Was your University Worth It? –

Comparing Expectations and Aspirations of University Graduates

Eugene Kang

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Abstract

Education in South Korea has been carrying a deeper significance then a dissemination of knowledge. Both historically and culturally education has been profoundly intricated with socioeconomic value that receiving education itself even entailed certain social class significance. Such value of education created a separate socio-educational class, called *hakbeol*, which is still rampant in the modern Korean society (Jung, 2014). Particularly after the Korean War in 1953, the role of education extended to being an anecdote to various social ill, from uniting the divided nation to reconstructing the destructed economy (Kim, 2004). Naturally such extended role of education was also re-shaping the meaning of HE and HEI as well. The values of education, HE, and HEI are socially recognized and, thus, are well-known. However, whether HE and HEI, specifically of undergraduate level, are appropriately fulfilling its role is remaining unanswered, which this research seeks to answer.

This dissertation utilised semi-structured interviews with 17 participants to analyse aspiration and expectation participants had before university and after attending a Korean university. By examining how interviewees had prepared for university, what, and why, the study analyses what kind of aspiration participants incorporated pre-entrance to university and how the aspirations are shaped.

The majority of participants claimed they had economic aspiration before entering university. Expecting HEIs to guarantee graduate premium either through HC or Signaling, participants were aspiring to have their life preparation completed with the entrance to university. Some participants (3 out of 17) noted they had no expectation before entering university.

However, HEI was not an ending for their employment preparation, but, in fact a new beginning, a steppingstone. Due to such disparity in the degree of universities financial assurance, participants experienced a reality hit that led to psychological voidness, or even to depression. Therefore, in investigating the role of HEIs in contemporary Korea through the perspective of those who had experienced university, HEIs is serving as an employability shaping institution either by knowledge or its name value.

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List of Terms

HE: Higher Education

HEI: Higher Education Institution

University-experiencer: People who have experienced university, those who have graduated undergraduate degree or are expected to graduate within a year.

University-preparer: People who are preparing to apply for university undergraduate degree.

Hakbeol: socio-educational stratification in Korea

HCT: Human Capital Theory

HC: Human Capital

ST: Signaling Theory

Table of Contents

Abstract……1

Acknowledgements……3

List of Terms……4

Chapter 1 Introduction……7

1.1 What does education mean in Korea?……7

1.1.1 History and Culture – Education as a Social Fuel……7

1.1.2 Role of Education – Social Glue to unite the Scattered Nation……8

1.1.3 Rise of Korean Neoliberalism and Knowledge Economy……9

1.2 Main Research Question……13

1.2.1 Sub Research Question……13

Chapter 2 Literature Review……14

2.1 Socio-Economic Concepts with Education……14

2.1.1 HCT – Why does Education matter?……14

2.1.2 ST – Education as a Degree in shaping Individual Value……16

2.2 Role of HE and HEI in Korea……18

2.2.1 Purpose of University within Knowledge Economy……18

2.3 Motivation and Aspiration for HEIs……21

2.3.1 Academic Motivation: Graduate Premium?……24

2.4 Empirical Studies……27

2.5 Summary……29

Chapter 3 Methodology……30

3.1 Interview Design……30

3.1.1 Interview Selection Process……31

3.2 Ethics……33

3.3 Data Management……34

3.4 Conducting Interviews……35

3.5 Positionality statement and Validity……36

3.6 Analytic procedure……37

3.7 Limitations and Challenges……39

Chapter 4 Results……42

4.1 University Admission Experience: How did they apply?……42

4.1.1 Psychological burden – Pressure and Endurance……42

4.1.2 Physical burden – Grinding yourself?....44
4.1.3 Economic burden – Financial Investment or Disposal?....45
4.1.4 Would they Repeat the same Burden?....46
4.1.5 Where did they apply and what for?....47
4.2 University Motivation and Aspiration....50
4.2.1 Is it for Graduate Premium or Social Responsibility?....50
4.2.2 How are the Motivations/Aspirations shaped?....53
4.3 University Experience....55
4.3.1 Aspiration/Expectation VS Experience....55
4.3.2 What does university mean to you?....59
Chapter 5 Discussion....65
5.1 University Preparation Experience....65
5.1.1 *Why do students apply for undergraduate degree?*....66
5.2 What do students aspire towards in universities before experiencing HEI?....67
5.2.1 How are the motivations shaped?....70
5.3 Do students achieve their aspiration after entering universities? – roles of degree of HEI projected in students' experience....71
5.3.1 University as an Institution for Employment....71
5.3.2 University as an Institution one must go....73
5.4 Conclusion....74
References....75
Appendix 1 – CUREC....85
Appendix 2 – Recruitment Post....99
Appendix 3 – Interview Questions....101
Appendix 4 – Interview Consent Form....104
Appendix 5 – Interview Information Sheet....106

Chapter 1: Introduction

According to the Korea Higher Education Research Institute (KHEI), the social atmosphere viewing the role of HE is rapidly shifting in Korea, reflected by the decrease in applicant number and total university number (KHEI, 2022). As consumers of HE and HEI, students are the directly affected by the role of HEI. Therefore, exploring university students' experience and enquiring how the roles of HEIs in undergraduate level are projected in students' experience is crucial.

1.1 What does education mean in Korea?:

Before proceeding with understanding the role of HE and HEI in Korea, it is ine vitable to have a holistic understanding of educational sentiment Korea employs. Therefore, this section starts with providing educational history and culture that has been rampant in Korea. Furthermore, by suggesting the educational flow and changes in trend, this section intends to propose the role and function of educ ation in Korea that build up to construct the role of student, HE, and HEI in Ko rea.

1.1.1 History and Culture – Education as a Social Fuel:

Due to its geographical characteristic, Korea has been historically and culturally embedded with Confucius ideologies. The emergence of its first formal elite education was also embarked by Confucianism during the Three Kingdoms period (37BC – AD68) (Lee, 2001). Koguryo (37BC – Ad668), as one of the kingdoms during the Three Kingdoms period, established first national educational institution called Taehak, in which taught Confucian values. Taehak was a government official fostering school, to structure and prevail political officials with Confucianism. It also functioned as a symbol of showing

aristocracy in educational means, as lower classmen were unable to be educated, at least of Confucius values (*ibid*). However, if one could be educated, Taehak, in principle was open to anyone; everyone who was appropriately educated was able to become a government official. Therefore, education, ironically enough, was also representing a means or an opportunity to all people for social mobility (*ibid*).

Albeit the opportunity for the exam is open, the materials one requires for the exam was secured for the higher-authorities and their family members, to circulate the prosperity and social title among themselves (Lee, 2001). Also, as Confucius values were designating social role to individuals by their title and identity, it would be paradoxical for the lower classmen to be learning to defy their destiny (Lew, 2008). Henceforth, while education did reflect employability to a certain extent, the limit was imposed to be exclusive to only upper classmen (*ibid*). Social mobility, greater income, and higher-honour to the family that followed as a prize of education were exclusive to a certain class to maintain unitarity of the society (Lee, 1999; Minns, 2001). Kim and Park (2003) noted the importance of education instilled by Confucianism, as a key to learn values and ways to live a life, which are divided by four main sections: respect for the elders; collectivism; importance of diligence; and fulfilling one's duty. Using education, Korea was perfecting its society, to maintain the social order (Seth, 2002; Lew, 2008). Thus, historically, education in Korea and the role of educational institutions meant to imbue societal value to foster appropriately socially serving individuals.

1.1.2 Role of Education – Social Glue to unite the Scattered Nation:

Confucianism was also highlighted when Korea was completely destructed by consecutive political combat through the Japanese oppression in 1945 and the Korean War in 1953

(So, Kim, and Lee, 2012). Through consecutive sociopolitical turbulence, Korean economy was nonexistent to say the least. Following Confucianism, education was the glue to rebuild the nation from the debris of aforementioned destruction, which was why education national curriculum was promptly published after the war in 1955 (Kim, 2004). The curriculum was filled and fueled with the zeal to revitalize the nation and its economy. Reminiscing the usage of education in diffusing morals and values to build individuals a social entity, one of the Korean government's main goals in building curriculum was developing "national identity [and] the modernization of the state" (Kim, 2004, p.3). Also, by accentuating homogeneity of Korean citizens, education was generating a united, collectivistic society (Lee and Brinton, 1996). This was particularly critical in shaping individuals with social responsibility with "work ethic" for the nation – "diligence, loyalty, and education as well as the respect for authority" (Kim and Park, 2003, pp.38-39). The educational stress of cultural and ethnic homogeneity that Koreans are all united fueled citizens to work diligently and loyal to the society and its people (Lee and Brinton, 1996). Educational institution was the infrastructure to inspire such fuel: recuperate confused citizens due to national turbulence, and harbor national economic ability and economic attitude for individuals.

1.1.3 Rise of Korean Neoliberalism and Knowledge Economy:

Accompanied by the global trend of knowledge economy, investing in nurturing human capital (HC) through education was a turn in a misfortune for Korea as a resource-poor nation (Harvey, 2007; Yoon, 2014). Education policies to fight anti-poverty and economic collapse by President Park with the focus on technical education followed by President Cheon's technology-focused education with increased general education quality were expediting Korean socioeconomic construction (Yoon, 2014; Kim, 2004). Neoliberalism

only supplemented to weigh in such educational sentiment, where President Kim advocated "market economy, an open market, and other neoliberal policies" (Yoon, 2014, p.187). Albeit notwithstanding the individualistic values of neoliberalism due to its strong collectivism rampant in the society, valuing market and economy only boosted the sentiment of valuing work and education and let Koreans to work ceaselessly. These works were behind Korea becoming one of the "Asian Tigers" from nothing but war debris (Kim and Park, 2003, p.38). However, neoliberalism also brought middle-class culture and materialism, where education was the foundation of creating and maintaining the wealth and class status (So, Kim, and Lee, 2012).

Rapid rise of economic development and stability fell in the late 1990s, when Korea first hit severe economic crisis after its national reconstruction. It was the time of deceleration after full acceleration. Despite having its nation's economy deteriorating once again, Korean neoliberalism became rather more absolute during this period. Unemployment rate rose unprecedently to 7%, increasing insecurity of the individuals and the society of their wealth and status (So, Kim, and Lee, 2012). The allegedly promised social mobility and class was no longer guaranteed; new classification of the society engendered called, the "Insecure Class" encompassing both lower and middle classmen (Lee, 2014, p.188). Lower classmen were left with "low income, job insecurity, minimal social protection, and dismal prospects for promotion or social mobility"; while upper classmen, securing their current socioeconomic position was dubious (*ibid*).

While anxiety and shame were rampant in the society of those unemployed, education was a solution individuals clung to seek security (Lee, 2014). Government also followed the educational sentiment in rebooting their economy, by fueling educational "competition, performance, and efficiency" further to revitalise the fallen economy (Yoon,

2014). To develop and facilitate its HC and prepare more employability for their citizens, the government expanded HEI and policies (Csizmazia, 2017). The expansion promoted globalization of HE for more intensive and extensive market collaborations (*ibid*). Commodification of education and individual performativity were turning individual a neoliberal subject, who is prepared for global market and competition (Byean, 2015). Intensified zeal for education to secure more sense of security, employability, and, therefore, social class and responsibility, the importance of HE qualifications carried more significance than mere diploma. The name value of universities was being translated into title of jobs or range of jobs, which then were interpreted as higher-income and class (Bian, 2002). As a combination of strong sense of insecurity, neoliberalism, and collectivism, the individuals were no longer ceaselessly working and studying for the betterment of the society, but for the individual gain and descending their prosperity to children to continue the class within the family (Paik, 2001). As Paik depicted, the familial role of students (pre-undergraduate) is to "respect the parents by studying and working hard to obtain a promising and secure future for their family" (2001, pp.544-545). Such social duty is reflected on financial expenditure on education as well, as "over two-thirds of the private expenditure [to education in Korea] came from households, which accounted for 44% of total expenditure on tertiary education through tuition fees and other private payments to educational institutions" (OECD, 2019, p.3). Under defined familial role, identity of each family members was redefined through the process of individuals fulfilling each duty (Paik, 2001). Educational competition for the entry to higher-ranking university was intensified, facilitating the use of private education (Yoon, 2014). This new social phenomenon was creating a vicious cycle of maintaining equality (Bian, 2002).

Solidifying employability through education was never an individual project but a collective project in Korea, having the family supporting their children's education and private education both in quantity and quality was creating another socioeconomic inequality (*ibid*; Yoon, 2014). Intensified competition to the university admission, which was also referred as "exam hell" was supported by students championing with their familial economic capital (Kim, 2002, p.31). Under such vicious triple helix added with family actor, new social stratification rose, called *hakbeol* (Jung, 2014, p.50). *Hakbeol* represented another capital for individuals in Korea assigned by the ranking of HEI one graduated from and the level of education one graduated with, which became "one of the most powerful social capitals in Korea" (*ibid*). Social capitals are only formed as a relationship of selves in relation to others under "social structures, pressures, values, and goals", explained by Bourdieu, *hakbeol* also entails relativity, defined by the level of education and ranking of institutions (Bourdieu, 1984, cited in Sorensen, 1994, pp.13-14; Jung, 2014). *Hakbeol* also carried social power, particularly for students being within a certain university and for them to acquire and survive in the market (Jung, 2014). Under *hakbeolism* and redefined individual role as a family member obscured the sense of self-subjectivity, especially for students. Having *hakbeol* power being utilised within governmentality, where students were labelled with a badge of "testing, benchmarks, [and] league tables", self-reasoning and self-will to study were rather lost (Hodgson, 2010, pp.112-113; Jung, 2014; Dean, 2009). "The idea of mentalities of government" influenced by *hakbeolism*, neoliberalism, and responsibilisation is to embed a certain social role to permeate within daily practice, until it is taken "for granted" (Dean, 2009, p.25). Educational governmentality resulted progression to HE natural, if not necessary (*ibid*). As a result, the rate of Korean secondary students enrolling in a HEI directly after

graduation was composing the majority of percentage, if not the following year (OECD, 2019).

Under the presented notion of education and educational institution in Korea, this research stems from answering the following research questions:

1.2 Main Research Question:

How the roles of the degree of HEIs in undergraduate level are projected in students' experience?

1.2.1 Sub Research Questions:

Why do students apply for undergraduate degree?

What do students aspire towards in universities before experiencing HEI?

Do students achieve their aspiration after entering universities? If so/not why?

Starting from the research questions, this dissertation proceeds with a literature review that lays out a deeper understanding of the role of HE and HEI in Korea as well as two main concepts that the study centres on – Human Capital Theory (HCT) and Signaling Theory (ST). Then, after presenting the methodology of the research, the findings chapter analyses the data collected through interviews. At the end, in the discussion section, concluding notes of how the roles of HEIs are reflected in students' experience are answered by connecting the findings with the suggested literatures.

Chapter 2: Literature Review

This section of the dissertation provides contextual and conceptual framework of what universities are for that are overarching the research, along with providing similar approaches of previous empirical studies in Korea. This chapter begins by presenting two socio-educational theories that underlies this dissertation: HCT an d ST. Then, after describing the role and function of HE and HEI in Korea, it pr esents how educational aspiration/motivation towards HEI are shaped. Lastly, by providing previous empirical studies of similar topic, this section intends to illust rate some similar research findings while drawing how this study is different fro m any previous studies, to accentuate the importance of the research. Presented empirical studies show educational aspiration/motivation towards HE and HEI in Korea.

2.1 Socio-Economic Concepts with Education:

This section explores two theories – HCT and ST – that reflect on the aspects o f HE and HEIs on account of their consumers – students.

2.1.1 HCT – Why does Education matter?:

HCT is an economic theory developed arguing "that the whole set of human knowledge, skills, abilities, and motivation is the individual capital" (Galiakberova, 2019, p.411). It is founded upon the relevance of "the function of schooling, experience, and earnings made in the 1970s", suggested by Mincer (1958, cited in Galiakberova, 2019, p.411). As suggested by OECD, "human capital is defined as "productive wealth embodied in labor, skills and knowledge" (2001, cited in Tan, 2014, p.412). Unlike physical capital, HC is a psychological tool that is within people's mind that engenders them to be more

productive, a better worker in the market (*ibid*). Bouchard (2008) further explained the meaning of HC and the value it carries. He highlighted the difference between "human resources" and "human capital": capital implies ownership, which can be "acquired (through education) and preserved (through continuing education)" where resource does not carry meaning of agency (Bouchard, 2008, n.p.). As a capital, education is then treated as a commodity, in which "variations in its price would be reflected in variations in its consumption. van der Merwe echoed the sentiment of Bouchard (2008) of education as a consumer object that within such "hypothesized [social] transaction", the role of HE and HEI lies upon fostering "individuals more productive, an outcome that is supposedly recognized by employers who consequently remunerate qualified personnel according to their relatively higher marginal product" (2010, p.81). Therefore, under such notion, "individuals treat the commodity of higher education as an investment" (*ibid*). Robeyns (2006) distinguished education under HCT grants education to carry instrumental economic role that can not only be personal but also collective. In a personal level, Robeyns proposed education "can help a person to find a job" and that it "is crucial with respect to people's standard of living, and their ability to protect themselves and their families from poverty and destitution" (2006, p.71). Meanwhile, Roeyns (2006) proposed the economic growth and the market growth of the society and a nation. This proposed relational trend of education and economy is presented by Becker (1992). He presented the rate of secondary education graduate has doubled accompanying an exceptional national economic growth. Such trend is not only shown by several nations but occurred globally across multiple nations, particularly during the 19th and 20th centuries. Becker further added that this economic trend is also assisted by the rise of "scientific and technical knowledge that raises the productivity of labour and other inputs in production" (1992, p.91). Rising industry and market relying upon specific "sophisticated knowledge

greatly enhances the value of education, technical schooling, on-the-job training, and other human capital", which in turn intensifies the needs of HE as well (*ibid*). Altogether, under HCT, the role of HEI is to foster education that are needed in the market that would then naturally lead to increased employability of individuals (Galiakberova, 2019). Specifically, in HCT, what education one received and, thus, what knowledge does individual carry would be the main key determinator of employability (Becker, 1992). Henceforth, the role of HEI is a mere provider and facilitator of such employability by disseminating knowledge to individuals (Rospigliosi *et al.,* 2014).

2.1.2 ST – Education as a Degree in shaping Individual Value:

Considering HCT that individuals can complement their skills and knowledge through education to secure their market position in knowledge economy, ST further supplements another reason for the higher-economic individual value engendered by education. Education ST provides a reason why certain individuals enjoy economic wellbeing compared to the others, not by if they have acquired knowledge or certain knowledge but by if they have received "better" education (Hung and Ramsden, 2021, p.4). Therefore, instead of focusing of the relationship between education and the market with if one is educated or not, or if one has been educated in STEM subjects or not, ST stems more of considering education level and ranking (*ibid*). Spence surmised such explanation as "education levels of individuals indicate their certain innate characters such as their propensity to be intelligent, their dedication, time management skills, and ability to follow instructions (1973, cited in Tan, 2014, p.422). Such suggestion indicated that education in forming HC does not only reflect on knowledge and/or skill but also individual quality one encompasses to acquire such knowledge and/or skill. Under ST, earning a certain level of education or an education degree from a certain institution itself

carries meaning in determining economic return (Tan, 2014). Since ST concentrate on the level of education, it further explains the role of HE and HEI as well. In defining graduate employability, ST suggests HE indicates higher-productivity of the graduates than non-graduates (Rospigliosi *et al.*, 2014). ST also facilitates the usage of ranking. Among the same education degree, to distinguish individual employability, ranking is the determinator to allocate graduates of the same education level. Hazelkorn depicted ranking's usage within ST as "rankings create hierarchies by establishing a "single norm for excellence," which are turned into mechanisms or tools of differentiation." (2015, p.13) With such individual allocation, individuals are incentivized to engender quality to present themselves. As Espeland and Sauder (2007, cited in Hazelkorn, 2015) suggested, HEI embedded in such hierarchy in turn becomes the "measurement on their target object", which refers to individuals who attends to such HEI (2007, cited in Hazelkorn, 2015, p.13).

Whether intended or unintended, with such inevitable relationship for education permeating economic political interests, practice, and normality through knowledge production, societal individual selves are created (Stojnov, Dzinovic, and Pavlovic, 2008). While defining identities as "ways of relating the self to the world", "labelling" is used as a technique of presenting and explaining selves (Lier, 2007, cited in Lamb, 2011, p.71; Hawkins, 2005, p.62). Lamb (2011) further noted how definition of identity engendered and altered through learning environment, motivation, and the social understandings. Bethinking the social responsibility imposed by knowledge economy, individuals are categorized by their performance, during which labelling of selves occurs (Lakes and Carter, 2011; Lamb, 2011; Marshall, 1999). Such labelling, a classification system of individuals, are often intricated with power, which is often "owned and exchanged" within

the society by performativity as well (Marshall, 1989, p.103). Echoing the similar sentiment of Hazelkorn (2015), ranking effecting within education ST to signal qualities of higher-employability, ranking then also signals certain label of individuals as well. The notion of ranking assorting individuals of "quality or excellence" becoming an "accepted norm" or "social fact" grants power to ranking and HEI that are affiliated to ranking (Hazelkorn, 2015, p.14). Such 'power' concept of society generates "objectives", and motivates individuals to generate performativity (*ibid*, p.109). Such power structure and exercise of self within society is to society is called governmentality, which is a mode of power, shaping subjectivity (Olssen, 2006; Dean, 2009). A mixture of governmentality, neoliberalism and responsibilisation is a socioeconomic, political drive for individuals as "the vehicles of action", who are "actively responsible" for themselves and the society – a resourceful, self-responsible individuals – where "testing, benchmarks, [and] league tables" function as a label for individuals to measure their performance (Hodgson, 2010, pp.112-113). To encapsulate, the role of HEI in ST then would be an indicator of individuals' productivity and workable mentality. Unlike HCT, ST concentrate on what education level one received and from where, centering its focus more heavily on institution (Rospigliosi *et al.*, 2013).

2.2 Role of HE and HEI in Korea:

Being reminded of the presented socio-educational theories, this section explores then the role of HE and HEI that are socially fostered in contemporary Korean s ociety. In so doing, it discusses the meaning of university and apply how it is re flected in Korean context.

2.2.1 Purpose of University within Knowledge Economy:

The intricacy of society and university in producing educated, marketized individuals is denoted by Ball (2012). He explained it is inevitable, under neoliberal society, for education to function as a knowledge commodity under "market-based social relations", when the price tag is attached by the universities (*ibid*, p.18). Harvey (2007) and Adams (2014) resonated such sentiment in the process of capitalizing the society and individuals and its needs of university facilitating the process. The relationship of economic growth, society, and education is evidenced by the research conducted by Conceição and Heitor (1999). Not only that they found more economically developed nations have higher-level of education, but Conceição and Heitor (1999) also demonstrated how within such countries with economic development, education, specifically higher-level of education, is intricated with economic activities and jobs (*ibid*). Therefore, under the notion how university is serving as a strategic social actor, Adams (2014) called the universities are the producers and providers of knowledge while students are consumers, which specific education is only provided to selected students through competition.

The art of competition within knowledge economy and university towards individuals creates and fosters the idea of self-worth as a commoditized self (Locke, 2015). Such socio-economic culture within neoliberal society based on knowledge economy imposes individual social responsibility for the students having to produce and display performance in education, for which the university is used as a measurement to reflect on the performativity (Lakes and Carter, 2011). Saiche and Morphew highlighted the marketing strategies of universities in admission and recruitments that "higher education will lead to higher individual return for you" (2014, p.503). They also denoted the difference of "returns" each university accentuates within the message varied by the

ranking of institutions: “more selective institutions focus on the intangibles (i.e., leadership) whereas less selective [universities] feature tangible goods (i.e., jobs and skills)” (*ibid*). Hartley and Morphew discovered that the universities if not ignore the public purpose of shaping students into appropriate society serving citizens, and allure students to apply through displaying “a commoditized and privatized image of the institution that leads primarily to social mobility for the individual (2008, cited in Saiche and Morphew, 2014, p.504).

Such relationship of university, industry, and the government, as encapsulated by Etzkowtiz and Leydesdorff (2000), is called a triple helix model, evolved when post World War II, science education was deeply intricated with industrialization. As a byproduct of such intense relationship of triple helix, individuals fostered employability, a higher-employability, to secure their position within industry, a superior employment (*ibid*). Employability, however, is merely “a quality of the individual facilitating the gaining of employment, not a guarantee of it" (McCowan, 2015, p.270). Henceforth, university fostering employability does not directly translate into solely intensifying the amount of knowledge both in quantity and quality. It also reflects the university fostering rather practical “job-specific skills”, such as “teamwork, responding effectively under pressure”, and tenacity (*ibid*, p.279). Hughes and Kitson added an additional quality for employability, which they claimed is represented as a “strategic role for universities in promoting economic and social welfare” (2012, cited in Deiaco, Hughes, and McKelvey, 2012, p.532). The relational concept of knowledge, economy, individual, and university is merely partly represented. They argued through their study that whilst an actual exchange of the knowledge is promoting and fostering economy and business, but it is

overrepresented and overaccentuated which hides the role of "'hidden' connections based on human, capital, and problem-solving interactions" that the university is also serving (Deiaco, Hughes, and McKelvey, 2012, p.532). Henceforth, while acknowledging the role of university within knowledge economy as a knowledge producer and capable student (citizen) producer, the role of university as a connection hub in performing human interaction that in fact performs as an actor of business or reflecting employability is not as represented. Such perspective highlighted another role of university within knowledge economy: a social environment to gain and enact social connections (*ibid*).

Moreover, as much society was being capitalized, the individuals were also commoditized as well (Locke, 2015; Ball, 2000). Naturally, educational performance of pupils also became an assessment to value or devalue of self (Ball, 2012; Ball, 2000). Such self-identity was formed, fostered, and/or judged by "efforts, values, purposes, and self-understanding" that were measured through academic performance (Ball, 2012, p.19). Echoing the neoliberal social responsibility Lakes and Carter (2011) suggested, students (individuals) are expected to appertain in invoking knowledge economy within triple helix, promoting competition with each other "for resources, security and esteem" (Ball, 2000, p.145). As knowledge came with a price tag imposed by the university and industry, individuals learning and equipping self with such knowledge was also attached with a price tag, showing how much "position and worth" each entail (Usher, 2006).

2.3 Motivation and Aspiration for HEIs:

In making a choice of pursuing (higher) education, educational aspirations and expectati ons are one of the major drives (Lergetporer, Werner, and Woessmann, 2021). The follo

wing section investigates the function of motivation and aspiration in affecting students' applying to universities. For that purpose, this section intends to suggest what would be the motivation and aspiration behind them applying for universities.

According to Lergetporer, Werner, and Woessmann (2021) in shaping expectation and aspiration, hope and habitus actors' interplay is crucial. Hope, according to Webb, is "a "complex, multifaceted affective-cognitive behavioral phenomenon", which has mainly two facets in viewing either a biological trait that all "human being is incapable of not hoping" or a "socially constructed pattern of behaviour that it is possible for people [to] lack hope, therefore, because they were not taught to think in this manner" (2007, p.67). Nevertheless, Webb (2007) also clarified that in considering the process of shaping hope and the characteristics of hope, social factors, such as social relations, social classes, and social opportunities, inevitably weigh, which reoriented his perspective of viewing hope to leans toward being socially constructed. Among the various modes of hope, Webb (2007) considers goal-directed hope is resonating with the nature of expectation. Following the equation of how hope is created, hope = desire + probability estimated by Polivy and Herman (2000, cited in Webb, 2007), Webb explained hope is not merely about what one desires and why but also "a probability-estimate" to accomplish a goal (*ibid*, p.73). Simultaneously, Webb indicated the danger of "false hope" engendered as a byproduct of such formation of hope, that "an overconfident probability estimates akin to wishful thinking and liable to lead to frustration, disappointment, and despair" (*ibid*). Contrarily, for open-ended hope, which is rather less resolute, is a hope that the subject is patiently waiting for an outcome to be given. While expectation and aspiration are still present for the patient hopers, the subjects are rather passive in enacting and less motivated to move forward to actualize the hope themselves, but to believe in the hope to

be actualized by a third party: God, society, etc. (Webb, 2007; Grant, 2017).

Motivation, akin to hope, according to Maehr and Zusho, "is typically defined as that which influences the initiation, direction, magnitude, perseverance, continuation, and quality of goal-directed behavior", which essentially forms "an activity purpose or meaning" (2009, p.77). Unlike aspiration, motivation focuses upon the reason why someone puts an action. Gurin found a positive relationship with achievement, motivation, and expectancies such as "academic self-confidence and sense of personal control" in forming aspiration (1970, p.607). One of the achievement-relevant motives that is focal to shaping aspiration is "the "approach" motive, is need for achievement – the disposition to strive or success in terms of some standard of excellence (*ibid*, p.608). Bringing back the discussion of hope in relation to goal by Webb (2007), McClelland-Atkinson described motivation as "a state that results from […] the expectancy that performance will lead to the goal" (1964, cited in Gurin, 1970). Gurin (1970) also noted motivation is not only engendered innately but also is influenced heavily on social situation. Motivation is, then, a drive to engender a certain goal, rather it is an intrinsic or extrinsic goal, or both, influenced by the society. Then how is educational motive influence developing educational aspiration and such link is important to the society?

In shaping the aspiration towards HE and HEI varies by social, cultural, and economic capital and habitus once inhabit (Grant, 2017; Pimlott-Wilson, 2011). Under democratic neoliberal society, where responsibility for socioeconomic reproduction has shifted from the government to each family for individual familial welfare needs (Dewey, 1916; Pimlott-Wilson, 2011). Under such political shift, policy accentuates on middle-class habitus and values to be encapsulated by families, and thereby individuals, in which

education is used as a "political tool through which future citizen workers can be produced and their aspirations molded" (Pimlott-Wilson, 2011, p.112). Aspirations is then used as a motivation drive for the education, for which (higher) education institutions attempt to raise (*ibid*). Aspiration is also a political tool, according to Pimlott-Wilson, to obscurely drive the citizens to participate in "economic production as active citizen-workers" (2019, p.1). Having "an 'aspiration nation'", which "rewards 'hard-working'" citizens, educational aspiration is a fuel "for both personal progression and national economic competitiveness" (*ibid*). The importance of educational aspirations and expectations are highlighted with the combination of graduate premium, particularly by the process of how it "(re)orientate the hopes of young people towards graduate employment and self-sufficiency" (Pimlott-Wilson, 2019, p.3; Naylor, Smith, and McKnight, 2002). Yeung and McInerney (2005) also added that students' academic goal is what guides their learning engagement but is not solely indicating academic achievement. Instead, it could also be career prospects. They further noted that such "model of motivation is derived from personal investment theory" (Yeung and McInerney, 2005, p.538). In investing in oneself, Yeung and McInerney researched motivation of secondary education students in Hong Kong, which were generally two main sectors: "further education and career aspiration" (*ibid*, p.540). Such motivation in turn becomes a sense of purpose and a driving psychological source for them to continue learning. Between the two main motivation of the students – further education and career prospects – there is a societal link that leads one to another: graduate premium.

2.3.1 Academic Motivation: Graduate Premium?:

Echoing the sentiment of Adams (2014) positing students as a consumer of knowledge from the university, Kelly and McNicoll presented graduate premium as a reward that the

students receive as “the costs of their higher education” (1998, p.74). Graduate premium entail two perspectives related with earnings and employment which are: a higher-probability of acquiring an employment and/or a higher salary (*ibid*). According to them, graduate premium is a financial expectation that the students aspire before entering HE and becoming a graduate of university. Albeit this is not a substantial guaranteed payment of their educational cost, but this is merely an observed trend of disparity between the wages of graduates and non-graduates, the disparity trend has been solidified and evidenced firmly enough for the individuals to consider university as not a consumption but an investment (*ibid*). Hersch’s (2019) research supported to prove graduate premium and further suggested the disparity and the extent of premium served differs by the institution as well. Depicted by its findings, the wage premium, interchangeably used as graduate premium, accounts more extensively to an elite undergraduate degree from higher-ranking universities (Hersch, 2019). Stock and Alston (2000) verified the research of Hersch (2019), by suggesting the ranking of the institutions that the graduates graduated from serves a critical force in extending the degree of graduate premium at least in the initial stage of job-market searching. Oyer and Schaefer (2019) conjectured the reasoning behind such disparity among the graduates, since if then the issue is not to enter a HEI but then to enter a specific institution. One hypothesis is that higher-ranking universities engender more value to their education for their students that is reflected on the quality of education. Second possibility they suggested is the network of university with the market. For this explanation, the network indeed signifies institutional network of the university itself with the market and employments, but personal network is not an exception as well. Henceforth, within elite universities, the classmates were also a valuable connection within the labour market (Oyer and Schafer, 2019). Another potential reason they suggested is the distinctive features and levels of academic capability and

skills of the students in elite universities. Albeit not eminently presented and, therefore, unobservable, when viewing a job application, the market translates the ranking of the candidate's university into the candidate's capability in performing the job – work ethics, etc. (*ibid*).

Educational institutions, within such intellectual socioeconomic project, lies to produce modern objectified subjects with knowledge power (Wain, 1996). Olssen and Peters (2005) brought back to Triple Helix model suggest by Etzkowtiz and Leydesdorff (2000), as a power cycle of society/market, universities, and individuals. An intense competition is engendered as a byproduct under such triple helix power cycle, for individuals to increase their productivity, and marketizing and decorating their labels while the institutions are aiding subjects adoring themselves (Olssen and Peters, 2005). Abiding in such competition within triple helix model, "testing, benchmarks, league tables", therefore, does not only apply for the subjects but also to the institutions, where neoliberalism valuing quantifiable results that could be translated into market under knowledge capitalism (Hodgson, 2010, p.112; Olssen and Peters, 2005). Therefore, the role of university is not limited solely by one purpose of either generating knowledge or creating self, but the objectives exists both separately and collectively. Hodgson argued this embracement of triple helix model encourages students to become an "entrepreneurial selves" to make "entrepreneurial choices" in education to promote their HC and (2010, p.114). The heart core of HC is for individuals to realise and actualise their potential as productive and appropriate subject of the society (Weisbrod, 1961). Both knowledge economy and university are tools utilised during the process fulfilling such essence of HC and signaling what individuals socio-educationally mean.

2.4 Empirical Studies

Kim and Bang researched about educational aspiration in Korea that is expressed to the extent of being an "education fever" (2017, p.207). Under a traditional belief that education is deeply related with career aspiration as well, Korean parents were naturally accustomed to value education for their children. After researching 36 Korean parents, they discovered except for the parental group that is portrayed as "apologetic supporters" that they cannot support their children academically as much they wish to, all parents have ardor of education for either of the reasons: student's autonomy shaping and/or career aspiration (p.218). Valuing education and its relationship with further career or life success is not solely for parents. According to the research conducted by Kim and Park (2000), in asking open ended questions regarding what the main success in life is to both secondary students and university students, each secondary students have answered educational attainment and university students have suggested occupational success as their most deemed success in life. Although there were other categories, these two took the majority of the answers, presenting the relevance of academic success into occupational prospect as well as the connection of societal aim of individuals of fulfilling education successfully that will carry upon their career prospect. "Motivation to learn is an essential element of self-regulated learning and long-term achievement"; career is the major motivation in choosing and focusing on science education for secondary school students in Korea, researched by Shin, Lee, and Ha (2017, p.1517). However, echoing the research by Kim and Bang (2017) regarding educational fever rampant in the society, students are currently overwhelmed with the pressure and "competitive examinations, which leads to a decrease in students' intrinsic motivation to learn" (Bong, 2004, cited in Shin, Lee, and Ha, 2017, p.1522). Therefore, instead of having long term plan of how their education may help in getting a career, Korean students, according to their research, often

merely have a vague concept of having a career success when they maintain studying. This leads to them enter universities without any expectation or knowing of their future career or university life. One reason of such phenomenon is researched by Hwang *et al.* (2006) that albeit the stress upon education with career paths, interestingly, Korean students do not receive career counseling during their primary and secondary education. Hwang *et al.* (*ibid*) explained such intriguing omission as the relation between Korean education and career prospective is rather related with the HEI than what education they receive itself. "Secondary students especially put all their efforts into pursuing entrance into the most prestigious college and majors possible rather than exploring interests", instead of them knowing what they exactly want and putting efforts to pursue what they wish (*ibid*, p.134). With limited exposure of what the reality of society and careers are like, Korean students' aspiration are generally shaped "by observing their parents, teachers, or the media", that their occupational options diversify once they enter university (*ibid*, p.141). Hwang *et al.* (2006) in their research suggested a disparity of students' aspiration in preparing for university and once after they experience. Such discrepancy is once more noted by Shin *et al.*'s (2018) research, in which they researched educational trend of Korea valuing STEM in secondary education. According to their research, Korea both socio-culturally and economically value STEM education for student's career development, which is reflected Korean students' high ranking in international competition such as PISA and TIMSS. However, despite their achievement and effort to engender such achievement, "Korean students' confidence, interest, and value perception in science and math were much lower than that of students from other participating countries", which leads to low motivation of those students (Mullis *et al*., 2016, cited in Shin *et al*., 2018, p.207). Through these empirical studies, the degree of education aspiration as well as the reasons are suggested. However, if students who experienced university have received what they have

aspired for is remaining unanswered. The importance of this dissertation lies here. In determining the role of university, it is crucial to investigate not only why students are eager to attend university but also university fulfilled their aspirations.

2.5 Summary:

It suggests Korean secondary students have socio-familial role to prepare for university entrance, particularly aiming for a higher-ranking HEI. Such role was fostered by graduate premium that implies greater economic future assurance with a HE degree. Graduate premium was then promoted by HCT and ST, which each advocate different aspects of HE degree: ability assured by the degree and the value of degree itself.

Chapter 3: Methodology

Considering the intricacy of educational research with the practice, choosing a method, particularly an appropriate method, for the research is crucial. Researching in education engenders learning of "the development of human capacities of 'knowing', 'understanding', and 'behaving intelligently'" (Pring, 2015, p.22). Being reminded of Pring's (2015) description of what educational research entails, this dissertation followed Oancea's definition of educational research as a "systematic flexing of inquisitive thought, the reflective use of tools, and the considerate exercise of virtues" (2018, p.1054). Therefore, this chapter explains the process the research had undergone, including research design, interviewee selection, ethics, analytic procedure, limitations and challenges of the research, and positionality statement, to explain what system the inquisitive thought had gone through by utilizing what tools.

3.1 Interview Design:

Since this dissertation seeks to find the role of the university through the perspective of the university students who had experienced undergraduate level, the research "emphasis is placed on understanding the individual and their interpretation of the world around them" (Kivunja and Kuyini, 2017, p.33). Therefore, following the definition of a qualitative research provided by Pathak, Jena, and Karla (2013) that a qualitative research method examines human social experience or motivation through enquiring the research subjects' social activities and/or behaviours, this research is conducted in a qualitative research method.

The interviews were conducted in semi-structured method. Following the interview guide by Brinkmann in *The Oxford Handbook of Qualitative Research*, the semi-structure

method allows more margin for the interviewer to expand “the knowledge-producing potentials of dialogues” of whichever aspect that is considered important; permits the researcher to have more initiative to focus what it “deems [to be] important compared to an unstructured interview” (2020, p.437). Under the nature of being semi-structure, follow-up questions were asked during the interview, but all questions were asked pertaining to the of topic from preexisting questions.

Furthermore, all interviews were also conducted online. This was under two reasons: distance between the interviewee and the researcher and ensuring a safer environment for the participants. As the research is focused on Korean students who has graduated a Korean university in Korea, all the participants were in South Korea. Despite the locational distance, the researcher believed conducting an online interview would provide a safer and secured environment for them to freely communicate their experience, which reasons are explained in the 3.2 Ethics section.

3.1.1 Interviewee Selection Process:

Being aware of the interviewer effect cautioned by Descombe (2010), of which the data of the interview is to be contaminated or be limited by the pre-existing direct relationship between the interviewee and the interviewer, the interview participants were recruited of those who do not have any direct relationship with the interviewer. Henceforth, to gather potential participants, the researcher requested university graduates from various Korean universities to post the recruitment sign on the university students’ social platform and group chats, which included the researcher’s contact details such as social media ID and email. The recruitment post included the description of research, including research aim, content, and potential questions, as well as the potential participant

inclusion and exclusion criteria [Appendix 2]. Once the potential participants who are willing to participate contacted the researcher, the researcher sent the consent form along with information sheet and interview questions, which are further described in the later sections of ethics. The researcher also asked if the participants are aware of anyone else who would be willing to interview and meets the criteria to utilise snowball sampling to gather more interviewees.

To fulfill its research aim, the research requires its participants to have experienced an undergraduate level of HE in South Korea. Considering that the research focuses on the purpose of undergraduate level of HE and its institution, the research is focused on students who are completing their undergraduate degrees or have recently completed their undergraduate degrees. Furthermore, as it is to compare the expectation before entering university, to actual experiences of university, the university preparation should also orient to Korean university. However, to still be able to convey fresh memories and experiences and to confine as much contamination to the memories due to time, for participants who have already completed their undergraduate degree, their graduate year should be no longer than five years ago. All participants are over the age of eighteen without any disabilities. Therefore, the interviewees were selected among those who have graduated Korean University in Korea within five years or who are expected to graduate in their academic year of 2023. There were no limitations of the age or gender of the participants except for the graduation range. Furthermore, to analyse if there are any differences in experience by the university rankings and/or by majors of the participants, the participants were intentionally distributed according to the rankings of their institution and the majors they have graduated with. As a result, among the eighteen participants that were interviewed, nine were female and nine were male; nine were from

humanities major, six were from STEM major, and four were other majors – such as sports and drama. For the ranking, the research followed ranking system evaluated from Korean news company called Joongang Ilbo in year 2022, as the academic year in Korea starts in March and ends in February of the following year, the university ranking for 2023 is yet to be evaluated (Lee, Shin, and Pyeon, 2022). The reason why Joongang Ilbo's ranking is selected to be used within this research is because it is the only authentic and official university ranking reporting organization in Korea, operating akin to "US News and World Report" (Han and Jung, 2013, p.3). The among the interviewees, seven were from top ranking university – top 1 to 3 universities – four/five were from middle ranking universities – top 4 to 40 universities – and five/six were from lower ranking universities – top 41 to lower.

3.2 Ethics:

Considering its nature of using interview, the research was conducted under the British Educational Research Association Ethical Guidelines for Educational Research at all point of the research including before, during and after the interviews. This section further illustrates what ethical procedure the research had followed and what ethical issues were particularly considered.

Before proceeding with the interview, this research was approved by the Central University Research Ethics Committee (CUREC), through the CUREC 1A application for research projects in the social sciences and humanities with less complex ethical issues [Appendix 1]. Via the CUREC 1A form, the research aim, questions, and content were reviewed, along with the recruiting process and content that I would be send to the potential interview subjects for the recruitment. Any possible disadvantages and

advantages for both the interview participants and myself as a researcher were also examined. Albeit the research and interview questions are structured to not contain or address any sensitive issues, there are possibilities that during the interview while reminiscing their experience of preparing university entrance and/or attending university, some extent of distress may be engendered. To prevent any risks of distress for the interviewees, the interview questions [Appendix 3] were provided in advance to all interviewees for them to inspect if any questions may engender any emotional, psychological distress for them. They were also informed within the interview consent [Appendix 4] and interview information sheet [Appendix 5] that they are allowed to ask the interviewer to edit or omit any questions, expressions, or content if they feel uncomfortable at any point of the research, including before the interview and after the interview until the dissertation is being submitted. The questions were also examined by my MSc supervisor to assure they were not conveying if not intending to convey to cause any risk of distress.

3.3 Data Management:

Under a full understanding the ethical issues around anonymity and confidentiality, the interviewees were always guaranteed and promised with both anonymity and confidentiality, by assigning them pseudo-nyms. Only if the participant provided their consent, selected information was utilised during the interview and research, such as their university name, gender, graduation year, and major. University name, replaced with the range of the university ranking of the institution.

Within the informed consent, the interviewees were able to express the extent of utilizing the interview content, ranging from not wishing to be quoted to agreeing to use direct

quotations. To assure the confidentiality issue, the interviewer conducted the interview in a locked room via University Microsoft Teams under university wifi, eduroam. Furthermore, a separate audio recorder was used to record the interview, of which the recordings were transferred only via university wifi to prevent any unforeseen disturbances, which then would only to be transferred to the university One Drive solely. Then the audio recordings were destroyed in the audio recorder immediately after.

3.4 Conducting Interviews:

Before the interview, informed consent, information sheet, and interview questions were sent to the potential interviewees and once and only if the interviewee were fully understanding the terms of the consent and content of both the information sheet and questions, the interview was then initiated [Appendix 4; Appendix 5, and Appendix 3]. To provide their approval of understanding and accepting the terms of interview, the interviewees have signed the informed consent form before the interview begun. All the pre-provided materials for the interviewees before the interview was written both in English and Korean for their fullest understanding of the materials.

Since the research participants were all Koreans, the interviews were conducted in Korean. Therefore, the recordings had to be translated as well. The recordings were transcribed and translated into English by the researcher solely to ensure no other third party were involved in the research and no data leakage occurs at any point of the research. The research and the research data were and are still only accessible by the researcher and the supervisor. The data will be fully secured by the university One Drive until it is being destroyed after three years of storage by the researcher.

Other than anonymity and confidentiality, it is crucial to ensure a protected space during the interview for the interviewee to open themselves rather freely with their narratives, to assure the answers that they provide is austere and unfurnished. This is related with the validity of the data as well. Salmons provided instructions to not only consider "verbal expressions", but also "non-verbal signals" (2014, pp.1-2). This research was conducted online, which forbade the researcher to utilise "nonverbal signals "during the interview. However, the lack of visibility of the interviewee may in turn increase the validity of the data as the anonymity to the researcher during the interview "may increase presentation of self and authenticity compared with face-to-face interviews" (Janghorban, Roudsari, and Taghipour, 2014, p.2). Further issues regarding validity of the data analysis would be illustrated in the following section with the positionality statement of the researcher.

3.5 Positionality statement and Validity:

As argued by Cruz, "being a qualitative researcher involves, mainly, assuming the subjective dimension of the research process" (2015, p.1723). Unlike a quantitative research data analysis, qualitative data analysis requires further explanation that would establish trustworthiness and validity (Cohen, Manion, and Morrison, 2017). The further explanation suggested by Cruz (2015) is positionality and subjectivity of the researcher. Ratner (2002) also defines subjectivity and positionality of the researcher within qualitative research as the association of the researcher to and with the researcher, from selecting topic and theme to data analysis. I do not have any personal direct relationship or involvement with any of the research participants. However, with the content of the research, albeit not having any Korean secondary or HE background, I am knowledgeable, if not familiar, with the educational context, culture, history, and sentiment. Furthermore, as I have previously studied Education Studies for my undergraduate in University College

London, my undergraduate dissertation topic was also regarding Korean university entrance examination takers. Through interviewing the entrance exam takers, I investigated how their preparation of the university entrance examination and admission shapes and influences in shaping their self-identity. Hence, with Korean education, I was familiar enough with the process of university entrance, and its culture and social sentiment as well. However, since the previous research was mainly about secondary education and university entrance preparation, I was not as familiar with the culture and experiences of HE itself. Regardless, during the interview, I was able to fully understand the language and expressions that the participants have used in describing their narratives of undergraduate experience. Having familiarity and subjectivity with regards to the content of the data may reflect on not being in an "objectivist" perspective as a researcher, which traditionally was valued critical as "a researcher's role" (Chesbro and Borisoff, 2007, p.10). However, qualitative researcher's approach in its role of researcher towards the research is rather distinctive to the traditional model as Chesebro and Borisoff (2007) and Kalu (2019) suggested. The familiarity, in contrary, could ensure validity, suggested by Long *et al*. (2016), to filter any miscommunication during the interview, either an answer or an expression. Furthermore, it could benefit the researcher to build a rapport with the participants, alleviating any tension for the interviewees during the interview to liberally and candidly deliver their experience (Riley, Schouten, and Cahill, 2003). This was particularly instrumental as the research was being conducted online. Ensuring that I am not an outsider of a topic, and I am fully comprehending the participant's language and expression in Korean in education context.

3.6 Analytic procedure:

Due to the nature of the research being founded upon being qualitative research, which

"generate knowledge grounded in human experience", it is essential to analyse the data in an appropriate "manner to yield meaningful and useful results" (Nowell *et al*., 2017, p.1). In analysing the data and interview outcome, this research incorporated a thematic analysis, "a search for the meaning of phenomena to participants" (Banyard and Miller, 1998, cited in Riger and Sigurvinsdottir, 2016, p.33). Thematic analysis is a methodology conducted by "identifying, analysing and reporting patterns (themes) within data" (Braun and Clarke, 2006, p.79). The research is conducted under continuous assurance to demonstrate the advantages of thematic analysis, which are "examining the perspectives of different research participants, highlighting similarities and differences, and generating unanticipated insights" (Nowell *et al*., 2017, p.2). Then I followed three stages of thematic analysis suggested by Riger and Sigurvinsdot (2016). The first step is "immersing oneself to the data" (*ibid*, p.34). To gather a comprehensive understanding of the data, I read each transcripts multiple times. Then, I allocated transcripts into various arrangements. First, I divided participants into school rankings or if they are from the same school, I grouped the participants' interview transcripts; divided into humanities, STEM, and other major; divided into those who pursued future career aligning with the major and those who did not; etc. Then, I read transcripts in the same group consecutively, took a break before proceeding to other groups. To prevent any confusion of groups or data, I only read one group per day. The second stage was to identify initial codes, which are rather broad, before generating themes, which is stage 3. Here, I found common expressions and themes appearing in general across all transcripts and across different groups. Since there were no previous studies that aligns exactly with the topic, the codes of the data are not pregiven but are generated directly from the research and data (Vaismoradi, Turunen, and Bondas, 2013). Such process of qualitative data analysis is called inductive analysis (*ibid*). Then, by applying stage two by Riger and Sigurvinsdot

(2016), I generated initial codes both in general and by different groupings. To prevent any possibility of data leakage, all coding process was done manually. Whilst reading transcripts, I have found repetitional expressions and/or experiences, of which the codes are based.

In producing overarching general themes of the data, this research follows three assessment criteria in composing "related themes": "(1) how often it appears, (2) how pervasive it is across different types of cultural ideas and practices, and [3] the degree […] a theme's expression is controlled by specific contexts" (Ryan and Bernard, 2003, p.87). Based on the codes that were found, I tried to follow stage 3 from Riger and Sigurvinsdot (2016), to search for general theme that encompass codes from all transcripts to sub themes that supports the general themes. For stage 4 to 6 from revising the themes to generating a report in Riger and Sigurvinsdot (2016), I discussed general themes and codes with my dissertation supervisor to review the findings in an objective perspective, before firmly defining each theme. With produced and finalized themes, I proceeded in generating analysis report. For instance, there was a repeated mention of the HEI ranking overall throughout all the participants. Basing ranking as an overarching theme, I analysed when and how they have mentioned the word ranking in their interview to differentiate if the ranking theme has been treated or used in contrasting "cultural ideas and practices" (Ryan and Bernard, 2003, p.87). Moreover, to further analyse what specific context such theme has been appertained, I distinguished why ranking theme has been mentioned: if they have referred ranking whilst describing their familiar expectation; social expectation; self-expectation; etc.

3.7 Limitations and Challenges:

Besides the ethical challenges addressed above, there were several limitations and challenges emerged throughout conducting research. Since the interviews were conducted in two different countries in different time zones, accommodating the time to find a common availability was the first challenge. During the interview, due to technological issues such as wifi, the signals were malfunctioning, during which either I could not hear, the participant could not hear, or both could not hear. This incident happened to eight participants out of eighteen participants. Also, since the physical environment of the interviewee was uncontrollable from the interviewer, the environment was unexpected even for the interviewee, abruptly being interfered, such as having a call, a family member coming into the room, fire alarm, etc. The extent of the interruption during the interview varies by the interviews but had occurred to six participants. Other than the technological and physical challenges, there were other challenge during the research, regarding sensitive topics. The interview content and topic required the participants to reminiscence the memories and experiences through their education before, during, and after undergraduate degree, during which any unpleasant memory may be included. Despite the preparation and intention of averting risk of distress in creating a protected environment, one of the interviewees had to pause the interview and move on to the next question while describing the university experience due to the emotional distress of recollecting her memories. I suggested taking a break, pausing interview, and/or omitting the question to move on to the next if a break is not necessary. Albeit the challenge, the interviewee still proceeded with conducting the interview.

Also, since memories could be glorified, there were limitations of describing their experience of preparing for university entrance rather accurately. For instance, after

explaining any hardship whilst preparing for university admission, some participants additionally stated how after all it was or it could be a helpful experience even though it was hard during the time. Furthermore, this research is not generalisable due to several limitations. First, the research only contains 18 participants, which cannot be representable of whole population of South Korean students. Second, the university entrance experience may vary by the age and generation of the participants. The age gap between the eldest participant to the youngest participant is 9 years, so the data collected by the participants itself is insufficient to reflect on any generation or a particular university.

Chapter 4: Findings & Data Analysis

The analysis chapter is divided into three main sections: interviewees' university admission experience and effort; expectation/aspiration of the interviewees in applying for university; actual experience interviewees received. Ultimately, through this analysis, the research intends to identify what university means to the university-experiencers.

4.1 University Admission Experience: How did they apply?:

This section highlights university admission experience of the participants. Through this section, interviewees' determination in applying for universities, regardless of the burden they had undergone. By doing so, why students had put such effort would then be justly cogent. Moreover, by explaining different kinds of burden participants had faced, this part of the analysis suggests social pressure and social responsibility that participants had to endure during the period as well, which influence in motivation/aspiration shaping for the later section. Also, it aims to provide an overview of how the role of universities are projected and utilised in shaping their admission process. In reviewing participants' effort and admission experience, participants' burden would be divided into three categories: psychological, physical, and economic. Efforts the participants had poured are represented as burden in this analysis, as some burdens are not engendered innately but regardless, they had to endure and such process itself is regarded as effort.

4.1.1 Psychological burden –Pressure and Endurance:

Among 17 interviewees, 16 interviewees (94%) have answered they experienced psychological burden at least to a certain extent. The variety of psychological burden they have expressed were pressure, depression, stress, and anxiety. The causes of psychological burden were diverse: pressure from competition to get better grades;

anxiety from uncertainty of the future and self; pressure from family and the society; etc. However, the ways and efforts they took to overcome such pressure was rather conforming. Ten out of 16 (62.5%) interviewees answered they did not take any special action to overcome such burden but instead withstood such stress. Interviewee A answered he did not have enough time to take care of his mentality. Initially he hoped everything will fade away once he enters university. Yet, depression even exacerbated that he had to undergone therapy while attending university. Other answers to how they overcame depression were either talking with a school mentor/home room teacher (3 out of 16); taking a rest (1 out of 16); exercise (1 out of 16); and discerning his goal with his parents to focus on his own studies (1 out of 16). The reason why participants had merely endured, even neglected their psychological burden is that as Interviewee E have mentioned, such pressure of psychological burden is "inevitable under the system" (Interview, Interviewee E). In shaping participants' psychological burden, social influence was significantly affecting. Interviewee K explained it was parents for him, who had higher expectation for his university admission results than what he could make. For Interviewee O, it was her peers who were the main source of her psychological burden. Whilst preparing for university entrance exam in the following year, she was constantly observing how her friends are enjoying life as a university student and comparing with her during the period, which let her self-esteem down, leading to depression. In some interviewees' experience, their source of burden was overlapping. For Interviewee I, since her parents were bearing economic burden for her in preparing for university, she felt she was obligated to meet their standards as a return, which was the reason for her pressure. Her experience displays social pressure that she had gotten in preparing for university with a direct connection of economic burden, which shapes the idea that university entrance is a return for such pressure. The source of physical and psychological burden

was also overlapping. Interviewee M explained she unavoidably gained weight whilst preparing for university admission as she was merely sitting to study. However, she explained since she could not do anything during the time, she had to experience depression of her body change. Body change and other physical experience are analysed in the following section.

4.1.2 Physical burden – Grinding yourself?:

For physical burden, the result was a bit akin to psychological burden. 16 out of 17 (94%) interviewees agreed having physical burden whilst preparing for university entrance. An overwhelming majority of 13 participants (81%) answered that they suffered from lack of sleep. Some experienced an overlap of different physical burden – lack of sleep and indigestion; lack of sleep and gaining weight; indigestion and backache, etc. Some experienced an overlap with psychological burden. Interviewee M replied that her gaining weight burden was causing her depression as well. Her seeing her body deteriorating was aggravating her psychological burden. The measurement that participants took to tolerate their physical burden was also resembling some conformity with psychological burden. Besides taking more nutritional supplements (1 out of 16) and exercise (2 out of 16), all who had agreed in experiencing physical burden did not or could not treat their physical burden. Instead, they delayed taking care of their physical burden. As Interviewee J commented:

> "I gained quite a lot of weight. But I didn't think about it. It was not the time to think about my body or weight. I do not regret it. Stress and weight can be cured after I enter university, but if I miss this time of my life, I cannot come back apply for university."
>
> (Interview, Interviewee J)

Her reflection of her university admission indicates that students preparing for university entrance are designated with certain social responsibility and such identity often let them

neglect physical burden that they were enduring. Such period is also when "you must grind your everything, including time", as depicted by interviewee H. Social pressure was also exacerbating the depiction of university admission period. Interviewee I explained her secondary school environment was quite competitive that students felt social pressure to continue studying even after their mandatory self-study time has ended and the lights are out. Otherwise, as she clarified, she would feel like an outcast who is not fulfilling her duty. University is functioning to impose and enforce a particular social responsibility for university-preparer. Interviewee I also mentioned the relation of her economic burden that was leading to both psychological and physical burden. "Since my parents spent this much money to me, I must do well. Or else, I am pouring this money into nothing", described by Interviewee I. She felt the needs to put as much effort to not put her parents' economic investment into a financial disposal. Such burden is continued to be analysed in the following section.

4.1.3 Economic burden – Financial Investment or Disposal?:

All the participants took additional private education besides their schooling. Economic burden naturally engendered by taking such additional education medium, but for all the participants, the burden was not for them but to the parents. 14 participants out of 17 (82%) answered as experiencing the economic burden and 3 participants answered they have not. However, it was not because they did not have any economic expenses, but because they did not consider it is to the extent to be called a 'burden'. Considering it is in the range of their parents' economic ability; Interviewee O answered her parents could invest in her to this extent. Albeit economic burden was quite excessive for the parents, as Interviewee N depicted, parents also felt it is their obligation to financially support their children for university application. Interviewee N's response suggested there is

another social responsibility derived from university of which that is not solely for the university-preparer himself or herself, but for the parents of the university-preparer as well. Of those who felt economic burden during the application process, the economic excess was due to private, special schooling, extra examination such as language certificates, university counseling, etc. This economic burden in turn, as Interviewee I described, became psychological burden and pressure from the parents and self. They felt the need to engender certain extent of result according to the amount of money that was put into the process of applying for university. Otherwise, they felt they are putting their parents' money and effort into shame as well. In the following section regardless of such burden and effort participants had to put in, their inclination to whether would they still invest the same effort would be analysed. Before proceeding to scruntinsing if participants had achieved what they aspired for in university, this section of university admission experience and their intention to repeat would provide an outline if their university experience was worth it.

4.1.4 Would they Repeat the same Burden?:

Regardless of the psychological, physical, and/or economic burden, except for two participants, 15 participants commented that they would still put the same effort or more into university admission process. Four participants among them commented they would put more effort even, to get into better university than they could. Rest of the participants answered the effort they have put and the burden they undergone were a hurdle they had to go through in their life. Interviewee O said if she does do her best and produce the best application outcome, she would be failing as a secondary school student. Interviewee P further noted that all burden she had to tolerate was inevitable and it would still be the same even if she were to go back, since the system has not changed. Interviewee P's

regards highlighted the social responsibility of university-preparer that emerged as a byproduct of shaping the role of university. There is a positive outcome of such process, as Interviewee N noted. He whilst acknowledging university admission process was uneasy, since such process is what guided him to the university eventually, he does not regret putting any effort and would repeat doing so. The reason was that university was a place which gave a dream to him, who had no dream previously. It is noteworthy that the dream he indicated in the interview is a career dream. Henceforth, according to his explanation, university is a place which guides its students to a dream, a career. With such efforts participants had put and are willing to re-put, the following analysis discusses what university are they applying for and why – would any, just university suffice their objective?

4.1.5 Where did they apply and what for?:

If the majority of participants are willing to invest the same effort, where are they putting such effort to? All seventeen interviewees have answered they have applied aiming highest ranking university possible within their ability range. Within two admission process of either preparing for university entrance exam or applying by their secondary school grades, all interviewees have calculated the best possibility to apply for highest ranking university. Approximately 17% of the interviewees (3 out of 17) also answered they have repeated a year to prepare university entrance exam in the following admission year to apply for higher-ranking university than they can attend in their admission cycle. Their university selection standards were mostly ranking, fame (how well the institution is known in the society), and/or if they knew someone how graduated from the university. 14 interviewees out of 17 (82%) had answered their focus in applying for university was not the major but the university. Among those who answered valuing the major more than

university ranking, they still considered university ranking as their university selection criteria. Interviewee L, for instance, applied for the department of social welfare and her reason for selecting university was how well known the university is in this field. This was akin to interviewee P's answer, that the university she applied to was renowned for her major, Taekwondo, which is Korean martial arts. Both Interviewee I and P wished to pursue their future career aligning with the major as well. Interview I particularly mentioned the relevance of her university selection with her employment, in saying: "I heard from graduates of Daegu University that when you go to a job interview, the interviewers' perspective changes when you mention you have graduated from Daegu University, from their eye glances to attention." Interviewee P followed saying, "even if I were to open a Taekwondo gym, it is better to put Yong In University title in front, for better marketing" indicating the university name value is related with marketizing her ability in Taekwondo. Only Interviewee M answered ranking was not her standards in looking for universities. This was because her major was clinical pathology, which she wanted to study and potentially get an employment from. However, as she explained, universities in higher-ranking range often does not have this major in the department that she could not consider ranking in selecting university choices. Besides Interviewee M, the other two interviewees reason to look for rankings of the university with regards to their major was also related with economic reasons.

Meanwhile, of those who considered university ranking first if not only, had various reasons in so doing. For instance, Interviewee Q answered he wanted to work at a broadcasting company, where university ranking influence directly in getting an employment. For the remaining 14 interviewees, there were three major motivations in choosing why ranking is the first, if not only, criteria to consider for university selection –

self, family, and society. For them, they did not have exact motivation of what to acquire from the university, but to have a vague hope of economic opportunity and/or assurance university, particularly higher-ranking university may bestow. Such hope is constructed not only themselves but by familial and societal influence as well. Interview E, for instance, in applying for Seoul National University as his first choice of application, answered it was not only his wishes to attend Seoul National University but also his families' as well, since it is the top university in Korea. Another similarity of those who valued school ranking over what they will be studying is that they calculated their situation and probability in applying for universities, in choosing higher-ranking university. In such calculation, Interviewee C depicted that it is more crucial to look for university name value than major. As she commented, "in applying for universities, you do not need to be stuck and be framed with looking for majors. You can always change your major. It is more important to get into a better school than looking for a major." Henceforth, in calculating probability for entrance, Interviewee C suggested to apply for university with a major that has higher-probability for admission, regardless of whether one genuinely wishes to study that major. Other participants in the latter group who had specific job orientation did not consider major because the ranking of the major is not much accountable in securing employment. As Interviewee Q depicted, he wanted to work for a broadcasting company, specifically a producer. However, the ranking of the department of mass communication is not as important, at least as much as the general ranking of the university. He continued explaining that for broadcasting companies they consider more of what university candidates graduated from than what they have studied. Having participants' aim for university discovered, the motivation behind participants would be assessed in the subsequent analysis. What aspect of university did participants had aspired for that they had undergone such burdensome experience? How are the role of university projected as

a university-preparer that had shaped such aspiration?

4.2 University Motivation and Aspiration:

With participants' goal in university and their effort in reaching such goal being clarified, then what participants were applying for in university is intended to be examined in this division of analysis. Motivations and aspiration as well as the factors that shaped such motivation and aspiration would be analysed. By doing so, the roles of university as university-preparer by the participants can be determined, prior to ultimately explore how the roles of HEIs in undergraduate level are projected in students' experience de facto.

4.2.1 Is it for Graduate Premium or Social Responsibility?:

In asking what aspirations they had in universities, participants had multiple answers of freedom, acknowledgement, university life, knowledge, and economy. Among those variety, economy was the most popular, selected by 14 participants out of 17 (82%). Except for the other answers of not having any aspiration and expectation, which consisted of three participants, every interviewee answered having economic aspirations. Among the economic aspirations, the degree and variety diversified, ranging from aspiring university to have direct influence if not assurance of securing employment, to unsure yet have vague hope and aspiration of having better economic stability, including job and/or payment. As Interviewee H answered, "instead of knowing or expecting how or what exactly university can economically assure, I just had a vague aspiration of if I follow the curriculum well and get good grades from the university, it would set my life all well." Interviewee L carried the similar sentiment mentioning, "if I get into Daegu University, getting an employment is secured, so I thought the job prospect would be

better."

In dissolving what shapes such economic aspiration, Interviewee G used the term "name card" whilst describing the meaning of university and university ranking. She explained her usage of "name card": when applying for jobs and meeting new people, universities are how one present self for the better understanding of what kind of a person she is. Besides Interviewee G, eight other interviewees also indicated university functioning as individuals' "name card". Interviewee I suggested the reason to desire higher-ranking university is the support the university could provide in pursuing future career. Interviewee O linked the reason why the society and community yearn for the ranking is because it could represent the hard work you had put into entering university, reflecting on your diligence beyond your knowledge and academic ability. Such representation of hard work is what formulates the name card, explained by Interviewee O. Interviewee C further characterize the function of name card with the relevance of university ranking. It is the medium which "the society looks up to you." As a representation of your effort and hard work, in turn university is what brings acclaim from the society. He further noted that his secondary school hung placard in front of the school gate if their students get admitted to high-ranking university.

Among 16 participants who had economic aspirations, four interviewees also had knowledge aspiration as well, hoping to learn and gain more knowledge in university. Interesting enough, except for Interviewee P, who majored in Taekwondo and was desiring for better sport education and facilities, other three majored in science and/or engineering major. They even specified the reason why they majored in such major was for economic purpose. Interviewee G noted that she initially wanted to study non-

engineering major yet expecting that job prospect would be better if she majors in an engineering major, she applied for electrical and electronic engineering. In the hope of utilizing knowledge provided by the university, Interviewee G aspired to acquire better employment prospects. Interviewee I added by portraying university as “somewhere beautiful”, where once she enters university, “all those hard works will come back as a reward, thinking of a campus filled with freedom studying” of what she wishes to study, of what she wants to focus on and do as a career in the future. As she had previously described all burden and effort, she had to endure during university admission were “problem” of the time, she claimed she had such “fantasy” of the world where all the problems will naturally fade away once she enters university, as constantly reminded by her schoolteachers.

Last theme that emerged as the reasons why participants aspired for economic financial was the connection university provides. Interviewee B further noted this is what she aspired to get by entering to a prestige university. “I just thought since it’s a collection of one of the smartest people, I was looking forward to the community itself.” Interviewee K echoed similar sentiment in his aspiration for university. He was looking forward to being engaging with not only classmates from his year but also senior years as well. “If I get into a good university, I could get good job and if I go to a good company, I will see a lot of older alums from my university as well, who could lead me in the society and market.” Interviewee A also noted how it was his seniors who guided him to prepare for accountancy employment, not the university department, programme, or professors. These all combined is the “power” described by Interviewee E that a higher-ranking university could support its students in acquiring employment they wish to attain.

For three participants who answered not having any aspiration and/or expectation, the reason they provided was that it was only natural for them to attend university. The possibility of them lacking any desire or expectation of university could be that they thought applying and attending university is merely a social norm they need to follow. As participant A explained the background of him applying for university is that he – more specifically his parents – wanted him to live according to the route other people normally follow as well. As his definition of success was not economic related, he had no aspiration of university even whilst preparing for the admissions. For participants that answered similarly, university is not a place for aspiration but is a place they merely had to attend. As Interviewee F indicated that "I had no aspiration or expectation of university. I thought university is boring, so I did not have any expectation. Simply, I thought university as a place everyone needs to attend." University is a place where such university-preparer must attend to suffice their role and complete their effort.

4.2.2 How are the Motivations/Aspirations shaped?:

As indicated above, the source of shaping aspiration was diverse from individual self to family and society. Among different influences, familial impact was the dominant answer, as reported by 12 participants out of 17 (70%). There was assorted reasoning behind family's influence affecting participant's aspiration and motivation shaping. For instance, Interviewee I felt the pressure from parent's financial support had urged her to aim for higher-ranking university. Also, thought by economic reward given by the ranking of the university is a means would be her returning the financial favour her parents provided. Interviewee A, albeit indicated having no aspiration towards university, still indicated in motivating him to prepare for university, explained that within his family member has "*hakbeol* complex", so becoming a student at Seoul National University is a dream of his

family. Such mentality and governmentality of treating *hakbeol* and *hakbeolism* is encouraging attending university is taken "for granted", as depicted by Interviewee A's experience. The concept of *hakbeol* is also mentioned by Interviewee B and E, in terms of stratification that cannot be surmounted once one's class is designated – through university. Particularly, Interviewee B noted that she and her mother made a bet on universities that she gets into: "my mom made a pledge with me that if I get into a medical school or Seoul National University, then I may rent a flat for myself. This gave me aspiration of better and higher-ranking university." On the account of universities becoming the means of determining *hakbeol,* entering university simultaneously heartens and scares participants, considering it is a decider of their *hakbeol*.

Indeed, familial influence is not only the source of social influence in constructing educational aspiration. Participants suggested diverse causes that affected their university aspiration – friends and community, and Internet and media. Interviewee H clarified his experience with his friends in the school days commenting, "the atmosphere among the friends was that if you don't study, they will consider you an outsider, which naturally leads you to study to proceed to a good secondary school and from secondary school to a good university." Besides friends and the community, as Interviewee K delineated, the Internet and media was perpetually rampant with national university ranking, with the propaganda of implying higher-ranking is translated into higher-economic security such institution could grant you once you enter. Beyond merely entering a university getting into a higher-ranking university was becoming taken for granted. Interviewee L added that socially if you do not go to university, you are recognized as peculiar, that she felt it was necessary to go to university. Entering a specific university, in which her case was Daegu University, which is well known to her major and

career field, was an additional aspiration she had for better economic security. Henceforth, the concept of *hakbeol* is also rampant among the society itself beyond existing among family. The concept of *hakbeol*, therefore, is surmised to shape participants' aspiration and motivation for university, rather in enforcing social responsibility or engendering economic aspiration.

4.3 University Experience:

In the final stage of interview analysis, participants' university experience, particularly on account to evaluating whether they have acquired their aspirations would be analysed. By means of such evaluation, the enquiry of are the university purposes predicted by participants veritably projected may be answered. Ultimately through such assessment, the dissertation engenders a deeper analysis of what does university mean to participants.

4.3.1 Aspiration/Expectation VS Experience:

In answering if their aspiration was aligning with their university experience, 11 out of 17 (65%) participants answered their university experience satisfied their expectation. For those who responded that their expectation did not meet, three participants of eight (37.5%) had better experience than their expectation. In fact, those three participants, when asking for what their aspirations were, have replied they do not have any expectation. This section of the interview was which indicated most disparity of university ranking of the participants. For the rest of five participants who have remarked university not meeting their expectation, their university ranking range was lower-middle among the participants and non were from upper ranking university. Furthermore, as indicated in the previous section of explaining their aspiration, participants have appeared to have multiple aspirations as well. Therefore, even though for those

interviewees that have answered having their expectation meeting in the university had a mixed reaction. For example, Interviewee M had two aspirations of economic aspiration and freedom. In her response, she differentiated that her economic aspiration did meet since her university was one of the only institutions that provided her major, which will provide a synergy to her when getting an employment. However, in her desire for freedom, she specified that she did acquired freedom in terms of her living as an adult, but the freedom was not accountable in terms of education. There was limited freedom of her choice in choosing what modules she could take, or she could barely participate in any other major classes. For Interviewee J, albeit her initial dream was crushed by the university, it was not only because she felt lack of security university could provide but also because of the major peculiarity as well. As she described, she felt the lack of job prospect in the field she previously dreamed of, which the university let her know, that she had to change her future job prospects. The economic aspiration she previously had as she depicted was merely “a beautiful imagination”, which in fact once she entered and attended university, having economic security is “not quite easy”. However, since she had enjoyed freedom and university life, when she had no expectation previously, she had better experience than her aspiration. Interviewee Q also noted he had to change his dream due to his university, more specifically ranking of the university. As he could not enter a higher-ranking university as he initially wished for his employment, he changed his career plan to government official, as to become a government official, one’s university name value does not influence. Another noteworthy trend across the participants’ experience who have had positive experience rhyming with her expectation, most of them did agree that university does not explicitly ensure any economic security. However, it was through the name value of the university title and the network they foster within university that assist their university experience meeting previous aspiration.

In terms of deciding if universities have truly supported participants' career paths, I have classified into the degree itself, major and study, and name value and ranking of the university in questioning interviewees. 10 participants out of 17 (59%) had answered the undergraduate degree itself was necessary for them to acquire an employment or to formulate their career paths. Among the 7 participants who have answered degree itself is not a requirement to get an employment or to plan out a career, 4 participants have still answered but is indeed help in acquiring an employment. Therefore, 14 participants out of 17 (82%) have agreed the undergraduate degree does help in securing a career, if not essential. Interestingly, the results to evaluate the importance of specific part of the degree – either the name itself, or the major and education – the outcome conflicting. While 14 out of 17 (82%) participants disagreed the major or the knowledge disseminated by the university is helpful in their career path, the same percentage of participants agreed that university's ranking and name value are influential. Those three participants who answered the major and knowledge from university is constructive to their career path are those who's major and career was most aligning. For instance, Interviewee F is aspiring to become a professor of the major she has majored for undergraduate. Interviewee O has even changed her major in university for her career path. As an electronic engineer, she considered foundational knowledge would be provided by the university, which then is heavily judged by the companies when moving forward to the career market. Interviewee M's job prospect was also aligning with the major. She specifically applied to her university for her major as, according to her, not many universities supply her major. Even though there were other participants who's major was aligning with their career paths, they noted still graduating with the relevant major could be helpful but is not a necessity. For example, as highlighted by Interviewee

E, “at the end, what we are learning in university is all about theories, while what companies want would be how to actualize such knowledge to work. Here, I think there is an inevitable disparity. Since the reality itself is not based on textbooks, of course, if you excel in your major that would be good, but it would not impact in your career path even if you have majored in something else.” In evaluating what would be the de facto subject that shapes graduate premium and/or *hakbeol*, participants suggested name value and ranking. Interviewee A specifically distinguished it is not the knowledge from the major but the name value of the institution that helps in career acquisition: “It is somewhat an uncomfortable truth, but in Korea in an undergraduate degree, the society tends to focus more on what institution one went instead of what knowledge one received. So, I don’t think the major itself is any beneficial.” His statement indicated the power of university with regards to fostering HC is not about the knowledge but the ranking of university; it is about where did you go instead of what did you do. Even among the three participants who did not experience name value affecting in career prospect, they still indicated either that they are yet to experience by themselves since they have not applied to jobs, or they have considered ranking is influential, yet it could be complemented with individual’s work. For example, Interviewee H, who double majored in English translation and Computer Science and is currently working as an IT developer, suggested “in the IT field, there are so many other tertiary courses that provides education to becoming an IT developer and in the job market the performance one could provide is far more important than a mere university ranking”. This is especially notable that such tertiary education does not have to be provided by the university. In fact, university, as it was expected to encourage financial stability, in turn could not secure much. Interviewee H further noted that initially, he thought if he followed university programme and curriculum well, then he “expected the rest of life will be all set”, whereas the more he experienced university

the more he felt "the university does not owe" anything and the sole responsibility is upon himself in determining future and further career. Evaluating the fact that the participants have devalued major and knowledge by the university, and regarded the ranking and name value more, what exactly is the role of HEI in Korean society on the account of fostering HC? In the following section of the analysis, I have compared participants' answers toward the question what university means to them before and after experiencing university.

4.3.2 What does university mean to you?:

In evaluating different meanings of university of participants they had before experiencing university, there were three main categories: the ending, place they were required to go, and career. 5 out of 17 participants (29%) considered university as an ending, the ending of their main event of life. The intensified ardor of university itself in the knowledge economy had encapsulated the concept of university as something to achieve and acquire which bestowed social responsibility for the participants pre-entrance to university to enter higher-ranking university. The stratified meaning of the entrance itself in turn came as an end-goal to the participants that they felt university is an ending to their arduous university preparation life. For example, Interviewee I further explained the reasoning behind she regarded university as an ending. Her experience in secondary school was such a university admission hell, which she felt as a bridle, that entering university itself meant a liberation from the bridle, an ending to such life. Interviewee A reflected similar sentiment. As he had put everything in his life in preparing for university entrance exam, Interviewee A disclosed that he naively thought once entering university, he is done with life preparation. When he noticed his expectation is a mere mirage and the ending has not come, he wanted to drop out of university.

Interviewee K had similar reasoning to consider university as an end. He thought all future steps of his life are determined just by entering university and, thus, university was an ending to him.

Echoing a similar sentiment, 4 participants (23.5%) had accounted university as relating to an employment and such economic security will in turn give them an ending to career preparation. For them, as Interviewee Q depicted, university was a vocational training centre, with the focus of general education. Two participants have indicated them considering university as something they could use to belong in the society, a name card. Particularly, a name card they can feel superior to the other. Interviewee G depicted similar meaning of university to her. Having university as the aspiration itself, she underlined that university was something she could be proud of, looked up to by others with its ranking and the label it thereby brings. Such superiority and concept of power is also underlined by Interviewee A, of which the power of undergraduate degree itself does not come from education within the institution, but by the institution name itself. For Interviewee P, such purpose of university functioning as a name card carried even after she experienced university. “It is a secured title that [she] could suggest as not to be inferior to anyone in the society” (Interview, Interviewee P). Interviewee D further proposed she has experienced the influence of labelling. As she has experienced two university – she had dropped one to reapply for higher-ranking university. As she testified, the payment she had received working as a tutor from the previous university and after was different, as well as the social recognition as a tutor in the market. Such answers, in turn, suggest strident intricacy of labelling with the value and meaning of university. Such meaning of university was a drive for two participants not to drop out of university. As Interviewee G explained, albeit her wishes to quit due to a reality hit of university not

securing anything in action, she had to still attend. If she quits, as she noted, “there is nothing left to [her] but depression it left. Without the university title, [she is] a mere person with nothing after graduating secondary school.”

University as a socioeconomic hub linking individuals to company were actualized in a majority of the participants’ experience. 11 out of 17 participants (65%) replied to university’s meaning after experiencing their undergraduate degree was relating with employment. However, it was not the name value that the interviewees testified that helped them for career prospect but was the community they have encountered by entering university. As Interviewee J expressed, university is a place where she could meet “filtered” people, with ensured academic level, perhaps socioeconomic level as well. Within such “filtered” community, Interviewee C suggested once entering higher-ranking university, one’s capacity is acknowledged and the community with acknowledged individuals would include their seniors who are already in the society with an influential status. Naturally leading to various benefits returning to the community. Through such community and human interaction with the mixture of acknowledged academic capacity, university is a place where one could have better opportunity to develop oneself economically. Even if the social connection does not directly connect the participant with the market, interviewees denoted the positive impact they have received by the community. Interviewee A illustrated that since the community itself is an assembly of people with similar (economic) purpose, sharing experience and perspectives supported him throughout university. According to him, it is not just university that guides the students to career and financial stability, but “it is the community that empowers [students] to live independently, a community that evokes you and pushes you to do better”.

However, even if such community is provided by the university, it is then individuals must initiate interacting with each other, university did not signify the security of one's position in anywhere, including university, market, and/or society. This was the reason why 4 participants delineated university as a start and/or a steppingstone after experiencing university. Unlike their meaning pre-entrance to university, interviewees in fact had change in their meaning of university from ending of their life choices to only a beginning of life. As Interviewee D highlighted, in determining one's economic security through university, what choices one make and how much effort one put in is rather more crucial. Interviewee A, feeling such discrepancy of the meaning of university fell in to quite of skepticism that he initially wanted to renounce and drop out of university. Interviewee G followed the same sentiment, in fact, such disparity was the cause of her depression. Albeit her depression, she explained the reason why she could not leave university. Not only that university's name value did help her acquiring employment but also by abandoning university title, it signified she is then nothing in the society. Self-realization beyond self-identification was also another response from a number of the participants. 8 participants of 17 interviewees (47%) provided the meaning of university remotely from identification through labelling. Experiencing the community university provided came as undergoing a smaller version of society before being released to the real society. Interviewee K added after referring university as a name card one use in the society that university is also a place to shape one's agency. Through all the choices one must make independently to take more opportunity provided by the university for advancing economic security, Interviewee K suggested it enlightens one to have agency of oneself. Interviewee M echoed the same response and added that it is also a place one learns how to be responsible of their choices. Through experiencing not only to make choices but to

be responsible of the outcome from the choices, Interviewee O further noted university is a place where one fully blooms and progresses.

After all, to the question if the participants would still apply to the same universities, they have applied to knowing their experiences they had to go through, 12 interviewees of 17 (70%) replied they would apply to the same universities, if not of those within the same university ranking range. The rest of five participants who have answered otherwise was that they would either still apply to the same university but to different major or to higher-ranking universities. The reason behind as suggested by Interviewee K was that the education and knowledge one could receive in university, he believed is all the same across university, but the community and name value is what distinguishes one university to the other. Being satisfied with the current outcome of his university name value and community, he is willing to reapply to the same universities. Such comment of university suggests further possible research: university's role as fostering agency of the students as well as what makes one university different to the other.

Lastly, 23.5% of participants deemed university as mere place they had to go. It was not a choice for them to not attend university, henceforth, they had no meaning towards university before experiencing as well. Interviewee M, even though having economic aspiration, the meaning of university itself to her was somewhere she had no choice but to go. This explains responses of two interviewees – Interviewee J and N – further commenting that university is a place where they had to go to present the output. Here, the output they described was the investment – financial and educational – they have received during secondary school. Particularly, Interviewee J noted in society, entrance to a higher-ranking university is a decider calibrating and allocating people. Therefore, the

meaning of university then is deeper than merely a place that one must go. Indeed, one must go for granted, not just going anywhere, but somewhere that can be socially acknowledged – higher-ranking university.

Chapter 5: Discussion

This research aimed to examine how the roles of higher education institutions in undergraduate level are projected in students' experience. This is to assess the socially recognised roles of HEIs and if the universities are serving such roles through university-experiencers' perspective. In essence, its objective is to examine the reality of university in Korean context. The study findings suggested in previous chapter of the dissertation are reflected on account of the conceptual framework introduced.

5.1 University Preparation Experience:

In explaining their process of university admission, various challenges and burden emerged, including psychological, physical, and economic. It is noteworthy each burden appeared both independently and together. Initiated from the psychological pressure engendered by economic investment/burden their parents were taking, participants were tolerating their physical burden. Moreover, collectively, participants depicted a sentiment that such challenges are inevitable and, therefore, need to endure. Albeit abusive, as expressed by Interviewee A, it was not a choice for the university-preparers to go through such burdensome path. The social system interviewees suggested as the reason why burden is unavoidable in university preparation is explained by Pimlott-Wilson (2011), a social burden that became a social responsibility for university-preparer. As Interviewee O described, for primary school student, their responsibility is to get into a renowned secondary school and for secondary school student, it is to get into a good university. If one outcome fails, then their process is also considered a failure. Such pressure for social reproduction solidified their identity as a university-entrance-preparer, further assigning their educational and social motivation to apply for university (Dewey, 1916; Pimlott-Wilson, 2011).

5.1.1 Why do students apply for undergraduate degree?:

In answering the first sub-research question, knowing what applying for universit y and attending university means was crucial. When selecting a university, students focused on the university ranking rather than the academic major. Even in university selection, they calculated probability to enter higher-ranking university using major. Calculating probability in applying for university resembles Webb (2007)'s argument of in shaping hope, it is not only desire that shapes hope but also probability-estimate. If desire is vague hope of economic assurance and/or better economic future, interviewees hoped to get into better (higher ranking university) according to their estimation of probability to get into a higher-ranking institution according to their ability (Webb, 2007; Grant, 2017). Main difference between these two groups of valuing major or ranking is not that former group solely valued major in selecting university. They still deeply considered university ranking and name value, but with a focus of their major. The majority of participants in the latter group had vague sense of job prospect, for which they considered university ranking would enlighten them into having a rather specific guideline for better future and employment. Other participants in the latter group who had specific job orientation did not consider major because the ranking of the major is not much accountable in securing employment. In this sense, major is merely a means to get into a higher-ranking institution for the participants, if not employment. Furthermore, in achieving the goal of higher-ranking, the effort of enduring burden was unavoidable, if not a crucial factor that increases the probability to attain the goal. This is another reason why participants were still willing to put the same amount of effort apart from those participants who answered to put more effort than they have previously.

The resemblance of higher-ranking university as "a higher probability of being in employment" and "a higher probability of gaining positions in employment", suggests graduate premium as the foundational feature of HEI (Kelly and McNicoll, 1998, p.74). Stock and Alston (2000)'s research featured explanation to such phenomenon, underlying that the university ranking is a principal source of graduate premium. This is further than merely conjecturing what the candidate have studied or to what level, but from where (Oyer and Schaefer, 2019; Stock and Alston, 2000). Returning to the two concepts suggested that forms graduate premium – HCT and ST – the regard to ranking suggests that the role of HEI is rather more represented through ST. Ranking, henceforth, is a signal that indicates employability of the university graduates, which participants are aiming to acquire. Such goal consequently then shapes hope and desire, according to Webb (2007), which was presented by the participants as well.

5.2 What do students aspire towards in universities before experiencing HEI?:

Aforementioned section presented that the target participants had aimed in applying for university was its name value and ranking, to aim for economic security the HEIs then would ensure. Such goal was the basis of suggesting students' aspiration in HEI before experiencing HEI, which is the second sub research question. 94% of the interviewees agreed having economic aspiration prior to enter university. This economic aspiration resembles the socioeconomic prize Pimlott-Wilson described that is rewarded to "'hard-working' citizens" (2019, p.1). The word reward is explicitly mentioned by Interviewee I: economic reward is what he aspired for in getting into higher-ranking university, which includes getting an employment one wishes to acquire.

Continuing the analysis of ST, Interviewee G also demonstrated the concept of "labelling"

Lamb suggested as a partial sector of ST, how HEIs can signal employability (2011, p.71). Having university as an indicator of representing oneself to the society, "labelling" is a link that not only describes individual identity but also is a medium that connects oneself to the market and the society under neoliberal society (Lamb, 2011, p.71; Hodgson, 2010). Such "name card" is also representation of the birth of "entrepreneurial selves" Hodgson characterized (2010, p.114). In explaining what HC is, university reflect on visual representation of ones' productivity and economic potential, in which university ranking is a quantifiable standard to measure such productivity (Hodgson, 2010; Weisbrod, 1961). Such social educational phenomenon was explained by Interviewee E. He said university students or graduates' academic ability and/or academic workload would be more intense if the institution's ranking is higher. Oyer and Schafer (2019) echoed how ranking of the university is translated into the quality of education students will acquire as well as indicating the network the university entails in the market, the ability to connect employment with the students. The other noteworthy reason why university entails financial security was its representation of diligence and work ethic. Shaping and signifying work ethic was one of the roles of universities highlighted by Kim and Park (2003). They described education institutions is a medium of the society fostering citizens equipped with work ethic to face the market and build national economic development. The higher HEI is the more graduates of such HEI are prepared with work ethic. Interviewee Q depicted a direct relevance of HEI ranking signifying work ethic of university graduates – the higher the ranking is, the deeper endurance and diligence one had put in university admission.

However, participant's economic aspiration towards HEIs was not only reflecting on ST. Having approximately 25% of participants acknowledging their aspiration to gain

knowledge, a specific knowledge that is accountable for the job market, it is surmisable that economic aspiration of university-preparer is not merely due to the ranking and name value of the HEIs. This is the core of HCT's definition as well, utilizing knowledge to acclaim one's HC that could be marketized (Galiakberova, 2019). Becker (1992) highlighted the relevance of knowledge and economy. Accommodating the market and the industry, "sophisticated knowledge", particularly "scientific and technical knowledge" influence in escalating "productivity of labour and other inputs in production" (Becker, 1992, p.91). Interviewee I expressed her knowledge aspiration of learning a major that was related with her dream at the time. This was what she believed why university could assure job prospects as well, through providing job-oriented knowledge that in turn be beneficial in her job searching.

Another HEI aspiration that is related with economic expectation was social connection. University encouraging financial aspiration by functioning as a social connection centre is a rather hidden role that is not explicitly shown in graduate premium social reproduction (Deiaco, Hughes, and McKelvey, 2012). However, university facilitating social connections to solidify its role with providing marketized graduates with HC with the market does not solely based on the connection of students with the market but also among the students as well, as they are the future market (*ibid*). Furthermore, university's role as a social hub to link market with the people extended to associating people with people. HEIs' role as an environment was a social space that aggregated people of same educational level, which enables individuals leading and benefiting each other in the job prospect and employment preparation. Being depicted by Interviewee A and K, they were aspiring for the social network HEI provides in receiving economic advice of how to acquire an employment.

Meanwhile, with intensified focus of university preparation as a social responsibility, some participants displayed lacking hope and desire. According to Webb, such aspiration dearth is explained that since hope is a "socially constructed pattern of behaviour that it is possible to it is possible for people [to] lack hope, therefore, because they were not taught to think in this manner" (2007, p.67). Webb (2007) further indicated the relevance of social relations and social environment in constructing hope, or the lack of. This is comparable with Interviewee A having his family as the reason for applying for university and having economic hope while his definition of success is extraneous to education or employment. Such drive for education is bestowed by the society as a social responsibility to maintain social reproduction (Dewey, 1916; Pimlott-Wilson, 2011).

5.2.1 How are the motivations shaped?:

Observing Interviewee A's situation of the reason shaping education motivation is affecting university aspiration, the source of forming HE aspiration is examined. The analysis indicated high percentage (70%) of participants' aspiration being influenced by social factor, particularly of family. Such source (parents support and pressure) of aspiration is explained by combining Webb's (2007) description of social factors deeply influence in shaping hope and aspiration, and Lake and Carter's (2011) narrative of social responsibility framed to the students having to yield academic outcome to contribute to the society and education. As Dewey (1916) noted, within democratic neoliberal society, the subject who bestow such social responsibility has been shifted from the government to each family to accommodate each familiar needs. This could be the explanation of majority of participants undergoing familial influence in fostering their aspirations towards higher education and higher education institution. Social influence, beyond

familial influence was creating social responsibility for the university-preparer. Having *hakbeol* carrying relativity with the ranking of higher education institutions participants' pressure to acquire *hakbeol* was becoming "for granted", (Jung, 2014; Dean, 2009. p.25). For instance, experiencing *hakbeol* to the extent of *hakbeol* complex, Interviewee A felt him proceeding to a higher-ranking university was a responsibility he must endure to secure his position in education social stratification, under a relativity with the ranking of HEI. Such mentality and governmentality of treating *hakbeol* and *hakbeolism* is a social responsibilitsation to embrace the importance of education and ranking of educational institution until it is taken "for granted", as depicted by Interviewee A's experience (Dean, 2009, p.25). Such experience is an actualization of Dean's (2009) theory of educational governmentality: proceeding to university is a natural social step one should take if not a necessary procedure in life.

5.3 Do students achieve their aspiration after entering universities? – roles of degree of HEI projected in students' experience:

By comparing HE motivation/aspiration to experience of the participants, the third sub research question is answered to seek for the meaning and role of HEI. 14 out of 17 participants (82%) commented their undergraduate experience was either aligning with aspiration or better than their expectation. The meaning of HE was investigated to be categorized in two divisions: institution for employment and social responsibility.

5.3.1 University as an Institution for Employment:

In accommodating the aspiration depicted by an overwhelming majority of participants, economic aspiration, the role of university projected by participants' experience was a place for career preparation. In preparing its students for career, HEI carried meaning in

two main sectors –name card and socioeconomic connection.

HEI is a name card that university experienced could utilise in the society as a "real world rookie", as explained by Interviewee G. Such labeling and relating oneself to the society is turning the meaning of university as a social identification of students' educational performance to be utilised in the market (Lamb, 2011). Labelling could also imply power under distinctive label, which could be "owned and exchanged" with individual performativity (Marshall, 1989, p.103). Power, as Marshall (1989) suggested is also the motivation to generate performativity as well. Specifically having relativity of ranking allocating different power to each ranked institution bestowed supplementary meaning to higher-ranking university to carry higher value of label (Hodgson, 2010).

Furthermore, in its additional role as a socioeconomic connection supplier, HEI was a place where participants were able to learn the society, even before experiencing the society. As Deiaco, Hughes, and McKelvey (2012) proposed, exchange of knowledge with market value is overrepresented that obscures the hidden role of university in fostering socioeconomic connection. Human interactions and connections that university promotes as an environment itself is what benefited participants to plan out their future career. Such gaining of social connections was another role of university under knowledge economy, depicted by Deiaco, Hughes, and McKelvey (2012). University's role of opening a socioeconomic community for its students returns to HEI being a label as well. Since under labeling HEIs are divided into ranking that shapes different degree of graduate premium for its students as well, the community and intensity of connection it could provide is also distinctive. The expression of "filter" commented by Interviewee J is explained to clarify such intricacy of labeling and connection hub roles of HEIs. The

quality of socioeconomic connection would differ by the distinctive "filter" screened according to individual labeling of the HEI. This then intensifies importance of HEI – a higher-ranking HEI – in earning and securing an employment, that even creates an expectation that entrance to higher-ranking HEI is an assurance of an employment or higher-paying employment.

Therefore, HEI is not merely considered as a place that aids its students to prepare to acquire a job but is a place in which provides career prospects to students, an ending to their further steps in society. Participants noted HEI as an ending figure, ending to their ceaseless studying effort and socioeconomic insecurity (Interviewee D and Interviewee I). This expectation/aspiration testified as untrue. As a result of such disparity, participants had undergone the danger of "false hope" Webb cautioned (2007, p.73). "False hope", an outgrowth of hope is "an overconfident probability estimates akin to wishful thinking and liable to lead to frustration, disappointment, and despair" (*ibid*). Due to such disparity, some interviewees felt great remorse and regret in entering university or having such hope towards university that even triggered depression (Interviewee G).

5.3.2 University as an Institution one must go:

As explained by explained by Bian (2002), under an excessive fervor of education qualification of securing employability, gaining a particular qualification becomes a social responsibility for students. This reminds back to educational governmentality Dean (2009) suggested, *hakbeolism* leading to responsibilisation that university entrance is only natural for secondary students to proceed to. However, such shaping of subjectivity in shaping students to become a resourceful social entity with the mixture of responsibilisation, the ranking and league tables are calibrating individual's performance

(Dean 2009; Hodgson, 2010). Nevertheless, this responsibilitsation is derived from HEI's role of shaping employability.

5.4 Conclusion:

HCT and ST are coexisting in the educational aspiration towards HEIs that fosters and intensifies the role of HEI under *hakbeol*. Having socioeconomic, education stratification rampant in the society, it became a social responsibility for university-preparer to naturally undergo university admission process with their full effort regardless of their psychological, physical, and/or economic burden. Specifically, higher-ranking HEIs had carried similar role as the rest of HEIs, yet with intensified expectation as the role of assuring employability and graduate premium. Although no indisputable economic guarantee was investigated to be ensured by HEIs, the power HEI occupies to exert as supporting its students to seize employability if not employment has been conferred by the participants. The expected and aspired roles of HEIs were, in conclusion, partially projected in university-experiencer's experience. Besides fulfilling socioeconomic responsibility, participants testified there were other roles of HEI they encountered, such as shaping agency and gaining freedom as a university student identity. Such role of HEI could be a topic for future research. Furthermore, it is noteworthy to question if the socioeconomic values granted by HEI justifiable.

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Appendix 1 – CUREC

Central University Research Ethics Committee (CUREC)

CUREC 1A Application form for research projects in the social sciences and humanities with less complex ethical issues

The University of Oxford places a high value on the knowledge, expertise, and integrity of its members and their ability to conduct research to high standards of scholarship and ethics. The research ethics review process has been established to ensure that research involving human participants is conducted in a way that respects the dignity, rights, and welfare of participants, and minimises risk to participants, researchers, third parties, and to the University itself. It is assumed that all members of the University will take their responsibilities and obligations seriously, and will ensure that their research involving human participants is conducted according to established principles and good practice in their field and in accordance, where appropriate, with legal requirements.

Before completing this form, please refer to the guidance and flowchart on the Research Support website. Only type-written forms form will be accepted. Completed application forms should be emailed, along with relevant supporting documents, to your Departmental Research Ethics Committee (DREC) or to ethics@socsci.ox.ac.uk from your ox.ac.uk email address.

Please contact your DREC or the SSH IDREC if you have any questions about completing this form or the review process.

SECTION A: Filter for CUREC 2 application		
This section determines whether the application for ethics review should be made using this form (CUREC 1A) or the CUREC 2 form (for research with more complex ethical issues).		
Please indicate with an 'X'.	**Yes**	**No**
1. Does the research involve the deception of participants?	☐	☒
2. Are the research participants vulnerable in the context of the research, or classed as people whose ability to give free and informed consent is in question? For example, • Participants aged 16 or under (also answer question A5); • Participants aged 16 – 18 (refer to competent youths for guidance); • adults at risk; Note the University's Safeguarding Guidance and Code of Practice and its implications for researchers involving young people or adults at risk.	☐	☒
3. By taking part in the research, will participants be at risk of criminal prosecution or significant harm?	☐	☒
4. Does your research raise issues relevant to the Counter-Terrorism and Security Act (the Prevent Duty), which seeks to prevent people from being drawn into terrorism? Best Practice Guidance 07 on the Prevent Duty provides further guidance.	☐	☒
If you answered **'No'** to all the questions above, go to Section B. If you answered **'Yes'** to any question above, continue to question 5 below.		
5. Is your project covered by a CUREC Approved Procedure?	☐	☐
If yes, list the CUREC Approved Procedure(s) you will follow		
If you have answered '**No**' to all questions 1-4, go on to **Section B**. If you answered '**Yes**' to ANY of questions 1-4, and answered '**No**' to question 5, **stop** completing this form and do not submit it for ethical review. You will instead need to submit a CUREC 2 application form. If you answered '**Yes**'		

to **any** of questions 1-4, and your project is covered by an Approved Procedure, **go on to Section B**. If more than one Approved Procedure applies, contact the SSH IDREC or your DREC for advice on whether a CUREC 2 form should be submitted instead.

SECTION B: Researchers		
1. Name of Principal Investigator or student's supervisor	Kelsey Inouye	
2. Department or Institute	Department of Education	
3. University of Oxford email address	kelsey.inouye@education.ox.ac.uk	
Copy and paste the following six rows as necessary to complete for each additional researcher who will be involved in this study, including student(s) and those external to the University.		
4. Name of researcher or student	Eugene Kang	
5. Department or Institute	Department of Education	
6. University of Oxford email address	Sant6212@ox.ac.uk	
7. Role in research	Student (Researcher)	
8. Degree programme, if student research	MSc	
The whole research team		
9. Have the researchers undertaken research ethics and integrity training?	**Yes** ☒	**No** ☐
10. Please provide details of any research ethics and integrity training undertaken, including the dates of the training. Alternatively state relevant research experience.	The researcher has done research (including interviews) in her undergraduate in UCL, in which she took her ethics training. Within her training, she received a specific ethical training regarding interviews.	
11. State any conflicts of interest and explain how these will be addressed.	none	

SECTION C: The research project	
1. Title of the research project	
Was your university necessary? Comparing and contrasting various expectations and aspirations of university students when entering and after their graduation.	
2. Anticipated start date of the aspect of the research project involving human participants and/ or personal data (**dd/mm/yy**).	**26/12/22**
3. Anticipated research end date (**dd/mm/yy**).	30/09/22
4. Provide a brief lay summary of the aims and objectives of the research. This should cover the questions it will answer and any potential benefits. (max 300 words)	

This research aims to compare the expectations and aspirations of Korean national undergraduate degree holders before and after completing their undergraduate degrees. The research will focus upon Korean national Korean university graduates. It aims to examine the role of the university ranking in influencing Korean undergraduate degree holders' perceptions of the value of their degree.

Students' aspirations and expectations before and after entering university will be compared. Further, the universities attended will be grouped by league table ranking in order to see whether university ranking is related to students' expectations before and after university. Since the research will mainly tackle economic aspirations and employment expectations of universities, the researcher aims to discover if is there are any different perspectives around rankings, if so, why. Education in Korea has been historically and heavily linked with economic system in the society. Therefore, the study will analyse and address any relationship between their aspirations and/or expectations regarding employment: did their university experience or university diploma have any relevance in acquiring employment? The research aims to answer whether their higher education experience was necessary.

Research questions:

- Are employment and employability useful measures of the value of higher education for the students?
- Does higher education institution or the degree meet the aspirations and/or expecta tions that the student bring in when they enter the institution?
- What is the role of higher education within society?
- What is the meaning of higher education for the students?

Possible Research benefits:
By conducting the research, the researcher wishes to discover the position higher education institutions are located at within the society, through the participants' perceptions of the value of their university degrees, which may or may not be influenced by the ranking of the university. Examining students' perspectives and comparing aspirations and expectations with actual experience (especially regarding employment), would allow the researcher to examine the relationship between higher education institution and labour market success.

5. Please indicate the methods to be used (indicate with an '**X**'):	
Analysis of existing records	☐
Snowball sampling (recruiting through contacts of existing participants)	☒
Use of casual or local workers e.g. interpreters (refer to guidance in BPG 01: Researcher safety)	☐
Participant observation	☐
Covert observation	☐
Observation of specific organisational practices	☐
Participant completes questionnaire in hard copy	☐
Participant completes online questionnaire or other online task (refer to guidance in BPG 06: Internet-mediated research)	☐
Using social media to recruit or interact with participants (refer to guidance in BPG 06: Internet-mediated research)	☐

Participant performs paper and pencil task	☐
Participant performs verbal or aural task (e.g. for linguistic study)	☐
Focus group	☐
Interview (refer to guidance in BPG 10: Conducting research interviews)	☒
Audio recording of participant (you will generally need specific consent from participants for this)	☒
Video recording of participant (you will generally need specific consent from participants for this)	☐
Photography of participant (you will generally need specific consent from participants for this)	☐
Others (please specify below) I will utilise group massage portals or social media app to find participants.	☒

6. Provide a brief summary of the research design and methods. What will research participants be asked to do? (max 300 words)
   Please also submit a copy of the questions participants will be asked, if applicable, or some information about the sorts of topics that will be covered.

The research will be conducted via an interview method. Participants will be recruited approached by their university group chat, which are formed by their university year. In this way, I can make sure that the graduates have graduated from an undergraduate degree within the past five years.

The researcher aims to gather interviewees by sending a message university group chat on each university she aims to research on. Access to the group chat will be provided by the researcher's acquaintances, who will send the message on behalf of the researcher (the recruitment message is attached to this form). A written consent form as well as participant information form will be sent to participants via email to review. The interview will be conducted either as in-person method or an online method, if the time scheduling does not work for the interviewer and interviewee. If the interview is in-person, the researcher will bring a printed consent form for the participant to sign before interview. If the participant prefers an online interview, the participants are able to sign the form online and email it to the researcher.

The interview will be semi-structured; participants will also be given the pre-structured questions in advance. In the interview, they may be asked for further questions either clarifying their answer or re-asking the question to get rather in-depth answer from them. The interview will take approximately an hour per participant. For online interview, the interviewer will use teams meeting and all interviews will be audio recorded, which then will be transcribed and translated by the researcher, as the interview will be conducted in Korean. The audio would be recorded by the researcher's phone, which is password protected. The recording will be uploaded in One Drive, then transferred to the researcher's laptop, which is also password protected, using eduroam, university wifi. Immediately after it is transferred to the laptop and uploaded to the One Drive, all copies would be permanently deleted. All participants will be assigned a pseudonym.

Finally, by using snowballing sampling, the researcher will ask the recruited participants if they know anyone else in their university who would be willing to interview as well.

7. List the location(s) where the research will be conducted, including any other countries.	If the interview is conducted as in-person method, it will be conducted in South Korea. If it is conducted as online method, it will be conducted both in South Korea and in England.		
8. Clarify which parts of the research will be conducted in-person and which will take place remotely, e.g. online.	In-person method of the interview is preferrable and, if possible, it will be conducted via in-person method for all interviewees.		
9. If your research involves fieldwork or travel and your department requires a travel risk assessment, will you have completed and returned a risk assessment form beforehand? Please indicate with an '**X**'. (This must be approved by your department before you travel. If you are travelling overseas, you are advised to take out University travel insurance.) Refer to guidance available from your Department, the Safety Office, the Social Sciences Division, and the Humanities Division, and on travel for University business.		Yes	☐
		No	☐
		Not required in this instance	☒
10. In the case of international or collaborative research, explain how you will address any ethical issues specific to the local context. Please provide details of the local review, approval or permission obtained or required. Refer to the BPG 16: Social science research conducted outside the UK and the Code of Conduct for Ethical Fieldwork. If there will be no local review, explain why not. Please mention any stakeholder or community engagement that has been/ will be undertaken in relation to the research. Please also address any physical or psychological risks for Oxford researchers and local fieldworkers in Section G.			
The researcher has read through both the BPG 16: Social science research conducted outside the UK and the Code of Conduct for Ethical Fieldwork. Even if the research itself will not go through local ethics applications or approval, the researcher will make sure that the interviewees are fully aware of their rights before, during and after the research and their right to deny, change the question or reject the interview itself at any point of the research. Otherwise, in terms of context, the researcher does not see any ethical issues that are against Korean social norms.			
11. Name of departmental/ peer reviewer (if applicable)	N/A		
12. External organisation funding the research and grant reference (if applicable)	N/A		
13. Please refer to the CUREC Best Practice Guidance and list any that have been used to develop your research.	BPG 10 Conducting research interviews, BPG 16 Social science research conducted outside the UK, and Ethical Fieldwork Code of Conduct have been used to develop my research / research questions.		

SECTION D: Recruitment of research participants	
1. Number of participants	15-20

2. How was the number of participants decided?	There is a word and space limit for the research itself so the number of participants are chosen under the consideration of feasible yet of those number that will provide a holistic scope for the researcher to investigate her research.	
3. Age range of participants	18 and over	
4. Inclusion criteria	- Korean university graduates who have graduated within 5 years, of whom have attended Korean University in Korea. - Korean university students who are expected to graduate either this year or in year 2023, of whom have attended Korean University in Korea.	
5. Exclusion criteria	- Foreign students in Korean University - Foreign university graduates who have attend Korean University - Korean university students who are not expected to graduate until 2023. - Korean university graduates who have graduated for more than 5 years, of whom have attended Korean University in Korea. - Korean university students who have attended foreign universities. - Korean university students who have attended Korean university oversea.	
6. Indicate with an '**X**' all intended recruitment methods **Please submit copies of the recruitment material that will be used, e.g. advertisement text, introductory email text.**	Poster advert	☐
	Flyer	☐
	Email circulation	☐
	Social media (e.g. Twitter, Facebook)	☒
	Website	☐
	In-person approach	☐
	Snowball sampling	☒
	Recruitment sites (e.g. Mechanical Turk)	☐
	Existing contacts or volunteer database	☐
	Other (please specify): University group chats	☒

7. How will potential participants be identified and approached?	The researcher asked the graduates of the universities she wishes to investigate to send interview request in their university students' social platform and once the interviewees agree to the research, they will be contacted via email. The interview request will be attached in appendix. Also, as interviewees are recruited, the researcher will ask those interviewees if they are aware of anyone else who goes to the university and meets the inclusion criteria and who are willing to interview (snowball sampling).
8. Will informed consent be obtained from the research participants or their parents/ guardians? If not, please explain why not.	The research participants themselves are expected to sign the consent form.
9. For each activity or group of participants, explain how informed consent will be obtained from the participants themselves and/ or their parents/ guardians, if applicable. How will their consent be recorded? **Please submit copies of all participant-facing materials for review.** E.g.: • Recruitment material (e.g. emails, posters) • Information for participants to read (or hear) before they agree to take part (e.g. written information or, if applicable, an outline oral information script). • A document to record informed consent. Further guidance and templates.	The consent form will be emailed to all participants prior to the interview. The researcher will bring a copy to the interview so that the interviewees can sign it themselves. For interviews that will be conducted remotely, they will also receive an email with a consent form that they can sign it and email it back to the researcher. Then all of the signed consent form will be kept by the researcher until the research ends, in a folder in OneDrive. Within the email of consent form, the interviewee will also receive interview questions and research summary so that will be aware of what the research is prior to their interview.
10. Provide details of any payments and incentives and the rationale for providing these. Further guidance in Best Practice Guidance: 05 Payments and incentives in research.	None
11. Describe how participants • may withdraw from the study • may withdraw any personal information they have provided from the study State any limits to withdrawal, for example once the data has been anonymised or at some other specified stage prior to publication. Make sure participants are aware of any withdrawal limits.	Withdrawing from the study: Participants may withdraw from the study at any time before 20/08/23 for any reason, and will not be penalised for their absence under any circumstance. Participants need to notify the researcher if they wish to withdraw, which is explained in the participant information form. Withdrawing personal information:

	If a participant withdraws, their personal information will be destroyed. If the participant wishes to withdraw a portion of their information/data, they may inform the researcher at any point of the research.

SECTION E: Research data

All information provided by participants is considered research data for the purpose of this form. Any research data from which participants can be identified is known as personal data; any personal data which is sensitive is considered special category data. Management of personal data, either directly or via a third party, must comply with the requirements of the UK General Data Protection Regulation (UK GDPR) and the Data Protection Act 2018, as set out in the University's Guidance on Data Protection and Research.

In answering the questions below, please also consider the points raised in the Data Protection Checklist and Data Protection Screening Assessment and whether, for higher-risk data processing, a separate Data Protection Impact Assessment may also be required for the research. Advice on research data management and security is available from Research Data Oxford and your local IT department. Advice on data protection is available from the Information Compliance team.

For guidance on conducting internet-mediated research, refer to CUREC's Best Practice Guidance 06: Internet-mediated research.

1. What data will be collected? (Indicate with an '**X**')

Screening documents	☐	Task results (e.g. questionnaires, diaries)	☐
Consent records (e.g., written consent forms, audio-recorded consent, assent forms)	☒	IP addresses (refer to Best Practice Guidance 09: Data collection, protection and management for guidance)	☐
Contact details for the purpose of this research only	☒	Field notes	☐
Contact details for future use (guidance)	☐	Photographs	☐
Opt-out forms	☐	Information about the health of the participant (including mental health)	☐
Audio recordings	☒	Previously collected (secondary) data	☐
Video recordings	☐	Data already in the public domain. Specify the source of the data:	☐
Transcript of audio/ video recordings	☒	Other, please specify:	☐

2. During the course of the research, where will **each type of** research data be stored?	For consent records, if the interviewee prefers paper form, the hard copy of consent form will be protected in a locked drawer in a locked room for the whole duration of research period. Once interviewees bring their copy of consent form, the researcher will bring a briefcase with a lock to carry the consent form from Korea to Oxford, which then will be protected in a locked drawer in Oxford onwards. For online consent form, they will be solely uploaded in University One Drive. For audio recordings, as well as online consent forms and transcripts, they will also be only stored in university One Drive solely. Also, since the recording would be done via the researcher's phone, which does not save its recordings automatically saved in One Drive, the recording until it is uploaded to the One Drive should only be saved in the researcher's phone, which is password protected. After the interview(s), the recordings would be transferred to the researcher's laptop, which is also password protected, to be uploaded in One Drive, which then would be deleted permanently so that there would be no other copies. To ensure any other unforeseen disturbances, the transfer would also only be done under eduroam, the university wifi.		
3. Who will have access to the research data during the project?	The research and the research data will only be accessible for the researcher and the supervisor. The participants would be fully aware of who has the access to the research, which will be specified in the consent form.		
4. Please complete this section if your research involves the use of secondary (i.e. previously collected) data.	**Please indicated with an 'X'.**	**Yes**	**No**
	Are data access agreements in place for access to and use of this secondary data? (If so, please attach these.)	☐	☒
	Did the individuals agree that their data could be used for this purpose?	☐	☒
	Could anyone (including members of the research team) link the data back to an individual or individuals? If this is a possibility, please explain how the associated ethical issues will be addressed:	☐	☒
5. How do you intend to share the research data at the end of the project?	Depositing in a specialist data centre or archive	☐	
	Submitting to a journal to support a publication	☒	
	Depositing in an institutional repository	☐	
	Dissemination via a project or institutional website	☐	
	No plans to share the data	☐	
	Other (please specify):	☐	
6. How do you intend to report and	Thesis publication	☐	
	Publication in a peer reviewed journal	☒	

disseminate the results of the research? (Indicate with an 'X')	Publicly available report	☐
	Conference presentation	☒
	Publication on a website	☐
	Pre-registration	☐
	Report to a research funder	☐
	Providing participants with a lay summary of the results	☐
	Submission for academic assessment	☒
	Other (please specify):	☐

7. Explain what will happen to the data at the end of the research project. This question must be answered for each type of data, including completed consent forms.
Hard copies of consent forms will be secured in a locked drawer in a locked room, while electronic copies of consent forms and interview recordings and transcripts will be stored in the OneDrive for three years in accordance with university policy. After the end of that period, hard copies of data will be shredded and electronic data will be permanently deleted from the OneDrive.

SECTION F: Protection of research participants and their personal data		
1. How identifiable will the participants be from the **research outputs**? (Indicate with an 'X')	Directly identifiable from the information included	☐
	Pseudonymised/ indirectly identifiable	☒
	Not identifiable – data is anonymous	☐
	Other, please specify:	☐
2. To what extent will the **data** be de-identified? How identifiable will any individuals be from the research data? Describe any measures you will take towards assuring confidentiality, potential risks to confidentiality.	To ensure confidentiality, all participants will be pseudonymised. However, under their consent, their university name, gender, graduation year will be identified. If the interviewee does not wish to reveal his or her institution name, the institution name will be covered and replaced with their range of ranking within Korean higher education institutions. In the participant information form that will be provided to all participants, participants will learn what the researcher wants to talk about in interview. Participants can then request specific information to remain confidential if they like.	
3. How will you ensure that third parties (e.g., interpreters and transcribers) are aware of and adhere to the	There will be no third party involved as the researcher will transcribe and translate the interview data.	

measures described in this form?	

SECTION G: Risks and benefits of the research
1. Will the research involve topics that could be considered sensitive? If so: a. Please provide more detail or supporting information (such as the interview questions) to show the range of questions; b. Explain what steps will be taken to reduce risk of distress; c. Consider seeking advice from within your Department or from the ethics committee including whether the application might benefit from additional ethics review (e.g., via a CUREC 2 application).
The research should not involve topics that are sensitive. However, in the event that a question leads the participant to discuss sensitive information, the researcher will seek advice from the Department Ethics Committee. Please see below for information on the interview questions and steps taken to reduce risk of distress from sensitive information. a. The research will be conducted via an interview method. The interview questions are centred around the interviewee's experience of preparing for university entrance, and their experience of university. The questions will also ask about the influence of social, familial, and economic factors in shaping their aspirations and expectations of the university. The interviewer will ask the interviewees the name of the university that they have attended and if they do not feel comfortable, they may alternatively explain the university with their ranking and location. It is anticipated that the interview content will entail minimal risk. However, the interviewer will not hesitate to seek advice from the department and the ethics committee for any issues that may arise—for instance, if talking about university raises any unanticipated issues for the participant. b. Although the questions will not intentionally cover sensitive information, anonymity is important in making participants feel safe. Anonymity, confidentiality and sensitivity of the questions and information is the main ethical issue / risk of the research. To address this, I will send out information sheet and consent form to provide details of what the research is about, how the interview / research will be conducted, how and for how long is their data be used and collected will be given to all interviewees ensuring they are well-aware of all information they deserve to know. These forms will include the information regarding their anonymity and confidentiality, letting them know who will have access to their data and how long the data will be used. The interview questions will also be sent out to them beforehand, so that they can let the researcher know if there are any sensitive questions or if any of the questions are worded in ways that make them uncomfortable. In this case they could either ask me to rephrase the question or even eliminate the question if they wish to not answer. Also, during the interview, at any case of feeling distress by the interviewees, the interviewer will either stop the interview, take

a break, change the expression, and/or change the question to reduce any risk of distress of the interviewee.

c. Given the content of the interview questions, it is unlikely that the interview will touch on any sensitive information that requires additional curec review, but if any unexpected issues arise, the researcher will seek advice from the Department Ethics Committee.

2. Describe any additional burden or risks to the participants or others, including the potential for any indirect negative consequences. Explain the steps you will take to address these.

The research questions do not address sensitive issues.

3. Describe any physical or psychological risks to the researcher(s) (including local fieldworkers or research assistants) and the steps you will take to address these.

N/A

4. Describe any benefits of the research, both to participants and to others.
Outline the processes put in place to enable equitable research (see BPG 16 Social science research conducted outside the UK for further guidance).

Participation in the research may allow participants to reflect upon their previous experience with their undergraduate and from the past in preparing for their higher education, which then may help them in choosing future path, if they are yet to decide.
For other Korean students, as they read the research, may contemplate on the reality of Korean higher education institution, the actual location it is situated in the society and the role it affects and impacts to its students and may guide them into their path choosing of which university to apply; should they apply; which career should they consider.

5. Comment on the societal impact.

As the research aims to ultimately discover the role of higher education institutions within society, in terms of its social role and economic role, it may provide a guidance for those who wish to relocate to Korea for higher education. Also for Korean society, it may help for those who are entering higher education, to see what aligns with their expectations as well.

6. Give details of any other ethical issues or relevant information.

N/A

SECTION H: Professional guidelines

Please indicate with an '**X**' at least one set of professional guidelines you will follow.

Research specialism/ methodology	**Association and guidance**	
Anthropology	Association of Social Anthropologists of the UK	☐

Computer Science	ACM Code of Ethics and Professional Conduct	☐
Criminology	British Society of Criminology Statement of Ethics	☐
Education	British Educational Research Association Ethical Guidelines for Educational Research	☒
Geography	American Association of Geographers Statement on Professional Ethics	☐
History	Oral History Society of the UK Ethical Guidelines	☐
Internet-mediated research	Association of Internet Researchers Ethical Guidelines British Psychological Society: Ethics Guidelines for internet-mediated research Association for Computing Machinery Code of Ethics and Professional Conduct	☐
Management	Academy of Management Code of Ethics	☐
Political Science	American Political Science Association (APSA) Guide to Professional Ethics in Political Science	☐
Politics	Political Studies Association. Guidelines for Good Professional Conduct	☐
Psychology	British Psychological Society Code of Ethics and Conduct	☐
Social research	Social Research Association: Ethical Guidelines	☐
Socio-legal studies	Socio-Legal Studies Association: Statement of Principles of Ethical Research Practice	☐
Sociology	The British Sociological Association: Statement of Ethical Practice	☐
Visual research	ESRC National Centre for Research Methods Review Paper: Visual Ethics: Ethical Issues in Visual Research	☐
Other professional guidelines	List any other guidelines used here.	☐

SECTION I: Endorsements and signatures

Please ensure this form is endorsed by the Principal Investigator (or student's supervisor), the Head of Department (or nominee) and, if student research, by the student themselves.
The SSH IDREC Secretariat accepts either option below. If you have a DREC, check which signature option it prefers.

- **Option 1: direct email endorsements**
  Each of the signatories should submit an email from a University of Oxford email address, indicating their acceptance of the responsibilities listed below.
- **Option 2: signatures**
  Please scan the signed form and email it to us as a PDF. Pasted images of signatures cannot be accepted.

Endorsement by the Principal Investigator/ student supervisor and student, if applicable

I/ we the researchers understand my/ our responsibilities as Principal Investigator (and student, if applicable) as outlined in the guidance on the CUREC website. I/ we declare that the answers above accurately describe the research as presently designed, and that the ethics committee will be informed of any changes to the project which affect the answers to this form.

I/ we will inform the relevant IDREC if the Principal Investigator changes.	
Name of Principal Investigator	Kelsey Inouye
Principal Investigator's signature	Instead of a signature, endorsement may be provided by an email confirming the points above.
Date	26/01/2023
Name of student (if applicable)	Eugene Kang
Student's signature	Instead of a signature, endorsement may be provided by an email confirming the points above.
Date	26/01/2023

Departmental endorsement – from the Head of Department or nominee (Another senior member of the department may sign where the head of department is the Principal Investigator, or where the Head of Department has appointed a nominee. Example nominees include Deputy Head of Department, Director of Research, or Director of Graduate/ Undergraduate Studies.)	
On the basis of the information available to me, I confirm that: • I am aware of the research proposed and have read this application; • To the best of my knowledge, the proposed design and scientific methodology do not raise ethical concerns; • I support this research in principle, subject to ethical and other necessary reviews.	
Signature	Instead of a signature, endorsement may be provided by an email confirming the points above.
Name	
Role	
Date	

Appendix 2 – Recruitment Post

Department of Education
University of Oxford, 15 Norham Gardens, Oxford OX26PY





Kelsey Inouye
Kelsey.inouye@education.ox.ac.uk
Eugene Kang MSc student
Oxford University email address: sant6212@ox.ac.uk

강유진 졸업 논문 인터뷰 참여자 대상 참가 모집글

Eugene Kang Dissertation Interviewee Recruitment Post

안녕하세요,

Hello,

저는 현재 옥스포드 대학교에 교육학과 석사과정 재학하고 있는 강유진입니다. 현재 제 졸업 논문으로 인터뷰 참여자 대상을 모집하고 있으니 아래 글을 읽어 보신 후 흥미 있으신 분들은 하단 연락처로 연락 부탁드립니다.

My name is Eugene Kang, a master's degree education major student at University of Oxford. I am currently recruiting potential interviewee for my dissertation. If you are interested in participating after reading this post, please contact through either email or phone number written below.

본 연구는 옥스포드 교육학과 석사과정의 일부인 논문 프로젝트로 진행되며 2023 년 여름/가을 학술위원회의 평가를 목표로 진행됩니다. 이 연구는 한국 대학생들이 대학교를 입학하기 전에 가지고 있었던 기대와 가치를 대학교 졸업후에 가지고 있는 기대와 비교하는 것을 목적으로 합니다. 이 연구는 한국 대학을 졸업한 한국 학생들을 초점으로 두고 진행되며 그 목적은 한국 학부 학위 소지자들의 학위 가치에 대하여 한국 대학교의 순위 등 한국 대학의 특성과 역할이 영향을 끼치는가에 관해서 검토하는 것입니다.

The research is being done as a dissertation project, part of the MSc education diploma. It aims to be assessed by the academic board in the summer/fall in 2023. The research aims to compare the expectations and aspirations of Korean national undergraduate degree holders before and after completing their degrees. The research will focus upon Korean national Korean university graduates. The aims are to examine the role of the university ranking in influencing Korean undergraduate degree holders' perceptions of the value of their degree

한국 대학을 입학하기 이전에 가졌던 예상이나 기대를 대학생활을 겪은 이후의 경험과 비교하는 것이기 때문에 인터뷰는 한국 대학 졸업예정자 혹은 졸업자를 대상으로 진행이 되며 졸업자의 경우 졸업한지 5 년 이내의 분들을 대상으로 모집 중 입니다.

Since the research aims to compare the aspiration/expectation of students before entering university, the interview is subjected to be conducted with Korean students who will graduate a Korean university within this academic year or has graduated from a Korean university within 5 years.

인터뷰 질문들은 대학 입시때에 어떠한 노력을 들였는지 와 그 이유, 대학 경험과 대학 학위에 관련해 가지고 계신 생각 등을 기반으로 이루어지며 질문지는 사전에 보다 자세한 인터뷰 설명지와 동의서와 함께 첨부되어 읽어 보실 수 있습니다.

Interview questions are founded upon your efforts in applying for university and the reasons, university experience, and your thoughts upon university degree. Detailed interview questions will be provided along with an interview information sheet and interview consent form, so you may be able to read it before the interview.

인터뷰는 약 40 분에서 1 시간 가량 이루어지니 흥미 있으신 분들은 연구자 강유진에게 sant6212@ox.ac.uk 이메일 혹은 +8210 9263 0163 으로 연락 부탁드립니다.

The interview will be conducted for approximately 40 to 60 minutes. If you are interested, please contact the researcher, Eugene Kang, through her email sant6212@ox.ac.uk or her phone number +8210 9263 0163.

Appendix 3 – Interview Questions

Interview questions 인터뷰 질문들:

1. What were the process and effort that you had to prepare to get into higher education institution?

   당신이 대학교 입시를 하던 때에 어떠한 노력을 하였나요?

2. During the process of you preparing for university entrance, was there any mental burden?

   그 노력에 정신적인 노력도 들어갔나요?

3. During the process of you preparing for university entrance, was there any physical burden?

   그 노력에 육체적인 노력도 들어갔나요?

4. During the process of you preparing for university entrance, was there any financial burden?

   그 노력에 경제적인 노력도 들어갔나요?

5. If you were to go back to when you were preparing for university entrance, would you have put the same amount of effort that they have put before?

   당신이 대학 입시때로 돌아간다면 당신은 똑같은 노력을 쏟을 것입니까?

6. What school were you aiming when applying for universities and why?

   당신이 대입 준비를 할 당시에 지원했던 학교들은 무엇이며 그 이유는 무엇입니까?

7. Can you tell me what school did/do you go for your undergraduate degree?
   당신이 학부로 나온 학교의 이름은 무엇인가요?

8. Is/was your school same as what you have wished before you applied?

   당신이 학교를 1지망으로 지원한 곳과 같은 곳 이였나요?

9. If the school is different? Why so?

   만약 다른 곳이라면 왜 다른 곳으로 학교를 가신 건 가요?

10. Why did you apply to this specific school?

    그 학교를 지원한 계기는 무엇이었나요?

11. Why did you apply to this specific major?

    그 과에 지원한 계기는 무엇이었나요?

12. If you were to go back to when you were preparing for university entrance, would you apply for the same university and major? Why?

    당신이 입시때로 돌아간다 하여도 당신은 똑같은 학교와 학과에 지원할 것입니까?

13. Did you have any dream job? If so, what was it and why?

    당신의 꿈이나 직업이 있습니까? 그렇다면 무엇인가요?

14. Was your university degree (knowledge) crucial for them to acquire employment?

    당신의 학사학위가 그 직업을 갖는데 필요한가요?

15. Was the particular university (university name value) you attended important for you in getting a job?

    당신의 대학이 그 직업을 갖는데 필요한가요?

16. What is the relevance of the major that you studied and your employment?

    당신의 학과와 직업의 관련이 있습니까? 그렇다면 무엇인가요?

17. What aspirations / expectations did you have when applying for universities?

    당신이 대학 입시를 준비할 때에 가졌던 예상이나 기대가 있습니까? 그렇다면 무엇인가요?

18. Was there any economic/job related aspirations? Why?

    그 기대 안에 경제적인 혹은 직업적인 기대치가 있었나요? 그렇다면 왜인가요?

19. Was there any social influence in shaping those aspirations?

    그 기대를 형성하는데 사회적인 영향이 있었습니까?

20. Was there any familial influence in shaping those aspirations?

    그 기대를 형성하는데 가족적인 영향이 있었습니까?

21. Do you think the aspirations or expectations that people have of higher education differs by individual's socio-economic class?

    대학에 관련하여 개개인이 가지고 있는 기대치나 예상치에 사회경제적인 계층이 영향을 끼친다고 생각합니까?

22. Have your aspirations / expectations before entering university changed compared to while you have attended and after they have graduated?

    당신이 대학을 직접 경험하고 겪은 이후 그 대학에 관해 있었던 기대나 예상이 바뀌었습니까?

23. Can you describe your university experience?

    당신의 대학 경험에 대해 설명해 주실 수 있나요?

24. What does university mean to you?

    당신에게 대학이란 어떤 의미입니까?

25. Do you think the meaning of university has changed before entering university and after? If so, why?

    당신이 대학을 겪은 이후 그 의미가 바뀌었습니까?

Appendix 4 – Interview Consent Form

Department of Education
University of Oxford, 15 Norham Gardens, Oxford OX26PY





Kelsey Inouye
Kelsey.inouye@education.ox.ac.uk
Eugene Kang MSc student
Oxford University email address: sant6212@ox.ac.uk

Consent to take part in "Was your university degree worth it? – comparing expectations and aspirations of university graduates**"**

동의서: "당신의 학사 학위는 가치가 있었나요? – 한국 대학 졸업생들의 기대와 가치 비교

Central University Research Ethics Committee (CUREC) approval reference:
센트럴 대학 리서치 윤리 위원회 승인 참조:

Purpose of Study: Discover any discrepancy in between expectation/aspiration of higher education students prior to their entrance of institution and after graduating.
리서치 목적: 고등교육 학생들의 입학 전과 졸업후의 기대와 희망 비교 및 분석하기

	Please initial each box if you agree with the statement 각 문장에 해당하는 경우 각 상자에 동의 표시를 하시오.
I confirm that I have read and understand the information sheet, dated _____ for the above research. I have had the opportunity to consider the information, ask questions and have had these answered satisfactorily. 상기 리서치에 관한 정보를 읽었고 이해를 하였음을 확인합니다. 일자: _____. 저는 정보에 관해 검토하고, 질문하고, 이해할 기회를 가졌습니다.	
I understand that my participation is voluntary and that I am free to withdraw at any point [until **20/08/23**], without giving any reason. 저는 이 리서치 참여는 전적으로 제 주관으로 이루어진 일이며 언제든지 [리서치가 끝나는 8 월 20 일 2023 년까지] 참여 여부를 취소할 수 있음을 이해합니다.	
I understand who will have access to personal data provided, how the data will be stored and what will happen to the data at the end of the project. 저는 제 정보에 관하여 정확히 누가 접근할 수 있는지에 관한 것을 이해하고 있고 그 정보가 어떻게 보관될 것이며 리서치 후에 정보가 어떻게 처리 되는지를 이해합니다.	
I understand that I would not be identifiable from any publications. 어떠한 출판물에서도 저의 신원을 식별할 수 없음을 이해합니다.	
I consent to being audio recorded. 저는 제 인터뷰가 녹음되는 것에 동의합니다.	

Template written consent form, version 4.1, January 2022

I understand how [audio recordings] will be used in research outputs.
저는 연구 성과를 내는 데에 제 인터뷰 녹음이 어떻게 쓰일 것인지에 관한 정보를 이해하고 있습니다. ☐

Use of quotations: Please indicate your preference (select *one* option):

a) I do not wish to be quoted. **or**
b) I agree to the use of quotations in research outputs if I am not identifiable. **or**
c) I agree to the use of direct quotations, attributed to my name, in research outputs.
d) I give permission for you to contact me again to clarify information.

인용구 사용: 당신의 선호를 선택해 주세요. (하나만 골라주세요) ☐

가) 저는 제 말들이 인용되는 것에 동의하지 않습니다.
혹은
나) 저는 저의 신원이 식별할 수 없다는 전제 하에 제 말이 인용이 되는 것에 동의합니다.
혹은
다) 저는 제 이름 및 신원을 노출하여 제 말들이 인용되는 것에 동의합니다.
라) 저는 제 정보와 인터뷰 내용을 쓰는 것에 다시 저에게 연락하는 것에 동의합니다.

I understand how to raise a concern or make a complaint.
저는 제가 문제를 제기하거나 불만을 제기할 수 있음을 이해합니다. ☐

I agree to take part.[1]
저는 이 인터뷰에 참가하는 것을 동의합니다. ☐

_____	dd / mm / yyyy	_____
Name of participant (참가자명)	Date (날짜)	Signature (서명)
_____	dd / mm / yyyy	_____
Name of person taking consent (참여 동의서 받는 이의 서명)	Date[2] (날짜)	Signature (서명)

[1] In certain projects researchers may want to add an additional statement: [I hereby assign to the researcher all copyright in my contribution for use in all work stemming from this project and future projects.]

[2] *To be signed and dated in the presence of the participant. Once this has been signed by both parties the participant should receive a copy of the signed and dated participant consent form. The original signed and dated consent form should be kept with the project's main documents, which must be kept in a secure location.

Appendix 5 – Interview Information Sheet

Department of Education
University of Oxford, 15 Norham Gardens, Oxford OX26PY





Kelsey Inouye
Kelsey.inouye@education.ox.ac.uk
Eugene Kang MSc student
Oxford University email address: sant6212@ox.ac.uk

Was your university degree worth it? – comparing expectations and aspirations of university graduates

"당신의 학사 학위는 가치가 있었나요? – 한국 대학 졸업생들의 기대와 가치 비교

PARTICIPANT INFORMATION SHEET

참가자 정보 문서

Central University Research Ethics Committee Approval Reference:

센트럴 대학 리서치 윤리 위원회 승인 참조:

1. **Introductory paragraph 도입부 단락**

You are being invited to take part in a research project, operated by a MSc student in Department of Education in University of Oxford. Before you decide and commit your participation as an interviewee, it is important for you that you understand why the research is being done and what it will involve. Please take time to read the following information and you are welcome to discuss it with others, including the researcher herself as well if you wish. Please do not hesitate to ask any questions that is not clear or if you would like more information. You may take as much time to decide whether you wish to take part in the research.

당신을 옥스퍼드 대학교 교육학과 석사 학생이 운영하는 연구 프로젝트 참여에 초대합니다. 인터뷰 대상자로서의 참가를 결정하고 확약하기 전에, 왜 리서치가 행해지고 있는지, 정확히 무엇을 수반하는지를 이해하는 것이 중요합니다. 이에 아래 내용을 천천히 읽어보시고, 충분한 이해 끝에 연구 참여 결정을 내려주십시오. 그 과정에서 연구자 본인 외에 다른 사람과도 상담하실 수 있습니다. 명확하지 않은 질문이나 더 자세한 정보가 필요한 경우 언제든지 질문해 주십시오. 연구에 참여하고 싶은지 여부를 결정하는 데에 충분한 시간을 가져주시기 바랍니다.

2. **Why is this research being conducted? 이 연구가 진행되는 이유는 무엇입니까?**

The research is being done as a dissertation project, part of the MSc education diploma. It aims to be assessed by the academic board in the summer/fall in 2023. The research aims to compare the expectations and aspirations of Korean national undergraduate degree holders before and after completing their degrees. The research will focus upon Korean national Korean university graduates. The aims are examine the role of the university ranking in influencing Korean undergraduate degree holders' perceptions of the value of their degree.

Department of Education
University of Oxford, 15 Norham Gardens, Oxford OX26PY





Kelsey Inouye
Kelsey.inouye@education.ox.ac.uk
Eugene Kang MSc student
Oxford University email address: sant6212@ox.ac.uk

이 연구는 석사과정의 일부인 논문 프로젝트로 진행되는 것이며 2023 년 여름/가을 학술위원회의 평가를 목표로 진행됩니다. 이 연구는 한국 대학생들이 대학교를 입학하기 전에 가지고 있었던 기대와 가치를 대학교 졸업후에 가지고 있는 기대와 비교하는 것을 목적으로 합니다. 이 연구는 한국 대학을 졸업한 한국 학생들을 초점으로 두고 진행되며 그 목적은 한국 학부 학위 소지자들의 학위 가치에 대하여 한국 대학교의 순위 등 한국 대학의 특성과 역할이 영향을 끼치는가에 관해서 검토하는 것입니다.

The research, especially with the involvement of students who have graduated or who are expected to be graduated is crucial, as they are in the bridge between the university and the employment market. By investigating the expectations and/or aspirations of the students before entering the university, the research aims to discover any imagery surrounding the university – e.g. economic class mobility. Further, by comparing if the universities have met the participants' expectations, the research aims to either examine the position of university within the socio-economic system in Korea.

졸업자이거나 졸업 예정자를 대상으로 연구를 하는 이유는 그 대상자들이 대학교와 학교 졸업 이후 취업까지를 대표하는 가장 큰 연결고리를 대변할 수 있기 때문입니다. 본 연구에서는, 대학에 입학하기 이전에 있었던 본인들의 기대 등을 조사함으로써, 대학을 둘러싼 이미지를 (예를 들면 경제적 사회적 입지) 조사하는 것을 목적으로 두며 실제 대학 경험이 대상자들의 기대를 충족하였는지에 여부 등을 비교함으로써 한국의 사회 경제적 시스템 내에서의 대학 위치를 조사하는 것을 목표로 합니다.

3. Why have I been invited to take part? 당신이 연구에 참여하도록 초대를 받은 이유는 무엇입니까?

You have been chosen as a potential participant with full consideration and respect as a Korean university graduate or expected graduate. You, as either a former Korean student at a Korean university within 5 years ago or a current Korean student at a Korean university who are expected to graduate by next year have been invited through your university portal (group chat for your university year) that I have kindly asked my acquaintance to post, which you generously took into a consideration. Including yourself, approximately 15-20 other Korean university graduates or expected graduates (current students) are invited to participate in the research.

당신은 한국의 학교 졸업생 또는 졸업예정자로서 충분한 고려와 심사 후 참가자로 선정되었습니다. 한국의 대학에서 5 년 이내에 졸업을 하였거나 내년에 졸업을 할 예정인 학생으로써 다른 한국 학생들의 초대 혹은 소개를 받아 잠재적 참가자로 선정이 되었으며 본인을 포함하여 약 15-20 명 다른 국내 대학 졸업생 혹은 졸업예정자들이 이 연구에 참여하도록 초청을 받았습니다.

4. Do I have to take part? 꼭 참여를 하여야 합니까?

Department of Education
University of Oxford, 15 Norham Gardens, Oxford OX26PY





Kelsey Inouye
Kelsey.inouye@education.ox.ac.uk
Eugene Kang MSc student
Oxford University email address: sant6212@ox.ac.uk

No. It is up to you to decide whether to take part. You can withdraw yourself from the study, without giving a reason, and nothing would be charged against you even if you do so. However, please do advise me of this decision if possible. It is preferrable that you indicate your intention of participation and/or utilization of any information you have contributed to the research by 30th of August. For the data that has been already collected, it will be protected by the project supervisor, who then will withdraw data completely with careful consideration and protection.

아닙니다. 참가 여부는 전적으로 본인에게 달려있습니다. 참여를 하지 않기로 결정하기까지 별다른 이유가 없어도 되며 불참을 하더라도 아무런 불이득이 없음을 미리 알려드립니다. 하지만 되도록 가능하다면 이유를 밝혀 주기를 원하며 가능하다면 2023 년 8 월 30 일 이전까지 알려주기를 부탁드립니다. 인터뷰 이후에 불참하기로 결정을 하셨다면 이미 수집이 된 데이터에 관하여 프로젝트 관리자가 보호할 것이며 연구 프로젝트 관리자가 신중하게 검토한 이후 데이터를 완전히 없앨 것임을 약속 드립니다.

5. What will happen to me if I take part in the research? 참여하게 된다면 어떻게 되나요?

The research is expected to be held in person, in Korea. However, for time scheduling issues or if you prefer to have your interview online, that is also possible, which then the location and time would vary according to your preference. If the interview is online, it will be done through Microsoft Teams and the Consent form should have been attached with this information sheet in your email. If you choose to participate in this research as an interviewee, you may read the consent sheet, print, sign the paper at the place of interview as the interviewer will bring a copy for you. If you wish your interview to be online, you may sign the consent form online and email back to the interviewer as well. The interview itself would only take approximately an hour. However, the research itself is expected to end on 30th of August, 2023, during which your data would be used and analysed for the research.

본 연구는 한국에서 대면으로 이루어질 예정이나 스케줄상의 문제나 온라인으로 인터뷰를 하는 것을 더 선호할 경우에는 온라인 상으로 이루어질 예정입니다. 온라인으로 인터뷰를 할 시에는 시간과 장소는 본인의 희망장소와 시간에 따라 정해질 수 있습니다. 인터뷰가 온라인인 경우, 마이크로소프트 팀스를 통해 이루어질 것이며 본 정보 문서 및 동의서가 본인의 이메일로 전달될 예정이며 동의서 또한 서명 이후 이메일로 다시 회신하시면 됩니다. 대면 인터뷰에 응하실 경우에도 본 정보 문서 및 동의서가 이메일로 사전에 송부될 예정입니다. 그 이메일에 동의서를 회신하셔도 되고 혹은 본 연구자가 인터뷰 장소에 서면을 가지고 있을 예정이니 인터뷰 당일에 서명하셔도 됩니다. 인터뷰는 약 1 시간이내로 이루어질 것이며 연구 자체는 2023 년 8 월 30 일까지 조사될 것이며 그 기간동안 귀하의 데이터를 연구에 사용하고 분석될 수 있습니다.

Along with this information sheet and consent form, you would also receive a copy of interview questions. As a semi-structured interview, you may read the questions and prepare your answers beforehand. You may also ask to either amend a question or eliminate a question completely if you

Department of Education
University of Oxford, 15 Norham Gardens, Oxford OX26PY





Kelsey Inouye
Kelsey.inouye@education.ox.ac.uk
Eugene Kang MSc student
Oxford University email address: sant6212@ox.ac.uk

consider that question is sensitive for you to answer,or you simply do not wish to answer. You may also request to do so during the interview and after the interview, if you wish a certain information to be opt out of the data. Since it is a semi-structured, however, the interviewer may ask additional questions during the interview as to clarify or to be more specific with the answers. Interview would be recorded from the beginning, only under your consent, The recording would be safely stored and protected throughout the research and after until it is completely destroyed in three years after the project ends. The purpose of recording is to have an accurate record of the conversation, which would be transcribed and translated by the researcher herself later, as the interview would only happen once during this project. Questioning style of the interview would generally be formal, but if you wish the language to be informal to annul any possible tension, please inform the interviewer as it is also possible.

이 정보문서 및 동의서와 함께 인터뷰 질문서도 미리 전달이 될 것입니다. 인터뷰는 반구조적 양식으로 이루어질 예정이기 때문에 받으신 질문에 관하여 미리 답변을 준비하실 수 있습니다. 만약 질문에 답변을 하길 원치 않으시거나 질문의 양식을 바꾸는 것을 희망하신다면 사전에 연구자에게 미리 알려주시면 적절히 조치를 취하도록 하겠습니다. 사전에 미리 하지 못하셨다면 인터뷰 도중에도 연구자에게 알려주실 수 있고 혹은 답변을 바꾸거나 답변에 대한 기록을 삭제하고 싶으시다면 인터뷰 이후 언제든지 연구자에게 알려주실 수 있습니다. 동시에 반구조적 연구의 특성에 따라 이미 전달된 질문들 이외에도 연구자가 더 깊은 대답을 위하여 후속 질문 등을 할 수 있습니다. 인터뷰는 동의 하에 처음 시작부터 녹음 될 것이며 녹음기록은 연구 기간 내내 안전하게 보관될 것을 약속 드립니다. 연구가 끝난 이후에는 녹음 등 모든 기록은 파기될 것입니다. 본 연구에 녹음이 중요한 이유는 연구 내내 인터뷰는 딱 한번 이루어질 예정이기 때문입니다. 인터뷰 이후 녹음된 자료로 본 연구자가 기록하고 번역할 것입니다. 질문의 형태는 공식적인 연구로서 되도록이면 격식을 차린 말투와 언행으로 이루어지는 것이 관례이나 본인이 그러한 질문과 말의 형태 보다 격식에 얽매이지 않는 편안한 말투를 선호하시면 그렇게 진행 하는 것도 가능하니 본 연구자에게 미리 알려주시기를 부탁드립니다.

During the interview, the content would be mainly about your expectations and aspirations you have had before you entered your higher education institution; and have it changed since you have graduated or you are facing your graduation soon. It would help analysing position of university in your perspective as in a social context and economic context. During the interview, you may ask to pause or stop the interview at any time. If you wish to change the wording of a question or you want to amend the question or your answer, you may also do so during any time of the research, including the interview.

인터뷰 질문 내용은 주로 본인이 대학교를 입학하기 이전에 가졌던 기대 등 생각들과 졸업 후 그 생각들의 변화 등을 주로 하며 이는 학생의 관점에서 대학이 놓여진 사회적 경제적 위치를 분석하는데 기여를 하기 때문입니다. 인터뷰가 부담이 된다면 인터뷰 도중에 언제든지 인터뷰를 중지하거나 잠시 휴식할 수 있습니다. 질문의 문구, 표현, 내용 등을 수정하거나 답변을 수정하고 싶은 경우 인터뷰를 포함한 연구 기간 도중 언제든지 변경을 요구하실 수 있습니다.

Department of Education
University of Oxford, 15 Norham Gardens, Oxford OX26PY





Kelsey Inouye
Kelsey.inouye@education.ox.ac.uk
Eugene Kang MSc student
Oxford University email address: sant6212@ox.ac.uk

6. What are the possible disadvantages and risks in taking part? 인터뷰에 따른 위험요소가 있습니까?

Albeit the research and interview is formatted to be least offensive with its language and content, it may trigger your less positive memories or experience before or during university, contrary to the researcher's intent. If any of those incident or moment occurs before, during, and/or after the interview, please notify the researcher as then she will amend the research accordingly or may opt you out of the research.

본 연구는 그 짜임새와 언어 및 표현 등이 어떠한 불쾌함도 조성하지 않도록 그를 최소화 할 수 있는 노력과 감독하에 이루어졌지만 인터뷰 내용 상 본인의 대학 이전에 대입준비를 하며 했던 경험과 노력들을 떠올리는데 있어 불쾌한 경험 등을 떠올리게끔 할 수도 있음과 그는 본 연구자의 의도가 전혀 아님을 미리 알려드립니다. 만일 본인의 그러한 경험이 떠올라 인터뷰 진행이 버거우시다면 인터뷰 전후 혹은 인터뷰 도중 본연구자에게 언제든지 편하게 알려주십시오. 그에 따라 연구 혹은 인터뷰 진행을 수정하거나 질문 혹은 인터뷰 자체를 연구 대상에서 제외할 수 있습니다.

7. Are there any benefits in taking part? 참가를 하는데 따른 이점이 있습니까?

While there are no immediate benefits for those people participating in the project, it is hoped that this research may be helpful in terms of organizing your thought during the reminiscence of your experience and memories of higher education. By doing so, if you are yet to decide into your career path, this researcher hopes that this project may be a means of guidance in your future paths.

본 연구가 연구 대상자에게 어떠한 즉각적인 이익이 따르도록 조성이 되어있지는 아니지만 본 연구에 참여함으로써 당신의 이전 경험과 기억을 정리하고 되짚어보는데 도움이 될 수 있기를 희망합니다. 그렇게 함으로써 만일 본인의 진로나 미래에 불투명함을 해소하는데 조금이라도 그 미래를 안내하는 수단이 될 수 있기를 희망합니다.

8. What information will be collected and why is the collection of this information relevant for achieving the research objectives? 연구를 참여하는데 어떠한 정보가 수집될 것이며 왜 이 정보 수집이 연구 목표 달성에 기여를 할 수 있습니까?

If you wish to participate, your consent form with your signature would be stored either as a hard copy or online. If your consent form is in a paper form, it would be locked in a brief case until it is safely transferred back to Oxford, which then would be stored at a locked drawer at a locked room. The consent forms will be destroyed three years after the research ends in accordance with university policy.

Department of Education
University of Oxford, 15 Norham Gardens, Oxford OX26PY





Kelsey Inouye
Kelsey.inouye@education.ox.ac.uk
Eugene Kang MSc student
Oxford University email address: sant6212@ox.ac.uk

만일 본 연구에 참여하시기로 결정을 하셨다면 서명이 첨부된 동의서가 출력된 사본 혹은 온라인 사본으로 저장될 것이며 만일 동의서가 출력된 사본으로 되어 있다면 그 사본은 옥스포드로 안전하기 옮겨질 때까지 자물쇠로 잠긴 케이스에 보관이 될 것이며 그렇게 옮겨진 사본은 옥스포드에서도 잠긴 방의 잠긴 서랍에 보관될 것입니다. 동의서는 본 대학 정책에 따라 연구 종료 3 년 후 파기될 것입니다.

Your interview recordings would also be collected under protection. The recordings would only be uploaded on University of Oxford One Drive, recorded by the researcher's phone. There would be no third party involved, such as transcriber or translator, as the researcher herself would transcribe and translate without any programme. However, the data would be stored in University One Drive for three years, when it will be permanently deleted. If you wish to not identify yourself in the recordings, you may pseudonymise yourself during the interview as well.

본 인터뷰 대상자의 인터뷰 당시 녹음 또한 보호 하에 수집 및 보관될 것입니다. 녹취 록은 연구원의 비밀번호가 설정된 휴대전화로 녹음될 것이며 이후 옥스포드 대학 원드라이브에만 업로드 될 것입니다. 본 연구자가 인터뷰 기록 및 번역을 다른 프로그램이나 제 3 의 번역자를 통해하지 않기 때문에 본 연구자 이외에 이 녹음 기록에 접근 할 수 있는 제 3 자는 없습니다. 옥스포드 대학 원드라이브에 업로드 된 데이트는 그 원드라이브에 3 년간 저장이 되며 그 이후 영구적으로 삭제될 것입니다. 녹취 중 본인의 신원을 밝히고 싶지 않으시다면 인터뷰를 가명으로 하실 수도 있습니다.

9. **Will the research be published? Could I be identified from any publications or other research outputs? 본 연구는 출판될 예정입니까? 어떠한 출판물이나 다른 연구 결과에서 본인의 신원이 밝혀질 수도 있습니까?**

The analysis of the data in research will be in a written form, as part of the dissertation of MSc Education. All participants of the research would not be identifiable as they would all be pseudonymised and no participants would have access to the research afterwards. However, within the findings, the researcher would like your permission to use direct quotations in the research outputs, like journal articles, under your pseudonym

본 연구의 데이터 분석은 옥스포드 대학교 석사과정의 논문 일부로서 서면 형태로 이루어질 것입니다. 모든 연구 참여자는 가명을 사용할 수 있고 인터뷰 이후 어떠한 참여자도 연구에 접근 할 수 없기 때문에 본인의 신원 또한 밝혀지거나 식별할 수 있는 경우 또한 없습니다. 그러나 분석 결과 내에서 보다 더 정확한 분석을 위하여 귀하의 직접 인용문을 사용할 수 있도록 허락해주시길 부탁드립니다. 모든 인용문들은 가명으로 쓰여져 그 인용문 내애서도 본인의 신원이 밝혀지는 경우는 없을 것입니다.

10. **Data Protection 데이터 보호**

The University of Oxford is the data controller with respect to your personal data, and as such will determine how your personal data is used in the study. The University will process your personal

Department of Education
University of Oxford, 15 Norham Gardens, Oxford OX26PY





Kelsey Inouye
Kelsey.inouye@education.ox.ac.uk
Eugene Kang MSc student
Oxford University email address: sant6212@ox.ac.uk

data for the purpose of the research outlined above. Research is a task that is performed in the public interest. Further information about your rights with respect to your personal data is available at https://compliance.admin.ox.ac.uk/individual-rights.

본인의 개인 정보 및 모든 데이터 정보는 옥스포드 대학교가 본 연구의 데이터 관리 기관으로써 연구에 어떻게 사용되는지 결정 및 관리 감독할 것입니다. 본 대학교는 위에서 설명한 연구의 목적을 위하여 본인의 개인 데이터를 관리 및 처리하며 이 연구는 공공의 이익을 위해 이행되는 프로젝트임을 알려드립니다. 개인 데이터에 대하여 본인의 권리 및 권한에 관한 보다 더 자세한 내용은 https://compliance.admin.ox.ac.uk/individual-rights 에서 확인하실 수 있습니다.

11. Who has reviewed this study? 누가 이 연구를 검토했습니까?

This study has received ethics approval from a subcommittee of the University of Oxford Central University Research Ethics Committee.

본 연구는 옥스포드 센트럴 대학교 리서치 윤리 위원회의 소위원회로부터 윤리 검토 및 승인을 받았습니다.

12. Who do I contact if I have a concern about the research or I wish to complain? 이 연구에 대한 우려가 있거나 불만을 제기하고 싶은 경우 어디로 연락해야 합니까?

If you have a concern about any aspect of this study, please contact Eugene Kang, the primary researcher directly by her email address (sant6212@ox.ac.uk) or Kelsey Inouye, her supervisor by her email address (Kelsey.inouye@education.ox.ac.uk) and we will do our best to answer your query. Either the supervisor or the researcher will acknowledge your concern within 10 working days and give you an indication of how it will be dealt with. If you remain unhappy or wish to make a formal complaint, please contact the Chair of the Research Ethics Committee at the University of Oxford who will seek to resolve the matter as soon as possible:

본 연구에 우려나 궁금한 점이 있다면 주연구자인 강유진에게 이메일 (sant6212@ox.ac.uk)로 연락을 주시거나 본 연구자의 감독관인 켈시 이노유에게 이메일 (Kelsey.inouye@education.ox.ac.uk)로 연락 주시면 됩니다. 본 연구자 및 감독관은 언제나 본인의 의문 및 우려에 성실히 답변할 것을 약속 드립니다. 보내주신 이메일은 영업일 10 일이내에 본 연구자 혹은 감독관 둘 중 한명이 그 내용을 숙지하고 방안에 관하여 연락드릴 것입니다. 만일 이 연구에 관하여 불만 혹은 공식적인 항의를 제기하고 싶으시다면 옥스포드 대학 연구 윤리 위원회의 위원장에게 연락하시면 위원장님께서 가능한한 빠른 시일내에 문제를 해결할 것입니다.

13. Further Information and Contact Details 상세정보 및 상세연락처

Department of Education
University of Oxford, 15 Norham Gardens, Oxford OX26PY





Kelsey Inouye
Kelsey.inouye@education.ox.ac.uk
Eugene Kang MSc student
Oxford University email address: sant6212@ox.ac.uk

If you would like to discuss the research with someone beforehand (or if you have questions afterwards), please contact:

만약 본 연구에 관하여 사전에 논의를 하고 싶거나 추후에 질문이 있으신 경우 다음 연락처로 문의하십시오.

Dr. Kelsey Inouye

Department of Education

15 Norham Gardens, Oxford, OX26PY

University email (대학 이메일): Kelsey.inouye@education.ox.ac.uk