

**A Window Into South Korean Culture:
Stress and Coping in Female High School Students**

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Abstract

In an effort to increase multicultural competence, professional counselors in the United States analyzed archival data from high school students from Seoul, South Korea. A sample of all female ($N = 577$) high school students responded to survey questions related to stress and coping. Results demonstrated statistical significance in levels of stress between grade levels, and the relationship between stress and coping. Results suggest the need for continued development of professional school counseling programs in South Korea high schools for student wellness.

Keywords: professional counseling, school counseling, South Korea, multicultural competence

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Professional counselors engage in a lifelong process towards multicultural competence. The seminal model (Sue, Arredondo, & McDavis, 1992) of cultural awareness, knowledge, and skills represents a sound conceptualization on how to build multicultural competence. This professional and ethical imperative is well documented in key counseling literature as well as organizational standards for practice (American Counseling Association, 2014; American School Counselor Association (ASCA), 2010; Sue & Sue, 2013).

In a counselor education context, generalizations such as counseling “Asian Americans” or “Asian culture” fall short, as they do not recognize distinctive characteristics of specific subgroups (Seo, 2010). Although the countries of China, South Korea, and Japan are in close proximity geographically, these “Northeast Asian” countries are vastly different. Cross-cultural counseling entails understanding and valuing the uniqueness of respective cultures. As a result, the current research study aimed to increase American professional counselor awareness and knowledge of South Korean culture, within the framework of professional school counseling and high school student stress and coping in South Korea.

Education in South Korea

In South Korea (hereafter, Korea), there is a strong culture and expectation that students maintain high academic aspirations (Lee et al., 2010). The country is situated between China and Japan, and has a population of approximately 49 million people. In terms of landmass, Korea is larger than Northern and the Republic of Ireland combined

and comparable to the state of Ohio. Korean society is influenced by and operates from a Confucian philosophy, with emphasis placed on hard work and education, including reverence for educational status and hierarchy (South Korea Overview, 2014). The education system in Korea aspires towards an egalitarian ideal where government, maintaining central control over curriculum content, aims for equal opportunity for students across gender, religion, or socioeconomic status (Kim, 2002). Byun, Schofer, and Kim (2012) offered an example of the high school equalization policy where students, regardless of their academic ability, are assigned to public and private schools located near their place of residence.

Despite the intentions of the Korean government, a literature review characterized the education system as severely competitive, test driven, and highly pressured (Blazer, 2012; Kim, 2002; Kim & Lee, 2010; South Korea Overview, 2014). South Korea's euphemistic "zeal for education" (Kim, 2002, p30) results in a system where the college entrance exam and which university attended impact life opportunities including career prospects, marriage prospects, and general social prestige (South Korea Overview, 2014). South Korea Overview identified educational status and hierarchy as part of the Confucian philosophy.

Korean students attend high school for three years, a cultural difference from the four year system in the US. Korean students compete for limited admission into Korea's prestigious universities, known as the "SKY" schools. Seoul National University, Korea University and Yonsei University are ranked as the top academic institutions in the country respectively (Philips, 2013). The college entrance exam is a one-time test, typically taken in students' final year in high school. Byun et al., (2012) asserted that

given high stakes tests are gatekeepers to elite four-year institutions, schools are highly focused on test preparation. While the performance of Korean students and the Korean education system has been touted at the international level (Ripley, 2011), the resulting pressure and profound impact on the students warrants consideration.

In addition to a full day at school, 75% of primary and secondary students participate in supplemental academic classes (Kim & Lee, 2010). Private tutoring or “cram” schools in Korea, while beyond the scope of the current article are a salient aspect of what Ripley (2011) described as “a culture of educational masochism.” Students are pushed physically and emotionally as these privately run businesses stay open until midnight or later (Blazer, 2012). Substantial pressures from supply and demand of tutoring on families are noteworthy. Blazer reported that academic success and admission to college is dependent on a family’s ability to finance supplemental study. In addition to the financial stress and burden for parents (Kim, 2002), students are under tremendous pressure as they are aware of family financial spending (Card, 2005). Academic success or failure may reflect on parents, revealing complexities in family relationships and increased pressure on students to perform.

School Related Stress and Coping

Lazarus and Folkman (1984) define coping as a constant change in cognitive and behavioral efforts that are used to manage demands placed on an individual. Those demands can either be internal or external. Accordingly, stress is defined as the relationship that one has with the environment and, in turn, appraisal of those experiences to be taxing or compromising one’s well-being (Lazaur & Folkman, 1984). The need to investigate healthy coping strategies for adolescents is essential when we

consider the environmental stressors of peer relationships, family conflicts, and academic pressure (Hampel & Petermann, 2005; Suldo, Shaunessy, & Hardesty, 2008).

A study by Lee et al. (2010) revealed that 56.5 percent of Korean adolescents experience stress due to academic related concerns. The authors suggested that academic-related stressors turn into significant mental health concerns. Korean adolescents are increasingly experiencing psychological issues due to increased rates of bullying, divorce, poverty, exposure to violence, life stressors, and balancing family traditions (Lee, 2010; Persike & Sieffge-Krenke, 2011; Sung, 2011; Yeonok & Emery, 2010).

Persike and Sieffge-Krenke (2011) reported tension related to adolescents feeling caught between their traditions and Western styles of living. Kim, Lee, Yu, Lee, and Puig (2005) noted growing societal problems including adolescent delinquency which contributes to school-related concerns such as academic failures, depression, and anxiety. Furthermore, the increased numbers of suicide amongst Korean adolescents illustrates the impact of these types of concerns. As previous research indicated, the diagnosis of depressive disorders in children and adolescents under the age of 19 significantly increased between 2004 and 2007 (Hourii, Nam, Choe, Min, & Matsumoto, 2012). The researchers also found when compared with China and Japan, Korean students were more vulnerable to eating disorders, impulsiveness, and somatic symptoms. In the same study, results also indicated that overall mental health of females was worse than that of males, particularly related to eating disorders (Hourii et al., 2012). Alarmingly, suicide was the leading cause of death for those aged 10-19 years old. In comparison, suicide is the fifth leading cause of death among 5-14 year old

and third in 15-18 year old children/youth in the US. Additionally, females had more suicide attempts than males and the highest incidence of depression (Sung, 2011). Clearly there is a lack of healthy coping mechanisms experienced by adolescents.

Professional Counseling in Korea

Professional counseling in Korea has experienced tremendous growth in the past two decades (Joo, 2009; Lee, Suh, Yang, & Jang, 2012). This supply is logical as the demand for mental health services for the general population has been noted in related research (Lee et al., 2012). Despite growth and demand, the counseling profession in Korea remains at an early stage of development (Joo, 2009). Lee et al. discussed the lack of a counselor licensing system and preparation standards for counselor educators. If these challenges exist at a macro level, it is likely that Korean students would be hesitant to seek professional support and attend schools where the professional school counseling services are in a similarly young stage of development. Another challenge for the counseling profession is individuals' hesitation to seek help. Joo reported, despite family pressures and potential group conflicts (e.g., work related), seeking help for the individual in Korean society and sharing private struggles with a stranger (i.e., helping professional) would be uncomfortable. Similarly, social stigma for having a psychological problem is a concern noted in literature (Lee et al., 2012). These findings may be related to both the largely collectivist nature of Korean culture as well as Confucian principles.

School Counseling in South Korea

School guidance counseling in Korea dates back to the 1950s and has recently seen government-led reformation resulting in more developed programs and training

(Lee et al., 2012). However, the identity of the “professional school counselor” in Korea appears ambiguous. Lee et al. noted the term “counselor” and “counseling psychologist” are interchangeable in Korea. The authors also discussed how schools, in 2008, added full time “counseling teachers.” Certified school teachers are trained as “professional school counseling teachers” (as cited in Lee & Yang, 2008, p.161). Historically, counseling support for Korean students has been the responsibility of school teachers (Lee et al., 2012). One such example is found in recent research where teachers in the Korean education system were surveyed on their role in cases of bullying (e.g., action vs non-action) in schools (Yoon, Bauman, Choi, & Hutchinson, 2011). The study by Yoon et al. supported the notion that teachers assume counseling related duties, namely due to the notable absence of any mention of counseling or school counselor. Hence, the defined role and job description for school counselor in Korea appears to be culturally different, and in a state of development when compared to the role of school counselor in the US.

Despite these challenges, there is growing evidence that the school counseling profession in Korea is progressing. The need for helping professionals (e.g., registered school counselors, social workers, psychologists) and programs including screening, prevention, and support for students in school systems has been recognized (Lee et al., 2012; Park, Schepp, Jang, & Koo, 2006). Lee et al. reported that 124 out of 178 school boards have built student counseling centers, and 2,045 of 11,170 schools have hired full time counselors. These findings support Joo’s (2009) assertion that professional counselors are becoming more active and accessible in schools. Although a Korean School Counseling Association has been established, Lee et al., (2012) called for more

clearly defined roles for school counselors, along with professional recognition and standardized graduate level, counselor education programs.

Need and Purpose for the Study

This review of the literature provides background and insight into the education system in Korea, substantial stressors and demands on students, and the state of professional school counseling. The primary purpose of the current investigation was to explore female high school student experiences with stress and coping factors in Korea. Cross-cultural understanding (Kuo, Roysircar, & Newby-Clark, 2006) and more rigorous school counseling research in Korea (Lee & Yang, 2008) have been suggested in professional literature. This exploratory study examined the following research questions:

1. Is there a difference in stress between female, high school 1st and 2nd year students?
2. Is there a difference in coping between female, high school 1st and 2nd year students?
3. Is there a correlation between stress and coping with female high school students in Korea?

A discussion with implications for professional counseling and suggestions for future research are included.

Methodology

Participants

An English as a second language (ESL) specialist (4th author) contributed archival data from a classroom assignment focused on health and wellness. The convenience sample consisted of all female, high school students ($N = 577$) at a private, all-girls high school in Seoul, South Korea. Within the context of week-long, health and

wellness activities (e.g., lectures and discussions), students completed a survey which contained the Perceived Stress Scale-14 (PSS-14), questions regarding coping with stress (i.e., externalizing stress), and demographic questions. Student ages ranged from 14 to 18 years old, with a mean age of $M = 16.56$, $SD = .61$. All participants were female and Korean National.

Procedure

In the fall of 2011, the authors collaborated to choose scales and measures related to stress for an ESL curriculum for high school students. The researchers chose the PSS-14 and added questions to represent a construct of coping/externalizing stress. The survey was translated into Korean by a Korean national residing in the United States, and then sent to a Korean Professor at a local university to validate and edit the translated survey. The William Paterson University Institutional Review Board (IRB) was contacted to confirm the usage of archival data from an ESL instructor's course, to be used for research and dissemination purposes. Subsequent IRB approval was received.

Instruments

The survey (see Appendix) included the PSS-14, an instrument supported by substantial reliability and validity (Cohen, Kamarck, & Mermelstein, 1983). This self-report measure has 14 items, scored on a Likert-type scale from 0 (never) to 4 (very often) with a possible total score range of 0 to 56. Seven items on the PSS are reverse scored. Sample questions include: In the last month, how often have you felt you were unable to control the important things in your life?, In the last month, how often have you been able to control irritations in your life?, and In the last month, how often have you found yourself thinking about things that you have to accomplish? Higher scores

indicate higher student stress. Cronbach's alpha for the PSS-14 and three coping questions (e.g., sharing thoughts and feelings with friends, family and teacher/school counselors) was .81 and .57 respectively. Demographic questions to confirm age and grade level in high school were also included in the survey, resulting in 19 questions.

Data Analysis and Results

The statistical package for the social sciences (SPSS) was used to analyze the data. A total of 577 students completed the survey, with 204 (35%) 1st year students and 373 (65%) 2nd year students. The means and standard deviations for all items are reported in Table 1. Items were scored on a 5-point Likert-type scale, with 0 (never) representing low stress and low coping, and 4 (very often) representing high stress and high coping, resulting in a possible range from 0 to 4. Items 4,5,6,7,9,10 and 13 were reversed coded. The data were screened for outliers and normality. There were no outliers detected and all skewness coefficients were less than the absolute value of 1.0, which suggest normality.

Table 1

Means and Standard Deviations of PSS-14 (Stress) and Coping Items

Scale	Items	<i>M</i>	<i>SD</i>
Stress	1. Upset	2.08	.96
	2. Control	2.38	1.01
	3. Nervous	2.96	.96
	4. Irritating*	2.00	.81
	5. Coping*	1.97	.87
	6. Confidence*	1.91	.94
	7. Going your way*	2.19	.86
	8. Unable to cope	2.38	.89
	9. Control Irritations*	1.91	.81
	10. On top of things*	2.37	.89
	11. Outside control	2.03	1.05

Scale	Items	<i>M</i>	<i>SD</i>
	12. Things accomplished	3.10	.85
	13. Spend time*	2.52	.88
	14. Difficulties	2.97	.95
	Composite Stress	2.34	.49
Coping	15. Family	2.07	1.22
	16. Friends	2.43	1.04
	17. Teacher/Counselor	.79	.88
	Composite Coping	1.76	.77

Note. Items are on a 0 to 4 point scale. * Indicates items reversed coded.

Differences between 1st and 2nd year students

The difference between 1st and 2nd year students' stress and coping were examined using two independent *t*-tests. The independent variable was year in school and the dependent variables were the average stress and coping scores. For stress, there was a statistically significant difference between 1st and 2nd year students' mean stress ($t = 2.99, p = .003$). 1st year students' mean level of stress ($M = 2.26, SD = .52$) was lower than the 2nd year students' ($M = 2.36, SD = .47$), with a modest effect size ($d = .20$). There was no statistically significant difference in mean coping levels ($t = 1.90, p = .06$) between 1st year students ($M = 1.68, SD = .83$) and 2nd year students ($M = 1.81, SD = .74$). Results indicated that second year students' in the sample experienced more stress than first year students.

For a better understanding of differences between grade levels in perceived stress, a direct logistic regression analysis was conducted with grade level as the outcome variable (coded 0 = 1st year and 1 = 2nd year) and the PSS-14 items as the predictors. A test of the full model with all predictor variables against a constant-only model was statistically reliable, chi-squared (6, $N = 577$) = 44.01, $p < .001$, indicating that

the predictors reliably distinguished between 1st and 2nd year students. The variance in grade accounted for is small, with Cox and Snell R^2 equal to .07 and Nagelkerke R^2 equal to .10. Predicted success was adequate, with 21% of the 1st year students and 91% of the 2nd year students identified correctly and an overall success rate of 66%. Table 3 shows the regression coefficients, Wald statistics, statistical significances, and odds ratios for each of the six predictors. According to the Wald criteria only items 2 (Control), 11 (Outside control), and 12 (Things accomplished) predicted grade level. The 2nd year students were more likely to report higher *Control* and *Things accomplished*, whereas the 1st year students reported higher levels of *Outside control*.

Table 2

Logistic Regression Results for PSS-14 (Stress) for 1st and 2nd year Korean high school females

Items	B	SE	Wald	Odds Ratio
1. Upset	-.041	.114	.129	.960
2. Control	.488	.118	17.113 **	1.629
3. Nervous	-.125	.123	1.037	.882
4. Irritating	-.097	.128	.579	.907
5. Coping	.041	.128	.104	1.042
6. Confidence	.095	.127	.566	1.100
7. Going your way	.063	.130	.235	1.065
8. Unable to cope	-.022	.115	.037	.978
9. Control Irritations	-.066	.133	.250	.936
10. On top of things	.038	.125	.095	1.039
11. Outside control	-.326	.105	9.671 **	.722
12. Things accomplished	.291	.135	4.628 *	1.338
13. Spend time	-.095	.123	.596	.909
14. Difficulties	.130	.111	1.367	1.139
CONSTANT	-.560	.495	1.279	.571

Note. ** $p < .01$; * $p < .05$. 1st year students were code 0 and 2nd year students were coded 1.

Relationship between Stress and Coping

The correlation between stress and coping were examined using bivariate correlation coefficients. Readers should be cautious interpreting statistical significant because of the large number of statistical tests that were conducted. The correlation coefficient between the average stress and coping values was $-.24$, which was statistically significant, but relatively small in effect size. Correlation coefficients among all stress and coping items are reported in Table 3. There were numerous statistically significant correlation coefficients (indicated in bold), but most coefficients tended to be small. Results suggest that as Korean, female high school students' coping (shared thoughts and feelings with family, friends, or teacher/counselor) increased, their stress levels decreased. Stress items of *Upset*, *Things accomplished*, and *Difficulties* did not have a statistically significant correlation between any of the coping measures.

Table 3

Bivariate Correlation Coefficients between PSS-14 (Stress) and Coping Items

		Coping		
		Family	Friends	Teacher/Counselor
Stress	1. Upset	-.038	-.061	-.021
	2. Control	-.120	-.070	-.109
	3. Nervous	-.156	-.039	-.078
	4. Irritating	-.178	-.117	-.124
	5. Coping	-.135	-.054	-.043
	6. Confidence	-.267	-.155	-.164
	7. Going your way	-.195	-.139	-.118
	8. Unable to cope	-.092	-.072	-.128
	9. Control Irritations	-.179	-.104	-.124
	10. On top of things	-.093	-.042	-.100
	11. Outside control	-.079	-.022	-.067
	12. Accomplished	-.060	-.024	-.061
	13. Spend time	-.146	-.054	-.187

	Coping		
	Family	Friends	Teacher/Counselor
14. Difficulties	.011	.048	-.064

Note. Bold numbers indicate statistically significant at the $p < .05$ level.

Discussion

Regarding research question one, results suggest 2nd year female, high school students perceived increased stress compared to their 1st year counterparts. These findings were not surprising given that 2nd year students are one year closer to the high stakes college entrance exam. Byun et al. (2012) identified test preparation as a primary focus for students' potential qualification to the elite four-year institutions. The increased stress could be interpreted as building pressure towards the 3rd and final year of high school. These findings may be of interest to professional school counselors in South Korea, towards wellness and prevention efforts. Beyond the college entrance exam, counselors may consider Lee et al.'s (2010) finding that academic related stressors may develop into significant mental health concerns. For example, Sung (2011) identified suicide as the leading cause of death for high school aged students, with females attempting suicide more often and having high incidence of depression. In a country where the school counseling profession is continuing to develop (Joo, 2009), this study's findings might support addressing wellness and mental health of students as a primary concern.

For research question two, results demonstrated no group difference between 1st and 2nd year students' mean coping scores. However, results revealed statistical significance between coping items. Both 1st and 2nd year students were more likely to externalize thoughts and feelings with family and friends compared to school

teachers/counselors. These findings are supported in previous research by Joo (2009), which indicated that individuals in Korean society may be hesitant to seek help for themselves. Moreover, student's sharing private struggles with family and friends may be more desirable than teachers/counselors in order to avoid the stigma of having a psychological problem (Lee et al., 2012). The Korean school counseling profession may consider a more clear delineation between roles of the teacher versus the school counselor, as opposed to the current, combined dual role (Lee et al., 2012) noted in the literature. With a distinct role and professional identity, school counselors may be able to connect with students and establish relationships for wellness and prevention efforts.

Results for research question three indicated a statistically significant, negative correlation between stress and coping for the total sample of female, high school students. Specifically, an increase in student sharing of stress related thoughts and feelings with family, friends, or teachers/counselors (i.e., coping), correlated with decreased stress. Encouraging Korean high school students to externalize stress related thoughts and feelings could be seen as a positive step towards stress reduction, with school counselors acting as systemic change agents towards this endeavor.

In order for Korean students to develop such coping skills for academic and general life pressures, a more systematic school counseling program needs to be in place. For example, the ASCA model (ASCA, 2012) incorporates an individual and group counseling approach, with considerations for family systems within the three domains of social/emotional development, academic development, and career development. If school counseling programs were included as an integral part of the education program, with school counselors viewed as resources to support the school

mission as well as student success, the stigma for seeking help (Lee et al., 2012) might be reduced. Further, students may come to view the school counselor as a trusted resource for sharing, as they currently view friends and family.

Limitations, Implications, and Future Research

The authors recognize the limitations of this study and caution readers when interpreting results. The use of the convenience sample from a single, private high school does not allow generalization to the population of Korean high school students. Also, we recognize limitations due to our limited understanding of Korean culture, and nuances that foreign researchers may not have understand. Most notably, the authors were unable to fully review all relevant literature, as we were unable to review Korean language research publications. Also, the authors acknowledge that despite efforts towards a valid translation of the PSS-14 and coping items, the survey questions could contain cultural bias. For example, three questions to represent a coping construct were created for the purposes of this study. The researchers recognize that sharing thoughts and feelings is a limited and potentially Western view of coping. Korean students may have culturally relative coping mechanisms, or value alternatives such as spirituality or exercise. Clearly, more reliable and valid stress and coping scales would improve future research. Finally, the current study focused on academic stress, however the authors recognize Korean students likely experience other forms of stress (e.g., familial, social, interpersonal).

In addition to implications for Korean school counseling professionals, these findings may inform the greater counseling profession in Korea, including counselor educator programs and government agencies in Korea responsible for program

development. Specifically, the need for wellness and prevention programs in schools, as found in previous research (Lee et al., 2012; Park et al., 2006), is reinforced. Additionally, results from the current research study may contribute to existing international counseling research with specific Asian populations. Finally, international professional counselors and counselor educators may gain greater awareness and knowledge of the Korean culture, based on the current study. Such an understanding of Korean culture may improve professional interactions in school, counseling, and counselor education settings globally.

Future research recommendations include international research collaboration with Korean counselor educators in order to add to cross-cultural understanding of high school student experiences and the development of professional school counseling in Korea. Follow up studies with male high school students, and 3rd year (senior) high school students are recommended. Future research studies might compare Korean schools with and without professional school counselors, as well as comparisons with high school students from other countries. One example might be stress and coping research with a sample of female, Korean-American high school students in the US. Qualitative research is recommended to more fully investigate and gain a deeper understanding of student experiences in Korea. Finally, an investigation of the psychometrics (i.e., factor analysis, item analysis) of the authors' edited version of the PSS-14 is recommended.

Conclusion

As professional counselors in the US, the researchers aimed to increase awareness and knowledge of a distinctive population within Asian culture. Specifically,

we explored female, high school student experiences with stress and coping in South Korea. Literature revealed the cultural expectation for students to maintain high academic aspirations in an education system characterized as competitive, test driven, and highly pressured. This academic pressure may lead to feelings of increased stress, and there is evidence that academic related stressors turn into significant mental health concerns.

Our findings offer implications for professional school counselors in Korea and the international professional counseling community. There are indications that the school counseling profession in Korea is advancing. To support school counselors, help professionals (e.g., social workers, psychologists) could collaborate for improved prevention programs and support for students. As fellow counseling professionals, we value the uniqueness of Korean culture and look forward to increased cross-cultural understanding school counseling practices. Further, we hope for student wellness, and look forward to the continued development of professional school counseling in South Korea.

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Appendix

설문지PSS-14

0 = 전혀 없다 Never	1 = 거의 없다 Almost never	2 = 가끔 있다 Sometimes
3 = 종종 있다 Fairly often	4 = 아주 잦다 Very often	

1. In the last month, how often have you been upset because of something that has happened unexpectedly (지난 한달 동안에 예상치 않은 일이 닥쳐 속상했던 적이 얼마나 자주 있었나요)?

0 1 2 3 4

2. In the last month, how often have you felt that you were unable to control the important things in your life (자신의 인생에 중요한 일들을 제대로 처리할 수 없다고 느껴진 적이 지난 한달 동안 얼마나 자주 있었나요)?

0 1 2 3 4

3. In the last month, how often have you felt nervous and “stressed” (지난 한달 동안 얼마나 자주 불안함과 스트레스를 느꼈나요)?

0 1 2 3 4

4. In the last month, how often have you dealt successfully with irritating life hassles (지난 한달 동안, 짜증스럽고 성가시던 어떤 일을 성공적으로 잘 처리한 적이 얼마나 자주 있었나요)?

0 1 2 3 4

5. In the last month, how often have you felt you were effectively coping with important things that were occurring in your life (지난 한달 동안, 자신의 주변에서 생긴 중요한 변화에 효과적으로 잘 대처했다고 느꼈나요)?

0 1 2 3 4

6. In the last month, how often have you felt confident about your ability to handle personal problems (지난 한달 동안, 자신의 개인적인 문제를 잘 해결할 수 있다는 자신감을 얼마나 자주 느꼈나요)?

0 1 2 3 4

7. In the last month, how often have you felt those things were going your way (지난 한달 동안, 얼마나 자주 주변 일들이 원하는 바대로 잘 해결되어가고 있다고 느꼈나요)?

0 1 2 3 4

8. In the past month, how often have you found you could not coping with all things you had to do (지난 한달 동안, 자신이 해야 할 여러 가지 일들을 제대로 잘 해낼 수 없었던 적이 얼마나 자주 있었나요)?

0 1 2 3 4

9. In the last month, how often have you been able to control irritations in life (지난 한달 동안, 짜증스러웠던 일상의 일들을 잘 대처/해결 할 수 있었나요)?

0 1 2 3 4

10. In the last month, how often have you felt that you were on top of things (지난 한달 동안 자신이 모든 것을 제 시간 안에 수행하고 있다고 느꼈나요)?

0 1 2 3 4

11. In the last month, how often have you been angered because things that happened were outside your control (주변에서 일어난 일들이 자신이 통제 밖의 일들이어서 화가 난 적이 지난 한달 동안 얼마나 자주 있었나요)?

0 1 2 3 4

12. In the last month, how often have you found yourself thinking about things that you have to accomplish (지난 한달 동안, 처리해야 할 일들로 머리가 복잡한 자신을 발견했나요)?

0 1 2 3 4

13. In the last month, how often have you been able to control the way you spend your time (지난 한달 동안, 시간을 잘 활용하고 있다고 얼마나 자주 느꼈나요)?

0 1 2 3 4

14. In the last month, how often have you felt difficulties were piling up so high that you could not overcome them (지난 한달 동안, 처리해야 할 일들이 산더미 쌓여 어려움을 경험한 적이 있나요)?

0 1 2 3 4

스트레스 해소하는 방법에 대한 다음의 설문에 아래와 같이 답하십시오.

0 = 전혀 없다 Never	1 = 거의 없다 Almost never	2 = 가끔 있다 Sometimes
3 = 종종 있다 Fairly often	4 = 아주 잦다 Very often	

15. When you experience stress, how likely are you to share your thoughts and feelings with your family (스트레스를 받는다고 느껴질 때, 자신의 생각이나 감정을 가족들과 상의하는 편인가요)?

0 1 2 3 4

16. When you experience stress, how likely are you to share your thoughts and feelings with your friends at school (스트레스를 받는다고 느껴질 때, 자신의 생각이나 감정을 학교 친구들과 이야기하는 편인가요)?

0 1 2 3 4

17. When you experience stress, how likely are you to share your thoughts and feelings with your teachers/school counselor (스트레스를 받는다고 느껴질 때, 자신의 생각이나 감정을 학교 선생님이나 상담교사와 상의하는 편인가요)?

0 1 2 3 4

Please answer the following questions about you:

18. What year were you born?

19. What grade are you in high school? Please circle.

Sophomore (1st year) Junior (2nd year)

Biographical Statements

Dr. Tim S. VanderGast is an associate professor at William Paterson University. He is a counselor educator and professional counselor. He is licensed (LPC) in the state of New Jersey, where he is also a certified school counselor. Dr. VanderGast is an approved clinical supervisor (ACS). He has published numerous articles in the counseling field and presented at various conferences. Dr. VanderGast's research interests include: play therapy and counseling children, clinical supervision, and diversity and multicultural counseling.

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Dr. Sejal Parikh Foxx is an associate professor and school counseling program director in the Department of Counseling at the University of North Carolina at Charlotte. She is a former school counselor in both urban elementary and suburban high school settings. Her research areas school counselor training and development with special focus on multiculturalism, social justice, and urban education.

Dr. Claudia Flowers is a professor of research, statistics, and measurement at the University of North Carolina at Charlotte. She has over 90 publications in the areas of assessment, measurement, and applied research methods. She earned her Ph.D. in educational research, measurement, and evaluation from Georgia State University. Her current research interests include exploring evidence of technical quality of alternate assessments for students with significant cognitive disabilities

and testing accommodations. Dr. Flowers is considered an expert in the field of alternate assessments is currently a member of the National Council on Measurement in Education (NCME) Diversity and Testing committee. She is a partner with the National Center and States Collaborative and serves on numerous states' Technical Advisory Committee and National Expert Advisory Panels that examine assessing students with disabilities.

Andrew Thomas Rouse is an ESL specialist and former English teacher in Seoul, South Korea. He has designed and implemented English clubs for Korean students and lead programs at one of Korea's most prestigious high schools. His long-term commitment to the field has been chronicled by *Newsweek*. Andrew currently teaches at Vietnam Australian International School, Ho Chi Minh City, Vietnam.

Dr. Karen Decker is an assistant professor at William Paterson University. She has her Ph.D. in counselor education and supervision. She is an LPC in New Jersey as well as a certified school counselor. She is a Nationally Certified Counselor (NCC) and an approved clinical supervisor (ACS).