

11th INTERNATIONAL MARDIN ARTUKLU SCIENTIFIC RESEARCHES CONFERENCE

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SCHOOL CHILDREN ADJUSTMENT IN MULTICULTURAL FAMILIES

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ABSTRACT

Korean society has been facing many challenges due to the rapid changes in population composition toward multicultural and multi-ethnic families. Children from multicultural families are influenced by parents whose native language is not Korean, and they delay in language development. The study uses a mixed method approach, combining online surveys and questionnaires among foreign mothers about problems they have struggled with their school children. The result shows about 30 percent of children in multicultural families have language delays or disorders. One of the main difficulties is language barriers that affect successful learning. Children raised in families with different cultural and linguistic contexts often face difficulties in mastering the official language of the educational system. This can affect their academic success and social adaptation. The study examines programs to support the language development of children from multicultural families to mitigate these problems, including bilingual education programs, cultural exchange between students, and active support from educational institutions. This research investigates how children's adaptation to school can be improved and how children from multicultural families have failed to adapt to school. The aim of the research is to find the reasons for the children's poor adaptation and consequently possible ways to solve these problems. Factors such as social support, academic performance, high stress, and language difficulties are identified. Social factors that are believed to create stress due to cultural differences in family, school, and society are analyzed. In this way, the research will help to broaden the understanding of children in multicultural families and will also be useful for practical decision making and basic data to support multicultural families in social services.

Keywords: multicultural, school children, adjustment, multi-ethnic families.

1. INTRODUCTION

A multicultural family is a family consisting of a Korean man and a foreign woman, or a Korean woman and a foreign man, who are currently settled in Korea through an international marriage. It is defined as a term that includes foreign worker families. There is already a social consensus that international marriage families should be renamed as multicultural families. The term "multicultural family" originated when the Citizens' Alliance for Healthy Families (2004) recommended its use to improve the terminology of families with discriminatory characteristics such as international marriage and mixed-race families. The trend toward a multiracial and multicultural society is also reflected in education. According to the enrollment status of children of married immigrants in 2008 (Ministry of Education, Science and Technology,

improvement programs for multicultural children should be developed and operated. They experience emotional difficulties in adjusting to school life due to language and cultural maladjustment, so they need communication skills to adapt to school life. Second, children from multicultural families are bilingual and bicultural, with their mother's language and the Korean language. Now that we have entered into globalization, we need to acquire the language and culture of the mother country, as well as Korean language and culture, so that we can cultivate human resources for the internationalization era as a secondary resource. Third, various programs on multiculturalism should be provided in schools. Periodic programs such as cultural understanding should be conducted to help general students understand children from multicultural families and to make children from multicultural families feel happy and proud. Fourth, children from multicultural families are enrolled in different types of schools depending on their economic and social status. Children from economically disadvantaged families attend mainstream schools and fall behind the competition, while children from more affluent families attend foreign schools. Specialized institutional arrangements are needed to reduce these disparities and provide equal access to education. Fifth, systematic programs and professionals should be trained to help children from multicultural families adjust to school. Finally, regarding the limitations of this study and suggestions for further research, this study examined only psychological, socio-cultural, linguistic, and economic factors as factors affecting the school adjustment of children from multicultural families. In addition, this study was limited to multicultural families consisting of a foreign woman and a Korean man, but it is necessary to include more diverse types of multicultural families, such as children of multicultural families with a mother or father with a disability, in future studies. In future research, it is necessary to conduct more in-depth and diverse research on parents, teachers, and children in multicultural families.

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