

Good Results or Going My Own Way? The Role of the South Korean Education System in Shaping Adolescents' Identity

Aleksandra Góralczyk¹, Weronika Ludek²

The purpose of this study is to characterise the South Korean education system and examine its role in shaping adolescents' identity. The research adopts a single case-study approach supported by qualitative methods, including the analysis of secondary data and content analysis of reports and statistical indicators. The theoretical framework is based on Erik Erikson's psychosocial theory of development and James Marcia's identity status model to interpret the mechanism underlying identity formation in the context of the Korean schooling system. The findings suggest that the education system's strong emphasis on academic achievement, conformity, and social expectations contributes to the predominance of acculturation over individualisation. This imbalance potentially hinders the exploration process essential for developing an achieved identity, fostering a foreclosure identity among adolescents. Such conditions appear closely linked with increased stress, anxiety, and other mental health challenges. In conclusion, while education has played a vital role in South Korea's economic and social development, it requires changes to balance academic performance with students' psychological well-being.

Keywords: South Korea, education system, adolescents, identity development, developmental psychology

DOI: <https://doi.org/10.71134/YGS.2025.2.3>

Introduction

The primary objective of this study is to enhance the understanding of psychological aspects of South Korean adolescents' (aged between 12 and 18) identity development. The research aims to explore what role the structure of the South Korean education system plays in the young people's sense of identity. The theoretical framework is based on Erik Erikson's psychosocial development theory and its extension – the theory implemented by James Marcia. The methodological section outlines research methods and techniques. Finally, in the results section, the association between such a constructed system and potentially developed identity is investigated. The central research question that we examine is the following: What role does such a construction of the education system play in developing adolescents' identities? For clarity, the term "Korea" throughout the paper refers to the Republic of Korea (ROK).

1 Aleksandra Góralczyk | M.A., Faculty of Psychology and Cognitive Sciences, Adam Mickiewicz University in Poznań | E-mail: goralczyk0001@gmail.com

2 Weronika Ludek | PhD Candidate, Faculty of Political Science and Journalism, Adam Mickiewicz University in Poznań | E-mail: weronika.ludek@amu.edu.pl

Review of Literature

Quality education, identified as the fourth of the seventeen Sustainable Development Goals created by the United Nations, constitutes one of the key pillars of social progress (Grzelak & Roszko-Wójtowicz, 2017:275). In the Sustainable Development Goals Report 2024, the organization states that the improvement in that area is rather slow, highlighting the COVID-19 pandemic as a major factor in such a situation.

According to the Ministry of Education, the government body responsible for the implementation of educational policies, the Korean education system consists of "6 years in elementary schools, 3 years in middle schools, 3 years in high schools, and 4 years in a University or 2-3 years at a junior college" (Ministry of Education, 2023). The first two categories are mandatory. The education sector has played a vital role in national policy as it is treated both as a means for self-development and as a contribution to collective social advancement (Korean Education Centre UK). As demonstrated in the OECD Indicators (OECD, 2023:179, 267-284), South Korean average annual expenditures on education are constantly increasing and the country's score remains above the OECD average in a plethora of categories. On the other hand, a great level of pressure can lead to phenomena described by Hee Youngas "hagwon culture" (Young, 2023:76). Students attend private academies (after regular classes at schools) to improve their results, acquire additional knowledge, and increase the opportunity of qualifying for the best schools. Such a state of affairs contributes to higher levels of stress and a focus on achievement. Moreover, since private academies are costly, they are increasing social polarisation among citizens. The intensity of the issue was exemplified by Friedrich Naumann Foundation (2024): "Private tutoring costs a Korean household about ten percent of their income. According to the Korean Statistics Office, households in the first quarter of this year spent on average more on private tutoring than on food and housing combined." Although general access to education is one of the state authorities' main goals, the majority of institutions offering academic education have a private character. In 2019, this figure was 372 out of 430 establishments. Additionally, high school education is not compulsory and it is connected to the fees. However, the admission ratio is above 99 percent. For this reason, since 2019, the government has been working on the implementation of fully sponsored education for high school students (Ministry of Education, 2020:46).

According to Rorty (1993), education exhibits two main functions: acculturation and edification. The first of them has more of a socialising role, while the second one plays a role in shaping individuality. To begin with, acculturation will now be briefly described. It is intended to prepare people to take on various tasks in society and is aimed at eliminating differences between students, as well as unifying them. Furthermore, it puts an emphasis on social resources and similarities to shape appropriate attitudes and value systems. On the other hand, edification displays the opposite role. It is focused on interpersonal differences and aims at reinforcing them (Brzezińska et al., 2014). Briefly, acculturation is connected with respecting social interest, whereas edification is connected with respecting individual interest. These two functions must go hand-in-hand, as it remains equally crucial for students to develop both skills. Over-emphasis of acculturation risks losing one's own individuality, whilst hypertrophy of edification runs the risk of excessive individualisation, which can lead to failure to adapt to social life (Brzezińska, 2000).

While analyzing the role of the education system in social progress, it is significant to focus not

only on society as a whole, but also on particular group members who participate in the above-mentioned structure. In this regard, identity remains a significant concept. Therefore, Erik Erikson's psychosocial developmental theory will be outlined, emphasising the stage of adolescence. One of the key premises of Erikson's model is that human development is psychosocial, which means that it is constructed by societal influence in interaction with a physically and psychologically growing organism (Erikson, 2004). It underlines social determinants in people's functioning and represents a holistic approach, stating that development starts at the beginning of life and never ends, but extends throughout the lifespan. The author distinguished eight stages of development, each of them characterized by its own set of features, following a specific crisis that an individual must solve to advance to the next phase. If the crisis remains unsolved, one can potentially exhibit difficulties when facing challenges from the ensuing segment; however, it does not constitute a barrier to progressing. The first four stages occur in one's childhood, starting with infancy and proceeding to the school-age period, when a variety of alterations emerge, providing a person with numerous skills used to cope with further demands (Orenstein & Lewis, 2022). During the stage of adolescence, the main distinguished crisis fluctuates around identity. It is claimed that this particular phase is responsible for developing an individual's sense of self and establishing a personal life goal. In comparison to previous stages, peer group is constantly gaining in importance, setting out a path of exploration. It is a period in which intimate relationships begin to form, a more distinctive set of values emerges, and an ability to maintain commitments made in the past occurs. It all aligns with the ongoing physical, sexual, and cognitive development, which allows an individual to progress with impending tasks. Such developmental tasks were proposed by Robert Havighurst (1948) and were defined by him as a responsibility "which arises at or about a certain period in the life of an individual, successful achievement of which leads to happiness and to success with later tasks, while failure leads to unhappiness in the individual... and difficulty with later tasks". During the adolescence, a person must achieve the following: (a) accept one's body and take care of it; (b) take on a masculine or feminine social role; (c) become emotionally independent from one's parents; (d) establish relationships with friends of the same and opposite gender; (e) prepare for a job; (f) prepare for marriage and stable life; (g) establish one's own set of values; (h) become socially responsible (Seiffge-Krenke & Gelhaar, 2008:34). It is expressly visible that the described concept combines various aspects of life; however, it is also crucial to highlight the fact that everyone's development is an individual process and diverse factors can have an influence on the pace and shape of it.

Derived from Erikson's concept, the identity status theory, proposed by James Marcia (1966), has been gaining in importance over the decades. The author defines the term identity as "a sense of who one is, based upon who one has been and who one can imagine oneself as becoming" (Marcia, 2009). It is treated as a "personality structure" and considered a foundation for working and forming intimate relationships. The researcher implemented a model of identity status and distinguished four of them: (a) identity achievement; (b) moratorium; (c) foreclosure; and (d) identity diffusion. Each of them is based upon two defining criteria: exploration and commitment. To begin with, identity achievement is characterised by high level of both exploration and commitment, which means that an individual actively pursued their goals and undertook to a certain life direction. It is not a simple process and frequently occupies a big part of one's life. Moratoriums, on the other hand, can struggle to make commitments; however are currently in the process of exploration. It can be a preliminary stage to an achieved identity and is commonly followed by experiments,

altering beliefs, procrastination and uncertainty. Thirdly, foreclosures are people who are committed, but haven't undergone the journey of discovery. This can occur when, under the influence of anxiety, one takes over another person's identity or value system. For instance, teenager's opportunity to explore is being limited by their parents who impose on them their own set of beliefs (or the one which they consider to be appropriate) or the culture, which adolescents live in, is characterised by rigid approach and high expectations. Further causes and consequences of such identity status will be discussed in the next section of the article, taking into consideration the context of South Korea's education system. Ultimately, identity diffusion is followed by neither exploration nor commitment. It usually emerges at an early stage of adolescence and is expected to evolve as one's growth progresses. However, there are cases in which a person does not proceed to next phases of development and gets stuck with a weak or no identity. That type of state can be marked by a lack of purpose in life, few meaningful relationships or little involvement in widely understood activities (Marcia, 2009).

Although Marcia's concept has been extensively examined across various contexts (e.g., Kroger et al., 2010; Waterman, 1999; Adams & Fitch, 1982), it has also faced criticism (van Hoof, 1999). Authors of the presented article acknowledge its shortcomings and are aware of potential limitations to it; nevertheless, the outlined theory will be adopted due to its universality and deep insight into the structure of humans' personality.

Methodology

The entire research procedure was carried out in accordance with principles of the desk research method, which involves collection, analysis, combination, and comparison of available secondary data sources (Bednarowska, 2015:14-21). This approach was chosen to ensure reliability and methodological rigor. A single case-study design was adopted to provide an in-depth understanding of the South Korean education system and its role in shaping adolescents' identity based on E. Erikson's and J. Marcia's theories. Furthermore, a qualitative content analysis of selected reports, statistical data, and policy documents was carried out to juxtapose theoretical assumptions with empirical data, linking conceptual insights with measurable aspects of educational practice.

Presentation of Findings

According to the World Happiness Report (2023), the Republic of Korea ranked 57th, out of 137 countries, based on a three-year average (2020-2022). In the following year's report, the country's position improved to 52nd, indicating an increase in overall life satisfaction. However, statistics demonstrate that "suicide is the leading cause of death for people between the ages of 10 and 39 years in South Korea" (Statista Research Department, 2024). It is the country with one of the highest suicide rates in the world (Country Cassette, 2025). The main reasons enumerated are physical or mental illness and financial difficulties. In the survey conducted in 2022 by World Without Worry About Shadow Education (WWWSE), one in four Korean teenagers has contemplated suicide due to the overwhelming pressure of academic competition (Centre for Asian Philanthropy and Society, 2024). Additionally, some studies (Stearse et al., 2023) imply that suicide attempts occur less often during June, July, and August (non-school months), which is

consistent with other research discussing the presented association. Academic stress was stated to significantly predict suicidal ideation (Okechukwu et al., 2022, pp. 7-10), which raises concerns among health specialists. Although the budget for mental healthcare has risen from 2019 to 2023 by about 84 percent (Statista Research Department, 2024a), statistically, few residents have decided to make use of available mental health services (Statista Research Department, 2024).

In the Global Youth Wellbeing Index (2017), in comparison to other countries, South Korea scored high in domains like the education section. Even though the country has high results in academic achievements, it is shown that only 55% of youth report being satisfied with their education. One of the potential reasons documented in the subject literature is that being exposed to academic stress is frequently associated with deterioration in psychological well-being, for instance, depression, anxiety, or psychosomatic symptoms (Stearé et al., 2023:314-315; Tang et al., 2020). The presence of such issues can lead not only to emotional problems, but also to behavioural and cognitive difficulties. The exemplification of that would be the fact that academic pressure disrupts sleep patterns and can be a cause of a disordered lifestyle, which in turn induces next mental health issues (Merlo & Vela, 2022; Dewald et al., 2014). Furthermore, in another research, it was found that 70.1% of students experienced difficulty while trying to focus on learning, and 91.95% of respondents felt the pressure from educational expectations (Kabir et al., 2024:138, 140). Apart from that, facing such intense stress can lead to the opposite of what the education system intended by determining a set of objectives. These "reverse" consequences are low academic performance, loss of potential to do creative work, and failure to adequately prepare for exams (Shakeel et al., 2022:32).

South Korea's education system is also examination-oriented. A level of achievement is measured through standardised tests (Chung & Park, 2024). Therefore, staying obedient to the rules means following the path designated by other members of society. In this case, it would be a concentration on far-fetched goals achieved by high results in exams. One of the major sources of academic stress involves high-stakes examinations, a central component of Korea's education system. The fear of failure is further amplified by the high expectations directed towards them (Chung & Park, 2024:54-55).

Long-term goals orientation is not the only value highly espoused by Korean society. Others are centred around hierarchy, family, rules, collectivism, and success (Country Comparison Tool, 2025; Moon et al., 2018). These social values align closely with the acculturative function of education, which prioritises socialization and conformity over individuality and personal exploration. Moreover, it is closely connected with the importance of preparing students to perform tasks expected by family and other members of the community. The subject of expectations frequently comes up while discussing Korea's education system (Choi et al., 2019). As a result, there is little room left for the development of one's own interests, hobbies, and beliefs. What is more, schools are aimed at shaping appropriate values and attitudes, which coincides with requiring specific rules. While it is important for educational institutions to instill some ethics and social principles, it can also diminish pupils' uniqueness if used in excess or imposed.

The presented imbalance of education functions may have severe consequences on young people's minds. As mentioned above, dominance of acculturation leads to limiting one's own development of individuality (Brzezińska, 2000) and to potential indoctrination coming from compulsion to comply

with rules (Brzezińska, 2014). Additionally, it may result in unmet need for autonomy, which remains crucial for identity exploration. Students functioning in such a system may not obtain much support from others, unless they meet the requirements of the particular society. It can play a role in their self-esteem since those pupils who do not succeed at socialisation or academic work may perceive themselves as less valuable (Jagiello et al., 2024). Other potential consequences are struggling to develop one's own value system, interests, hobbies, or goals in life. The aforementioned factors have a key role in shaping adolescents' identity.

Taking into consideration all of the conditions explained previously, including social values, the education system's structure, and education functions, it can be assumed that Korea's youth has the possibility to develop a foreclosed identity status, characterised by making commitments without prior exploration (Marcia, 2009). It is necessary to stress that the education system solely does not determine identity development, but co-occurs with other essential factors. Nevertheless, it can contribute to the outlined phenomenon together with coexisting aspects. Furthermore, for each person, it may manifest in various ways and can be triggered by other elements. Foreclosure status can be developed due to strong identification with parents and internalising their identity or goals (Marcia et al., 1993). It aligns with an intensive desire for principles and family obedience, which form the basis of Korea's education system. Adolescents exhibiting this status typically refrain from exploring alternative beliefs or values, instead internalizing those transmitted by authoritative figures. What is more, if an individual belongs to an unvarying community, it increases the likelihood of developing a foreclosure identity status. Going further, if those societal demands are reinforced by the schooling system, the analysed possibility goes up. That process is closed by an individual choosing sources of information relevant to these views (Marcia et al., 1993). Foreclosure individuals perceive themselves as constantly trying to fulfil expectations of others, eventually identifying them as their own. They may tend to maintain or increase their aims after experiencing failure, which is consistent with potential deterioration in Korean youth's mental health. Another difficult aspect is that their self-esteem may be dependent on the results they achieve, not only academically, but also in other areas of life. Combined with high schooling demands, it can lead to severe consequences regarding psychological well-being, which can be currently observed (Marcia et al., 1993). Additionally, their self-evaluation is rather fragile, and they display a rigid or defensive cognitive style, which can cause difficulty in out-of-the-box thinking. Frequently, the presented identity status can provide a sense of security.

However, it does not necessarily lead to an individual's happiness (Marcia, 2009). For such teenagers, developmental progress may be facilitated when significant others encourage critical reflection on whether their adopted commitments align with their own vision of the future (Bardziejewska, 2004).

The education system, constructed the way it was described previously, may potentially lead to difficulties in reaching an achieved identity status. It is a result of various factors that intertwine with each other. However, it seems that key roles are played by values exhibited in Korean society and the emphasis on acculturation in the featured schooling system. Collectively, these factors may hinder adolescents' identity formation and increase the likelihood of a foreclosed identity status. As it was highlighted before, it does not necessarily mean that students are completely deprived of the opportunity to develop an achieved identity, as it remains a complex phenomenon, depending on more aspects than merely the education system.

Conclusion

A higher level of education can serve as one of the components ensuring that society remains open and prepared for changes (Buchner-Jeziorska, 2016, p. 99). In the case of the Republic of Korea, expanding access to education was essential to rebuilding the nation after the Japanese colonial and the Korean War, as well as to transform its economy from agricultural to industrial (Rurarz, 2009). One of the reasons for rapid economic growth may be explained through the prism of the so-called "snowball effect", in which government support for universal education, combined with strong cultural values, fostered a widespread commitment to learning. In turn, the economic transformation, the gradual enrichment of citizens, and the rise of the Republic of Korea's position in the international arena, fueled the governmental investments in the education sector (Małota, 2020).

However, high academic achievement has not translated into correspondingly high levels of declared happiness and satisfaction. Therefore, taking into consideration both data and implemented reforms, the Korean government should consider implementing regulations concerning the amount of time spent at school and in self-study, as well as limiting excessive private tutoring through controlled opening hours and regular administrative inspections.

Moreover, the current system may not only result in difficulties in reaching an achieved identity during adolescence, but also contribute to forming a foreclosure identity, characterised by taking over someone else's value system and exhibiting hardships in discovering one's own beliefs. As the mental health indicators among youth in South Korea continue to deteriorate, urgent measures are needed to enhance adolescents' psychological well-being. The present schooling system may be a contributor to harmful psychological consequences, even though Korean students tend to obtain high academic results. Its current construction can potentially lead to severe mental health problems, such as depression, anxiety, elevated levels of stress, and suicide ideation.

In line with Aaron Antonovsky's (1979) salutogenic model, undertakings should be focused on prevention and education. This would involve reconstructing the schooling system to achieve a more balanced emphasis between socialisation and individualisation. At the same time, initiatives encouraging participation in existing mental health programs should be prioritised. Thus, the attention cannot only be put on treatment but, most importantly, on effective prevention.

In conclusion, the investigation carried out in this paper contributes to a deeper understanding of the interconnection between the construction of the education system and students' identity development in the case of South Korea. Future examinations should aim to empirically examine the correlations between educational practices, social values, and psychological outcomes, using reliable methodological tools. Such studies could facilitate more generalisable findings and foster dialogue between theorists and practitioners from multiple disciplines. Moreover, indicators of education quality, in addition to performance in various disciplines, should encompass measures such as self-satisfaction, well-being, or mental health conditions.

Bibliography:

- Adams, G. R. and Fitch, S. A. (1982): Ego stage and identity status development: a cross-sequential analysis. *Journal of Personality and Social Psychology*, 43. 574–583.
- Antonovsky, A. (1979): *Health, stress, and coping*. San Francisco: Jossey-Bass.
- Bardziejewska, M. (2004): Okres dorastania – szanse rozwoju. *Remedium*. 11 (129). 40-45.
- Bednarowska, Z. (2015): Desk research: wykorzystanie potencjału danych zastanych w prowadzeniu badań marketingowych i społecznych. *Marketing i Rynek*. 7. 18-26.
- Brzezińska, A. I. (2000): Psychologia wychowania. In Strelau, J.: *Psychologia*. Podręcznik akademicki. Gdańsk: Gdańskie Wydawnictwo Psychologiczne. 223-253.
- Brzezińska, A. I. – Jabłoński, S. – Ziółkowska, B. (2014): Specyficzne i specjalne potrzeby edukacyjne. *Edukacja*. 2 (127). 37-52.
- Buchner-Jeziorska, A. (2016): System edukacji a potencjał modernizacyjny społeczeństwa. *Nauka I Szkolnictwo Wyższe*. 1 (7). 98–107. DOI: <https://pressto.amu.edu.pl/index.php/nsw/article/view/4376>
- Centre for Asian Philanthropy and Society (2024): *No Shadow, No Worry*. https://caps.org/work/our-research_no-shadow-no-worry, downloaded May 30, 2024.
- Choi, C. – Lee, J. – Yoo, M. S. – Ko, E. (2019): South Korean children's academic achievement and subjective well-being: The mediation of academic stress and the moderation of perceived fairness of parents and teachers. *Children and Youth Services Review*. 100. 22–30. DOI: <https://doi.org/10.1016/j.childyouth.2019.02.004>
- Chung, J.-H. and Park, Y.-S. (2024): A Study on the Relationship Between Academic Stress and Mental Health Among High School Students in South Korea. *Research and Advances in Education*. 3 (1). 54–65. DOI: <https://doi.org/10.56397/rae.2024.01.06>
- Country Cassette (2025): *Highest Suicide Rate by Country*, <https://countrycassette.com/suicide-rates-by-country/>, downloaded November 17, 2025.
- Country Comparison Tool (2025): *South Korea*. <https://www.hofstede-insights.com/country-comparison-tool?countries=south+korea>, downloaded November 16, 2025.
- Dewald, J. F. – Meijer, A. M. – Oort, F. J. – Kerkhof, G. A. – Bögels, S. M. (2014): Adolescents' sleep in low-stress and high-stress (exam) times: a prospective quasi experiment. *Behav Sleep Med*. 12 (6). 493–506. DOI: <https://doi.org/10.1080/15402002.2012.670675>
- Erikson, E. H. (2004): *Tożsamość a cykl życia*. Poznań: Zysk i S-ka.
- Friedrich Naumann Foundation (n.d.): *South Korea – Tough Schools*. <https://www.freiheit.org/north-and-south-korea/tough-schools>, downloaded May 30, 2024.
- Global Youth Wellbeing Index (2017): https://iyfglobal.org/sites/default/files/2017YouthWellbeingIndex_6.pdf, downloaded May 30, 2024.
- Grzelak, M. M. and Roszko-Wójtowicz, E. (2017): System edukacji w Polsce: wybrane problemy. *Myśl Ekonomiczna i Polityczna*. 2 (57). 275-305.
- Havighurst, R. J. (1948): *Developmental tasks and education*. New York: McKay.
- Jagiello, T. – Belcher, J. – Neelakandan, A. – Boyd, K. – Wuthrich, V. M. (2024): Academic Stress Interventions in High Schools: A Systematic Literature Review. *Child Psychiatry Hum Dev*. DOI: <https://doi.org/10.1007/s10578-024-01667-5>
- Kabir, K. M. T. – Kabir, M. S. – Rassel, M. M. – Sintheia, T. S. – Tanvir, K. – Haq, M. K. – Nazera, F. – Raju, V. (2024): Reviewing Impacts of Academic Pressure on Mental Health Through Automatic Online Assessment. *Journal of Reproducible Research (JRR)*. 2. 135-143.

Korean Education Centre UK (n.d.): Education in Korea. <http://koreaneducentreinuk.org/en/education-in-korea/>, downloaded May 30, 2024.

Kroger, J. – Martinussen, M. – Marcia, J. E. (2010): Identity status change during adolescence and young adulthood: A meta-analysis. *Journal of Adolescence*. 33 (5). 683–698. DOI: <https://doi.org/10.1016/j.adolescence.2009.11.002>

Małota, W. (2020): Korea Południowa. Gospodarka, społeczeństwo, k-kultura. Warszawa: Wydawnictwo Difin.

Marcia, J. E. (1966): Development and validation of ego-identity status. *Journal of Personality and Social Psychology*. 3 (5). 551–558. DOI: <https://doi.org/10.1037/h0023281>

Marcia, J. E. (2009): Education, Identity and iClass: From Education to Psychosocial Development. *Policy Futures in Education*. 7 (6). 670-677. DOI: <https://doi.org/10.2304/pfie.2009.7.6.670>

Marcia, J. E. – Waterman, A. S. – Matteson, D. M. – Archer, S. L. – Orlofsky, J. (1993): *Ego identity: A Handbook for psychosocial research*. New York: Springer-Verlag.

Merlo, G. and Vela, A. (2022): Mental Health in Lifestyle Medicine: A Call to Action. *American Journal of Lifestyle Medicine*. 16 (1). DOI: <https://doi.org/10.1177/15598276211013313>

Ministry of Education (2020): Education in Korea. <http://koreaneducentreinuk.org/wp-content/uploads/2021/04/2020EducationinKorea.pdf>, downloaded May 30, 2024.

Ministry of Education (2023): Education system in Korea, <https://english.moe.go.kr/sub/infoRenewal.do?m=0301&page=0301&s=english>, downloaded May 30, 2024.)

Moon, C. – Travaglino, G. A. – Uskul, A. K. (2018): Social Value Orientation and Endorsement of Horizontal and Vertical Individualism and Collectivism: An exploratory study comparing individuals from North America and South Korea. *Frontiers in Psychology*. 9 (2262). DOI: <https://doi.org/10.3389/fpsyg.2018.02262>

OECD (2023): Education at Glance 2023. <https://www.oecd-ilibrary.org/docserver/e13bef63-en.pdf?expires=1724757413&id=id&accname=guest&checksum=FC70BB25DE00BCBE3A9ED67A02353696>, downloaded May 30, 2024.

Okechukwu, F. O. – Ogba, K. T. U. – Nwufu, J. I. – Ogba, M. O. – Onyekachi, B. N. – Nwanosike, C. I. – Onyishi, A. B. (2022): Academic stress and suicidal ideation: moderating roles of coping style and resilience. *BMC Psychiatry*. 22 (1). 1-12. DOI: <https://doi.org/10.1186/s12888-022-04063-2>

Orenstein, G. A. and Lewis, L. (2022): *Erikson's Stages of Psychosocial Development*. [In:] StatPearls [Internet]. Treasure Island (FL): StatPearls Publishing.

Rorty, R. (1993): Edukacja i wyzwanie postnowoczesności. [In:] Kwieciński, Z., Witkowski, L.: *Spory o edukację. Dylematy i kontrowersje we współczesnych pedagogiach*. Warszawa: Edytor. 96-102.

Rurarz, J. P. (2009): *Historia Korei*. Warszawa: Wydawnictwo Akademickie Dialog.

Seiffge-Krenke, I. and Gelhaar, T. (2008): Does successful attainment of developmental tasks lead to happiness and success in later developmental tasks? A test of Havighurst's (1948) theses. *Journal of Adolescence*. 31 (1). 33-52. DOI: <https://doi.org/10.1016/j.adolescence.2007.04.002>

Shakeel, S. – Fazal, S. – Majoka, M. (2022): Academic Stress among University Students in Pakistan: Causes and Consequences. *Research Journal of Social Sciences & Economics Review*. 3 (2). 27-34. DOI: [https://doi.org/10.36902/rjsser-vol2-iss2-2022\(27-34\)](https://doi.org/10.36902/rjsser-vol2-iss2-2022(27-34))

Statista Research Department (2024): Mental health in South Korea – statistics & facts. <https://www.statista.com/topics/9688/mental-health-in-south-korea/>, downloaded May 30, 2024.

Statista Research Department (2024a): Mental health in South Korea – statistics & facts. <https://www.statista.com/statistics/1264661/south-korea-mental-health-care-budget/>, downloaded May 30, 2024.

Stear, T. – Gutiérrez Muñoz, C. – Sullivan, A. – Lewis, G. (2023): The association between academic pressure and adolescent mental health problems: A systematic review. *J Affect Disord*. 15 (339). 302-

317. DOI: <https://doi.org/10.1016/j.jad.2023.07.028>

Sustainable Development Goals Report (2024): <https://unstats.un.org/sdgs/report/2024/The-Sustainable-Development-Goals-Report-2024.pdf>, downloaded May 30, 2024.

Tang, X. – Tang, S. – Ren, Z. – Wong, D. F. K. (2020): Psychosocial risk factors associated with depressive symptoms among adolescents in secondary schools in Mainland China: a systematic review and meta-analysis. *J. Affect. Disord.* 263. 155–165. DOI: <https://doi.org/10.1016/j.jad.2019.11.118>

van Hoof, A. (1999): The identity status field re-reviewed: An update of unresolved and neglected issues with a view on some alternative approaches. *Developmental Review.* 19 (4). 497–556. DOI: <https://doi.org/10.1006/drev.1999.0484>

Waterman, A. S. (1999): Identity, the identity statuses, and identity status development: A contemporary statement. *Developmental Review.* 19 (4), 591–621. DOI: <https://doi.org/10.1006/drev.1999.0493>

World Happiness Report (2023): <https://happinessreport.s3.amazonaws.com/2023/WHR+23.pdf>, downloaded May 30, 2024.

World Happiness Report (2024): <https://happiness-report.s3.amazonaws.com/2024/WHR+24.pdf>, downloaded May 30, 2024.

World Health Organization (2022): Mental health. <https://www.who.int/news-room/fact-sheets/detail/mental-health-strengthening-our-response>, downloaded May 30, 2024.

Young, H. (2023): Cultural Dynamics and Psychological Perspectives: Unraveling the Human Psyche in South Korea. *International Journal of Science and Society.* 5 (4). 73-86. DOI: <https://doi.org/10.54783/ijsoc.v5i4.766>