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I. (Madaus, 1988).

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( , 1986).

. Skilbeck (1984)

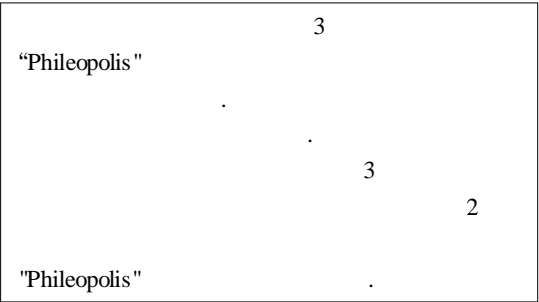
1. 가

· Madaus(1988)  
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· 가  
· “ ( ,  
· “ 1993).  
· 가 가  
· 가 (1986)

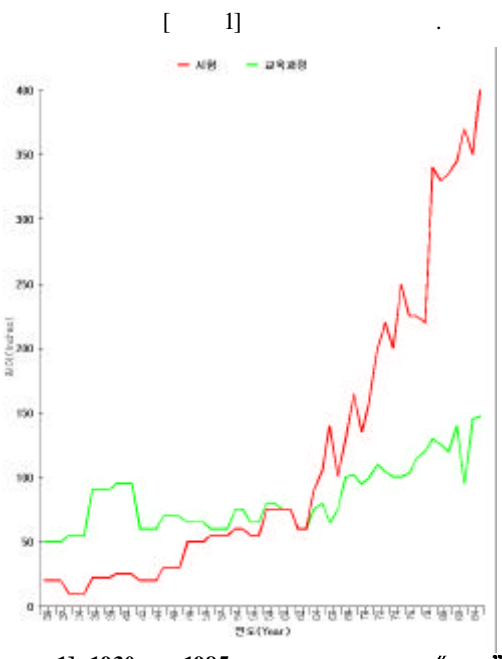
2. 가

가 . 가 ,  
Tyler(1949)가  
4가 가 (mechanism)  
1) 가가  
가 ,  
(antecedent) 가 가 ,  
가가 (standardized tests)  
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가 가 ,  
가 , 가 ,  
(Madaus,  
1988).  
Haney(1989) 50  
(Education Index)

가 . 가  
가 가  
“ 가  
가 ”



1) Tyler(1971)  
가 가 가  
‘ 가  
가 , 가  
가



[ 1] 1930 1985 “ ”  
“ ”  
(Education Index )

< : Haney, W.(1989). College Admission Testing and High School Curriculum. Measures in the College Admissions Process. 34.>

가 . 가 가  
 가 가 가 가  
 가 . 가  
 가 (measurement-driven instruction)  
 . 가 가  
 . , 가가 가 가 ‘ ,  
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 가 ( , 1993).

2. (quantitative) 가  
 가 가  
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 ( 가 ),  
 3)  
 가 (Campbell, 1975).  
 .  
 Madaus(1988) 가가  
 7가

1. 가 , , 가 가 가

2) [ 1]		“Education Index” (inch)	
		1930, 1940	가 ;
50	100 inches	1980	가 1
10	30 inches	1980	300 inches
50	10	가	가

3) 6  
 3.  
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(Popham, 1985). 가 . 가  
 ( ) .  
 (Madaus, 1985). Turner 가

4. 6. 가

가 . 가 가

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가 , 가

(Stickney, 1986),

가 가

. 1997

7.

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30 40

, 가 ( 가 , 1997).

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(uneducated)

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3 )  
, Marvin  
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가.  
가 12 8 , 10 ,  
가  
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(1993)  
가  
( , 1996).  
多科目・多  
量・高難度  
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Haney(1989)  
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SAT 가  
(1993)  
Marvin (1992) 1・2 , 3  
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8 10 ;  
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가  
Hoffman O'Keefe(1984)  
Cantrell(1980) 가  
Marvin (1992)  
(Chalker & Haynes, 1994).

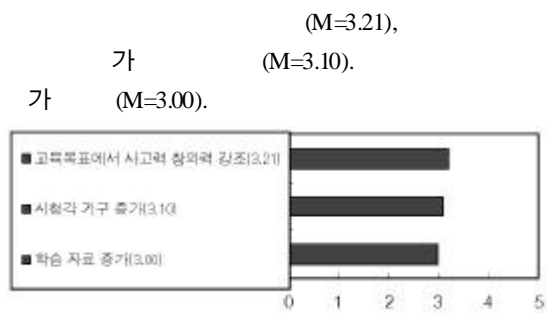
< 1> 가

	가 / / / .	가 가 가 가

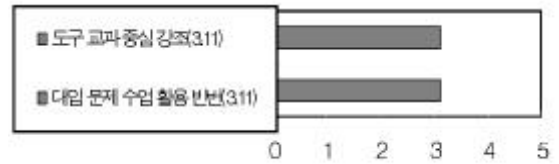








[ 3]



[ 4]

[ 5]

(M=3.34),  
(M=3.32),  
(M=3.30), 가  
(M=3.22)  
(M=3.21).

(p<.01 ) 가 ,  
가

< 3>

	N	M	SD	t
	516	19.30	5.79	7.81**
		17.32	4.14	

M SD < 3>

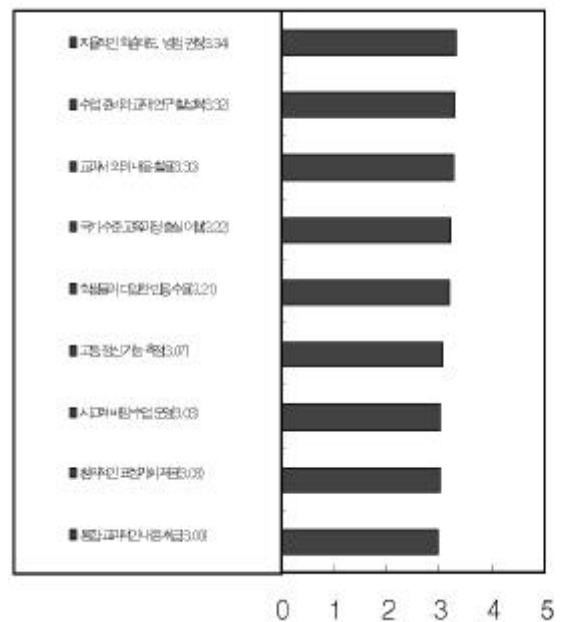
\*\* p<.01

2.

가.

[ 4]

(M=3.11),  
(M=3.11)



[ 5]

( $p < .01$ ) 가 .  
가

< 4>

	N	M	SD	t
	514	32.43	9.25	6.16**
		34.58	8.29	

M SD < 4>

\*\*  $p < .01$

3.

가.

[ 6] .

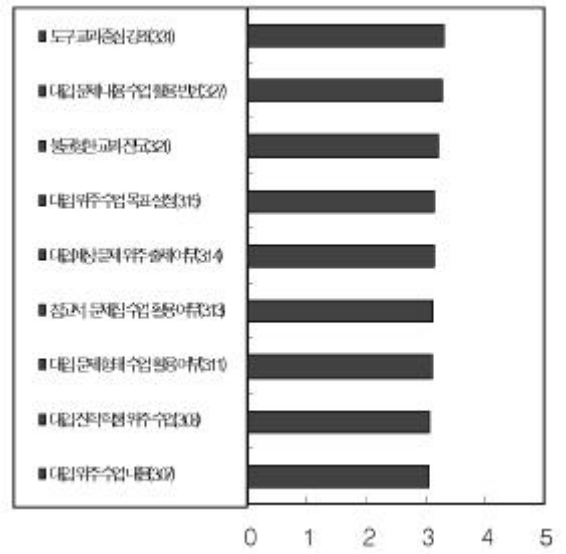
( $M=3.31$ ), ( $M=3.27$ ), ( $M=3.11$ )

2 3 ( $M=3.21$ ),  
( $M=3.15$ ) .

( $M=3.14$ ) .

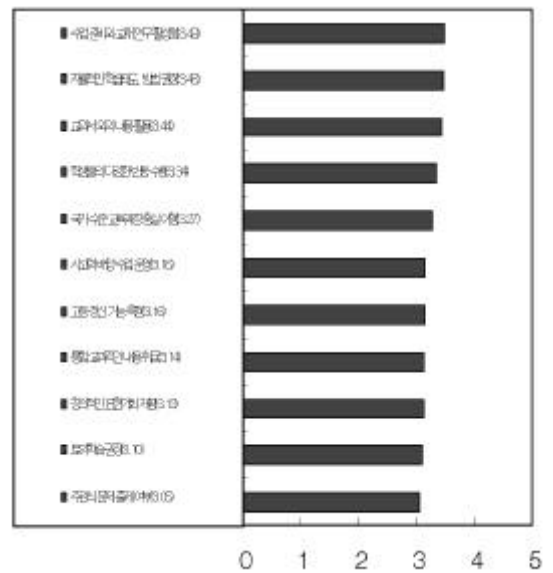
( $M=3.13$ ) .

( $M=3.08$ ), ( $M=3.07$ )



[ 6] (

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(M=3.49),  
(M=3.48),  
가 (M=3.44).  
(M=3.34), 가  
(M=3.27). ,  
(M=3.16),  
(M=3.16).  
(M=3.14),  
(M=3.13), (M=3.10).

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	N	M	SD	t
	424	34.47	7.68	3.97**
		36.02	7.19	

M SD < 5>

( ).  
\*\* p<.01

가  
(1996)

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(1996). 가  
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64.  
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## ABSTRACT

# The Impacts of College Entrance Examination on the Curriculum Implementation and Classroom Teaching-Learning Activities in Korea's High Schools

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(Chungnam National University)  
Byung Wook Lee  
(Chungnam National University)

The purpose of the study is to examine the various impacts of college admission tests on curriculum implementation in Korea's high schools in terms of school level curriculum implementation, classroom teaching- learning activities.

The specific research problems are as follows :

1. How do college admission tests affect curriculum implementation in schools ?
2. How do college admission tests affect classroom teaching-learning activities?

On the basis of related literatures, a questionnaire was made which is designed to measure curriculum implementation in schools, and classroom teaching-learning activities.

The questionnaire was administered to 557 high school teachers randomly selected in Taejon · Chungnam area in consideration of teachers' sex, characteristics of schools where teachers work such as locality, tracks, and founders.

The main results of the study were as follows :

1. Teachers believe that school curriculum is not implemented to achieve basic intents of the curriculum but to prepare for the college admission tests. School administrators encourage teachers to implement curriculum so that students can be primarily prepared for college admission tests, not for the teaching activities which are in harmony with the basic intent of curriculum, since school

level curriculum implementation is evaluated by the students' achievement of college admission tests by administrative organizations as well as communities, students and parents.

2. Teachers believe that college admission tests are a means, not an goal in the actual teaching activities. Although school curriculum is implemented mainly in preparation for college admission tests, teachers see college admission tests as a means for an improved curriculum implementation. This seems to result from teachers' will to improve the actual teaching situation in spite of the negative impacts of college admission tests. However, academic high school teachers differ in some aspects; they relatively ignored the original intent of curriculum; they give priority to the content, the form and trend of college entrance examination; in the design and development of curriculum, they do not actively use their professionalism to interpret and review the curriculum; they just adopt the reference books to use in their classrooms.

Some suggestions are made to the policy makers, school administrators and teachers as the result of the study.

To the policy makers

1. College admission tests should not contradict with the curriculum.

2. Curriculum evaluation should not be based on each school's achievement of college admission tests. This may make the current situation worse.

To the school administrator

1. School administrators should regard college admission tests as a means, not as the goal for "curriculum normalization".

2. Administrators should manage their schools according to the original intent such as curriculum normalization and educational reforms.

3. The school should make sure a condition under which teachers can teach students according

to the basic intent of curriculum and college admission tests.

To the teachers

1. Teachers should implement the school curriculum, separately from college admission tests. Teachers should recognize and practise the intent of the curriculum.

2. Teachers should make the most use of their professionalism in designing and developing the curriculum. Teachers should analyze the original intent of curriculum.