Self-Cognition Development during Childhood and Puberty in Korea

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The purpose of this study was to investigate the characteristics of self-cognition during late childhood and puberty in Korea. In the 1970s Korea experienced economic development known as the “Hange miracle,” after which its GNP grew dramatically for the next 20 years. Against the background of this transformation into an industrial society, when society changed rapidly, values shifted, and moral confusion arose, traditional classical consciousness and Confucian values strongly endured. What kind of self-evaluation or self-respect is created within individuals, amid the contradictions and complications brought about by this changing society with diverse values and lifestyles? To clarify one small part of this question, a questionnaire survey using the self-cognition scale of Harter (1985) was conducted with 881 children in the 4th, 5th, and 6th year of elementary school and the 1st, 2nd, and 3rd year of middle school. In all domains except social competence, the elementary school students showed greater self-evaluation and self-respect than the middle school students. In addition, boys had higher self-evaluation and self-respect than girls in the areas of athletic competence and physical appearance. The level of self-respect according to differences in the domain chosen as being most important was higher in the following order: students who chose athletic competence > students who chose social acceptance ≈ students who chose scholastic competence > students who chose physical appearance. The characteristics of school education and development in Korea were considered from these results. Issues for future investigation are the relation between self-evaluation or self-respect and how the most important domain was selected, and investigation of the relation between developmental and cultural characteristics, based on a comparison with the results of self-cognition surveys in western countries and Japan.

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Key Words: Childhood, Puberty, Self-evaluation, Self-respect

Introduction

In the late 1960s Korea was an agricultural society, with two-thirds of the population living in farming villages. Economic growth exploded starting in the 1970s, so much that people even spoke of the “Hangan miracle,” and per capita income grew more than 20-fold in the short span of twenty years. Today, Korea has been transformed into an industrial society in which two-thirds of the population is concentrated in cities, and the typical Korean is a member of the urban middle class, living in a high-rise apartment. The phrase “Dynamic Korea” expresses the pride of Koreans in achieving this economic prosperity, and may be considered a new national motto of Korea’s liberal democracy. It expresses an energetic image of Korea, which has gone from wartime devastation to becoming one of Asia’s economic leaders. In such a social situation, there are also phenomena that show negative aspects of mass society, which Korea shares with Japan (for example, the phenomenon of people dressing themselves all in expensive designer fashions that far beyond their means). In Korea today there is a phenomenon referred to as “superconsumption.” At the same time, amid the rapid social changes, shifting values, and moral confusion that the country is experiencing, traditional class-consciousness and Confucian values maintain firm roots in the urban middle class.

What kind of self-evaluation or self-respect is created within individuals amid the contradictions and complications brought about by this changing society, which today includes these diverse values and lifestyles? In particular, how do young people from late childhood through early puberty, who are in the initial stages of establishing their sense of self, perceive this thing called “self”? These young people have been surrounded since birth by television, video, Walkmans, CDs, manga animations, and the like, and have gained proficiency with computers and the Internet in the IT revolution that has been prevalent in the years since their infancy. The Internet makes close and easy contact with “world values” possible, which only amplifies the abovementioned contradictions and complications, and puberty is already an age of great risk when young people are forging a sense of identity. Considering this, it would seem that understanding the characteristics of self-cognition in late childhood and puberty would be of help in psychological support against a crisis of self.

The measure developed by Harter (1985) was used to gain an understanding of sense of self for the following three reasons. First is domain specificity when investigating self-understanding. Specifically, the five domains of scholastic competence, physical appearance, athletic competence, social acceptance, and behavioral conduct can be understood
independently. Previous studies have shown that this scale has domain specificity, and the present study is also based on this way of understanding sense of self. Next is the attempt to understand cognitive appraisal and emotional appraisal separately. The former is self-evaluation in the five domains above from the aspect of self-evaluation of one’s own abilities. Harter called cognitive appraisal of the self “general self-worth,” which is self-respect comprising self-affirmation and sense of well-being. A person’s levels of self-evaluation and self-respect do not always agree. It depends on how a person perceives him or herself: for example, someone may think “I am not good at sports, and do not have the kind of personality to make friends easily, but those things do not really bother me.” Separating self-evaluation and self-respect in this way and deepening self-understanding is essential for establishing ego-identity beyond youth. The third reason for selecting Harter’s scale is that it enables comparisons between cultures. Harter’s scale has been used in studies by many researchers, and is useful from the standpoint of future comparisons between western countries and Japan.

The aim of this study using Harter’s self-cognition scale was to investigate the reality in sense of self during late childhood and early puberty in Korea.

Methods

1. Subjects

The subjects were 881 young people from late childhood to early adolescence who were enrolled at public elementary and middle schools (selected because both the economic level and lifestyle of the parents were at the average level in Korea) in a regional city in Korea. They included 467 elementary school students in the 4th-6th grades, and 414 middle school students in the 1st-3rd years. A breakdown of students by grade and gender is shown in Table 1.

<table>
<thead>
<tr>
<th></th>
<th>Elem. sch. 4th grade</th>
<th>Elem. sch. 5th grade</th>
<th>Elem. sch. 6th grade</th>
<th>Mid. sch. 1st year</th>
<th>Mid. sch. 2nd year</th>
<th>Mid. sch. 3rd year</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Boys</td>
<td>70</td>
<td>82</td>
<td>81</td>
<td>75</td>
<td>39</td>
<td>36</td>
<td>383</td>
</tr>
<tr>
<td>Girls</td>
<td>77</td>
<td>71</td>
<td>86</td>
<td>73</td>
<td>118</td>
<td>73</td>
<td>498</td>
</tr>
<tr>
<td>Total</td>
<td>147</td>
<td>153</td>
<td>167</td>
<td>148</td>
<td>157</td>
<td>109</td>
<td>881</td>
</tr>
</tbody>
</table>

2. Questionnaire items

(1) Self-evaluation: We adopted the Japanese version of Harter’s Self-Perception Profile for Children (Tanaka, Wada & Kojima, 2005), which is composed of five domains: Scholastic Competence, Social Acceptance, Athletic Competence, Physical Appearance, and Behavioral Conduct. In all, it has 30 items. The students are first asked to decide which kind of child is
most like him or her, and then asked whether this is only sort of true or really true for him or her. Items are scored either 4, 3, 2, or 1, where 4 represents the most adequate self-judgment and 1 represents the least adequate self-judgment. Each subscale is counter-balanced.

(2) Self-respect: Six items on general self-worth were taken from Harter’s scale.

(3) Area of greatest importance: To understand what the subjects felt was important and where they place values, they were asked to rate five areas in order of importance: friendship, athletics, physical appearance, academic results, and ethical behavior. The specific instruction was “Which do you think are most important among the following? Please number them in order of importance.” The items for selection were “Maintaining good relations with friends,” “Being good at sports or outdoor activities,” “Having an attractive face and physique,” “Doing well in school,” and “Behaving in a way that does not trouble others.”

All items in (1)-(2) were based on Harter’s scale and the Japanese version of the self-cognition scale (JSSC: Tanaka et al., 2005), and translated into Korean by university teachers whose native language was Korean and who taught in the field of psychology in Japan. (3) was translated from Japanese into Korean. Back translation was conducted for all items in (1), (2), and (3).

3. Procedure

The surveys were conducted with all students together in their classrooms. One of the authors or a study assistant (graduate student) who understood the aims of the study was in each classroom and explained the study purposes, how to complete the questionnaire, and other matters, and then distributed the questionnaires and asked the students to fill them in. If students had questions while they were filling in the questionnaires, responses were given as needed to the extent possible without biasing the responses.

Results

1. Differences in self-evaluation in each domain with development and grade.

Incomplete responses were excluded from the analysis. The analysis was conducted with 802 subjects who responded to all items. A breakdown of the subjects included in the analysis is shown in Table 2.

To investigate differences between grade and between boys and girls in self-evaluation in each of the five domains, an analysis of variance was conducted with the two factors of grade (elementary school grade 4-6, middle school year 1-3) × gender (boy, girl). Results appear in Table 3.

The results showed that grade was a main effect in scholastic competence (F(5, 790) =
6.15, $p<.000$). A multiple comparison test with Bonferroni’s method showed significantly higher scores for the 4th grade elementary school (E4) students than for the 2nd year middle school (M2) students ($p<.000$), for the 5th grade elementary school (E5) students than for the 1st year middle school (M1) ($p<.05$), M2 ($p<.000$), and 3rd year middle school (M3) students ($p<.05$), and for the 6th grade elementary school (E6) students than for the M2 students ($p<.01$). Neither a main effect of gender ($F(1,790) = 0.12$, n. s.) nor an interaction between grade and gender was seen ($F(5,790) = 1.28$, n. s.) (Fig. 1).

In the domain of social acceptance, neither a main effect of grade ($F(5,790) = 1.08$, n. s.), gender ($F(1,790) = 1.20$, n. s.), nor an interaction between grade and gender was seen ($F(5,790) = 0.69$, n. s.) (Fig. 2).

In the domain of athletic competence, a main effect of grade was seen ($F(5,790) = 4.28, p<.000$), and a Bonferroni multiple comparison test showed that E4 students scored significantly higher than M2 ($p<.01$) or M3 ($p<.01$) students, and that E5 students scored significantly higher than M2 ($p<.01$) or M3 ($p<.05$). A main effect of gender was also seen, with boys significantly higher than girls ($F(1,790) = 9.28, p<.01$). No interaction between grade and gender was seen ($F(5,790) = 0.99$, n. s.) (Fig. 3).

In the domain of physical appearance, a main effect of grade was seen ($F(5,790) = 14.39, p<.000$), and on a Bonferroni multiple comparison test E4 students scored significantly higher than E6 ($p<.000$), M1 ($p<.000$), M2 ($p<.000$), and M3 ($p<.000$) students; E5 students scored

| Table 2 | Subjects analyzed for self-image and self-respect (people) |
|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|
| Elem. sch. 4th grade | Elem. sch. 5th grade | Elem. sch. 6th grade | Mid. sch. 1st year | Mid. sch. 2nd year | Mid. sch. 3rd year | Total |
| Boys | 61 | 66 | 77 | 65 | 38 | 32 | 339 |
| Girls | 73 | 65 | 77 | 67 | 112 | 69 | 463 |
| Total | 134 | 131 | 154 | 132 | 150 | 101 | 802 |

| Table 3 | Means and standard deviation of self-evaluation |
|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|
| Elem. Sch. Grade | Elem. Sch. 5th Grade | Elem. Sch 6th Grade | Mid. Sch. 1st Year | Mid. Sch. 2nd Year | Mid. Sch. 3rd Year | Main Effect’ | Interaction’ |
| Boys | Girls | Boys | Girls | Boys | Girls | Boys | Girls | Boys | Girls | Boys | Girls | Boys | Girls |
| Scholastic | Competence | Acceptance | Athletic | Competence | Physical | Appearance | Behavioral | Conduct |
| N=61 | N=73 | N=66 | N=65 | N=77 | N=77 | N=67 | N=73 | N=85 | N=78 | N=32 | N=69 | |
| 17.30 | 17.21 | 17.09 | 17.66 | 16.81 | 17.44 | 16.58 | 15.27 | 15.71 | 15.31 | 15.84 | 15.87 | 6.15*** | 0.12 | 1.28 |
| (3.21) | (3.39) | (3.68) | (3.28) | (4.10) | (2.99) | (3.88) | (4.26) | (4.58) | (3.74) | (3.67) | (3.64) |
| Social | Acceptance | Athletic | Competence | Physical | Appearance | Behavioral | Conduct |
| 16.79 | 16.14 | 15.92 | 15.92 | 16.42 | 16.10 | 16.22 | 16.09 | 16.66 | 15.42 | 15.09 | 15.61 | 1.08 | 1.20 | 0.69 |
| (4.22) | (3.90) | (4.00) | (4.32) | (5.65) | (3.21) | (3.84) | (3.79) | (3.16) | (4.43) | (3.14) | (4.14) |
| Athletic | Competence | Physical | Appearance | Behavioral | Conduct |
| 16.52 | 15.42 | 15.65 | 15.63 | 15.91 | 13.68 | 15.35 | 14.10 | 14.32 | 13.54 | 14.25 | 13.64 | 4.28*** | 9.28** | 0.99 |
| Physical | Appearance | Behavioral | Conduct |
| 17.85 | 16.29 | 16.35 | 15.94 | 15.23 | 13.84 | 14.91 | 13.43 | 14.32 | 12.56 | 14.78 | 12.49 | 14.39*** | 22.06*** | 0.60 |
| (4.32) | (4.80) | (4.29) | (4.51) | (4.28) | (4.04) | (4.16) | (4.38) | (4.12) | (4.08) | (3.95) | (3.88) |
| Behavioral | Conduct |
| 13.49 | 16.15 | 15.17 | 16.60 | 15.00 | 15.42 | 15.03 | 14.57 | 15.29 | 15.21 | 15.09 | 15.31 | 2.52* | 3.24 | 1.56 |

* $p<.000$, ** $p<.01$, * $p<.05$, * $F$ value
significantly higher than E6 (p < .05), M1 (p < .01), M2 (p < .001), and M3 (p < .000) students, and E6 students scored significantly higher than M2 students (p < .05). A main effect was also seen for gender, with boys scoring significantly higher than girls (F(1, 790) = 22.06, p < .001). No interaction between grade and gender was seen (F(5, 790) = 0.60, n.s.) (Fig. 4).

In the domain of behavioral conduct, a main effect of grade was seen (F(5, 790) = 2.52, p < .05), and on a Bonferroni multiple comparison test E5 students scored significantly higher than M1 students (p < .05). Neither a main effect of gender (F(1, 790) = 3.24, n.s.) nor an interaction between grade and gender was seen (F(5, 790) = 1.56, n.s.) (Fig. 5).
Fig. 3  Mean scores for athletic competence

Fig. 4  Mean scores for physical appearance

Fig. 5  Mean scores for behavioral conduct
2. Differences in self-respect with development and gender

To investigate whether there were differences in self-respect between grades or between boys and girls, analysis of variance was carried out with the two factors of grade (E4-M3) \times gender (boy-girl). A main effect of grade was seen ($F(5,790) = 10.57, p<.000$), and on a Bonferroni multiple comparison test E4 students scored significantly higher than E6 ($p<.01$), M1 ($p<.01$), M2 ($p<.000$), and M3 ($p<0.000$) students, and E5 students scored significantly higher than E6 ($p<.05$), M1 ($p<.05$), M2 ($p<.000$), and M3 ($p<.000$) students. A main effect

![Graph showing mean scores on self-respect](image)

**Table 4  Summary of results of self-image and self-respect for each area**

<table>
<thead>
<tr>
<th>Domain</th>
<th>Main effect of grade</th>
<th>Main effect of gender</th>
<th>Interaction between grade and gender</th>
</tr>
</thead>
<tbody>
<tr>
<td>Scholastic Competence</td>
<td>E4&gt;E2</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>Social Acceptance</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>Athletic Competence</td>
<td>E4&gt;E2, 3</td>
<td></td>
<td>x</td>
</tr>
<tr>
<td>Physical Appearance</td>
<td>E4&gt;E6, M1, 2, 3</td>
<td>Boys &gt; Girls</td>
<td>x</td>
</tr>
<tr>
<td>Behavioral Conduct</td>
<td>E5&gt;M1</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>General Self-Worth</td>
<td>E4&gt;E6, M1, 2, 3</td>
<td>Boys &gt; Girls</td>
<td>x</td>
</tr>
</tbody>
</table>

○: significant difference, ×: no significant difference
Multiple comparison with Bonferroni's method
was also seen for gender, with boys scoring significantly higher than girls ($F(1,790) = 11.76, p < .05$). No interaction between grade and gender was seen ($F(5,790) = 1.26, n. s.$) (Fig. 6).

The results for 1 and 2 above are summarized in Table 4.

### 3. Differences in selection of area of importance with development and gender

To understand what the subjects felt was important and what they value, the differences in what they selected as important from the five areas of friendship, athletics, physical appearance, academic results, and ethical behavior were investigated for differences depending on development or gender. To investigate the differences by grade and gender in the areas ranked 1st-3rd when selecting order of importance, a cross-tabulation of ranking $\times$ grade $\times$ gender was created (Table 5). The areas most often selected as the most important were the same in all grades: friendship and academic results. Subjects who chose one of these two as the most important area accounted for 70-80% in each grade. The next area selected as the most important was physical appearance, which was selected by a small percentage of E6-M3 students (10-20% in each grade).

### 4. Differences in level of self-respect with differences in area selected as most important or development

![Image](image.png)

**Table 5  Area of importance**

<table>
<thead>
<tr>
<th>Rank</th>
<th>B/G</th>
<th>area</th>
<th>E4 %</th>
<th>area</th>
<th>E5 %</th>
<th>area</th>
<th>E6 %</th>
<th>area</th>
<th>M1 %</th>
<th>area</th>
<th>M2 %</th>
<th>area</th>
<th>M3 %</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Boy</td>
<td>AC</td>
<td>39</td>
<td>50.7</td>
<td>AC</td>
<td>34</td>
<td>47.9</td>
<td>FR</td>
<td>43</td>
<td>50.0</td>
<td>AC</td>
<td>26</td>
<td>35.6</td>
</tr>
<tr>
<td></td>
<td>Girl</td>
<td>Total</td>
<td>61</td>
<td>41.5</td>
<td>59</td>
<td>38.6</td>
<td>77</td>
<td>46.1</td>
<td>61</td>
<td>41.2</td>
<td>71</td>
<td>45.2</td>
<td>46</td>
</tr>
<tr>
<td>2</td>
<td>Boy</td>
<td>BE</td>
<td>19</td>
<td>24.7</td>
<td>FR</td>
<td>20</td>
<td>28.2</td>
<td>AC</td>
<td>31</td>
<td>36.1</td>
<td>FR</td>
<td>25</td>
<td>34.3</td>
</tr>
<tr>
<td></td>
<td>Girl</td>
<td>Total</td>
<td>35</td>
<td>25.8</td>
<td>43</td>
<td>28.1</td>
<td>65</td>
<td>38.9</td>
<td>47</td>
<td>31.8</td>
<td>44</td>
<td>28.0</td>
<td>30</td>
</tr>
<tr>
<td>3</td>
<td>Boy</td>
<td>FR</td>
<td>15</td>
<td>19.5</td>
<td>BE</td>
<td>13</td>
<td>18.3</td>
<td>PH</td>
<td>8</td>
<td>9.3</td>
<td>PH</td>
<td>12</td>
<td>16.4</td>
</tr>
<tr>
<td></td>
<td>Girl</td>
<td>Total</td>
<td>33</td>
<td>22.5</td>
<td>31</td>
<td>20.3</td>
<td>10</td>
<td>6.0</td>
<td>19</td>
<td>12.8</td>
<td>18</td>
<td>11.5</td>
<td>21</td>
</tr>
</tbody>
</table>

FR: friendship, PH: physical appearance, AC: academic results, BE: ethical behavior,

To investigate differences in the level of self-respect depending on difference in area selected as most important, and to investigate whether there are differences in this depending on age and whether a student was an elementary or middle school student, analysis of variance was carried out with important area (5 areas: friendship, athletics, physical appearance, academic results, and ethical behavior) $\times$ age (elementary school, middle school). The results (Fig. 7) showed a main effect of area of importance ($F(4,792) = 5.16 p < .000$), and a Bonferroni multiple comparison test showed that students who chose “Being good at sports and outdoor activities” (sports orientation) had significantly higher self-respect than student who chose
“Maintaining good relations with friends,” (social orientation) \( (p < .05) \), students who chose “Having an attractive face and physique” (appearance orientation) \( (p < .000) \), and students who chose “Doing well in school” (academic orientation) \( (p < .05) \). Students who chose “Behaving in a way that does not trouble others” (behavior orientation) had significantly higher self-respect than socially oriented \( (p < .05) \) or appearance oriented students \( (p < .000) \); socially oriented students had significantly higher self-respect than appearance oriented students \( (p < .05) \); and academically oriented students had significantly higher self-respect than appearance oriented students \( (p < .05) \). These results are summarized in Table 6.

A main effect of age was seen, and elementary school students had significantly higher self-respect than middle school students \( (F(1, 792) = 7.74, p < .01) \). No interaction was seen between area of importance and age \( (F(4, 792) = 1.12, n. s.) \).

![Mean score on self-respect in each area](image)

**Fig. 7** Mean score on self-respect in each area

| Table 6 Summary of main effect for area of importance |
|---------------------------------|----------------|----------------|----------------|----------------|
|                                | Athletics      | Appearance     | Academics      | Behavior       |
| Sociality                      | Athletics      | Sociality      | —              | Behavior       |
| Athletics                      | Athletics      | Athletics      | —              | —              |
| Appearance                     | Academics      | Behavior       | —              | —              |
| Academics                      | —              | —              | —              | —              |

Ex) Children who selected athletics as the most important area had significantly higher general self-worth than those who selected sociality as the most important area.
Discussion

1. Self-evaluation

A main effect of grade was seen and, with the exception of the social acceptance domain, elementary school students as a whole had higher self-evaluations than did middle school students. As young people enter late childhood and early puberty, they objectify the self against a background of the development of cognition for examination of the self, and there are many opportunities for comparison with others (Kashiwagi, 1992). In this process, they experience self-ambition and identification with others who they idealize, and their evaluation of their real self deteriorates. This is thought to be the reason for the lower self-evaluation in middle school students than in elementary school students. This may be one sign of development in late childhood and early puberty, when the alter-ego is said to awaken. The result was the same in all domains except the social acceptance, and was not seen as inherently characteristic of any domain as a developmental transformation. The fact that no difference was seen in the level of self-evaluation by grade in the social domain is discussed below.

There was a particularly distinct difference between elementary and middle school students in the academic domain. In addition to the deepening of self-reflection in the abovementioned development process as a reason for this difference, the following may be considered. In Korea there is a general belief that a child’s success in school depends on the supervision of the parents, so much so that it is said that the elementary school child’s academic record is a direct reflection of the parents’ efforts. Academic guidance is so prevalent in home education during elementary school that a child may not recognize an inability as his or her own, and thus the child’s self-evaluation may not be damaged. In middle school the level of study becomes higher and may in some instances go beyond the parent’s ability to teach, so that the self-evaluation of middle school students may go down compared with that of elementary school students.

A main effect of gender was seen in the domains of athletic competence and physical appearance, and in both domains the self-evaluation of boys was higher than that of girls. With regard to the higher self-evaluation of boys than of girls in athletic competence, in Korea boys from a very young age have more opportunities to participate in some form athletics, such as the martial art taekwondo, than girls, who tend to learn things that can be done indoors, such as to play the piano. In middle school and high school neither boys nor girls are active in club activities, which are themselves not as common as in school education in Japan. Even if sports clubs are available, girls seldom join them, and in most cases the only opportunity girls have to participate in sports is during the school physical education class. In this school environment, the lack of opportunities for girls to participate in sports may lead to a decrease in their self-
evaluation, and result in a higher self-evaluation for boys in the domain of athletics. In addition, masculinity and femininity are emphasized, and the characteristics of strength and speed that are needed in athletics may lead to the desired masculinity of boys, and as a result bring about a higher self-evaluation of boys in the domain of athletics.

How is one to consider the difference between boys and girls in the domain of physical appearance? It is widely known, with stories in the mass media and elsewhere, that plastic surgery is fairly common among women in Korea. The insistence on beauty or cuteness that this represents may also be thought to lead to sensitivity. That sensitivity may cause girls to form an ideal self that is more beautiful, cuter, or has a more stylish figure, and the gap between girls’ real self and ideal self may result in a lower self-evaluation in the domain of physical appearance.

Meanwhile, only in the social domain no difference seen with either grade or gender. Since a comparison could not be made of level of self-evaluation between domains, it is unclear whether this resulted from a uniformly high level over all grades in both boys and girls, or a uniformly high level that extended to gender. Here let us consider the following interpretation that it was uniformly high across grade and gender. In Korea, there is a very strong social sense that people should do things together. For example, it is almost never seen that even an adult, either man or woman, goes to a restaurant alone. A common sight in business districts is for groups of around 10 people, whether workplace colleagues or friends, to enter restaurants together. Even in cases when there is some kind of trouble between people and someone is left out of the group in elementary, middle, or high school classes, that person would not be shunned by all classmates. There is always someone who will help the person, and as a result a child left completely alone is something that is not seen. The above situation can also be seen from the fact that in the Korean language there is no word equivalent to “ijime,” the word for bullying that occurs between children in Japan, and the word “ijime” has been adopted directly from Japanese. These conditions are presumed to be the reasons that no difference was seen between grades or between boys and girls in the social domain.

2. Self-respect

Clear differences in self-respect were seen by both age and gender.

The background for the higher self-respect of boys than of girls is thought to be related to the strength of the tendency, especially in the generation of the grandparents of the children who were the subjects in this study, to value boys. In school education as well, the child who is selected as the class representative is always a boy (recently there is an increase in cases in which classes have two representatives, one boy and one girl), and there are many occasions in society when the greater value placed on boys is felt. Such things are thought to be the reasons
for the higher self-respect in boys. Similar results were seen in a study of children from the 3rd grade of elementary school to the 3rd year of middle school in Japan (Sakurai, 1983). However, Sakurai’s study was conducted more than 20 years ago, and does not necessarily express characteristics of childhood and puberty in Japan today. A close study with consideration of cultural differences will be needed in the future. Similar to the results for self-evaluation, the middle school students had lower self-respect than the elementary school students. As children enter puberty they begin to look closely at how they live and at themselves as people. Considering that this is the developmental stage when identity begins to be shaken, this result may seem obvious. This period of fluctuation is an opportunity for effective self-exploration, and effective psychoeducational support for the establishment of identity in the next developmental stage of adolescence is a task common to this period that crosses cultures.

3. Area of importance

In all grades, the area most often selected as important was either academics or sociality. The selection of academics as important is thought to reflect the fierceness of the competition to get into schools in Korea, and the selection of sociality is thought to express the interpersonal sense described in 1. Above, in which people do things together with others and someone will always help a person who is alone. The proportion of subjects who chose physical appearance as the most important area increased gradually with higher grades. Background for this is thought to be the increasing interest in the opposite gender as children enter puberty, and the concern for physical attraction. In Korea, other background factors are the tendency, especially for girls, for someone who is beautiful, rather than someone who studies well or shows leadership, to become class representatives. Since the things that are important to a child depend greatly on school life and the things that are desired in society as a whole, it is likely that cultural differences are readily seen in the level of self-evaluation. Therefore, further investigation is needed on whether trends such as this are due to differences in development or to things inherent in a culture.

The level of self-respect according to differences in the area chosen as being most important was higher in the following order: sports orientation > social orientation ≃ academic orientation > appearance orientation. The reason that appearance orientation was the lowest may have been that, compared with the other three, the possibility of changing it through one’s own efforts is low. A child can expect improvement in athletic skills with practice, but the amount that a child can change his or her face or body through such efforts is limited, and it can be imagined that self-respect is low because of the feeling that although one may not be satisfied with oneself, there is no way to change things. The high level of sports orientation may be because a fair number of the children who selected this area in the first
place have a self-evaluation of being good at sports. Academic orientation is thought to reflect the fierceness of academic competition in Korea, so that children readily adopt the cognition that it is important to do well academically, regardless of whether their self-evaluation of their own academic abilities is high or low. Meanwhile, even in a society such as this, which places such emphasis on academic background, children who chose athletics as the most important area in fact excelled in athletics, and had a self-evaluation of being good at sports. In such children, it may be that their ideal self and their evaluation of their real self agree, and this agreement gives rise to a high level of self-respect. However, this does not go beyond the realm of conjecture.

When considering the relation between selection of area of importance and self-evaluation for that domain, it should be noted that the children who selected a given area include children from those who have a high self-evaluation in that domain to those who have a low self-evaluation. For example, there are instances when a child thinks that doing well in school is important (academic orientation), but also thinks that he or she is not good at studying (low self-evaluation), or when a child thinks it is important to get along well with others (social orientation), and also thinks that he or she is able to make friends easily (high self-evaluation). Therefore, since there are various levels of self-evaluation among the children who choose the same area of importance, in the future a comparison of those with high and low self-evaluations in an area will be needed for children who choose that same area.

References

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다음 질문에 대답해 주세요.

1. 몇학년입니까? ( )학년

2. 남자입니까? 여자입니까? ○을 찍주세요. ( 남자 / 여자 )

3. 앞에 쓰여있는 내용은 당신에게 있어서 얼마나 중요한 것인가?
   중요하다고 생각하는 것을 3가지 선택하여 순서대로 번호를 붙여주세요.
   가장 중요하다고 생각하는 것이 1위입니다.
   중요하다고 생각하는 순서대로 1위에서 3위까지 번호를 넣주세요.

   연습문제

   [예]  
   ( 2 ) 면세비endon을 보는 것
   ( 3 ) 단화를 입는 것
   (  ) 가족들과 놀리는 것
   ( 1 ) 컴퓨터게임을 하는 것
   (  ) 친구와 이야기하는 것

   (  ) 친구와 사이좋게 지내는 것
   (  ) 스포츠나 피트볼을 잘 하게 되는 것
   (  ) 열공이나 휴식, 체력Tanggal 외모가 몇있는 것
   (  ) 공부를 잘 하게 되는 것
   (  ) 다른 사람들에게 칭찬받는 착한 사람이 되는 것

다음의 내용은 지금 당신의 평소 모습이나 행동에
어느정도 맞습니까?

☐ 나는 집안일을 잘 돌습니다 ☐ 나는 집안일을 잘 돌지 않습니다
☐ 정말 그렇다 ☐ 정말 그렇다
☐ 조금 그런 것이다 ☐ 조금 그런 것이다
<table>
<thead>
<tr>
<th>번호</th>
<th>문장</th>
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</table>
| 1    | (☐) 나는 공부를 잘 하는 편입니까  
       - 정말 그렇다  
       - 조금 그런 편이다 |
| 2    | (☐) 나는 친구들과 잘 사귀지 못합니까  
       - 정말 그렇다  
       - 조금 그런 편이다 |
| 3    | (☐) 나는 운동이란 뭐든 잘 합니다  
       - 정말 그렇다  
       - 조금 그런 편이다 |
| 4    | (☐) 나는 내 생각에 만족하고 있습니까  
       - 정말 그렇다  
       - 조금 그런 편이다 |
| 5    | (☐) 나는 내 행동거리가 마음에 들지 않습니다  
       - 정말 그렇다  
       - 조금 그런 편이다 |
| 6    | (☐) 나는 내가 마음에 드시지 않습니다  
       - 정말 그렇다  
       - 조금 그런 편이다 |
| 7    | (☐) 나는 내가 또래 아이들과 비슷한 정도로 독특합니다  
       - 정말 그렇다  
       - 조금 그런 편이다 |
| 8    | (☐) 나는 친구가 많습니다  
       - 정말 그렇다  
       - 조금 그런 편이다 |
| 9    | (☐) 나는 지금부터 운동을 더 잘 할 수 있게 되었으면 좋겠습니까  
       - 정말 그렇다  
       - 조금 그런 편이다 |
| 10   | (☐) 나는 지금의 내 키나 몸무게에 만족하고 있습니다  
       - 정말 그렇다  
       - 조금 그런 편이다 |
| 11   | (☐) 나는 평소에 육바르게 행동하고 있습니다  
       - 정말 그렇다  
       - 조금 그런 편이다 |
| 12   | (☐) 나는 지금 만족스러운 생활을 하고 있습니다  
       - 정말 그렇다  
       - 조금 그런 편이다 |
25. □ 나는 수업시간의 공부에 잘 좋아가고 있습니다
   □ 정말 그렇다
   □ 조금 그런 편이다

26. □ 나는 내 동료들이 나를 좀 더 좋아해 주었으면 좋겠습니다
   □ 정말 그렇다
   □ 조금 그런 편이다

27. □ 나는 놀이거나 스포츠를 하기보다는 구경하는 편입니다
   □ 정말 그렇다
   □ 조금 그런 편이다

28. □ 나는 내 얼굴이나 머리모양이 지금과 달랐으면 좋겠습니다
   □ 정말 그렇다
   □ 조금 그런 편이다

29. □ 나는 한국에서 안전하고 안전한 일을 할 때가 있습니다
   □ 정말 그렇다
   □ 조금 그런 편이다

30. □ 나는 지금 있는 그대로의 내가 좋습니다
    □ 정말 그렇다
    □ 조금 그런 편이다

31. □ 나는 수업시간에 문제를 줄 때 대개 응바른 대답을 할 수 있습니다
    □ 정말 그렇다
    □ 조금 그런 편이다

32. □ 나는 다른 아이들에게 인기가 있습니다
    □ 정말 그렇다
    □ 조금 그런 편이다

33. □ 나는 처음으로 하는 놀이는 잘 못합니다
    □ 정말 그렇다
    □ 조금 그런 편이다

34. □ 나는 잘 생각하고 생각합니다
    □ 정말 그렇다
    □ 조금 그런 편이다

35. □ 나는 예절바른 행동합니다
    □ 정말 그렇다
    □ 조금 그런 편이다

36. □ 나는 내가 무슨 일을 할 때 내 방법이 만족스럽지 않습니다
    □ 정말 그렇다
    □ 조금 그런 편이다
韓国における児童・思春期の自己認識の発達

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本研究の目的は、韓国の児童後期・思春期における自己認識の特性を検討することである。韓国は1970年代の「漢江の奇跡」といわれる経済発展を遂げ、その後わずか20年のうちにGNPも飛躍的に拡大した。このような産業社会への変貌を背景に、急激な社会変動や価値観の転換、道徳的混乱が起きているなか、一方で伝統的階級意識や儒教的価値感も根強く残っている。このような多様な価値観や生活スタイルがうごめく社会変動がもたらした矛盾と葛藤のなかで、個々人のなかではどのような自己評価または自尊心が築かれているのであろうか？本研究では、その一端を明確にするために、Harterの自己認識尺度（1985）を用いて小学4・5・6年生・中学1・2・3年生の881名を対象に質問紙調査を行なった。その結果、社会性領域をのぞく全ての領域において、小学生の方が中学生より高い自己評価や自尊心を示した。また運動領域と容認領域の自己評価および自尊心において、男子の方が女子より高かった。最重要領域に選択した領域の違いによる自尊心の高さは、運動選択者＞社会性選択者＞学業選択者＞容認選択者の順に高かった。これらの結果については、韓国における学校教育の特性や発達の特性から考察された。今後の課題は、重要領域の選択の仕方と自己評価や自尊心の高さとの関連を検討すること、また、欧米や日本における自己認識調査の結果との比較をふまえて発達の特性と文化的性との関連を検討することである。

キーワード：児童期、思春期、自己評価、自尊心