the family to stay abroad for at least 3 years and best for over 12 years. As a result, some parents decided to come to Thailand for their children's education. However, the result did not show that it is a significant reason for their residing abroad since the majority of the respondents (around 68%) in this study came to Thailand because of work.

There are many Korean schools established in many countries around the world. The Korean schools that have already existed can be divided into two forms. One focuses on those who have only resided abroad temporarily and wish to return to Korea and adapt to the Korean school system. KS in Thailand (Bangkok) is one of

them. The other aims to raise the students' understanding of the home country for those who reside abroad permanently.

KS in Thailand has opened since 2001 and is located in Ram-Intra. The school is quite small in number when compared with other KS in SEA. In 2020 the school has 88 students in total, and 27 staff members work in the school. KS school system and educational activities are conducted by the Korean curriculum, so most of the main subjects are taught in Korean language but they also provide foreign language education such as English and Thai and the program to experience the excellence of Korean culture and the culture of other countries in the world. To cultivate students as global talents that suit with the 21st century, the schools not only provide the academic education to students, but also have a variety of after-school club activities that consider student needs

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5.2 Findings

5.2.1 The characteristic of the participants in each group.

The students of KS aged between 7-20 years are divided into an elementary level (41 people), a middle school level (21 people), and a high school level (26 people). Their ethnicity majority is Korean, and some are half Korean-Thai. Most of the students stay with both parents. Only a few living with only their mother or relatives. More than half of the students in the level of middle and high school have

lived in Thailand for more than 3 years and around 40% of the students have lived more than 12 years already. Despite living in Thailand for many years, most of them seem to go back to Korea to visit relatives quite often, which shows how much they have connected with their roots. Despite the fact that some of them spent their whole life in Thailand, they all showed attachment to Korea. From the result, the majority of the students show to have a very positive attitude and are comfortable around Korean culture. They are used to Korean food, language, and community. Even more than half of the respondents prefer to live in Korea more than Thailand.

The second group is Korean teachers of KS. The Korean teachers who work here are required to have the equivalent qualifications to the domestic Korean teachers in accordance with the Elementary and Secondary Education Act. Teachers for local and foreign languages are hired by the schools themselves locally. The number of staff who work in KS who are still active in 2020 in total is 47. Among these numbers, there are Korean teachers 12 people along with foreign and Thai teachers around 5 people. Majority of Korean teachers who are active in the year 2020 account for 75%, just starting their first year this year. KS teachers' responsibility is scattering to every level and taking responsibility for a different subject. All KS teachers plan to work in Thailand only for the short term. Mostly said for two years. When looking at KS teachers' methods of teaching, it is shown that KS teachers are confident with their way of managing behavior in class. They also shared some

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similarities on using positive methods to manage students' general behaviors in the classroom, and avoiding negative methods such as using physical restraint.

The last group are the parents. The respondents are in the range of 25 – 55 years and all have Korean Ethnicity. The respondents were randomly picked from those who have a child from elementary level to high school level of KS. KS parents mostly are from middle-class to upper-middle-class families. Around 55% of the respondents have stayed in Thailand for 1-3 years while others have spent their time here for more than 3 years. The reason for staying mostly came from their work (around 68%) while around 22% chose to come to Thailand for their children's education. KS parents believe that EQ, SQ, CQ, and IQ are important. While MQ and PQ are less important relatively, these also show that when asking the parent about ASA, they prefer their children to spend more time on languages or creativity activities more than stress academic class. They also prefer their children to have 1 or 2 hours of extra study instead of putting all the effort on the study. This shows that KS parents try to keep their children more balancing between academic and other aspects of their education.

Despite their time of stay in Thailand, all the participants in every group show that they are familiar with Korean culture, language, and community more than local culture. Interestingly, almost 70% of the respondents from the student group are

going to church every Sunday to join the community as Christian and Korean communities.

5.2.2 Parents' expectation on KS

In addition, participants show their positive attitude towards KS. Both parents and students show that they have good relations with friends and community surrounding KS both in Korean and local environments. They also trust and believe that they are being well prepared at the same level as the students in South Korea to get ready for further education.

From the result, half of the parents of KS chose KS for their child because they want their child to live in Korean community. The case of the parents who have this idea mostly comes from parents whose children are in the elementary level, on the other hand, parents whose children are in the upper level mostly choose KS as their children's school because they believe in Korean curriculum. This leads to different expectations on KS between elementary level parents and secondary level parents. The majority of KS parents from the elementary level have put their expectation on a good school system for their children to study, then again parents of the secondary level children expect that their child will be getting advantage from residing in Thailand to get into a good university back in South Korea.

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5.3 Discussion

First, the researcher found that the educational aim in the Korean curriculum and trend has set up the education environment in KS and has an impact on identity value in Korean students at KS in Thailand, which showed how well Korean has set up their educational standard within and outside the country. Especially when considering that KS only uses NCS as a core curriculum besides that, the school can adjust and operate as the way that the school board decides that will fit with their needs or appropriate with the local culture. Yet KS still managed to provide the learning environment as the same standard of education as in Korea to students, as well as create an environment that does not get overridden by the local culture. This helps students learn to live in society by accepting differences in culture and still preserve Korean strong identity.

Secondly, the result is matched with the idea that Korean policy in education is responding to parents' expectations in terms of providing basic education and support and is able to facilitate the children who are currently living abroad with parents to continue with their education when returning to the home country. Even though the policy is not created for high school students' parents who are seeking an opportunity for their children in higher education in Korea, it cannot be denied that this policy did create such an alternative opportunity for those who seek a better chance to get into a better university in Korea.

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However, the Korean education policy has achieved their goal partially in terms of providing and controlling education quality for young Korean overseas. When considering the number of overseas Korean in Thailand and the number of students who attend KS, KS did not get much attention from Korean overseas in Thailand. This might be the cause of the limitation of KS in terms of 1) the location of the school is not close to the living area and community. Even though KS has already recently moved closer to the city, it is quite far from the living area of most Korean overseas. KS location is still a bit further from the crowd location and from most of the living area of the students, not even considered in the case of how terrible Bangkok's traffic is. In this case, we might have to follow up in 2-3 years that either school will grow to a bigger number counting from the day it moved to a more convenient location.

2) The program of KS is only limited to Korean while other international schools have more variety in terms of cultural diversity. For those who are looking for the opportunity to study abroad in western countries or the US, they will find this is an advantage. KIS in Thailand might consider improving its program as in the case of KS in Jakarta which uses the Cambridge program for English courses, or KS in Hong Kong which has to separate programs for support both Korean and international. In the case of KS in Hanoi, it provides weekend Korean language school for anyone who is interested, which might include Korean students who did not attend their school

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but want to learn Korean language and culture for further study in South Korea. As we know that the benefits of residing abroad are not limited only to students who attend in KS but also apply to all that are qualified with the qualification. This led to disadvantages of KS if they compete with other international schools in Thailand which have a better location, and the quality is good enough to gain trust from Korean parents. Although the opportunity to be used to the Korean community and Korean school system and environment will help a lot to those who seek to continue their higher education in South Korea to be well prepared with Korean languages, this might not be enough advantage to attending in KS in parents' perspective.

As we have already known, KS parents consider English is an important subject, which has shown in KIS curriculum to put more focus on English than other subjects. Korean government might consider this fact to help improve its policy or use it as a guideline to meet their goal with Korean parents' expectation.

Therefore, the Korean government might need to improve its policy on KS to keep up with the competition in terms of international school and expand its capability to support more students and even more different needs such as an international course for students who want to continue their higher education in the western country. This might help to draw more attention from other Korean students who have already attended other international schools in Thailand. Opening

weekend Korean school that is not only limited to Korean nationality but also to anyone interested to learn in Korean language and culture might help KIS to gain more attention and grow bigger.

3) An influence from the host country is hard to say that it is a limitation of KS since it allows students to learn different cultures and improve their adaptability to the differences in culture, environment, and changes while they also get used to the Korean language and culture. However, if considered from the perspective of the students who wish to get prepared for further study in South Korea, they might face a little difficulty trying to keep up with the Korean competitive education system.

During collecting data, researcher found that, unlike the students in Korea, KS students in Thailand seem to have more relaxed characteristics. Although they still carry on some characteristics and identity as Korean such as pride in their Korean identity, diligence and working hard, putting priority in education can be seen through their choice of volunteering to have extra class until evening time and the way they answer open-ended questions in the survey. However, if compared to students in Korea who might have a more intensely competitive environment, the KS students here in Thailand seem to carry some relaxed vibe and be more flexible which might be the effect of Thailand's culture surrounding them. This leaves the question as to whether these children will eventually be able to acquire enough to keep up with the competitive education system in Korea.

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5.4 Limitations and further studies

This research paper has analyzed Korean parents' expectations on school focusing Korean parents of KIS. However, during the process of this study, it was the same time when a pandemic of COVID-19 virus was spreading, which has resulted in Thailand to use social distancing protocol to contain the spread of the virus since February 2020. Until the end of this study process, the situation was still not getting much better. Therefore, it causes difficulty in collecting data especially from the parents, which limits the sample size and data. The study may not fully cover the overall Korean parents who lived in Thailand. Thus, further studies may apply more aspects from other Korean parents from other locations, which might make the result accurate.

The finding of this study may be used as guidance or background data for people who want to study deeper in this topic or continue with an aspect of education in Thailand, Wat Thai school in the USA, or other organizations related to Education in Thailand. People might take this knowledge to consider pros and cons in the policy of school for expatriates in foreign countries to develop a quality educational system for Thais in foreign countries and might adapt to Thailand education system in order to derive benefits from this research in their relevant study and allow them to understand and adapt in their work.

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APPENDIX

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The in-depth Interview transcripts

Interviewee: Mr. Jeong Cheol Bae, Principal of Bangkok Korean International school

Interviewer: Piranun Luewiphan

Date of Interview: 12.02.2020

Location of Interview: Principal office of Bangkok Korean International school

List of Acronyms: JC= Jeong Cheol Bae, IN=Interviewer

IN: Can you tell me more about this school? How the school established?

JC: Now there is 34 Korean school around the world. The main reason that the school start is for the Koreans who residing abroad can get an education as they needed. It started with small numbers at first. Once many students are attending, it will be changing to the official school, which is sponsored by the Korean government. Around 50% of the children here came here because of their parents' works.

IN: When was this school established?

JC: Since 2001

IN: how many students in school now?

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JC: There are 93 this year (not so many), the maximum number we can take is around 150. It is because the school is very far from downtown and the parents cannot live around the school, so it is difficult to send the children to here.

IN: Is that the reason why the school is moving to Ram Intra?

JC: Yes, because they must wake up so early and take the school bus around 5:45-6:00 every morning just to come to school and it take around 1 to 1 and a half hours to come here sometimes 3 hours. It takes too many times on travel. So, we decide to move to Ram Intra, maybe it will take only 30 minutes -1 hours to come to school.

IN: I learn that you use the Korean curriculum in the school, so the textbooks and other stuff did you get it from Korea?

JC: Yes, we use textbooks from Korea. The curriculum here is the same as it is in Korea. The difference is only English and Thai language subjects. Especially many parents are very interests in English education, so we have an English and Thai class since elementary to high school.

IN: How do you decide the English and Thai curriculum for your school?

JC: For the Korean language class, the curriculum already has set how many hours we must provide for elementary, middle school, and high school. For the English language, elementary and middle school have 39 classes in a week. Since the parents prefer more hours on English language education, the school is trying hard to add more hours as many as possible.

For Thai, we aim that they can use the Thai language naturally in daily life.

IN: How much is the tuition fee per semester here?

JC: For one-semester elementary: 42,000 Baht, middle school: 58,000 Baht, high school: 80,000 Baht. 70% of the annual budget is supported by the Korean Government. We would like to change the budgetary situation, but it is not easy.

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IN: Can other nationalities attend this school?

JC: By the law, only Korean or half Korean can attend. Now half of the students are half Korean-Thai, so they can speak Korean, English, and Thai.

IN: How the teachers become teachers here?

JC: They come from Korea except for the foreign languages class. At this moment, 15 Korean teachers and 4 foreign teachers are working.

IN: How about the routine of this school, is it the same as in Korea which can have class until nighttime?

JC: Only high school, if the students want to study until the nighttime to prepare themselves for university and it is their own choice to decide to stay or not. It is an independent study which we have 3 days/a week from 4 pm – 9 pm. If we move to Ram Intra, I think there might be more students that want to stay to study until late at night.

IN: Do you also applied NCS (National Curriculum Standard) in this school.

JC: Yes, they might be some flexibility, but we stick to the main core of the curriculum.

IN: What languages you use most in school?

JC: Because the curriculum is Korean, so we use Korean in class, and English in English class and Thai in Thai language class. At the other times, the children mostly use Korean with each other, but sometimes they communicate by Thai. Because some of them studied in Thai schools before, so they feel more comfortable with Thai. But if I see them, I'll tell them to speak in Korean because the parents want them to practice using Korean.

IN: Atmosphere in school

JC: It is very different from school in Korea. Here the students don't have as much pressure as the students that study in Korea. Here it is easier to enter University because there are advantages if you stay residing out of Korea at least 3 years, and if you stay for 12 years there will be more advantages. We are trying hard to make proud of the school not only by students but also by Thai society. 12 Korean teachers are coming this year and should be good to make a better atmosphere. We are targeting 200 students to attend for better. In Hanoi, there are 2,000 students in Korean School.

IN: Are there student from Korean school in Vietnam came to visit this school recently?

JC: Yes, it was the first time this year. They came here for four days and our students also visited there for 4 days. They exchanged culture and experience. There are 10 Korean schools in the South East Asia region. The principals meet twice a year to discuss about schools.

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IN: Do you have other associations that work together with the school?

JC: Some Korean companies are supporting our school. We do have some students who cannot pay tuition. Korean associates and Korean companies are supporting for tuition and supporting meals. Of course, there is budget support from the Korean government, but it is not enough. Korean school associates are also discussing difficulties and we are working together to sort out.

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Korean International School Students Survey

This is a survey to gather information from Bangkok Korean International school's students for more understanding of the characteristics of the student. and going to use in "KOREAN EDUCATION POLICY AND PARENTS EXPECTATION: CASE STUDY OF KOREAN SCHOOL IN THAILAND" thesis only

All identifying information obtained from this study will be kept strictly confidential, except as may be required by law. Any information that could be used to identify you will be kept under lock and key. Data files will not contain potentially identifying information.

Part 1 Personal Information 1부 개인정

1. What is your ethnicity? 본인의 인종은 무엇입니까?
   - ◯ Korean (Both Parents are Korean) / 한국 (부모 모두 한국인)
   - ◯ Half Korean-Thai (Father is Korean) / 혼혈 (한국인 아버지)
   - ◯ Half Korean-Thai (Mother is Korean) / 혼혈 (한국인 어머니)
   - ◯ Other.....
2. Gender ◯ Male ◯ Female
   성별 남성 여성
3. Age ..... Years
   나이
4. Year..... Class.....
   학년
5. How long have you been in Thailand? 태국 거주 기간 (년)
   .....
6. How many members are in your family? 가족인원 (명)
   .....
7. Who are you Living with? 누구와 함께 살고 있습니까?
   - ◯ Both Parents / 두 부모님
   - ◯ Only Father /아버지 만
   - ◯ Only Mother Only Mother /어머니만
   - ◯ Stay with relatives / 친척
   - ◯ Others 기타.....
8. Where do you live? 방콕 어느에 살고 있습니까?
   .....

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9. how often do you go back to Korea? 한국으로 얼마나 자주 돌아가시나요?

◯ 1-2 times a year1-2 회/년 ◯ 3-5 times/year 3-5 회/년 ◯ Occasionally 가끔

◯ Every school break 방학마다 ◯ Every holiday 휴일마다

◯ Never 가본적이 없다 ◯ Others 기타.....

10. What is the most reason to visiting Korea? 한국을 방문하는 가장 큰 이유는 무엇인가요?

.....

11. How did you come to school? 등교 방법

◯ School Bus 학교 버스 ◯ Personal Car 개인 자동차

◯ Taxi/Motorbike Taxi (Win) 택시/ 오토바이 택시 ◯ Public transport 대중 교통

◯ Others 기타.....

12. How many hour/mins you take to come to school 학교에 오기 까지 걸리는 시간?

.....

13. What do you like to do in your free time? (More than 1)자유 시간에 무엇을 하나요? (중복 선택가능)

◯ Reading 독서하기 ◯ Do/Play Sports 스포츠 하기

◯ Watch TV/Movies 티비/영화 보기 ◯ Play Games 게임 놀이기

◯ Listen to music 음악을 듣기 ◯ Play an instrument 악기연주

◯ Shopping 쇼핑 ◯ Study 공부 ◯ Surf the internet/SNS 인터넷 / SNS 하기

◯ Go out with friends 친구와 시간을 보내기

◯ Spend time with family 가족과 함께 시간을 보내기

◯ Others 기타.....

14. How many hours do you studying per day? ..... Hours

하루에 몇 시간 공부합니까?

15. What time do you usually go to bed?.....

몇 시에 잠자리에 드나요?

16. What language do you use in your daily life? (can answer more than one)

일상 생활에서 어떤 언어를 사용합니까? (하나 이상 대답할 수 있습니다)

◯ Korean ◯ English ◯ Thai ◯ Others.....

17. If you use more than one language can you give the percentage of how you use it? 언어 사용 비율

Korean.....% English.....% Thai.....% Others.....%

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18. Do you any friends that is not from this school? ◯Yes ◯No (skip next question)
이 학교에 다니지 않는 친구가 있습니까? 예 아니요 (다음 질문 건너뛰기)

19. If yes, how did you meet them? 어떻게 만난 친구 인가요?

.....

20. Where do you prefer to live? Korea/Thailand/other? And why? 당신은 어디에 살고 싶습니까?
한국/태국/기타? 왜 그럴까요?

.....

21. Do you go to church every week? 매주 교회에 가나요?
◯Yes ◯No ◯Sometimes 가끔

22. Why do you go to church? 교회에가는 이유는 무엇입니까?
◯ to gather as a community of God's chosen people 함께 신앙 생활을 하고 싶어서
◯ to meet Korean friends and community 친구를 만들기 위해
◯ to pray and do christian's activities 기도와 예배를 드리기 위해
◯ Others 기타.....

Part 2 Learning Behavior 2 부 학습 행동

please answer the rest part by scaling your confidence to the statements below base on your opinion
(if 1=not confident at all 2= uncertain 3=undecide 4=confident 5=very confident)

귀하의 의견에 근거하여 아래 진술에 대한 귀하의 확신을 확장하여 이 부분에 답하십시오 (1 = 전혀 자신감이 없는 경우 2 = 불확실 3 = 미정 4 = 자신감 있다 5 = 매우 자신감이 있다)

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	Strongly Disagree ◄——► Strongly Agree				
	1	2	3	4	5
23. I know what I like and what I want to be in the future. 나는 내가 무엇을 좋아하고 미래에 되고 싶은 것을 알고 있다.					
24. I like to study as a group with my friends and help each other getting improved.나는 친구들과 함께 그룹으로 공부하고 서로 도와주는 것을 좋아합니다.					
25. I always review what I've learn again after school 나는 수업 끝난 후에 항상 집에 다시 복습한다					
26. I like to study new things from different culture, religion 나는 다른 문화, 종교에서 새로운 것을 공부하는 것을 좋아한다.					

	Strongly Disagree ◄——► Strongly Agree				
	1	2	3	4	5
27. I like to learn new things by experience it rather than from books 나는 책보다는 그것을 경험하여 새로운 것을 배우는 것을 좋아한다.					
28. I will ask my parent for help if I am struggling with my study 어려움을 겪고 있다면 부모님께 도움을 도와 달라고 말하는 편이다.					
29. I like to try my best to do homework by myself 나는 혼자서 숙제를 하기 위해 최선을 다하는 것을 좋아하는 편이다.					
30. I always would like to know about what happening in Korea 나는 항상 한국에서 무슨 일이 일어나고 있는지 알고 싶습니다					
31. I would like to learn by using new technology. 나는 새로운 기술을 사용하여 배우고 싶습니다.					
32. I am ready to study in higher education wherever it might be. 나는 어디에 있든 고등 교육을 받을 준비가 되어 있습니다.					
33. I do not feel stress at all when I am studying in school. 학교에서 공부할 때 스트레스를 전혀 느끼지 않습니다.					
34. I would love to do after class activities more than study in class 공부하는 것보다 활동을 하는 것을 더 하고 싶다.					
35. I have too many after school activities 수업 후에 나는 활동이 너무 많다.					
36. I have enough free time to do what I like 나는 내가 좋아하는 것을 할 수 있는 충분한 자유 시간이 있다					
37. I study because I want to learn new things 새로운 것을 배우고 싶기 때문에 공부합니다.					
38. I study because I want to prepare myself for the exam 시험을 준비하고 싶기 때문에 공부합니다.					

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Part 3 opinion about school 3 부 학교에 대한 의견

	Strongly Disagree ◄——► Strongly Agree				
	1	2	3	4	5
39. I feel welcome when I enter my school. 학교에 갈때마다 환영을 받는다고 느낍니다.					
40. My school have great environment for children to learn 우리 학교는 아이들이 배울 수 있는 좋은 환경을 가지고 있다					

	Strongly Disagree ◄——► Strongly Agree				
	1	2	3	4	5
41. the school makes sure I am well prepared for the future 학교는 내가 미래를 위해 잘 준비되어 있는지 확인해준다.					
42. the school gives me opportunities to make positive contributions to the community outside the school 학교는 학교 밖의 지역 사회에 긍정적 인 기여를 할 수 있는 기회를 제공한다.					
43. the school teaches me to respect people from different backgrounds, races, religions etc.학교는 다른 배경, 인종, 종교 등에서 사람들을 존중하는 저를 가르칩니다.					
44. I am not bullied or harassed at school 학교에서 괴롭힘을 당하지 않습니다.					
45. I learn a lot about Korean culture in school more than home 집에서보다 학교에서 한국 문화에 대해 더 많이 배운다.					
46. I learn about Thai culture in school more than home 집에서보다 학교에서 태국 문화에 대해 더 많이 배운다					
47. I get use to Korean culture more than Thai culture. 나는 태국 문화보다 한국 문화에 익숙한다.					

Part 4 Opinion about School Community 4 부 학교 공동체에 대한 의견

	Strongly Disagree ◄——► Strongly Agree				
	1	2	3	4	5
48. I feel like I am in Korea more than in Thailand 태국보다 한국에 있는 것 같은 느낌이 듭니다.					
49. I feel comfortable with Korean community more than Thai. 나는 태국보다 한국 공동체에 편안함을 느낀다.					
50. I have a great relationship with my friends' parents 나는 내 친구의 부모와 좋은 관계를 가지고 있다.					
51. I do activities with other friends not only in school activities but include in our daily life 나는 친구들과 학교 활동 함께 하는 것을 뿐만 아니라 일상 생활에 포함 다른활동도 함께 한다					
52. I met my friends outside of school. 학교 밖에서 친구들을 자주 만났다.					
53. I often hang out at my friend's house or invited them to my house 친구과 시간 보낼때 내 친구의 집에 가거나 내 집에 간다					

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Part 5 Opinion about Thai and Korean culture in daily life 5 부 태국과 한국문화에 대한 일상생활

	Strongly Disagree ◄——► Strongly Agree				
	1	2	3	4	5
54. I get used to Korean food more than Thai food. 나는 태국 음식보다 한국 음식을 익숙한다.					
55. I get used to Korean culture more than Thai culture. 나는 태국 문화보다 한국 문화에 익숙한다.					
56. I can communicate with local people easily if I want to. 원한다면 지역 사람들과 쉽게 소통할 수 있다.					
57. I know most of Korean's special day such as Seollal, Chuseok, Independent day, Hangeul day, etc. 설랄, 추석, 독립기념일, 한글날 등 한국의 특별한 날 대부분을 알고 있습니다.					
58. I know most of Thailand's special day such as Songkran, Loi Krathong, Father's and Mother's Day, etc. 송크란, 로이 크라통, 아버지와 어머니의 날 등과 같은 태국의 특별한 날의 대부분을 알고 있다.					
59. I would like to learn more about culture in Thailand 태국의 문화에 대해 더 배우고 싶다.					
60. I feel comfortable with Korean culture more than Thai culture. 태국 문화보다 한국 문화에 편안함을 느낍니다.					
61. I feel comfortable both Thai culture and Korean. 나는 태국 문화와 한국어 모두 편안하게 느낀다.					

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Korean International School Teachers Survey

This is a survey to gather information from Bangkok Korean International school's teachers for more understanding of the characteristics of the teachers and teaching methods that common use in KIS. This survey is going to use in "KOREAN EDUCATION POLICY AND PARENTS EXPECTATION: CASE STUDY OF KOREAN SCHOOL IN THAILAND" thesis only

All identifying information obtained from this study will be kept strictly confidential, except as may be required by law. Any information that could be used to identify you will be kept under lock and key. Data files will not contain potentially identifying information.

Part 1 Personal Information

62. What is your ethnicity? 본인의 인종은 무엇입니까?

○ Korean 한인 ○ Thai 태국인 ○ Others 기타 .....

63. Gender 성별 ○ Male 남성 ○ Female 여성

64. Age 나이 (만) ..... years

65. Income 한 달에 수입이 얼마입니까?

○ ≥20,000 baht ○ 20,001 – 50,000 ○ 50,001 – 100,000 ○ ≤100,000

66. how long have you been in Thailand? 태국에 얼마나 오래 사셨습니까?

.....

67. have you been to Thailand before you worked here? 태국을 방문하신 적이 있습니까?

○ Yes ○ No

68. How long you plan to work in Thailand? 태국에서 얼마 동안 일할 계획입니까? .....

69. Where do you live? 어디에서 살고 있습니까? .....

70. What subject are you teaching? 무엇을 가르치고 있습니까? .....

71. What year are you teaching? 어느 학년도를 가르치고 있습니까? .....

72. Do you have other duties besides teaching? (please specify) 가르치는 것 외에 다른 의무가 있습니까? (명시 해주세요)

.....

73. What language do you use in your daily life? (can answer more than one)

일상 생활에서 어떤 언어를 사용합니까? (중복 선택 가능)

○ Korean ○ English ○ Thai ○ Others.....

74. If you use more than one language can you give the percentage of how you use it? 언어 사용 비율

Korean.....% English.....% Thai.....% Others.....%

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Part 2 Classroom Managing Behavior

please answer this part by scaling your confidence to the statements below base on your opinion (if 1=not confident at all 2= uncertain 3=undecide 4=confident 5=very confident)

귀하의 의견에 근거하여 아래 진술에 대한 귀하의 확신을 확장하여 이 부분에 답하십시오 (1 = 전혀 자신감이 없는 경우 2 = 불확실 3 = 미정 4 = 자신감 있다 5 = 매우 자신감이 있다)

	Not confident ⟷ Very confident				
	1	2	3	4	5
75. How confident are you in managing current behavior problems in your classroom?					
76. How confident are you in your ability to manage future behavior problems in your classroom?					
77. How confident are you in your ability to promote students emotional, social and problem-solving skill?					

Part 3 Cooperation with parents

please answer this part by scaling your frequency of how you did in the statements below base on your experience (if 1=Never 2=rarely 3=sometimes 4=often 5=always)

경험을 바탕으로 아래 진술에서 수행 한 빈도를 조정하여 이 부분에 답하십시오. (1 = 전혀 2 = 드물게 3 = 때때로 4 = 종종 5 = 항상)

	Rarely/ Never	Sometimes	Half of the time	Often	Very often
78. Promote parent involvement in classroom					
79. Teach parent skill to enhance classroom learning at home					
80. Collaborate with parents on home-school behavior plan and share goals for student					
81. Talk with parents about special activities to do with child at home					
82. Develop teacher-parent partnership					
83. Send home teacher-to parent communication letters or newsletters					
84. Ask parent to share way to incorporate their cultural/stories/traditions in the classroom					
85. Make home visits					

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Part 4 Opinion about different cultural environment

please answer the rest part by scaling your confidence to the statements below base on your opinion (if 1=not confident at all 2= uncertain 3=undecide 4=confident 5=very confident)

귀하의 의견에 근거하여 아래 진술에 대한 귀하의 확신을 확장하여 이 부분에 답하십시오 (1 = 전혀 자신감이 없는 경우 2 = 불확실 3 = 미정 4 = 자신감 있다 5 = 매우 자신감이 있다)

	Strongly Disagree ◄——► Strongly Agree				
	1	2	3	4	5
86. I am getting along well with colleague with differences cultural background 문화적 배경이 다른 동료들과 잘 지내고 있다					
87. our school communities feel the same as a school in Korea 우리 학교 공동체는 한국에 있는 학교와 같은 느낌이다					
88. our school communities feel the same as other international school in Thailand. 우리 학교 공동체는 태국에 있는 국제 학교와 같은 느낌이다					
89. our school has proper environment for children to learn and improve their skill in every way. 우리 학교는 아이들이 모든 방법으로 기술을 배우고 향상시킬 수있는 적절한 환경을 갖추고 있다					
90. I feel more comfortable to surrounded with Korean community. 나는 한국 공동체와 더 편안하게 느낀다					
91. I would like to learn more about culture in Thailand. 태국의 문화에 대해 더 배우고 싶다					
92. I can communicate with the local easily if I want to. 원한다면 현지인과 쉽게 대화할 수 있다					
93. I miss Korea and want to move back to worked there (for Korean teachers) 나는 한국을 그리워하고 직장으로 돌아가고 싶다 (한국인 교사들만)					
94. children learning skill and improvement does not have a significant difference with children in Korea. 우리 학생들이 학습 기술과 개선은 한국에 있는 학생들과 큰 차이가 없다					
95. classroom atmosphere in KIS Bangkok is as same as classroom in Korea KIS 방콕의 교실 분위기는 한국의 교실과 동일한다.					
96. Wage is reasonable to stay in Thailand 임금은 태국에서 살기 위해 합리적이다					

Part 5 Teaching Techniques

please answer this part by scaling your frequency to use these methods below base on your experience (if 1=Never 2=rarely 3=sometimes 4=often 5=very often/always) and usefulness of the methods (if 1=Never 2=rarely 3=sometimes 4=often 5=very often/always)

경험에 따라 아래 방법을 사용하도록 빈도를 조정하여이 부분에 응답하십시오. (1 = 전혀 2 = 드물게 3 = 때로는 4 = 종종 5 = 매우 자주 / 항상) 그리고 방법의 성공 빈도를 조정하십시오. (1 = 전혀 2 = 드물게 3 = 때로는 4 = 종종 5 = 매우 자주 / 항상)

	Frequency					Usefulness				
	Rarely/Never	Sometimes	Half of the time	Often	Very often	Rarely/Never	Sometimes	Half of the time	Often	Very often
97. coach positive social behaviors (helping, sharing, waiting) 학생들에게 긍정적 인 사회적 행동을지도 (도움, 공유, 대기)										
98. describe or comment on bad behavior. 학생들의 나쁜 행동에 대해 설명하거나 의견을 말하										
99. reward targeted positive behaviors with incentives (e.g., stickers, prizes) 상품 (예 : 스티커, 상품)으로 타겟팅 된 긍정적 인 행동에 대한 보상한다										
100. praise positive behavior 긍정적 인 행동을 칭찬하다										
101. use Time Out for aggressive behavior 긍정적 인 행동을 칭찬하다										
102. single out a child or a group of children for misbehavior 나쁜 행동으로 학생 또는 학생 그룹을 지적한다										
103. use physical restraint 육체적 구속을 사용하다										
104. reprimand in a loud voice 큰 소리로 견책하다										
105. send to principal's office for misbehavior 나쁜 행동때문에 학생을 교장실로 보내다										
106. warn or threaten to send a child out of classroom if he/she does not behave 학생이 잘 행동하지 않으면 교실 밖으로 나가도록 경고한다										

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107. send child home for aggressive or destructive misbehavior 학생은 공격적이거나 파괴적인 나쁜 행동이있는 경우 학생을 집으로 보낸다										
108. call parents to report bad behavior 학생의 나쁜 행동을 전하려고 부모에게 전화한다										
109. ignore misbehavior that is non-disruptive to class 수업에 방해가 되지 않는다면 잘 못된 행동도 그냥 넘어간다.										
110. use verbal redirection for child who disengaged 집중하지 않는 학생한테 말로 주위를 준다										
111. use problem-solving strategy (e.g., define problem, brainstorm solution) 문제 해결 전략 사용한다 (예 : 문제 정의, 브레인 스토밍 솔루션)										
112. use anger management strategy for self (e.g., deep breaths, positive self-talk) 자신을위한 분노 관리 전략 사용 (예 : 심호흡, 긍정적 인 자기 대화)										
113. prepare children for transitions with predictable routine 예측 가능한 루틴으로 전환을위한 학생들 준비한다										
114. use group incentives 그룹 동기 부여 사용한다										
115. use special privileges (e.g., special helper) 특별 권한 사용한다 (예 : 특별 도우미/의무)										
116. give clear positive directions 명확하고 긍정적인 지시를 한다										
117. warn of consequences for misbehavior (e.g., loss of privileges) 나쁜 습관의 결과에 대한 경고 (예 : 특권 상실)										
118. use clear classroom discipline plan and hierarchy 명확한 학문 훈련 계획과 계층 구조를 사용한다										
119. Use emotional coaching 정서적 교수법 사용										
120. use nonverbal signals to redirect child who is disengaged 학생이 수업에 집중하도록 비언어적 신호를 사용한다										
121. use persistence coaching (focusing, being patient, working hard) 지속성 코칭 사용 (초점, 인내심, 열심히 일함)										

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122. send home notes to report problem behavior to parent 부모에게 문제 행동을보고하기 위해 집에 메모를 보낸다										
123. send notes home about positive behavior 긍정적 인 행동에 대한 메모를 집으로 보낸다										
124. take a student interest survey 학생 관심 조사를 실시한다										
125. call parents to report good behavior 부모님에게 학생의 좋은 행동을보고하도록 부르하기										
126. model self-regulation strategies for students 학생들을 위해 자체 규제를 만든다										
127. teach specific social skill in homeroom time/or in class 수업 시간 안에 특정 사회 기술을 가르친다										
128. use imaginary play/drama, stories and puppets to teach problem solving 상상의 놀이 / 드라마, 이야기 및 인형을 사용하여 문제 해결 교육										
129. set up problem solving scenarios to practice prosocial solutions 친 사회적 솔루션을 연습 할 수있는 문제 해결 시나리오 설정										
130. promote respect for cultural differences in my classroom 교실에서의 문화적 차이에 대한 존중을 장려										
131. teach children to ignore disruptive behavior 아이들에게 방해되는 행동을 무시하도록 가르친다										
132. use new technology as a classroom tool 새로운 기술을 수업 도구로 사용한다										
133. give group assignment 그룹 과제를 주다										

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Korean International School parents Survey Questionnaire

This is a survey to gather information from Bangkok Korean parents for more understanding of the characteristics of the parents and motivation for choosing school. This survey is going to use in "KOREAN EDUCATION POLICY AND PARENTS EXPECTATION: CASE STUDY OF KOREAN SCHOOL IN THAILAND" thesis only

All identifying information obtained from this study will be kept strictly confidential, except as may be required by law. Any information that could be used to identify you or your child will be kept under lock and key. Data files will not contain potentially identifying information.

Part 1 Personal Information

1. What is your ethnicity? 본인의 인종은 무엇입니까?

   ◯ Korean 한인 ◯ Thai 태국인 ◯ Others 기타 .....

2. Gender 성별 ◯ Male 남성 ◯ Female 여성

3. Age 나이 (만) ..... Years

4. What is your child's grade? 자녀의 학년은 무엇입니까?.....

5. Income 한 달에 수입이 얼마입니까?

   ◯ no income ◯ ≥20,000 baht ◯ 20,001 – 50,000 ◯ 50,001 – 100,000 ◯ ≤100,000

6. how long have you been in Thailand? 태국에 얼마나 오래 사셨습니까?

   .....

7. Are you living in Thailand? If yes answer no 8. if not go to question number 9.

   태국에 살고 있습니까? 아니면 다음 실문 뛰기 ◯ Yes ◯ No

8. The reason why you stayed in Thailand? 그렇다면 왜 태국에 머무르기로 결정했습니까? .....

9. How often do you visit Thailand? and why? 태국에 거주하지 않는 경우 태국을 얼마나 자주 방문하십니까? 그리고 방문 이유는 무 엇신가요?

   .....

10. What language do you use in your daily life? (can answer more than one)

    일상 생활에서 어떤 언어를 사용합니까? (중복 선택 가능)

    ◯ Korean ◯ English ◯ Thai ◯ Others.....

11. If you use more than one language can you give the percentage of how you use it? 언어 사용 비율

    Korean.....% English.....% Thai.....% Others.....%

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Part 2 Perspective of children educational support.

12. What do you spend your money on the most (put number 1-3 in order)

가장 많이 지출하는 금액은 무엇입니까? (1= 가장 많이 지출되는 경우.) 순서 1-3 로 3 개만 선택하십시오.

◯ food 식비 ◯ housing 렌트 ◯ transportation 교통비

◯ traveling 여행 ◯ clothing 의상 ◯ entertainment and goods 엔터테인먼트 및 상품

◯ childcare (child's basis needs, toys, books, stationaries) 양육비 (어린이의 필요한 것, 장난감, 서적, 문구 등)

◯ child's education (tuition fee, after school activities, college saving) 교육비 (학교비, 수업료, 특별 활동, 대학 저축 등)

◯ Others 기타.....

13. how much do you spend on your child educational support per month? 한 달에 자녀의 교육 지원에 지출하는 금액은 얼마입니까?

◯ ≤ 20,000 Baht ◯ 20,001 – 30,000 Baht ◯ 30,001- 40,000 Baht ◯ ≥ 40,000 Baht

14. Which kind of after school activities you would like your child to attend? 자녀가 어떤 방과후 활동에 참석하기를 원하십니까?

◯ Mathematics and Sciences 수학과 과학 ◯ Foreign languages 외국어

◯ Fine Art & Crafting 미술 및 공예 ◯ Sports 스포츠

◯ Music and performances 음악과 공연

◯ Other 기타..... ◯ nothing 원하지 않음

15. How many special classes or activities beside in school you would like you child to attend per week?

자녀가 주당 몇 개의 특별 수업이나 활동을 원하십니까?

◯ 0-1 ◯ 1-2 ◯ 3-5 ◯ as much as you can afford 감당할 수있는만큼

16. What do you think is the most priority things for your child? (put number 1-3 in order)

자녀에게 가장 중요한 것은 무엇이라고 생각하십니까? (1= 가장 많이 지출되는 경우.) 순서 1-3 로 3 개만 선택하십시오.

◯ Intelligence Quotient (IQ) ◯ Emotional Quotient (EQ) ◯ Moral Quotient (MQ)

◯ Creativity Quotient (CQ) ◯ Play Quotient (PQ) ◯ Adversity Quotient (AQ)

◯ Social Quotient (SQ)

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17. How many hours do you prefer your children to study after school?

방과후 자녀가 몇 시간 동안 공부하기를 원하십니까?

◯ 1 - 2 hours ◯ 2 - 4 hours ◯ 3 – 5 hours

◯ as much as they can 최선을 해야 한다

◯ as much as it's not effected to sleep cycle 수면주기에 영향을 미치지 않는 만큼

◯ prefer the child to rest and study on their own pace instead of working hard 아이가 너무 열심히 공부하는 대신 자신의 속도로 쉬고 공부하는 것을 선호합니다

18. Are you receiving or had received any tuition fee support from school?

학교로부터 장학금 받고 있거나 받은 적이 있습니까?

◯ No (skip to no.20) 아니면 20 번으로 뛰기

◯ Yes (How many semesters you received the support .....)

장학금을 받은 학기 지금 까지 얼마됩니까? (학기)

19. How much did you get the support (how many % of your total expenses) 장학금은 얼마입니까 (총 비용의 몇 퍼센트 정도 입니까?) .....

20. Why do you choose this school for your child? (can answer more than one)

이 학교를 선택하는 이유 무엇입니까? (하나 이상 답변 가능)

◯ Location 위치 ◯ Korean curriculum 한국 교과 과정

◯ Korean community 한국 공동체

◯ Tuition fee support program 정부 수업료 도움 프로그램 있닫

◯ Other.....

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21. What is your most expectation from the school in Thailand? 학교에서 가장 원하는 것이 무엇입니까?

◯ My child can learns about Korean culture 우리 아이는 한국 문화에 대해 배울 수 있다

◯ My child gets to study in good school system 우리 아이는 좋은 학교에서 공부하게된다

◯ My child gets an advantage from residing in Thailand to get into a good university back in Korea 우리 아이는 한국에서 좋은 대학교에 입학 할 수있는 이점을 얻습니다

◯ My child gets a chance to meet Korean friend. 아이는 한국 친구를 만날 수있는 기회를 얻을

◯ Others 기타.....

Part 3 parent involvement in child's education

please answer this part by scaling your agreement to the statements below base on your opinion (if 1=strongly disagree 2=disagree 3=undecided 4=Agree 5=strongly agree)

귀하의 의견을 바탕으로 아래 진술에 동의함으로써이 부분에 답변하십시오 (1 = 매우 그렇지 않다 2 =그렇지 않다 3 = 확실하지 않음 4 = 그렇다 5 = 메우 그렇다)

	Strongly Disagree ◄——► Strongly Agree				
	1	2	3	4	5
22. I feel my contribution to my child's education is valuable. 나는 자녀 교육에 대한 기여가 가치 있다고 생각한다.					
23. I know how to help my child with his schoolwork. 나는 아이의 학교 숙제를 도와 줄 수 있다.					
24. My child's teacher expects me to help with homework. 선생님이 아이의 숙제를 도와 줄 것을 기대한다.					
25. My work schedule interferes with my ability to help my child with schoolwork. 나의 업무때문에 아이의 숙제를 도와주기 어렵다.					
26. I'd love to have my child do after class activities more than study in class 나는 수업 시간에 공부하는 것보다 아이가 수업 후 활동을하게 더 좋다고 생각 한다.					

	Never	Rarely	Sometimes	Often	Always
27. Has your child's teacher suggested specific ways you can help your child with her schoolwork? 자녀의 교사가 자녀의 학업을 도울 수있는 구체적인 방법을 제안 했습니까?					
28. Has your child asked you to help him with homework? 자녀가 숙제를 도와달라고 부탁 했습니까?					
29. Do you look at your child's homework? 자녀의 숙제를 본 적이 있습니까?					
30. Have you participated in a parent-teacher conference? 학부모-교사 회의에 참여한 적이 있습니까?					
31. Have you been invited to observe or help in your child's classroom? 자녀의 교실에서 관찰하거나 도와 달라는 초대를 받은 적이 있습니까?					

	Never	Rarely	Sometimes	Often	Always
32. Have you been invited by school staff to participate in planning, such as the school improvement plan? 학교 발전 계획 등과 관련한 자리에 초대를 받은 적이 있습니까?					

Part 4 Opinion about School

please answer this part by scaling your agreement to the statements below base on your opinion (if 1=strongly disagree 2=disagree 3=undecided 4=Agree 5=strongly agree)

귀하의 의견을 바탕으로 아래 진술에 동의함으로써이 부분에 답변하십시오 (1 = 매우 그렇지 않다 2 =그렇지 않다 3 = 확실하지 않음 4 = 그렇다 5 = 메우 그렇다)

	Strongly Disagree ◄► Strongly Agree				
	1	2	3	4	5
33. I feel welcome when I enter my child's school. 나는 자녀의 학교에 들어가면 환영 받는다고 느낀다.					
34. the school meets my child particular needs. 학교는 자녀의 특정 요구를 충족시킨다.					
35. I feel confident with the Korean curriculum 한국 교과 과정에 만족한다.					
36. my child making good progress 내 아이가 잘 발전하고 있다.					
37. the school makes sure my child is well prepared for the future 학교는 우리 아이의 미래를 잘 준비시키고 있다.					
38. the school gives my child opportunities to make positive contributions to the community outside the school 학교는 자녀에게 학교 외부의 지역 사회에 긍정적 인 기여를 할 수있는 기회를 제공한다.					
39. the school teaches my child to respect people from different backgrounds, races, religions etc. 학교는 학생에게 다른 배경, 인종, 종교 등을 가진 사람들을 존중하도록 가르친다.					
40. my child is not bullied or harassed at school 우리 아이는 학교에서 왕따 나 괴롭힘을 당하지 않다.					
41. my child learns a lot about Korean culture in school more than home 우리 아이는 가정보다 학교에서 한국 문화에 대해 더 많이 배운다					

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Part 5 Opinion about School Community

	Strongly Disagree ◄——► Strongly Agree				
	1	2	3	4	5
42. I have a great relationship with other parents 나는 다른 부모와 좋은 관계를 가지고 있다					
43. I do activities with other parents not only school activities but include in our daily life 나는 다른 부모들과 함께 교내 활동 뿐만아니라 일상 생활에서도 다른 부모들과 같이 활동을 한다.					
44. I know most of my child's friend 나는 내 아이의 친구 대부분을 알고있다					
45. I know most of the parents in my child's class 나는 우리 자녀의 같은반 학부모를 대부분 알고 있다					
46. I feel more comfortable to surrounded with Korean community 나는 한국 공동체가 더 편안하다.					
47. I can communicate with the local easily if I want to. 원하면 태국 현지인과 쉽게 대화 할 수 있다.					

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