

THE 2010 KOREAN CHILDREN AND YOUTH PANEL SURVEY III PROJECT REPORT

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사전 승인없이 보고서 내용의 무단전재·복제를 금함.

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**The 2010 Korean Children and
Youth Panel Survey III
Project Report**

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1. Objectives of the Research Project

This study is the third year survey of the 2010 Korean Children and Youth Panel Survey I (Kim, Baek, Lim and Lee, 2010). The objectives of the 2010 Korean Children and Youth Panel Survey I are summarized below.

The objectives of the 2010 Korean Children and Youth Panel Survey are to design a longitudinal survey model and contents to develop a multi-angled understanding of children and youths over time, taking the development and growth of Korean children and youths as the longitudinal axis and the aspects and conditions of changes in each stage as the transversal axis, and to construct panel data. (Kim, Baek, Lim and Lee, 2010).

As the third year research project in 2012, the 2010 Korean Children and Youth Panel Survey III has three objectives: first, regarding data build-up, to process the second year survey results that came out at the end of the previous year by punching, data cleaning and weighting to establish statistical data; second, regarding the use of the data, to publish a research brief and data analysis report using the first and second year data, and to hold the second Korean Children and Youth Panel Conference; and third, regarding the survey, to conduct a third year follow-up study of a panel consisting of youths and their guardians.

2. Contents of Research

The contents of the third year research project in 2012 include: first, to construct the first and second year data; second, to analyze and use the first and second year data; and third, to prepare for and conduct the third year survey. Details are summarized below.

1) Construction of the first and second year data

- Second year data punching: To manage the coding and punching (double punching) process of the second year data.
- Second year data weighting: To manage the longitudinal and transversal weighting process of the punched second year data (adjusting sampling probability and poststratification).
- First and second year data cleaning: To clean the data in order of punching errors, defective answers and logic errors. The first stage data cleaning is to be conducted between mid March and July 5 (cross-section study) and the second stage from July 5 to mid December (longitudinal section study).
- Developing a user guide to the first and second year final data: To develop a code book and user guide and post it on the NYPI's youth data archive for users' convenience in using the data.
- Publishing and distributing the first and second year final data: To publish the first and second year final data in SPSS, SAS and STATA formats and post them on the NYPI's youth data archive.

2) First and second year data analysis and use

- Colloquiums (twice): To invite external experts to hold colloquiums twice during the year and publish a material book.

- Data analysis methodology seminar: To invite panel statistics experts to hold a data analysis methodology seminar for panel researchers and publish a material book.
- The second panel conference (including a paper contest for graduate students): To invite study proposals that use the first and second year data and hold the second children youth panel conference in cooperation with relevant academic societies and to publish a material book. This includes a paper contest for graduate students.
- Publishing and distributing a research brief (four times): The internal researchers will analyze the panel data, publish four research briefs during the year and distribute them online.
- Publishing the project report (one report): To publish the project report on the 2012 project progress.
- Publishing data analysis reports (four reports): To publish four reports on the analysis of the first and second year data.

3) Preparations for and implementation of the third year survey

- Selecting and contracting a research agency: To select a research agency that will maintain the third year samples and conduct a survey and sign a contract.
- Panel sample maintenance: To have the research agency manage and maintain the samples to minimize sample attrition.
- Conducting a self-diagnostic assessment: To conduct a self-diagnostic assessment according to the National Statistical Office's self-diagnostic assessment manual and register it to the Office's relevant web pages.
- Develop new items and complement the third year questionnaire: To develop a questionnaire for the third year study within the longitudinal framework developed by the first year research team.
- Applying for the National Statistical Office's approval for modification: To apply

for the National Statistical Office's approval for the third year questionnaire and survey structure.

- Preparing for the third year survey: To have the research agency prepare for the third year following survey.
- Conducting the third year survey: To have the research agency conduct and manage the third year survey.

3. Key Results

1) Construction of the first and second year data

(1) Sample persistency rate

The second year survey was conducted at the end of 2011, and the persistency rates of the samples (retention rates compared to the initial panel sizes) were as follows: first graders in elementary school - youth: 96.7% (guardian: 96.0%); fourth graders in elementary school - youth: 95.2% (guardian: 94.2%); and first graders in middle school - youth: 97.0% (guardian: 94.4%).

Table 1 Sample persistency rate in the elementary school first grader panel in the second year survey

Total	No. of panels ¹⁾	No. of retained panels	No. of cases of successful surveys	Ratio of successful surveys compared to no. of panels(%)	Ratio of successful surveys compared to no. of retained panels(%)
Seoul	251	249	242	96.4%	97.2%
Busan	132	131	127	96.2%	96.9%
Daegu	122	122	119	97.5%	97.5%
Incheon	129	129	127	98.4%	98.4%
Gwangju	126	126	120	95.2%	95.2%

Total	No. of panels ¹⁾	No. of retained panels	No. of cases of successful surveys	Ratio of successful surveys compared to no. of panels(%)	Ratio of successful surveys compared to no. of retained panels(%)
Daejeon	117	117	116	99.1%	99.1%
Ulsan	109	109	103	94.5%	94.5%
Gyeonggi	397	397	376	94.7%	94.7%
Gangwon	92	91	88	95.7%	96.7%
Chungbuk	129	129	123	95.3%	95.3%
Chungnam	115	115	111	96.5%	96.5%
Jeonbuk	116	116	113	97.4%	97.4%
Jeonnam	121	121	121	100.0%	100.0%
Gyeongbuk	150	150	148	98.7%	98.7%
Gyeongnam	141	141	138	97.9%	97.9%
Jeju	95	94	92	96.8%	97.9%
Total	2,342	2,337	2,264	96.7%	96.9%

1) The number of panels in each region has changed due to transfers and moves.

Source: National Youth Policy Institute, 2012. Korean Children and Youth Panel Survey: First Graders in Elementary School Year 1-2 User's Guide. pp. 49.

Table 2 Sample persistency rate in the elementary school fourth grader panel in the second year survey

Total	No. of panels ¹⁾	No. of retained panels	No. of cases of successful surveys	Ratio of successful surveys compared to no. of panels(%)	Ratio of successful surveys compared to no. of retained panels(%)
Seoul	275	275	261	94.9%	94.9%
Busan	139	139	131	94.2%	94.2%
Daegu	141	140	138	97.9%	98.6%
Incheon	117	117	107	91.5%	91.5%
Gwangju	121	121	114	94.2%	94.2%
Daejeon	114	113	112	98.2%	99.1%
Ulsan	103	103	98	95.1%	95.1%
Gyeonggi	389	388	357	91.8%	92.0%

Total	No. of panels ¹⁾	No. of retained panels	No. of cases of successful surveys	Ratio of successful surveys compared to no. of panels(%)	Ratio of successful surveys compared to no. of retained panels(%)
Gangwon	111	111	107	96.4%	96.4%
Chungbuk	138	138	138	100.0%	100.0%
Chungnam	122	121	121	99.2%	100.0%
Jeonbuk	134	134	130	97.0%	97.0%
Jeonnam	105	105	94	89.5%	89.5%
Gyeongbuk	127	127	119	93.7%	93.7%
Gyeongnam	147	147	144	98.0%	98.0%
Jeju	95	95	93	97.9%	97.9%
Total	2,378	2,374	2,264	95.2%	95.4%

1) The number of panels in each region has changed due to transfers and moves.

Source: National Youth Policy Institute, 2012. Korean Children and Youth Panel Survey: Fourth Graders in Elementary School Year 1–2 User's Guide. pp. 49.

Table 3 Sample persistency rate in the middle school first grader panel in the second year survey

Total	No. of panels ¹⁾	No. of retained panels	No. of cases of successful surveys	Ratio of successful surveys compared to no. of panels(%)	Ratio of successful surveys compared to no. of retained panels(%)
Seoul	238	235	223	93.7%	94.9%
Busan	134	134	129	96.3%	96.3%
Daegu	154	153	153	99.4%	100.0%
Incheon	163	163	153	93.9%	93.9%
Gwangju	93	92	91	97.8%	98.9%
Daejeon	104	104	100	96.2%	96.2%
Ulsan	115	115	109	94.8%	94.8%
Gyeonggi	340	340	331	97.4%	97.4%

Total	No. of panels ¹⁾	No. of retained panels	No. of cases of successful surveys	Ratio of successful surveys compared to no. of panels(%)	Ratio of successful surveys compared to no. of retained panels(%)
Gangwon	114	114	111	97.4%	97.4%
Chungbuk	127	127	126	99.2%	99.2%
Chungnam	96	96	91	94.8%	94.8%
Jeonbuk	115	115	113	98.3%	98.3%
Jeonnam	118	118	115	97.5%	97.5%
Gyeongbuk	161	161	158	98.1%	98.1%
Gyeongnam	144	144	143	99.3%	99.3%
Jeju	135	135	134	99.3%	99.3%
Total	2,351	2,346	2,280	97.0%	97.2%

1) The number of panels in each region has changed due to transfers and moves.

Source: National Youth Policy Institute, 2012. Korean Children and Youth Panel Survey: First Graders in Middle School Year 1-2 User's Guide, pp. 49.

(2) Data cleaning

The punched data were cleaned to make them more accurate by eliminating non-sampling errors. For data on first graders and fourth graders in elementary school and first graders in middle school, data cleaning was conducted in order of: eliminating answers that are based on wrong understanding of the survey's intention; eliminating punching errors; eliminating logic errors and privacy protection review.

The first stage data cleaning focused on cross-section reviews and was finished in mid-July. The cleaned data were distributed to attendants in the conference. The second stage data cleaning was conducted between August and December, focusing on finalizing the data by doing final cross-section reviews and longitudinal reviews.

(3) Weighting

To compensate the effect of sample attrition, the second year basic transversal weight

was calculated by multiplying the first year weight by the reciprocal number of the response rate compared to the first year.

$$\text{Basic weight} = \text{First year weight} \times \frac{1}{\text{Response rate compared to the first year}}$$

The final cross-sectional weight was calculated, using the sum of basic weights by region and gender and the weight of poststratification in consideration of the parent population, as follows:

$$\text{Cross-sectional weight} = \text{Basic weight} \times \frac{\text{Size of parent populations by region/gender}}{\text{Sum of basic weights by region/gender}}$$

To calculate the second year longitudinal weight, the estimated response probability of the second year panels by defining two parameters for responses in the second year (response = 1, non-response = 0) and applying response probability estimation techniques using a logistic regression model. The second year basic longitudinal weight was calculated by multiplying the first year longitudinal weight by the reciprocal number of the estimated response rate.

$$\text{Basic weight} = \text{First year weight} \times \frac{1}{\text{Estimated response rate}}$$

The final longitudinal weight was calculated, using the sum of basic weights by region and gender and the weight of poststratification in consideration of the parent population, as follows:

$$\text{Longitudinal weight} = \text{Basic weight} \times \frac{\text{Size of parent populations by region/gender}}{\text{Sum of basic weights by region/gender}}$$

(4) Development of a user guide and a codebook

To help users better use the data, a user guide to the first and second year data on first and fourth graders in elementary school, and first graders in middle school (objectives, design, subjects, contents, data collection, and results) and a code book (an introduction to the data structure) have been developed. Both the user guide and the code book were developed to help the users of the Korean Children and Youth Panel Survey data have better understanding of the survey process and the data structure. A draft version of the user guide and the codebook was published in July and distributed to the attendants in the conference, while the final version was distributed to general users in December with the data attached.

(5) Development of the final data

The final data on first and fourth graders in elementary school and first graders in middle school were prepared in the SPSS, SAS and STATA formats, which were distributed to relevant academic societies at the end of the year through the NYPI' s children and youth data archive, along with the user guide and the code book.

2) Use of the first and second year data

(1) Colloquiums

Two colloquiums were held with regard to the use of data from the 2012 children and youth panel survey. The first one was held on March 21, 2012 in the Seminar Room in the NYPI building under the theme of “the design and results of the 2005 longitudinal educational study and the privacy act as a matter that requires attention in longitudinal studies.” The other was held on April 4, 2012 in the Seminar Room in the NYPI building under the theme of “panel studies of aging populations.”

— 1st Colloquium

Time: 10:30 - 12:00 on March 21, 2012

Presenter: Dr. Kim Yangbun (Korea Educational Development Institute)

Theme: The design and results of the 2005 longitudinal educational study and the privacy act as a matter that requires attention in longitudinal studies

Venue: Seminar Room, 10th floor, NYPI

— 2nd Colloquium

Time: 16:00 - 17:30 on April 4, 2012

Presenter: Dr. Shin Jonggak (Korea Employment Information Service)

Theme: Panel studies of aging populations

Venue: Seminar Room, 10th floor, NYPI

(2) Data analysis methodology seminar

To help users make full use of the children and youth panel data, a data analysis methodology seminar was held from 10:00 to 18:00 on July 5, 2012 in Dasan Hall in the NYPI building, where professors and graduate students in relevant fields attended. During the first session in the morning, Prof. Kang Sangjin at Yonsei University gave lectures on multi-level models for longitudinal data analysis, followed by the afternoon session where Prof. Lee Kijong at Kukmin University gave lectures on the latent growth model.

— Morning session

Time: 10:00 - 13:00 on July 5, 2012

Lecturer: Prof. Kang Sangjin (Dept. of Education at Yonsei University)

Theme: Multi-level models for longitudinal data analysis

Venue: Dasan Hall, 2nd floor, NYPI

— Afternoon session

Time: 15:00 - 18:00 on July 5, 2012

Lecturer: Prof. Lee Kijong (Dept. of Education at Kukmin University)

Theme: Latent growth model

Venue: Dasan Hall, 2nd floor, NYPI

(3) The second Korean Children and Youth Panel Conference

The second Korean Children and Youth Panel Conference (a paper contest for graduate students included) was held on November 16, 2012 in Hoam Hall at Seoul National University, which was jointly organized by: the Korean Home Economics Association; the Future Oriented Youth Society; the Korean Home Management Association; the Korean Educational Research Association; the Korean Educational Psychology Association; the Korean Society of Correction Service; the Korean Sociological Association; the Korean Juvenile Policy Association; the Korean Psychological Association; the Korean Society of Child Welfare; the Korean Association of Child Studies; the Korean Association for Survey Research; the Korean Association of Youth Welfare; the Korea Youth Research Association; and the National Youth Policy Institute.

— The 2nd Korean Children and Youth Panel Conference

(Paper contest for graduate students included)

Jointly organized by:

Korean Home Economics Association · Future Oriented Youth Society;
Korean Home Management Association · Korean Educational Research Association;
Korean Educational Psychology Association · Korean Society of Correction Service;
Korean Sociological Association · Korean Juvenile Policy Association;
Korean Psychological Association · Korean Society of Child Welfare;
Korean Association of Child Studies · Korean Association for Survey Research;
Korean Association of Youth Welfare · Korea Youth Research Association;
National Youth Policy Institute.

Time and venue: November 16, 2012, Hoam Hall, Seoul National University

(4) Publication of research briefs

Upon the completion of the cross-sectional data cleaning in July, four research briefs were published between October and December based on data revealed for the conference and distributed through online and offline channels. The titles included: The Actual Status of the Participation of Junior Middle School Students in Experience Activities (Seo, 2012); The Actual Status of the Living of Fifth Graders in Elementary School (Lee, 2012); The Actual Status of Junior Middle School Students' Use of Computers According to Their Parents' Educational Backgrounds (Seong, 2012a); and The Actual Status of Junior Middle School Students' Use of Media (Bai, 2012a).

(5) Publication of data analysis reports

Upon the completion of the cross-sectional data cleaning, four data analysis reports were published based on data revealed for the conference. The titles included: A Study on Crime-tempting Knowledge Structures and Juvenile Delinquency (Lee, Lee and Park, 2012); The Effects of Junior Middle School Students' Use of New Media on Their Perceptual, Emotional and Social Development (Seong, 2012b); A Study on the Cultural Cultivation Effects of Media on Youth (Bai, 2012b); and The Effects of Social Capitals on Youth's Adaption to School: Centering on Social Capitals in Families and Local Communities (Seo and Cho, 2012).

(6) Production of papers using the data

After the cleaning work, the first and second year data were published on the NYPI's archive website in December. The data are available for free, encouraging teachers, researchers and students in relevant fields to produce papers using them.

3) The third year follow-up study

(1) Preparation of the third year questionnaire

The questionnaire for the third year studies was developed by literature studies, the

research team's review of questions, expert advice, preliminary studies, review by the National Institute of the Korean Language, and approval by the National Statistical Office. Key changes in the questionnaire included the following:

- After an expert advisory meeting, questions about 'the goals of life' were included in questionnaires for students in middle school or above as part of social and emotional development items. To compare among the same school ages, however, and in consideration of expert advice that the goals of life do not change relatively fast, the questions were asked to first and third graders in middle school, first and third graders in high school and college freshmen.
- As a subarea of questions about family characteristics, which include family organization, parents' characteristics and SES, questions about 'allowances' were newly included. These were based on suggestions from two expert advisory meetings and will be asked, if the respondent is a middle school student or younger, to parents, or if the respondent is a high school student or older, to the respondent, beginning this year.
- The expert advisory meetings also emphasized the importance of questions about relationships, which were added to the questionnaire. To panels who are sixth graders in elementary school or older, questions about their relationships will be asked biannually when questions about peer attachment are not asked.
- The respondents' satisfaction with their lives, which was originally designed to be measured in the fifth and seventh years of the elementary school first grader panel, the first, second, fourth and sixth years of the elementary school fourth grader panel, and the first, third, fifth and seventh years of the middle school first grader panel, will be measured every year starting this year. It is based on ideas that biannual measurement of children's and youths' satisfaction with their

life would make it hard to thoroughly understand delicate changes in their satisfaction that is influenced by events they may face and things they have experience, as juveniles usually go through various psychological and emotional changes and that questions about satisfaction with life consist of relatively plain sentences so that third graders in elementary school or older will be able to fully understand and answer the questions. Initially their satisfaction with life was designed to start being measured when first and fourth graders in elementary school reach their fifth grade and first graders in middle school start the first year survey, but now every panel in their fourth grade in elementary school or above will be asked these questions ever year. In other words, elementary school first and fourth grader panels will be asked these questions when they reach their fourth year and the middle school first grader panel in their first year.

- For the same reasons with the above, emotional problems (aggression, depression, anxiety, attention concentration and shrinkage) will be assessed every year.
- When the National Statistical Office approved the 2010 and 2011 questionnaires, it was decided that height, weight, adolescent physical changes (nocturnal emissions and menarche), aberration and delinquency (drinking, smoking and intercourses) and the bedtime and the rising hour during weekdays and weekends would be used as analytical variables only. With the 2012 approval, questions about allowances were added as an analytical variable.

Regarding detailed questions, the following were revised or complemented.

- Initially, the questionnaire was designed to ask the elementary school first grader panel about their self-regard in the third year, but many advisors pointed out that there were too many complicated questions so that they would not be able to properly answer the questions. Hence, for lower graders in elementary school,

among ten questions, five questions that were found to be impossible to understand or inapprehensible were excluded, and the remaining five questions were asked.

- Initially, the questionnaire was designed to ask the elementary school first grader panel about their peer attachment. Like questions about self-regard, however, many pointed out that there had been too many complicated questions they would not be able to properly answer the questions. Hence, among ten questions, four questions that were found to be impossible to understand or inapprehensible were excluded, and the remaining six questions were asked.
- Based on the results of teachers' and expert advisory meetings, '⑦ Foul language' was added to the examples of damages caused by aberration and delinquency, '⑭ Money betting on gambling' to the examples of aberration and delinquency.
- The names of subjects were changed according to the revised school curricula.
- Among examples regarding subject names, '⑤ Social studies (including history)' was divided into '⑤ Social studies' and '⑥ History.' This was based on a teachers' advice that they use different textbooks for those two subjects and sit in separate exams.
- As a student's date of birth and gender do not change, relevant items in the questionnaire for the parents of the elementary school first grader panel were deleted. For fourth graders in elementary school and first graders in middle school, the same items were deleted in the second year.
- Initially, it was designed to ask questions about fandom culture to the elementary school fourth grader panel and the middle school first grader panel between their sixth grade in elementary school and first grade in high school. However, as there

is a possibility that they may remain part of fandom even after the second grade in high school and with purposes to better understand how first graders in high school change over time going through the second and third grades and after advancing to college, it was decided to continue asking the middle school first grader panel about fandom until the seventh year when they become college freshmen.

(2) Third year follow-up survey

The number of the elementary school first grader panel in the third year was 2,342 (2,342 youths + 2,342 parents), which was the same with the judgment sample size in the first year (2010). The number of the elementary school fourth grader panel in the third year was 2,378 (2,378 youths + 2,378 parents), which was the same with the judgment sample size in the first year (2010). Likewise, the number of the middle school first grader panel in the third year was 2,351 (2,351 youths + 2,351 parents), which was the same with the judgment sample size in the first year (2010). With a total of 7,071 sets of subjects, the third year follow-up survey of the Korean Children and Youth Panel Survey was conducted from September to November.

Among the 7,071 sets of subjects in elementary school first and fourth grader and middle school first grader panels, the following cases were excluded from the subject group: if they were not available for the survey due to death, immigration, etc.; if they were not available for the survey due to a mental disease or severe disability; if they were absent for more than one year due to imprisonment, military service, or studying or working abroad; and if they were temporarily absent due to studying abroad, hospitalization, a long trip or disappearance from home.



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