

# Impact on Multi-cultural Acceptance of Child Rearing Behavior of Elementary School Students' Parents and Psychological Well-being

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## 초등학생 부모의 양육행동과 심리적 안녕감이 다문화 수용성에 미치는 영향

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**Abstract** The purpose of research is to find out the factors that affects multi cultural acceptance of parents' child rearing behavior of elementary school students and psychological well-being. In order to accomplish the purpose, survey was conducted on 328 elementary school students in the city of I. The results were first, parents' child rearing behavior of elementary school students, psychological well-being and multi-cultural acceptance didn't have difference by background variables. Second, significant relationship was present on parents' child rearing behavior of elementary school students, psychological well-being and multi cultural acceptance, Third, parents' child rearing behavior of elementary school students and psychological well-being have positive impact on multi-cultural acceptance. As seen in such results, in order to achieve effective acceptance on multi culture in regular household, the awareness and attitude on parents' child rearing behavior and feeling of psychological well-being need to change and that will have positive impact to live together for students from regular household and multi culture household as a member of multi culture society

**요 약** 이 연구의 목적은 초등학생들의 부모양육행동과 심리적 안녕감이 다문화 수용성에 영향을 미치는 요인은 무엇인지를 알아보고자 하였다. 이러한 연구목적을 달성하기 위하여 I시에 소재한 초등학생 328명을 대상으로 질문지를 사용하여 설문조사를 실시하였다. 설문조사 결과 첫째, 초등학생들의 부모양육행동, 심리적 안녕감, 다문화 수용성은 배경변인별로 차이가 나타나지 않았다. 둘째, 초등학생들의 부모양육행동, 심리적 안녕감, 다문화수용성에서 유의미한 상관관계가 있는 것으로 나타났다. 셋째, 초등학생들의 부모양육행동과 심리적 안녕감이 다문화 수용성에 긍정적인 영향을 미치는 것으로 나타났다. 이러한 연구 결과로 볼 때, 일반가정에서 다문화에 대한 수용이 효과적으로 이루어지기 위해서는 부모들의 양육행동과 심리적 안녕감에 대한 인식과 태도가 변화되어야 하며, 다문화사회의 구성원으로서 일반 가정 학생과 다문화가정 학생 모두 더불어 살아가는데 긍정적인 영향을 줄 수 있을 것으로 보인다.

**Key Words** : Parental Child rearing Behaviors, Psychological Well-Being, Multi-cultural Acceptance

## 1. Preface

### 1.1 Necessity and Purpose of Research

Modern society, with development of latest technology,

exchange in various cultures and people are rapidly on the rise for every country and recently, due to entry of foreign workers and increase of international marriage, is changing to the society that various racial, ethnical and

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cultural background are living together.

Followed by such changes in society multi cultural families are increasing and Korean society is no longer one ethnic society but entering as multi ethnic and multi-cultural society.

However, Korea's unique social cultural background act as factor to make marriage immigrants adaption to Korea even more difficult [1]. Particularly most of female marriage immigrants are trained as they enter the country this is only temporary for early part of entering the country. From then on most of marriage immigrants are unable to be trained for pregnancy, giving birth and work. isolation felon education opportunity for female marriage immigrants not only bring living and social maladjustments but also extend to that of their children.[2]. And, female marriage immigrants suffer difficulties on home education and in studying and personal relationship for children's of multi-cultural household, problems like passive attitude, decrease in speaking ability and bullying can act as factors to possess feeling of isolation and confused identity in their growing process[3], and by experiencing discrimination, prejudice and disdain from regular household students, often loses confidence by sustaining psychological scar[4]. Considering the fact that prejudice and discriminating attitude towards multi-cultural household children appears mainly from regular household children, research for multi-culture acceptance on regular household children may be necessary[5].

In research of multi culture acceptance, childhood is important than any other period [6], and more than anything the attitude created in this period towards other ethnic and race continue to adolescence all the way to adulthood [7]. Also parents have enormous impact on child's mind and living style. The recognition and discrimination formed by parents will continue to affect afterwards.[8,9]. And child rearing attitude of parents have significant impact on the attitude that child have towards diversity and discrimination on races and for that parents should be able to help child to better understand the difference between one's own and other races[10], and in research about parents' child rearing behavior on child's attitude towards other culture with elementary school students[11] parents' child rearing behavior has meaningful impact on child's attitude towards other

cultures.

Thus child forms self concept through mutual interaction with parents and socialize and depend on what child rearing attitude parents possess gives significant impact and parents' child rearing attitude have substantial amount of impact over child's psychological well-being over life time[12]. And also parents' rearing behavior plays an extremely role in the development of their children. Multi-cultural acceptance, as a comprehensive capacity including cognitive, emotional, and behavioral aspects, is influenced by their parents' rearing behavior. Expecially when studying multi-cultural acceptance of children, parents' child rearing behavior should be considered as an important variable, because parents' rearing attitude in the course of rearing children has an important effect on the development of children.

Therefore it is important to find out the relationship among parents' child rearing behavior, psychological well being and multi cultural acceptance, and the factors contributing to them. As a result, this study will help activate and reinforce the educational program on the multi-cultural acceptance and related multi-culture training for elementary school students, and can be used as the basis.

Research issues setby such research purpose are as follows:

First, what are the differences on parents' child rearing behavior of elementary school student, psychological well being and multi cultural acceptance by background variable?

Second, what are the relationship among parents' child rearing behavior of elementary school student, psychological well being and multi cultural acceptance?

Third, what are the factors that affects multi cultural acceptance by parents' child rearing behavior of elementary school student, psychological well being?

## 2. Research Method

### 2.1 Subject and Data Collection

The subjects of research are elementary school students in the city of I and data collection period was from June 3 2013 to June 28 2013 and survey was prepared by

students with help from elementary school teachers.

Among 350 respondents 328 surveys became subject of analysis after excluding 22 surveys which had poor response.

Sociodemographic feature of subject elementary school student are as shown in Table 1.

[Table 1] General Conditions of Research Subjects

Spec.	N	Percentage	
Gender	Female	181	55.2
	Male	147	44.8
Grade	4th Grade	103	31.4
	5th Grade	106	32.3
	6th Grade	119	36.3
Father's Education	Junior High School Graduate	17	5.2
	High School Graduate	123	37.5
	University Graduate	171	52.1
	Master School Graduate	17	5.2
Mother's Education	Junior High School Graduate	18	5.5
	High School Graduate	151	46.0
	University Graduate	152	46.3
	Graduate School Graduate	7	2.1
Father's Age	Under 34	5	1.5
	35~39	59	18.0
	40~44	155	47.3
	45~49	84	25.6
	Over 50	25	7.6
Mother's Age	Under 34	30	9.1
	35~39	88	26.8
	40~44	159	48.5
	45~49	42	12.8
	Over 50	9	2.7
Financial Level	Well off	49	14.9
	Average	270	82.3
	Poor	9	2.7
Total	328	100	

## 2.2 Research Tool

### 2.2.1 Parents' Child Rearing Behavior

To study parents' child rearing behavior of elementary school students[13, parents' child rearing behavior perception criterion developed [15] by adjusting parents' child rearing behavior perception criterion [14] was used to suit to elementary school student level

In research, internal consistency coefficient was for .74~.89 for father and .80~.90 for mother. The survey was 4 points Likert criterion however, the research adjusted

and used to 5 point criterion. Parents' child rearing behavior includes 3 dimensions which have 30 questionnaires on warmth-acceptance, permission-non intervention and reject-restrict and higher the points, more the child perceived as parents display such behavior.

[Table 2] Questionnaire and Reliability

Sub Factors	Question Number	N	Cronbach's α	
			Father	Mother
warmth-acceptance	10,13,14,17,19,21,23,25,28,30	10	.88	.88
permissiveness-nonintervention	2,4,6,9,12,16,20,22,26,29	10	.70	.66
rejection-restriction	1,3,5,7,8,11,15,18,24,27	10	.81	.82
Total		30	.63	.60

### 2.2.2 Psychological Well Being

In order to measure psychological well being of elementary school students[16], measurement tool developed for teenagers [17] were adjusted and supplemented to suit the elementary school students were used. Internal consistency coefficient of the research was .74~.84. The survey was 4 points Likert criterion however, the research adjusted and used to 5 point criterion.

Number of questions were total of 51 and comprised of 6 factors such as positive self awareness, family relationship, relationship with teachers and friends, self assertiveness, learning direction. higher the points by each sub factor, indicates higher level of psychological well being.

[Table 3] Questionnaire and Reliability

Sub Factors	Question Number	Number of Questions	Cronbach's α
positive perception of self	4,11,13,14,15,20,24,27,28,31,33,35	12	.88
Family *****	3,6,8,12,16,17,21,26,29,36,40,45	12	.88
Teacher relationship	5,22,32,38,39,44,47,48,50,51	10	.88
Friend relationship	2,10,18,23,25,34,41,43	8	.84
self-assertion	1,7,9,19,30	5	.75
Rearing thoroughness	37,42,46,49	4	.77
Total		51	.96

### 2.2.3 Multi Cultural Acceptance

To measure multi cultural acceptance of elementary students[18] survey was developed for elementary students were used and internal consistency coefficient was .68~.93.

The survey was 4 points Likert criterion however, the research adjusted and used to 5 point criterion.

Number of questions were total of 33 and comprised of 4 factors such as multi cultural relationship formation ability, multi cultural family relationship, multi cultural openness, and multi cultural empathy. Higher the points by each sub factor, indicates higher level of multi-cultural acceptance.

[Table 4] Questionnaire and Reliability

Sub factor	Question Number	Number of Questions	Cronbach's α
multicultural relationship ability	1,2,4,7,8,9,11,15,16,19,21,29,30,32,33	15	.93
multicultural awareness	3,6,10,13,23,31	6	.83
multicultural openness	5,12,14,18,20,26,27,28	8	.75
multicultural empathy	17,22,24,25	4	.75
Total		33	.89

### 2.3 Data Analysis Method

Data analysis for research conducted frequency analysis to identify general specifications and F verification with average and standard deviation to find out difference by variable according to background variable.

Also calculated was Cronbach's α for reliability verification and to investigate the relationship by each subfactor of parents child rearing behavior, psychological well being and multi cultural acceptance, product moment correlation coefficient was obtained. And to learn affect over parents child rearing behavior, psychological well being and multi cultural acceptance, systematical regression analysis was conducted.

## 3. Research Method and Interpretation

### 3.1 Differences on parents child rearing behavior, psychological well being and multi cultural acceptance according to background variable

Results as to whether the differences on parents child rearing behavior of elementary students, psychological well being and multi cultural acceptance according to background variable are as shown in Table 5.

First, no meaningful differences were present on gender as to female students and male students. However, for parents child rearing behavior, psychological well being and multi cultural acceptance, female students showed higher than male students. Second, No meaningful differences by grades. However, 6<sup>th</sup> graders showed high for psychological well being and multi cultural acceptance. Third, no meaningful difference were present in th level of parents education. Fourth, in father's age level, father's child rearing behavior showed high on 45 and over than that of under 39 and 40-44 years of age (F=4.434, p<.05), and in mother's child rearing behavior 45 and over showed high as well (F=3.175, p<.05). However, no meaningful differences on psychological well being and multi cultural acceptance showed no meaningful differences. Fifth, in mother's age level, father's child rearing behavior showed high in 45 and over than that of 39 and under and 40-44 years of age(F=6.790, p<.01), and in mother's child rearing behavior 45 and over showed high(F=7.772, p<.01). But no significant differences on psychological well being and multi cultural acceptance.

As seen in such results, gender, grade and father's and mother's education level didn't have significant differences but showed significant differences in the age level of parents with 45 years of age and over.

### 3.2 Corelationship Verification

To learn about the correlation on parents child rearing behavior of elementary students, psychological well being and multi cultural acceptance, correlation analysis results are shown as Table 6.

According to analysis result, sub-factors of psychological well being on parents' warmth-acceptance and sub-factors of multi-cultural acceptance have meaningful corelationship statistically(p<01). This seems as students with higher multi-cultural acceptance higher

[Table 5] Differences of Parents Child Rearing Behavior, Psychological Well being and Multi-cultural Acceptance according to Background Variables

Specification		N	Father's Childrearing Behavior			Mother's Childrearing Behavior			Psychological Well Being			Multi Cultural Acceptance		
			M	SD	F	M	SD	F	M	SD	F	M	SD	F
Gender	Female	181	2.58	.36	.363	2.62	.34	1.147	3.67	.64	2.413	3.64	.49	4.884
	Male	147	2.56	.34		2.57	.34		3.56	.66		3.51	.62	
	Total	328	2.57	.35		2.60	.34		3.62	.65		3.58	.55	
Grades	4th Grade	103	2.54	.39	.657	2.57	.36	.577	3.56	.73	1.326	3.55	.52	.195
	5 <sup>th</sup> Grade	106	2.59	.37		2.60	.33		3.60	.64		3.59	.70	
	6 <sup>th</sup> Grade	119	2.58	.29		2.62	.33		3.70	.58		3.60	.42	
	Total	328	2.57	.35		2.60	.34		3.62	.65		3.58	.55	
Father's Education Level	Below High School Graduate	140	2.57	.36	.072	2.62	.36	.817	3.57	.61	1.360	3.61	.49	.451
	Above University Graduate	188	2.58	.34		2.58	.33		3.66	.68		3.56	.60	
	Total	328	2.57	.35		2.60	.34		3.62	.65		3.58	.55	
Mother's Education Level	Below High School Graduate	169	2.60	.35	2.651	2.60	.35	2.119	2.62	.34	2.081	3.57	.64	.311
	Above University Graduate	159	2.54	.35		2.54	.35		2.57	.34		3.68	.66	
	Total	328	2.57	.35		2.57	.35		2.60	.34		3.62	.65	
Father's Age	Under 39(1)	64	2.59	.36	4.434*	2.58	.35	3.175*	3.64	.64	.048	3.61	.40	.284
	40~44(2)	155	2.51	.35		2.56	.32		3.62	.70		3.56	.66	
	Over 45(3)	109	2.64	.33		2.66	.36		3.61	.59		3.60	.47	
	Total	328	2.57	.35		2.60	.34		3.62	.65		3.58	.55	
Mother's Age	Under 39(1)	118	2.55	.34	6.790**	2.56	.33	7.772**	3.66	.61	.333	3.68	.43	3.902
	40~44(2)	159	2.53	.33		2.57	.31		3.60	.68		3.49	.64	
	Over 45(3)	51	2.74	.39		2.77	.41		3.59	.66		3.63	.49	
	Total	328	2.57	.35		2.60	.34		3.62	.65		3.58	.55	

[Table 6] Correlation between Each Variables

Division	Parents' Child rearing Behavior						psychological Well Being						Multi Cultural Acceptance			
	Father			Mother												
	①	②	③	④	⑤	⑥	⑦	⑧	⑨	⑩	⑪	⑫	⑬	⑭	⑮	⑯
②	-.094															
③	-.476**	.184**														
④	.727**	-.160**	-.358**													
⑤	-.178**	.742**	.327**	-.199**												
⑥	-.308**	.281**	.700**	-.488**	.256**											
⑦	.462**	-.031	-.247**	.479**	-.089	-.217**										
⑧	.534**	-.094	-.332**	.588**	-.123*	-.386**	.720**									
⑨	.439**	-.109*	-.252**	.478**	-.203**	-.230**	.680**	.674**								
⑩	.271**	.044	-.288**	.338**	-.083	-.344**	.624**	.608**	.542**							
⑪	.320**	.008	-.254**	.405**	-.066	-.293**	.711**	.652**	.624**	.722**						
⑫	.359**	.014	-.240**	.384**	-.097	-.215**	.746**	.669**	.680**	.541**	.585**					
⑬	.199**	-.070	-.131*	.204**	-.193**	-.027	.191**	.143**	.201**	.129*	.141*	.126*				
⑭	-.275**	.134*	.180**	-.257**	.212**	.112*	-.041	-.038	-.044	.005	-.031	.033	-.345**			
⑮	.188**	-.003	-.080	.197**	-.155**	-.016	.250**	.195**	.272**	.176**	.201**	.166**	.740**	-.239**		
⑯	.248**	-.017	-.113*	.232**	-.152**	-.014	.273**	.193**	.256**	.199**	.221**	.173**	.849**	-.302**	.786**	

\* p<.05 \*\* p<.01 (N=328)

- ① Warmth·Acceptance                      ② Permission·Non Intervention                      ③ Reject·Restrict                      ④ Warmth·Acceptance
- ⑤ Permission·Non Intervention                      ⑥ Reject·Restrict                      ⑦ Positive Self Awareness                      ⑧ Family relationship
- ⑨ relationship with Teachers                      ⑩ relationship with Peers                      ⑪ Self Assertiveness                      ⑫ Learning Direction
- ⑬ Multi-cultural relationship Formation Ability                      ⑭ Multi Cultural Awareness                      ⑮ Multi-cultural Openness                      ⑯ Multi cultural Empathy

parents' warmth-acceptance level. And parent's reject-restrict have meaningful negative corelationship with sub factors of psychological well being and multi-cultural acceptance statistically ( $p < .01$ ). And this seems as the less parents' reject-restrict, students have higher multi cultural acceptance level. Also sub factors of psychological well being and multi cultural relationship formation ability, multi cultural openness and multi-cultural empathy of sub factors of multi cultural acceptance showed meaningful positive correlation statistically ( $p < .01$ )

This shows students with higher multi-cultural acceptance have higher sense of psychological well being. As seen in such results, corelationship is present by each sub factors of parents child rearing behavior of elementary students, psychological well being and multi cultural acceptance.

### 3.3 Factors Affect Parents Child Rearing Behavior and Psychological Well Being have on Multi Cultural Acceptance

#### 3.3.1 Factors Affect Parents Child Rearing has on Psychological Well Being

Factors affect parents child rearing behavior of elementary students on psychological well being are shown as Table 7. In order to identify influence factor of psychological well being systematical regression analysis was conducted including variable that displays meaningful correlation.

As a result of multi-collinearity analysis among independent variable, tolerance limit scope was .395~.965, dispersion swelling factor was 1.044~2.534 which was considered no problem in multi-collinearity.

As a result of multi-regression analysis, variable on positive self awareness were mother's warmth-acceptance ( $p < .001$ ), and father's warmth-acceptance ( $p < .01$ ) and these variable showed explanation power of 25.2% on positive self awareness. ( $F = 56.139$ ,  $p < .001$ )

This, explains parents warmth-acceptance are important factors for positive self awareness.

Variable over family relationship were mother's warmth-acceptance and father's warmth-acceptance ( $p < .001$ ), mother's reject-restrict ( $p < .01$ ) and these variable had 38.0% explanation power on family relationship ( $F = 67.842$ ,  $p < .001$ ). This, explains parents warmth-acceptance and

mother's reject-restrict are important factors for family relationship.

For variable on teachers relationship mother's warmth-acceptance ( $p < .001$ ), and father's warmth-acceptance ( $p < .01$ ), and mother's reject-restrict ( $p < .05$ ) and these variable had 25.0% explanation power on teachers relationship ( $F = 37.333$ ,  $p < .001$ ). This, explains parents warmth-acceptance and mother's reject-restrict are important factors for teachers relationship.

For variable on relationship with peers, father's reject-restrict, mother's warmth-acceptance ( $p < .001$ ), and mother's reject-restrict ( $p < .05$ ) and these variable had 18.6% explanation power on relationship with peers ( $F = 19.621$ ,  $p < .001$ ). This, explains parents reject-restrict, mother's reject-restrict and mother's warmth-acceptance are important factors for relationship with peers.

For variable on self assertiveness were mother's warmth-acceptance ( $p < .001$ ) and father's reject-restrict ( $p < .05$ ) and these variable had 17.3% explanation power on self assertiveness ( $F = 35.164$ ,  $p < .001$ ). This, explains mother's warmth-acceptance and father's reject-restrict are important factors for self assertiveness.

For variable on learning thoroughness were mother's warmth-acceptance ( $p < .001$ ) and father's warmth-acceptance ( $p < .05$ ) and these variable had 15.5% explanation power on learning thoroughness ( $F = 35.164$ ,  $p < .001$ ). This, explains parents warmth-acceptance is an important factor for learning direction.

Variable on entire psychological well being were mother's warmth-acceptance ( $p < .001$ ), father's warmth-acceptance and father's reject-restrict ( $p < .05$ ) and these variable had 31.6 %

explanation power ( $F = 51.393$ ,  $p < .001$ ) This explains parents warmth-acceptance is an important factor for psychological well being.

Therefore parents expressing affection, warm attitude, acceptance, respect, understanding, positive review, communication and explanation toward child and encourage autonomous and independency and higher the level of warmth and acceptance as mentioned earlier, can have impact on psychological well being of elementary school students.

[Table 7] Parents Child Rearing Behavior Factor Affecting Psychological Well Being

Variable	Independent variable	B	SE	$\beta$	t	p
positive self awareness	(Constant)	1.995	.153		12.998	.000
	mother's warmth·accep tance	.241	.055	.304	4.367	.000
	father's warmth·accep tance	.190	.055	.241	3.456	.001
	Adj R <sup>2</sup> =.252 F=56.139 p<.001					
family relation ship	(Constant)	2.334	.226		10.306	.000
	mother's warmth·accep tance	.286	.058	.343	4.947	.000
	father's warmth·accep tance	.200	.053	.240	3.780	.000
	mother's reject·restrict	-.146	.051	-.144	-2.887	.004
Adj R <sup>2</sup> =.380 F=67.842 p<.001						
Teachers relationship	(Constant)	2.687	.261		10.311	.000
	mother's warmth·accep tance	.294	.064	.321	4.585	.000
	father's warmth·accep tance	.170	.064	.187	2.672	.008
	mother's reject·restrict	-.159	.073	-.103	-2.160	.032
Adj R <sup>2</sup> =.250 F=37.333 p<.001						
Friend relationship	(Constant)	3.063	.309		9.903	.000
	father's reject·restrict	.401	.102	.297	3.942	.000
	mother's reject·restrict	-.291	.62	-.275	-4.672	.000
	mother's warmth·accep tance	.186	.050	.213	3.707	.000
	mother's permission and non intervention	-.272	.107	-.190	-2.539	.012
Adj R <sup>2</sup> =.186 F=19.621 p<.001						
Self Assertiveness	(Constant)	2.566	.237		10.836	.000
	mother's warmth·accep tance	.302	.045	.361	6.702	.000
	father's reject·restrict	-.138	.060	-.124	-2.311	.021
Adj R <sup>2</sup> =.173 F=35.164 p<.001						
Learning thoroughness	(Constant)	2.133	.188		11.343	.000
	mother's warmth·accep tance	.238	.068	.261	3.522	.000
	father's warmth·accep tance	.154	.067	.169	2.285	.023
	Adj R <sup>2</sup> =.155 F=31.082 p<.001					

Variable	Independent variable	B	SE	$\beta$	t	p
total	(Constant)	2.395	.205		11.682	.000
	mother's warmth·accep tance	.280	.047	.395	5.926	.000
	father's warmth·accep tance	.107	.050	.151	2.131	.034
	father's reject·restrict	-.102	.049	-.108	-2.072	.039
	Adj R <sup>2</sup> =.316 F=51.393 p<.001					

### 3.3.2 Factors of Psychological Well Being Affect Multi Cultural Acceptance

Factors for psychological well being of elementary school students have over multi-cultural acceptance are as shown in Table 8. To identify factors that affect multi cultural acceptance, systematical regression analysis were conducted including variable that show meaningful correlation.

As a result of multi regression analysis, variable that affects multi cultural relationship formation ability was positive self awareness(p<.001) and variable had 7.2% explanation power on multi cultural relationship formation(F=26.268, p<.001.) This explains positive self awareness is an important factor for multi cultural relationship formation.

And variable that affects multi cultural awareness was teachers relationship(p<.001) and variable had 3.7% explanation power on multi cultural awareness(F=13.704, p<.001.) This explains teachers relationship is an important factor for positive self awareness.

Also variable that affects multi cultural openness was learning thoroughness(p<.05) and variable had 2.7% explanation power on multi cultural openness(F=12.918, p<.001.) This explains teachers relationship is an important factor for multi cultural openness.

And variable that affects multi cultural empathy was teachers relationship(p<.001) and variable had 7.1% explanation power on multi cultural empathy(F=26.025, p<.001.) This explains teachers relationship is an important factor for multi cultural empathy.

Lastly, variable that affects entire multi cultural acceptance were positive self awareness and teachers relationship(p<.05)and these variable had 7.6% explanation power on entire multi cultural acceptance(F=14.492,

p<001.) This explains positive self awareness and teachers relationship are important factors for entire multi cultural acceptance

Therefore shown here is among the sub factors of psychological well being which are positive self awareness and teacher relationship that affects abilities to understand and accept multi culture in other words, multi cultural acceptance which is an adaption ability necessary for elementary school students to live as a member of multi cultural society.

[Table 8] Psychological Well-being Factors Affecting Multi-cultural Acceptance

Variable	Independent Variable	B	SE	β	t	p
Multi cultural relationship Formation Ability	(Constant)	2.837	.218		12.993	.000
	Positive self Awareness	.306	.060	.273	5.125	.000
	Adj R <sup>2</sup> =.072 F=26.268 p<.001					
Multi cultural Awareness	(Constant)	3.386	.217		15.632	.000
	teachers relationship	.193	.052	.201	3.702	.000
	Adj R <sup>2</sup> =.037 F=13.704 p<.001					
Multi cultural Openness	(Constant)	2.444	.243		10.036	.000
	learning Direction	.166	.083	.180	1.988	.048
	Adj R <sup>2</sup> =.027 F=12.918 p<.001					
Multi cultural Empathy	(Constant)	2.940	.220		13.336	.000
	teachers relationship	.271	.053	.272	5.101	.000
	Adj R <sup>2</sup> =.071 F=26.025 p<.001					
Total	(Constant)	2.741	.160		17.136	.000
	Positive self Awareness	.126	.055	.165	2.279	.023
	teachers relationship	.097	.048	.147	2.030	.043
	Adj R <sup>2</sup> =.076 F=14.492 p<.001					

### 3.3.3 Factors on Parents Child Rearing Behavior Affect on Multi-Cultural Acceptance

Parents child rearing behavior affect on multi cultural acceptance are shown as Table 9. In order to identify factors affect multi cultural acceptance systematical regression analysis was conducted including variable that display meaningful correlation,

As a result analysis on multi collinearity among independent variable tolerance limit scope was .438~.968, dispersion swelling factor was 1.033~2.285 which is considered no problems were present on multi collinearity.

As a result of multi regression analysis, variable affects relationship formation ability were father's warmth-acceptance(p<.001), mother's reject-restrict(p<.01) and father's reject-restrict(p<.05) and these variable had 8.2% explanation power on multi cultural relationship formation ability(F=10.759, p<.001). This explains father's warmth-acceptance, parents reject-restrict are important factors for multi cultural relationship formation.

And for variable affects multi cultural awareness were mother's warmth-acceptance(p<.001), mother's permission-nonintervention, mother's reject-restrict(p<.01), and father's reject-restrict(p<.05) and these variable had 8.2% explanation power on multi cultural awareness (F=8.2684, p<.001). This explains mother's warmth-acceptance, permission-nonintervention and reject-restrict and father's reject-restrict are important factors for multi cultural awareness.

Also variable affects multi cultural openness were father's warmth-acceptance(p<.001), and mother's permission-nonintervention(p<.01). These variable had 9.8% explanation power on multi cultural openness(F=18.866, p<.001). This explains father's warmth-acceptance and mother's permission-nonintervention are important factors for multi cultural openness.

And for variable affects multi cultural empathy were mother's warmth-acceptance(p<.01), mother's permission-nonintervention, and father's permission-nonintervention (p<.01) and these variable had 7.3% explanation power on multi cultural empathy(F=9.638, p<.001). This explains mother's warmth-acceptance, mother's permission-nonintervention and father's permission-nonintervention are important factors for multi cultural awareness.

Lastly, variable affects entire multi cultural acceptance were father's warmth-acceptance(p<.01), and variable had 2.3% explanation power on entire multi cultural acceptance(F=8.598, p<.001). This explains father's warmth-acceptance(p<.001) is an important factors for multi cultural awareness.

Therefore shown here is among the sub factors of parents child rearing behavior, when elementary students have higher parents warmth-acceptance, which affects the ability to accept and understand multi culture in other words, each sub factor of parents child rearing behavior affects multi cultural acceptance including awareness factor, emotional factor and behavioral factor.



[Table 9] Parents Child Rearing Behavior Factors Affecting Multi cultural Acceptance

Variable	Independent Variable	B	SE	$\beta$	t	p
Multi cultural relationship Formation Ability	(Constant)	3.424	.268		12.771	.000
	father's warmth-acceptance	.196	.048	.221	4.096	.000
	mother's permission-no intervention	-.375	.117	-.257	-3.209	.001
	father's permission-no intervention	.268	.109	.195	2.458	.015
	Adj R <sup>2</sup> =.082 F=10.759 p<.001					
Multi cultural Awareness	(Constant)	3.737	.331		11.292	.000
	mother's warmth-acceptance	.205	.054	.233	3.822	.000
	mother's permission-no intervention	-.223	.081	-.154	-2.741	.006
	mother's reject-restrict	.261	.085	.244	3.074	.002
	father's reject-restrict	-.197	.089	-.168	-2.210	.028
Adj R <sup>2</sup> =.082 F=8.268 p<.001						
Multi Multicultural Openness	(Constant)	2.520	.247		10.191	.000
	father's warmth-acceptance	-.205	.045	-.245	-4.582	.000
	mother's permission-no intervention	.233	.074	.169	3.164	.002
Adj R <sup>2</sup> =.098 F=18.866 p<.001						
Multi Multi-cultural Empathy	(Constant)	3.619	.287		12.600	.000
	mother's warmth-acceptance	.162	.050	.177	3.258	.001
	mother's permission-no intervention	-.462	.120	-.308	-3.855	.000
	father's permission-no intervention	.359	.112	.254	3.200	.002
Adj R <sup>2</sup> =.073 F=9.638 p<.001						
Total	(Constant)	3.237	.123		26.306	.000
	father's warmth-acceptance	.097	.033	.160	2.932	.004
Adj R <sup>2</sup> =.023 F=8.598 p<.001						

#### 4. Conclusion and Discussion

The research has purpose to offer aid in providing database of multi cultural education activity and program development to improve multi cultural acceptance and

recognize the importance of multi cultural acceptance by investigating affects on multi cultural acceptance by parents child rearing behavior and psychological well being and whether parents child rearing behavior, psychological well being and multi cultural acceptance have correlation or difference by background variable against elementary students. The following are conclusion and discussion centering research results:

First, less than meaningful differences were present in parents child rearing behavior by background variable, However, female students were higher than male students and 6th graders showing high among others. And education level did not have differences but contrary to research result of [19,20]. Also, parents child rearing behavior showed high in 45 and over of age which showed meaningful difference. This seems to be that older the age, higher the parents child rearing behavior however, contrary to research result that showed younger the age, more positive child rearing behavior[21]

Also less than meaningful differences by background variable were present in psychological well being and multi cultural acceptance. Such results supports research result that do not affect multi cultural acceptance attitude[9,22], and gender does affect multi-cultural acceptance and is contrary to result with most of female students have high multi-cultural acceptance compare to male students[18,23-25]

Second, statistically meaningful positive or negative relationship was present in parents child rearing behavior of elementary school students, psychological well being and multi cultural acceptance. By looking at such result, correlation by each sub factor is present on parents child rearing behavior of elementary school students, psychological well being and multi cultural acceptance.

Third, as a result of regression analysis on factors affect parents child rearing behavior of elementary school students, psychological well being and multi cultural acceptance, mother's warmth-acceptance and father's warmth-acceptance which are sub factors of parents child rearing behavior has meaningful affect on psychological well being.

This explains that positive impact on sub factors of psychological well being in other words, positive self awareness, family relationship, teachers relationship, peer relationship, self assertiveness and learning direction.

Therefore, the results shows that parents child rearing behavior of elementary school students affect all of sub factors of psychological well being thus expression of affection, warm attitude, acceptance, respect, understanding, positive review, communication, trust and support, rationality and autonomous, etc. by parents to child can become essential elements for psychological well being for elementary school students.

Also, sub factors of multi cultural acceptance and sub factors of psychological well being have statistically meaningful impact. This shows positive impacts for positive self awareness to multi cultural relationship formation ability, teacher relationship to multi cultural awareness, learning thoroughness to multi cultural openness, teacher relationship to multi cultural empathy and for positive self awareness and teachers relationship to entire multi cultural acceptance.

Thus result shows psychological well being affects all of sub factors of multi cultural acceptance and by looking at such result each elementary school student should accept him/herself as is and maintaining positive personal relationship, subjective feeling of satisfaction and psychological well being which is happiness are important factors for multi cultural acceptance which is necessary adaption ability as a member of multi cultural society.

And mother's warmth-acceptance and father's warmth acceptance on sub factors of parents child rearing behavior showed statistically meaningful impact on sub factors of multi cultural accept.

This shows sub factors of multi cultural acceptance in other words, multi cultural relationship formation ability, multi cultural awareness, multi cultural openness, multi cultural empathy and entire multi cultural acceptance have positive impact. This seems to correspond to previous research[18,25] thus is the result showing parents child rearing behavior affects sub factors of multi cultural acceptance. By looking at such results warmth-acceptance attitude or behavior appears when parents rearing children is important factor for multi cultural acceptance.

As seen result above, it appeared that parents child rearing behavior of elementary school students and psychological well being have direct impact on multi cultural acceptance. This supports the result on parents child rearing behavior affects child's multi cultural awareness and other cultures [23, 26] and child rearing

behavior appears during the process of rearing child has important impact on development of child. In order to build up effectively the understanding ability and capacity on the multi culture perceived by elementary school students in the regular household, their awareness and attitude of parents' rearing behavior and psychological wellbeing need to be changed. For establishing the school culture which does not exist prejudice and discrimination to the students of multi-cultural families, supported by the understanding to the multi-cultural acceptance in the household, the multi-cultural understanding education program needs to implement regularly suitable for the elementary school students.

And in order to form acceptance on multi culture for elementary school students effectively in regular household, awareness and attitude on parents child rearing behavior and psychological well being need to be change and backed by understanding of multi cultural acceptance and prepare program that can specifically implement multi cultural education suitable for elementary school students so students from regular household can establish school culture with no discrimination or prejudice against students from multi-cultural household.

Also, in order to increase multi cultural acceptance, understand and respect each different cultures in more active way and by rearing child to have positive awareness and attitude towards other cultures, parents can be model example at home so child can be trained and live with correct attitude and behavior.

By viewing the result that parents education brings positive improvement on autonomous attitude and affectionate attitude[27] should systematical parents training be conducted to increase multi cultural acceptance which is ability to understand and accept multi culture for elementary school students, the training would change parents' warmth-acceptance attitude and improve multi cultural acceptance of elementary school students and seem to have positive impact on students from regular household and multi cultural household live together as members of multi cultural society.

Following are the proposals on limitation of research and follow up research:

First, the subject of the research were elementary students in the city if I and concentrated to certain region and for that difficulties were present to generalize

research result and has limitation generalization of research result for being unable to achieve random sampling, etc. For follow up research, sampling should be increased and have elementary school students from various region to be subject in order to proceed research so the result can be generalized.

Second, only the self report type survey was used as research tool and it is difficult to confirm the authenticity of response and considering how reliable the response due to substantial amount of questions presents limitation on obtaining reliability. Also, depended only on the statistics by survey which can be impractical to identify specific and various contents. It is necessary to supplement statistics by quality research method such as observation or interviews.

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<Research Interests>

Multicultural Education, Korean Education for Foreigner