Abstract

Since the number of members who have a variety of language and cultural backgrounds due to the expansion of exchanges between countries and cultures recently is increased, the Korean society changes to a multicultural society rapidly and the number of multicultural families is increasing. As the Korean society enters into the multicultural society, the number of multicultural background learners with various language and cultural backgrounds is swiftly increasing at school, a problem of Korean education for them is raised as a current issue and the phenomenon of not adjusting school life because of failure of communication, low school performance, identity crisis, and school violence problems, is increasing as well. Recently, efforts to cultivate social adaptability of children from multicultural family through establishments of language education policy, education for understanding multiculture and multicultural alternative school. Yet, children from multicultural family are suffering from adaptation to school and to social lives. To cultivate their social adaptability, their self-esteem and identity should be established. Moreover, broader bond of sympathy to support language and multicultural education should be formed in a community level, and various supports and policies at a social level should be prepared based on the bond.

This study aims at exploring measures to have children from multicultural family obtain a sense of belonging and identity in school and social lives in South Korea and adapt successfully to the community. Therefore, causes of social misfit of children from multicultural family are classified into intrinsic aspects – damaged self-esteem and self-identity confusion and Korean exclusiveness – and extrinsic aspects - academic underachievement and school life misfit from lacking communication capability, economic difficulty, insufficiency of active multiculture education policy and school violence – and are observed.

As countermeasures to social misfit of children from multicultural family, bilingual culture education, Korean language education and multicultural education programs in educational aspects, and active response by the police, preparation of institutional measures to prevent crimes, various development and reinforcement of sociocultural programs and institutional solutions to solve economic difficulty in social aspects are suggested.

[Keywords] Police Response, Crime Prevention, Social Misfit, Social Adaptability, Self-Esteem

1. Introduction

Children from multicultural family consists of children from international marriage and foreign families. Children from international marriage have only one of their parents foreigner and children from foreign family have their both parents foreigners[1]. As Korean society has entered into a multicultural society, the number of children from multicultural family with various linguistic-cultural backgrounds radically increased. As the children have grown to school age and start their school lives, rate of learners from multicultural family has increased in every school, referring to the rates since 2012[2]. As the number of children from multicultural family increases,
their consequences of social misfit not only to school but also to society has also increased due to problems such as deficiency and severance of their Korean communication capability, academic underachievement, identity confusion and school violence. Likewise, voices of concern on the social misfit of children from multicultural family, who would be a part of our society members.

Hence, this study aims at exploring measures for children from multicultural family to acquire a sense of belonging and self-identity for their successful social adaptation as a member of Korean society. Causes of their social misfit are separately observed into intrinsic and extrinsic aspects, and relevant countermeasures are to be proposed in terms of education and society.

2. Status of Multicultural Background Learners and Actual School Maladjustment Condition

The preceding research conducted in China and Korea on the same topic is organized in table 1. According to the research result of ‘2017 Basic Education Statistics’ which researched on schools, teachers, and facility status of kindergarten, elementary, middle, and higher education institutions by the Ministry of Education and Korea Education Development Institution, the rate of multicultural background learners was 1.9% in the whole elementary, middle, and high school students which was 0.2%p increased compared to the previous year. The rate of multicultural background learners of each school level was 3.1% which was 0.3% and the greatest increase at elementary school, 1.2% which was 0.2% increase at middle school and 0.6% which was the same as the previous year at high school.

The number of multicultural background learners was 109,387 which was 10,201 (10.3%) increase and the number for each school level was increased 8,761(11.8%) at elementary school, 865(5.7%) at middle school, 518(5.3%) at high school, and 57(17.9%) at other schools compared to the previous year. In the number for each type, the internationally married families (Korea born) were 89,314(81.6%) which was the greatest, the foreign families was 12,281(11.2%), and internationally married families (came to Korea in the middle) were 7,792(7.1%).

According to ‘2015 National Multicultural Family Status (announced in April 26, 2016)’ which the Ministry of Women and Family announced, 89.8% among the total schoolers responded that they were well adjusted and in the reason that they could not adjust well (duplicated answer), 64.7% responded that they did not get along with friends which was the greatest, not interested in school study was 10.9%, appearance was 7.7%, discrimination of teachers was 2.5%, and other was 5.3%[3].

And in reasons that they quit schools in Korea, school life and culture was different(18.3%), school study was difficult(18.0%), transfer and preparing to study at overseas(15.3%), to make money(14.4%), poor economic situation (just did not want to go to school)(11.1%), and other was 7.4%. It can be said that we should urgently expand the multicultural education at school efficiently most of all to make them not to experience difficulties after becoming members of Korean society and a part of it.

3. Causes of Social Misfit of Children from Multicultural Family

Children from multicultural family are suffering from various challenges for their adaptation to Korean society. This chapter would examine the causes of their social misfits into two sections: intrinsic and extrinsic causes. Damaged self-esteem, self-identity confusion and Korean exclusiveness are the intrinsic causes and academic underachievement and school life misfit because of insufficient communication ability, economic difficulty, inadequacy in active multicultural education policy and school violence are the extrinsic causes.

3.1. Intrinsic factor
3.1.1. Damaged self-esteem and self-identity confusion

Children from multicultural family experience Korean school education and social activities and cross-cultural home training simultaneously,
and encounter a confusion for their self-identity development. ‘Identity’ is an intrinsic trait of a being that differentiates itself or is unique. Identity is a feature which includes personality, preference, value, competence, spirit, life, race, ethnicity, sex and religion and is frequently established through comparisons with others. If a foreign parent without adequate understanding and adaptation to Korean culture and language unilaterally forces own identity to children from multicultural family, the children falls into various challenges. It is inevitable to face confusion if they learn the language and culture of their parents and Korean culture and language at the same time. Such identity confusion negatively influence on building personal relationships, and concerns of self-downing arises as they may be teased, lose confidence and get their self-esteem lowered and damaged. The existence of an alien culture in a household may induce conflicts and the stress from the pain and tension make the children from multicultural family unstable. Furthermore, as they even suffer from chaos in views of their value and country, social misadaptation occurs.

Damaging self-esteem and having self-identity confused may lead to disobedience to parents and results in an inadequate relationship between parents and children or in being a victim of school violence. Moreover, the children becomes more passive in personal relationships which social lives essentially require and concerns of social misfit directly arise[4]. Even in households, the existence of alien culture cause conflicts and stress from the suffering and tension makes the adolescents be insecure. Being confused in areas such as values and national views in an alien culture and environment, social misadaptation is arisen.

### 3.1.2. Korean exclusiveness

Having a history of being a single-ethnic country for a long period, the exclusiveness of South Koreans has severely influenced on the identity of multicultural family and their children. Having their skin colors dark and their maternal name is long, the children were teased and bullied, thus suffer chaotic growth concerning their identity. As a result, the children falls into humiliation and resentment on their mother as a foreigner and negativity on the country of their mother arises.

Denying any relevance between themselves and the country of their mother, the children avoid socialization with others as they do not want to be hurt and fear of others knowing their multicultural family. Disregarding their mother of knowing almost nothing, distrust grows in them. For midway immigrants, they encounters a challenge to get along with peers 2-3 years younger. Mostly, they are suffering from economic difficulty and their family circumstance is not amicable due to high divorce rate of parents. Various issues conflicts between cultures and misunderstanding of situations due to communication insufficiency between parents and families are fundamental and intrinsic problems with marriages[5].

### 3.2. Extrinsic factor

#### 3.2.1. Academic underachievement and school Life misfit due to insufficient communication capability

The most difficult problems which children from multicultural family have been facing is academic underachievement and school life misfit from inadequate communication capability. In fact, the children at school are suffering from issues such as bullies and school life misadaptation from differences in language, skin color, and culture, thus many of them result in not going to school. Especially, in a multicultural family, when a parent without an accurate and fluent Korean language ability teaches children, many issues arise. If a foreigner mother or father lacks in communication ability in Korean, children cannot learn Korean at home, but spend most of their time working. It may be a main cause of their academic underachievement and school life misfit. Such deficiency of Korean language communication and academic underachievement leads to school life misadaptation, due to many challenges despite of socialization with peers[6].

Children from multicultural family, unlike other general children, undergo unusual experience of cultures of Korea and their mother simultaneously, stress from the alien culture induces cultural misadaptation. Delays in linguistic development, school underachievement and cultural misfit leads to less understanding of lectures and more severe underachievement. These becomes obstacles for children from
multicultural family to gain fluent communication capability, to form affable personal relationships and to maintain social lives, then be the major cause of social misadaptation which self-identity plays a significance in Korean society.

3.2.2. Economic difficulty

Economic difficulty from low-income of multicultural family results in vulnerabilities in child birth and educational environment. The economic poverty of multicultural families, the absolute majority, starting from huge debt changes into marital conflicts and increasing non-arbitrary divorce rate from domestic violence and discords. In such a condition, growing sense of shrinkage and loss of ego of the children are not sympathized and even there is no one to plea for, thus the growth period of the children easily be more depressed and devastated[7].

3.2.3. Insufficient policy for active multicultural education

If turning the deficient linguistic environment of children from multicultural family into an advantageous situation, offering a future dream to become a fluent bilingual, the pain in current social transition into multiculture would be eased. However, the multicultural education policies until now have passively been performed[8].

3.2.4. School violence

A main cause of social misadaptation of children from multicultural family may be school violence including verbal violence. School violence has been a serious social issue, and the victim student from the violence becomes more vulnerable to violence due to their damaged self-esteem and self-identity if no adequate measure and protection is practiced.

4. Countermeasures to Social Misfit of Children from Multicultural Family

4.1. Educational aspect

4.1.1. Bilingual culture education for children from multicultural family

Bilingual cultural education is important for identity. Above all, the teaching method and communication channel between mother and children are efficient in inspiring an identity. As a way to solve identity issue between mother and children in multicultural family is to prepare and efficiently utilize a bilingual education measure, focusing on educating the culture and language from the mother at a local government, school and household levels[9].

4.1.2. Development of Korean and multicultural education programs

Korean and multicultural education program for children from multicultural family are diversely developed and educational efforts in various perspectives including teaching strategy research and development of teaching learning materials should be made. Moreover, maintaining educational support programs for children from multicultural family, training professional teachers and educational activities for parents from multicultural family to understand Korean culture should be committed[10].

4.2. Social aspect

As children from multicultural family have different cultural backgrounds and are in social minority, they are exposed to biases and discrimination, hence a keen interest and concern on them are required at a social level. To solve the school violence and economic difficulties based on cultural, social, physical differences and discrimination, countermeasures should first be prepared at an institutional level[11].

4.2.1. Active response by the police

As countermeasures against school violence, first, there is a need to improve responsive technique of the police. Implementing preventive education to learners teaching ways to deal with the violence and to report would be effective for the police. Moreover, the level of understanding multicultural family for police officers should be reinforced and mobilizing a systematic taskforce for multicultural families would bring higher efficiency.

4.2.2. Preparation of Institution means to prevent crimes and active performances

To eliminate the social misadaptation which children from multicultural family, active
participation and institutional means for crime prevention activities associated with multicultural family, immigration office, ward-district office, city hall, multicultural community center, educational institutions, civic groups and social welfare centers are required. In addition, if direct visit services for public order by the police are actively performed, children from multicultural family will be able to avoid from school violence to an extent[12].

4.2.3. Diverse development and reinforcement of socio-cultural programs

Socio-cultural programs that are both directly and indirectly accessible to children from multicultural family should be more diversely developed and reinforced. Then, the children should be guided to form the sense of belonging and ego-identity as a member of school and to adapt to school lives[13].

4.2.4. Establishing institutional measure to resolve economic difficulties

To resolve the problems which children from multicultural family suffer at school, due to economic challenges, preparation of scholarship programs, activating supports for materials and teaching references, and creating jobs for parents from multicultural family should affirmatively considered.

5. Conclusion

Not only in school lives, but also in Korean society, this study aims at exploring methods for children from multicultural family to obtain a sense of belonging and ego-identity and observes damaged self-esteem and self-identity confusion and Korean exclusiveness as intrinsic causes, and academic underachievement and school life misfit from lacking communication capability, economic difficulty, insufficiency of active multiculture education policy and school violence as extrinsic causes.

In addition, as countermeasures for social misfits of children from multicultural family, development of bilingual culture education and Korean language and multicultural education programs in educational aspects, and active response by the police, preparation of institutional measures to prevent crimes, various development and reinforcement of socio-cultural programs and institutional solutions to relieve economic difficulty in social aspects are proposed.

Recently, efforts to cultivate social adaptability of children from multicultural family through establishments of language education policy, education for understanding multiculture and multicultural alternative school. Yet, children from multicultural family are suffering from adaptation to school and to social lives.

Misadaptation to school lives and soiciety of children from multicultural family may lead to unhappiness of the whole family. Hence, to have the children adapt well to their schools and social lives, establishment of their self-esteem and identity are required. Moreover, broader bond of sympathy to support language and multicultural education should be formed in a community level, and various supports and policies at a social level should be prepared based on the bond.

6. References

6.1. Journal articles


### 6.2. Thesis degree


### 6.3. Additional references