A STUDY ON VICTIMS OF SCHOOL VIOLENCE IN KOREA: CENTERED AROUND STUDENTS WITH MULTICULTURAL FAMILY BACKGROUND

By

KIM, Min Ji

THESIS

Submitted to

KDI School of Public Policy and Management

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For the Degree of

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Committee in charge:

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ABSTRACT

A Study on Victims of School Violence in Korea:
Centered Around Students with Multicultural Family Background

By

Min Ji Kim

South Korea is on the verge of transforming into a multicultural society. As recently as 50 years ago, diverse group of immigrants stormed into the country looking for new opportunities available in the newly emerging economy. Now there are over 2 million foreigners that reside in South Korea forming families brining different cultures together in households. Referred to as multicultural families, this particular family type brings forth different challenges to the Korean society that need to be acknowledged and dealt with

Responding to the social needs, this paper will focus specifically on students from the multicultural families and challenges they face in school scenes. It will acknowledge the problem of violence that students with multicultural background encounter at schools, define the factors behind victimization and suggest necessary measures that need to be taken to respond to the problem.

ACKNOWLEDGEMENTS

I'd like to give my words of appreciation to my family and friends who have been supportive of me and my studies at KDI School of Public Policy and Management. It would have been impossible for me to finish my studies without the firm support from them.

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Min Ji Kim

I. Introduction

South Korea underwent a dramatic transformation over the past 50 years as its economy developed dramatically during that time. Heavy industrialization, technological advance, and globalization all contributed to the rapid transformation of Korean society. The fast growing economy and abundant job opportunities attracted foreign workers to the country dating back to the early 1980's and the foreign population experienced a rapid growth since then. Following the in-migration of foreign workers, marriage migrants started to storm into the country as the Korean government opened the nation's borders to this particular group in order to respond to falling birth-rates.

It has been pointed out that South Korea is in its transitional stage regarding the nation's demographic construct. The Korean Immigration Service (KIS) officially reported

that there are 2,031,677 foreign residents[1] residing in Korea in its monthly report recently

published in March, 2017[2]. It shows that the number increased steadily over the years, from

629,006 in 2002 to 2,049,441 in 2016, recording a positive growth rate throughout.[3] Though

the rate of growth did not remain consistent, the foreign population grew at a much faster rate

than the average growth rate of the Korean population, which is 0.63% annually since 1992.

Furthermore, the percentage of foreign residents of the Korean population rose from 1.30% in

2002 to 3.69% and it is expected that the proportion of foreigners will increase even more

quickly in the years to come. By 2020, the foreign residents is expected to constitute

approximately five percent of the total Korean population, and the proportion is then

expected to reach 10 percent in year 2030 which is as high as some of European countries

where cultural diversity has long been an issue[4].

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[1] Many studies on immigration in Korea uses the number of foreign residents as the prime representative of the foreign population. It is important to note that foreign residents include short-term visitors and gives a larger figure in general. The number of registered foreigners, therefore, gives a more realistic representation of foreigners living in Korean society. However, this paper uses the data on foreign residents to conduct primary analysis on the construct of the foreign population due to lack of data on registered foreigners.

[2] Republic of Korea, Ministry of Justice Korea Immigration Service, "March 2017 Monthly Report on

Immigration Service and Foreigner Policy" [출입국·외국인정책통계월보 2017 년 3 월호], (Seoul: Government of the Republic of Korea, 2017), 1.

[3] The numbers are retrieved from KOSIS and Yearbook of Migration Statistics published by the Ministry of Justice

[4] Moon, Katharine H.S., "South Korea's Demographic Changes and their Political Impact," *East Asia Policy Paper* 6 (2015): 3.

<Figure 1> Number of Foreign Residents and its Growth Trend (2002-2016)
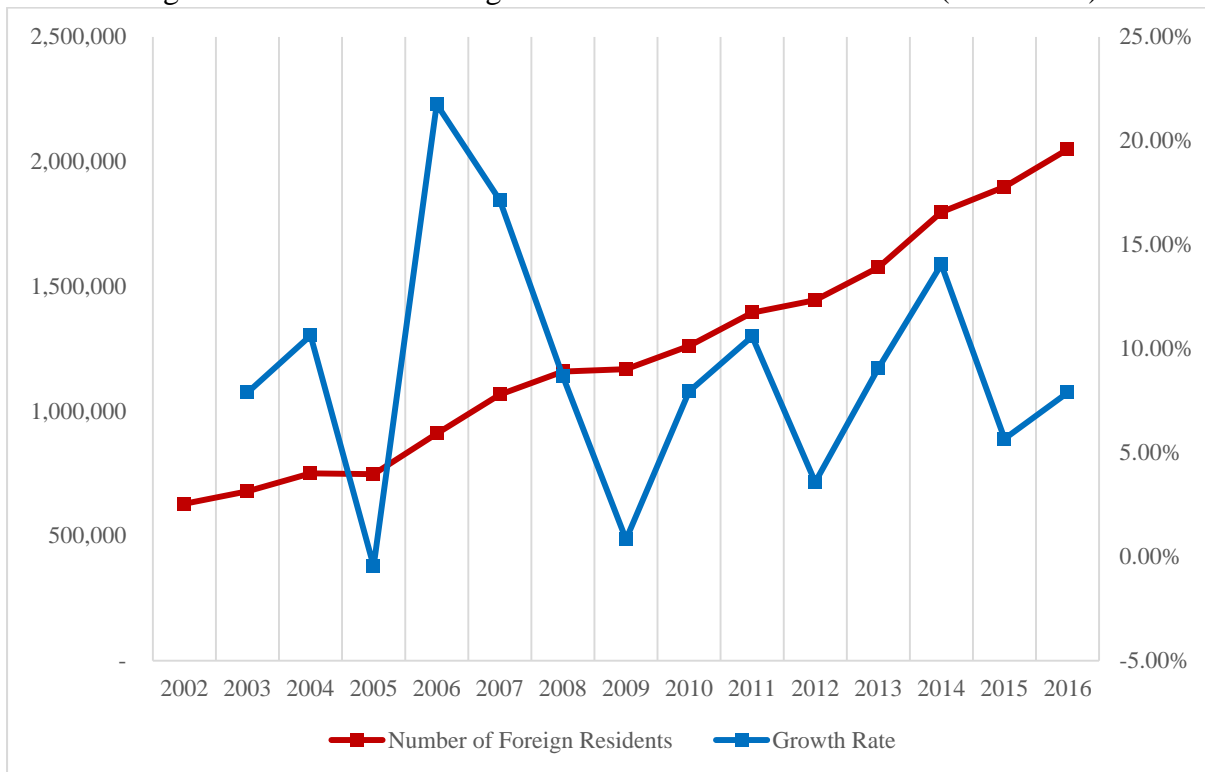
Among the fast expanding group of foreign residents, foreign workers are currently the largest cohort. As of March 2017, there are 574,234 foreigners, 28.3% of the entire foreign population that resides in Korea that came to work. The number gets larger when considering undocumented workers as well. Likewise the number of marriage migrants, another large group of in-migrants to Korea, accumulated to 153,347 by March of 2017. Both groups recorded a positive growth rate throughout, and it is expected to grow larger in the time to come.

As the in-group of foreign workers and marriage migrants formed a family with Korean nationals and gave birth to their children, multicultural families became a new group that needed special attention from the Korean government. Exclusively referred to as "multicultural family", it is estimated that as of 2015 there are 278,036 families where immigrants got married into and 207,693 youth aged below 18 years old with multicultural

family background[5]. A large proportion of the multicultural youth is taken by the children of multicultural family that were raised overseas and immigrated to Korea, while the change is evident from the number of new kids born into a multicultural family. Specifically the number of births in a multicultural family is on a steady increase, claiming a larger proportion out of the entire new births in South Korea. From 2.9% in 2008, the percentage showed a sharp increase to 4.3% the year after and continued the uptrend to 4.7% in 2012 and 4.9% in 2014.

Considering the ongoing demographic changes, it can be easily foreseen that increasing diversity is an agenda item that will require critical attention across different sectors of society. Such needs have accumulated into asking for changes in social and education policies, and this is especially true in the school scene where the young generation is socialized. Schools are considered to be crucial in social development of the youngsters as they provide room for ethnic integration to happen[6], therefore making it critical to pay attention to what is actually going on in their classrooms.

Many have already focused on the fact that multicultural students display higher drop-out rate compared to that of Korean cohort[7], but there is a plenty of chance that the social problems that multicultural students face diversifies. Considering the fact that increasing number of school violence cases and victims has already been a chronic social fever that

[5] Chung, Hae-Sook, Yi-Seon Kim, Taekmeon Yi, Kyoung Hee Ma, Yunjeong Choi, Geonpyo Park, Cheyon Tong, Jung-Mee Hwang and Euna Lee, 2015nyeon jeongukdamunhwagajoksiltaejosa bunseok 2015 년 전국다문화가족실태조사 분석 [An Analysis on the National Survey of Multicultural Families 2015] (Seoul: Ministry of Gender Equality and Family, 2016), 6.

[6] Vermeij, L., van Dujinb, M.A.J. and Baerveldt, C, "Ethnic segregation in context: Social discrimination among native Dutch pupils and their ethnic minority classmates," *Social Networks*, 31 (2009): 230.

[7] Sung-moo Jeon, "10 thousand multicultural students in Seoul, show three times higher drop-out rate," *News 1*, last modified February 2, 2017, http://news1.kr/articles/?2900623

many struggled with to find a cure in the South Korean society, multicultural students are no exception. It has been reported that five percent of students from multicultural families became victims of school violence[8], adding a new dimension to the social pandemic.

Acknowledging the predictors of youth violence is necessary to implement prevention methods at appropriate levels in youth development. While several separate studies have been conducted to examine the risks of school violence and the status of multicultural youths, few studies have examined the two components together in the South Korean context. Therefore, exploring the determinants of youth violence that victimizes multicultural students is considered timely and crucial.

II. Theoretical Background

1. Definition and Characteristics of Multicultural Families and Students

In broader terms, "multicultural family" refers to a family that consists of persons with different ethnicity and came from distant cultural background. The term was first recommended to be used by a civic organization in 2004 in order to refrain from using discriminatory words such as "international marriage families" or "children of mixed blood."[9] Following the recommendation, governmental organizations, public authorities and civic

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[8] Chung, Hae-Sook, Yi-Seon Kim, Taekmeon Yi, Kyoung Hee Ma, Yunjeong Choi, Geonpyo Park, Cheyon Tong, Jung-Mee Hwang and Euna Lee, 2015nyeon jeongukdamunhwagajoksiltaejosa bunseok 2015 년 전국다문화가족실태조사 분석 [An Analysis on the National Survey of Multicultural Families 2015] (Seoul: Ministry of Gender Equality and Family, 2016), 431.

[9] Saem-mul Lee, "10 years of multicultural Korea," *Dong-A.com,* last modified May 24, 2014, http://news.donga.com/3/all/20140523/63718507/1.

groups adopted the term, which led to generalization of the usage. Now, the term is used widely from in legislation to everyday use.

"Support for Multicultural Families Act" is the main legal framework that sets the general context of multiculturalism in Korea. Enacted in 2008, the Act outlines the government support given to the multicultural families in order to improve the quality of life as well as assist them in smooth integration into the Korean society. According to the Act, multicultural family is defined as a family that was formed through a marriage between 1) marriage migrant and a Korean national, or 2) foreigners who acquired Korean nationality through naturalization process and a Korean national.[10] Unlike the general usage of the term, the legal definition of "multicultural family" leaves out families with no members of Korean nationality. This paper will use the legal definition of "multicultural family" to address the subjects of the study in order to narrow down the academic spectrum.

A characteristic unique to the families with multicultural background living in Korea is that it is mostly created through bonding between female marriage migrants that came from other Asian countries such as China, Japan, Vietnam and Philippines, and a male Korean citizen. This is mainly due to the promotion of intercultural marriage by the Korean government in order to respond to falling birth rates in Korea. Both the central and local governments have been actively facilitating marriage migrations to fill the void of brides in rural areas, and easy pathways to naturalization and citizenship were given to this particular group.[11] As a result,[12] there are overwhelmingly more female marriage migrants (81.5%)

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[10] Ministry of Government Legislation, "Multicultural Family," accessed May 19th 2014, http://www.easylaw.go.kr/CSM/SubCnpclsCmd.laf?csmSeq=645&ccfNo=1&cciNo=1&cnpClsNo=1
[11] Moon, Katharine H.S. "South Korea's Demographic Changes and their Political Impact." *East Asia Policy Paper* 6 (2015): 3.

than male counterparts (18.5%), and the majority of the marriage migrants were from China (53.2%, including Chinese with Korean descents). Following the Chinese closely were Vietnamese marriage migrants taking 20.8% of the interviewees, and the number drops with Filipinos (6%) and Japanese (4.5%).

2. Multicultural Students and Factors behind School Violence

Studying factors of violence on individuals with different ethnic backgrounds has long been an academic interest in countries where the society started to experience ethnical diversity at an earlier time than Korea. While the extensive list of studies presented diverse causes to victimization, this paper will arrange the predictors of violence into two main domains: individual, and society.

First on individual level, demographic factors were deemed important in several previous literatures. Finklehor and others, while conducting an exhaustive study on victimization of child and youth in United States using a national-level survey data, found that boys in general were more likely to be victimized from bullying than girls. The same study also revealed that physical assault was more common among elementary school-age children than teenagers, while some other type of violence including assault leading to an injury, kidnapping, and dating assault was typically a teenager-phenomenon.[13] Another paper on youth violence in the American context endorsed the findings, showing that males were three times more likely to be victimized than females. It also illustrated that race as a

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[12] The classification of the marriage migrants by their country of origin is based on result from National Survey of Multicultural Families led by Ministry of Gender Equality and Family in 2015.
[13] Finkelhor, David, Richard Ormrod, Heather Turner, and Sherry L. Hamby, "The victimization of children and youth: A comprehensive, national survey," *Child maltreatment* 10, no. 1 (2005): 10.

demographic factor showed significance differences among diverse ethnicities in United States on the likelihood for a youth to be violently victimized.[14]

Socio-economic status of the family and other family-level factors are also considered as a main determinant of victimization. Family members are the first persons that a victim goes to for help and they are key protection against any cases of school violence. Therefore, bonding between other family members is critical in decreasing the risk of youth violence[15]. On the same note, as the financial status of one's family decides how much attention the children are given at home, a student from multicultural family at the lower end of the income spectrum become more likely to suffer from cases of school violence.[16]

Widening the scope, some studies eyed the phenomenon from a social perspective. They observed the relationship between one's identity as a social minority and experiences with violence and put the emphasis on race and ethnicity as factors that draw a critical line between the majority and minority. Caldwell and others claim that "racial categorization can be used for purposes of inclusion and exclusion" and that race plays a role in determining the lives and adaptation level of the racial subgroups, which understands race as more than a mere demographic variable.[17] Specifically in school scenes, ethnic background is taken to be a criterion for students during the process of social selection among peers, as the pupils tend

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[14] Taylor, Terrance J., Finn-Aage Esbensen, Dana Peterson, and Adrienne Freng, "Putting youth violent victimization into context: Sex, race/ethnicity, and community differences among a multisite sample of youths," *Violence and victims* 22, no. 6 (2007): 709-711.

[15] Borum, Randy, "Assessing violence risk among youth," *Journal of clinical psychology* 56, no. 10 (2000): 1268.

[16] Jeon, Youngsil 전영실, Dongjoon Shin 신동준, Sanghee Park 박상희, and Ilsoo Kim 김일수, *Damunhwagajeong cheongsonyeonui bihaengpihae mit gahaee daehan yeongu* 다문화가정 청소년의 비행피해 및 가해에 대한 연구 *[A Study on Juvenile Delinquency in Multi-cultural Family],* (Seoul, Korea: Korean Institute of Criminology, 2012), 30.

[17] Caldwell, Cleopatra Howard, Tabbye M. Chavous, Tracey E. Barnett, Laura P. Kohn-Wood, and Marc A. Zimmerman, "Social determinants of experiences with violence among adolescents: Unpacking the role of race in violence," *Phylon (1960-)* (2002): 88.

to choose intra-ethnic relationships over inter-ethnic relationships.[18]

Turning towards the South Korean context, the subject of the violence to multicultural youths has earlier been of interest to scholars as well. A previous study that looked exclusively at predictors of youth violence for multicultural students found out that individual characteristics such as immature usage of Korean language, different skin color, and the nationality of the immigrated parents were some determinant factors that led to an increase of likelihood in victimization. The last factor was especially true when the marriage migrant was from Africa or South East Asia.[19] On a community-level, a characteristic that is distinctive to the Korean setting is that the emphasis on homogeneity of Korean people still remains, thus creating a social atmosphere where the multicultural students is treated as the minority. This causes easy victimization of the students with multicultural backgrounds by "othering" the group and giving them an identity that is different from that of Korean students.[20]

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[18] Vermeij, L., van Dujinb, M.A.J. and Baerveldt, C., "Ethnic segregation in context: Social discrimination among native Dutch pupils and their ethnic minority classmates," *Social Networks*, 31 (2009): 230.

[19] Oh, Sei-Youen 오세연 and Hak-Bum Kim 김학범, "Damunhwagajeong janyeoui hakgyopongnyeok pihae woningwa hyoyuljeogin daecheobangane gwanhan yeongu" 다문화가정 자녀의 학교폭력 피해 원인과 효율적인 대처방안에 관한 연구 [A Study on the Cause and Strategies of the School-violence to the Children of Multi-cultural Families], *Hangukbeomjoesimriyeongu* 한국범죄심리연구 9, no. 2 (2013): 91.

[20] Jeon, Youngsil 전영실, Dongjoon Shin 신동준, Sanghee Park 박상희, and Ilsoo Kim 김일수, *Damunhwagajeong cheongsonyeonui bihaengpihae mit gahaee daehan yeongu* 다문화가정 청소년의 비행피해 및 가해에 대한 연구 [A Study on Juvenile Delinquency in Multi-cultural Family], (Seoul, Korea: Korean Institute of Criminology, 2012), 30.

<center>**Ⅲ. Methodology**</center>

Under such circumstances, several domestic studies have been conducted to examine the general state of multicultural families in Korea. Led by Statistics Korea, the Study on National Survey of Multicultural Families is a tri-annual survey overseeing current status of multicultural families and their members residing in Korea. The survey was first launched in 2009 and it is now in its third year of implementation.

Micro-level data from the Study on National Survey of Multicultural Families conducted in 2015 led by the Ministry of Gender Equality and Family (MOGEF) will be analyzed. A total of 27,120 families were sampled and among them 17,849 families (65.8%) responded to the questionnaire. The members of the responding families-marriage immigrants and naturalized citizens, spouses of the immigrants and children aged between 9 and 24- were surveyed separately on their respective life conditions, including detailed questions on economic status, experience with discrimination in Korea, cultural differences between married couples and family relationships.

This paper will exclusively utilize the data collected from the students of surveyed families. A total of 6,079 children from the multicultural families responded to questions asking to specify their experiences in Korea, and 5,658 (93%) among the surveyed group who are enrolled in school will be the subject of the analysis.

1. Variables

The dependent variable used in this study is the student's experience in school

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violence. The survey asked whether they were involved in any of hte eight types of school violence: (1) verbal, (2) bullying, (3) forced errands, (4) robbing money or other items, (5) physical violence, (6) sexual violence, (7) online bullying, and (8) stalking. <Table 1> gives the frequencies of each type of school violence. A binary variable has been created to show 1 if they experienced any one of the listed school violence and 0 if not.

<Table 1> Types of School Violence[21]

Type of School Violence	Frequencies
(1) Verbal	173
(2) Bullying	87
(3) Forced errands	14
(4) Robbing money or other items	21
(5) Physical violence	26
(6) Sexual violence	10
(7) Online bullying	33
(8) Stalking	1

The explanatory variables of the model are comprised of three parts: factors on human capital, experiences in Korea and other socio-economic variables. First of all, the determinants of a student's human capital are one's Korean language skills and private education. The survey asked to rate one's own Korean language level, between "very good," "good," "moderate," "bad," and "very bad." The responses, "very good" and "good" were integrated to one variable, and the equal was done to "very bad" and "bad," and students with low Korean language skill was set as the reference variable. Private education is a dummy variable with 1 representing that the student has experience in receiving education from the private sector.

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[21] The interviewees gave plural response to the question.

<Table 2> List of Explanatory Variables

Explanatory Variables	
Human Capital	Korean Skill
	High
	Medium
	Low
	Private Education
Experience in Korea	Discrimination
	Education Support
	Adaptation Level
	High
	Medium
	Low
	Difficulty in Studying
	High
	Medium
	Low
Other Socio-economic variables	Gender (Male=1)
	Age
	Nationality of Immigrated Parent
	Chinese
	Korean Chinese
	Vietnamese
	Filipino
	Japanese
	Other Asian Countries
	Other Countries
	Family Income
	Under ₩2,000,000
	₩2,000,000 ~ ₩3,000,000
	₩3,000,000 ~ ₩4,000,000
	Over ₩4,000,000
	Residential Area (City=1)
	Depression (Yes=1)

Various questions were asked to the students to examine their experiences living in Korea. The variable on discrimination is a dummy which asks whether the respondent was discriminated based on the fact that he or she is has multicultural family background. Education support also is a binary variable that shows 1 to those who answered that they received any sort of education support, including support on Korean language or Korean

culture, language or culture of their immigrant parent, learning support, career classes and consultations, personal consultations, vocational education or employment. Both variables on adaptation level and one's difficulty in studying are created based on the interviewees' self-evaluation. They are composed of three different levels; high, medium and low with both of the variables referenced on low.

Other socio-economic factors that are used as control variables in this study are composed of six different parts: gender, age, nationality of the immigrated parent, family income, residential area, and whether the interviewed student is suffering from depression or not. The variable on nationality of the immigrated parent categorizes the multicultural students into seven different categories proportionate to the nationality of immigrants in Korea: Chinese, Chinese of Korean descent,[22] Vietnamese, Filipino, Japanese, other Asian countries, and other countries that do not belong to the other six categories. The variable on family income divides the interviewees into four groups, with the reference on the family with monthly income over ₩4,000,000. The variables on residential area and depression are binary variables.

2. Econometrics Model

This study will conduct logistic regression analysis to delve deeper on how school violence is affected by different individual factors. The econometric model used for the analysis is written as follows, where y_i is the individual observation on school violence, H_i

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[22] Chinese of Korean descent, or *Joseonjok,* are a group of Chinese people with cultural similarity, language familiarity or in some cases family ties to Korean people. Such proximity to Republic of Korea made it easier for this particular group to enter Korea, and form the largest group of foreign immigrants. According to the Monthly Report on Immigration Service and Foreigner Policy published in March 2017 by the Korea Immigration Service, 30.8% of the entire foreign population are Chinese immigrants with Korean descent.

represents the human capital variables, K_i represents variables on individual experiences in Korea and D_i stands for other socio-economic variables.

$$y_i = \beta H_i + \gamma K_i + \delta D_i + \varepsilon_i$$

Three models will be used to analyze the determinants of school violence on multicultural students. The first model only uses the human capital determinants to measure its effect on the probability of a student with multicultural background to violent victimization at schools. The second model builds onto the first one, adding variables on individual experience in Korea. The third model is a comprehensive total where all three elements including the socio-economic variables are included into the equation.

IV. Analysis

1. Basic Statistics

Before going into the regression analysis of the econometrics model, cross-tabulations between the dependent variable on school violence and other explanatory variables have been conducted to examine the construct of the dataset. P-values of chi-square distribution have also been computed in this section of the paper to evaluate the significance of the categorical differences of the explanatory variables.

<Table 1> shows the statistical summaries of human capital variables in relation to

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the y-variable. According to result of cross-tabulations, only 257 students with multicultural background have experience with school violence, which amounts of 4.96% overall. There is no significant difference between the multicultural students who received private education from those who haven't, whereas the difference between the students' Korean language levels proved to be significant. It is evident that the percentage of students who have experienced school violence decreases with students' level of Korean language skill, with the difference between the two extremes at approximately 7%.

<Table 3> Cross-tabulation of Human Capital Variables and School Violence

		Experience with School Violence		Total (%, Number of Observation)		χ^2
		Yes (%)	No (%)			
Total		4.96	95.04	100.0	(5,180)	
Korean Level	High	4.64	95.36	100.0	(4,828)	16.50***
	Medium	8.83	91.17	100.0	(283)	
	Low	11.59	88.41	100.0	(69)	
Private Education	Yes	5.31	94.69	100.0	(3,275)	2.33
	No	4.36	95.64	100.0	(1,905)	

* $p < 0.05$, ** $p < 0.01$, *** $p < 0.001$

The variables on students' experience in Korea proved to be all significant in relation to their experience with school violence, as outlined in <Table 2>. The results clearly show that the percentage of students with experience in school violence increases if they had experience with discrimination and received some sort of education support. The difference is biggest between the groups when it comes to the adaptation level of the students, with the number at 36%, with significant statistic on chi squared test.

<Table 4> Cross-tabulation of Variables on Experiences in Korea and School Violence

		Experience with School Violence		Total (%, Number of Observation)		χ^2
		Yes (%)	No (%)			
Discrimination	Yes	26.68	73.32	100.0	(461)	506.27***
	No	2.84	97.16	100.0	(4,719)	
Education Support	Yes	6.10	93.90	100.0	(2,836)	17.21***
	No	3.59	96.41	100.0	(2,343)	
Adaptation Level	High	3.71	96.29	100.0	(4,660)	253.64***
	Medium	12.30	87.70	100.0	(447)	
	Low	39.73	60.27	100.0	(73)	
Difficulty in Studying	High	9.14	90.86	100.0	(1,214)	69.33***
	Medium	5.34	94.66	100.0	(1,162)	
	Low	3.00	97.00	100.0	(2,804)	

* $p < 0.05$, ** $p < 0.01$, *** $p < 0.001$

<Table 3> shows the result of cross-tabulation of school violence and other socio-economic variables of the student. While the chi-squared statistic for gender turned out to be insignificant, other factors showed some level of significance in regards to categorical differences. The percentage of students who experienced school violence was biggest between those who has a Vietnamese immigrant as their parent and those who has Japanese immigrant as their parent. Among all the socio-economic variable, the difference was largest between students who had previous experience with depression and those who haven't, with it amounting to 10.5%.

<Table 5> Cross-tabulation of Socio-economic Variables and School Violence

		Experience with School Violence		Total (%, Number of Observation)		χ^2
		Yes (%)	No (%)			
Gender	Male	5.10	94.90	100.0	(2,646)	0.23
	Female	4.81	95.18	100.0	(2,534)	
Age[23]	Below 12 (Elementary School)	6.87	93.13	100.0	(2,723)	48.23***
	13~15 (Middle School)	3.50	96.50	100.0	(1,571)	
	16~18 (High School)	1.72	98.28	100.0	(874)	
	Over 19	0	100.00	100.0	(12)	
Nationality of Immigrated Parent	Chinese	4.73	95.27	100.0	(931)	23.20**
	Korean Chinese	3.47	96.53	100.0	(634)	
	Vietnamese	7.86	92.14	100.0	(318)	
	Filipino	5.96	94.04	100.0	(705)	
	Japanese	3.42	96.58	100.0	(1,402)	
	Other Asian Countries	6.11	93.89	100.0	(950)	
	Other Countries	7.50	92.50	100.0	(240)	
Family Income	Under ₩2,000,000	6.20	93.80	100.0	(1,452)	8.75*
	₩2,000,000 ~ ₩3,000,000	4.36	95.64	100.0	(1,605)	
	₩3,000,000 ~ ₩4,000,000	3.96	96.04	100.0	(1,187)	
	Over ₩4,000,000	5.34	94.66	100.0	(936)	
Residential Area	Urban	5.51	94.49	100.0	(3,069)	4.75*
	Rural	4.17	95.83	100.0	(2,111)	
Depression	Yes	13.72	86.28	100.0	(860)	167.80***
	No	3.22	96.78	100.0	(4,320)	

* $p < 0.05$, ** $p < 0.01$, *** $p < 0.001$

2. Regression Analysis

Based on the econometrics model, a logistic regression analysis has been conducted to examine the effect of explanatory variables on a student's experience with school violence.

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[23] The variable on age of the interviewees was divided into 4 groups to conduct chi-squared test on categorical variables. The age is used as a continuous variable in the econometrics model.

<Table 4> reports the marginal effect of each explanatory variable, not the coefficients from the regression itself, in order to simplify the interpretation process.

The first model only examines the marginal effect of two explanatory variables on human capital accumulation of the multicultural students. It shows that compared to students with low Korean skills, those that have a high command of Korean language, are less likely to experience violence at school at five percent significance level. As one's command in language is a proxy in how well he or she understands the other culture, the result is very reasonable. The next variable on human capital, private education, displayed positive marginal effect on the dependent variable, but the result proved to be not statistically significant.

The result of the logistic regression changes when taking variables on the multicultural students' experience in Korea into the model. Adding more explanatory variables altered the significance of the marginal effects obtained in the first model, while also suggesting interesting findings. In the second model, Korean language skills of the student lost its statistical significance while that of the variable on private education showed positive effect on increasing the probability for one to experience school violence. On the other hand, students' individual experience in Korea turned out to be determinants to whether they become victims of school violence or not. The marginal effect was largest concerning one's encounter with discriminatory speech or behavior, displaying positive results in contributing to increasing the chances of school violence at one percent level of significance. The model also established statistically significant negative relationship between individual levels of adaptation in Korean society to the likelihood of struggling with brutality at schools. Multicultural youths that are more accustomed to the Korean culture were less likely to

encounter school violence, and the likelihood increases as one displays lower level of integration. Furthermore, students that struggled with studying at schools were more likely to experience violence at school scenes. The result was only statistically significant for students with high difficulty in studying in reference to low difficulty, and those that belonged to the in-between level proved to be insignificant.

The third model takes all three groups of explanatory variables into consideration when measuring their marginal effect on the dependent variable. The variable on private education lost its statistical significance and that of difficulty in studying dropped to be significant at 10% significance level. The marginal effect of variable on discrimination and adaptation levels dropped slightly, but it maintained its statistical significance, meaning that individual experience in Korea mainly determines whether the student experiences school violence or not.

Only two socio-economic variables of the observed students gave statistically significant results to consider. First, as the student ages, it is less likely for one to be victimized from violence, congruent to previous studies conducted in United States. Second, multicultural students that suffered from depression have higher chances of experiencing school violence.

<p style="text-align:center;"><Table 6> Marginal Effect of Logistic Regression[24]</p>

	School Violence (Logit)			
	Variable	Model 1	Model 2	Model 3
Human Capital	Korean Skill(ref Low)			
	High	-0.99**	0.08	0.25
	Medium	-0.29	0.41	0.68
	Private Education	0.22	0.35*	-0.09
Experience in Korea	Discrimination		2.21***	2.12***
	Education Support		0.26	0.24
	Adaptation Level (ref: Low)			
	High		-1.99***	-1.97***
	Medium		-1.25***	-1.30***
	Difficulty in Studying (ref: Low)			
	High		0.57***	0.43*
	Medium		0.24	0.17
Other Socio-economic variables	Gender (Male=1)			-0.14
	Age			-0.28***
	Nationality of Immigrated Parent (ref: Other Countries)			
	Chinese			0.44
	Korean Chinese			0.18
	Vietnamese			0.52
	Filipino			0.18
	Japanese			0.22
	Other Asian Countries			0.21
	Family Income (ref: Over ₩4,000,000)			
	Under ₩2,000,000			-0.25
	₩2,000,000 ~ ₩3,000,000			-0.42
	₩3,000,000 ~ ₩4,000,000			-0.42
	Residential Area (City=1)			-0.08
	Depression (Yes=1)			1.03***
	N	5180	5179	5179

$^{*}\ p < 0.05,\ ^{**}\ p < 0.01,\ ^{***}\ p < 0.001$

Though <Table 4> does not display statistically significant effects from the

nationality of immigrated parents to their children's experience of violence at schools, it is

deemed important to examine the issue closely at hand as different looks is a crucial factor to

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[24] Please refer to Annex Table 1for the standard errors of the regression analysis.

Koreans when the "Korean ethnic homogeneity" is considered[25]. <Table 5> shows the marginal effect of logistic regression by the nationality of immigrated parent, applying the same variable used in the third model. The estimates show that the variable on discrimination was still statistically significant even when categorizing the group by marriage-migrant's nationality, though the level of influence varied. The size of the marginal effect was smallest for the students with a Korean Chinese parent. This suggests that it is less likely for students with Korean Chinese parent to struggle with violence at school compared to students who have parents from other cultural background. As students with Korean Chinese parent are more adapt to the Korean culture, the result is easily understandable.

As outlined in <Table 5>, the estimates obtained from sub-grouping the students generally remain congruent to the result from the first logistic regression which looked at the entire multicultural student cohort. Overall, students' experience with discrimination, the level of adaptation to the Korean society and depression were key determinants to the risks of violent victimization.

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[25] Oh, Sei-Youen 오세연 and Hak-Bum Kim 김학범, "Damunhwagajeong janyeoui hakgyopongnyeok pihae woningwa hyoyuljeogin daecheobangane gwanhan yeongu" 다문화가정 자녀의 학교폭력 피해 원인과 효율적인 대처방안에 관한 연구 [A Study on the Cause and Strategies of the School-violence to the Children of Multi-cultural Families], *Hangukbeomjoesimriyeongu* 한국범죄심리연구 9, no. 2 (2013): 91.

<p style="text-align:center;"><Table 7> Marginal Effect of Logistic Regression by Immigrant Parent's Nationality[26]</p>

School Violence (Logit)					
Variable		Chinese	Korean Chinese	Vietnamese	Filipino
Human Capital	Korean Skill(ref Low)				
	High	-0.29	0.00	-1.50	1.13
	Medium	-0.51	0.00	-2.00	2.64[*]
	Private Education	-0.02	-0.41	0.27	-0.81
Experience in Korea	Discrimination	2.82[***]	1.75[**]	2.38[***]	2.29[***]
	Education Support	-0.27	0.15	1.37	0.62
	Adaptation Level (ref: Low)				
	High	-1.67	-1.45	-2.63	-3.93[***]
	Medium	-1.67	0.69	-2.53	-2.50[*]
	Difficulty in Studying (ref: Low)				
	High	0.87	0.42	0.99	0.55
	Medium	0.62	-1.00	1.47[*]	-0.55
Other Socio-economic variables	Gender (Male=1)	-0.41	0.68	-1.13[*]	-0.57
	Age	-0.21[**]	-0.33[**]	-0.47[*]	-0.47[***]
	Family Income (ref: Over ₩4,000,000)				
	Under ₩2,000,000	-0.16	-0.88	0.64	-1.15
	₩2,000,000 ~ ₩3,000,000	-0.31	-0.63	0.51	-1.46[*]
	₩3,000,000 ~ ₩4,000,000	-0.40	-2.68[*]	0.61	-1.49
	Residential Area (City=1)	-0.10	-0.14	-0.72	0.27
	Depression (Yes=1)	1.29[***]	0.60	0.74	1.66[***]
	N	931	605	318	705

$^{*}\,p < 0.05,\ ^{**}\,p < 0.01,\ ^{***}\,p < 0.001$

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[26] Please refer to Annex Table 2 for the standard errors of the regression analysis.

<Table 8> Marginal Effect of Logistic Regression by Immigrant Parent's Nationality (Cont.)

School Violence (Logit)				
Variable		Japanese	Other Asian Countries	Other Countries
Human Capital	Korean Skill(ref Low)			
	High	-0.89	0.86	-1.56
	Medium	-1.23	2.02	0.00
	Private Education	-0.00	-0.08	1.60
Experience in Korea	Discrimination	1.88***	2.21***	3.63***
	Education Support	0.49	0.01	1.08
	Adaptation Level (ref: Low)			
	High	-2.38***	-1.51*	-2.79*
	Medium	-1.67*	-1.31	-2.24
	Difficulty in Studying (ref: Low)			
	High	0.81*	-0.01	-1.76
	Medium	0.59	0.23	-2.48
Other Socio-economic variables	Gender (Male=1)	0.06	0.32	-0.10
	Age	-0.32***	-0.19**	-0.11
	Family Income (ref: Over ₩4,000,000)			
	Under ₩2,000,000	-0.17	0.03	-0.41
	₩2,000,000 ~ ₩3,000,000	-0.73	0.12	0.11
	₩3,000,000 ~ ₩4,000,000	0.11	-0.21	-0.89
	Residential Area (City=1)	0.01	0.20	-1.38
	Depression (Yes=1)	0.61	1.19***	0.85
	N	1,402	950	235

$^{*}p < 0.05,$ $^{**}p < 0.01,$ $^{***}p < 0.001$

Both results from the regression analysis suggest that innate characteristic of the students is not the key determinant that increases the likelihood of school violence. Even though the second regression showed that the likelihood for a multicultural student to be victimized at school differs significantly based on the nationality of the immigrated parents, the variable itself had no statistical significance overall. Inborn traits such as nationality of immigrated parent which will decide the physical looks of the youth, and gender were not predictors of violent victimization in Korean schools of multicultural youths. On the other

hand, individual experience while living in Korea turned out to be a strong predictor to school violence. Understanding the Korean context where a large proportion of the multicultural students were not born in Korea but immigrated to the country along with their parent, it is reasonable that students more integrated to the Korean culture are included by the Korean peers as a part of the in-group, thus making them less vulnerable to school violence.

V. Implications

South Korea in its transitional stage from once a country considered to be homogenous to a multicultural nation needs to deal with diverse social needs that constantly surfaces. As multicultural families in Korea display many differences in social and structural terms, it can be predicted that children of these families are in greater risks than their peers from Korean families in regards to school violence. This study showed that restricting the analysis to the Korean context, multicultural students were more likely to suffer from cases of school violence if they were less adapted to the Korean society in general. An interesting phenomenon to note is that the darker skin complexion of the student compared to the Korean counterparts did not lead to a higher risk in violent victimization. A simple in-group, out-group rhetoric was used to among the students, which is reasonable considering that multiculturalism is a recent phenomenon in Korea.

Therefore, it is very crucial to recognize the contextual needs during policy formation process in order to respond to the social needs. The current framework on multiculturalism focuses mainly on groups that are the majority even among the multicultural

families, as they are the largest group directly relevant to the policy. These include multicultural families with marriage migrant from Asia but fail to address marriage migrants from other parts of the world. Hence, broadening the beneficiary to the policies to reach multicultural families with ethnic minorities is needed.

As the numeric growth of foreigners in South Korea is exponential, the Korean society will have to deal with new problems that arise within the multicultural sector. Coupled with school violence as a rising social issue, delving deeper into analyzing the determinants of school violence on multicultural youth will especially be of a critical importance. Therefore the government needs to continue its effort in collecting usable data to study the phenomenon with a long-term perspective, and allow for effective academic analysis to be carried out.

<Annex Table 2> Marginal Effect of Logistic Regression

School Violence (Logit)				
Variable		Model 1	Model 2	Model 3
Human Capital	Korean Skill(ref: Low)			
	High	-0.99** (0.38)	0.08 (0.44)	0.25 (0.48)
	Medium	-0.29 (0.43)	0.41 (0.49)	0.68 (0.53)
	Private Education	0.22 (0.14)	0.35* (0.15)	-0.09 (0.16)
Experience in Korea	Discrimination		2.21*** (0.15)	2.12*** (0.16)
	Education Support		0.26 (0.15)	0.24 (0.15)
	Adaptation Level (ref: Low)			
	High		-1.99*** (0.30)	-1.97*** (0.32)
	Medium		-1.25*** (0.32)	-1.30*** (0.34)
	Difficulty in Studying (ref: Low)			
	High		0.57*** (0.17)	0.43* (0.18)
	Medium		0.24 (0.19)	0.17 (0.20)
Other Socio-economic variables	Gender (Male=1)			-0.14 (0.14)
	Age			-0.28*** (0.03)
	Nationality of Immigrated Parent (ref: Other Countries)			
	Chinese			0.44 (0.35)
	Korean Chinese			0.18 (0.38)
	Vietnamese			0.52 (0.38)
	Filipino			0.18 (0.35)
	Japanese			0.22 (0.34)
	Other Asian Countries			0.21 (0.34)

<Annex Table 1> Marginal Effect of Logistic Regression (Cont.)

School Violence (Logit)				
Variable		Model 1	Model 2	Model 3
Other Socio-economic variables	Family Income (ref: Over ₩4,000,000)			
	Under ₩2,000,000			-0.25 (0.21)
	₩2,000,000 ~ ₩3,000,000			-0.42 (0.22)
	₩3,000,000 ~ ₩4,000,000			-0.42 (0.23)
	Residential Area (City=1)			-0.08 (0.15)
	Depression (Yes=1)			1.03*** (0.16)
	N	5180	5179	5179

Standard errors in parentheses
* p < 0.05, ** p < 0.01, *** p < 0.001

<Annex Table 3> Marginal Effect of Logistic Regression by Immigrant Parent's Nationality

School Violence (Logit)					
Variable		Chinese	Korean Chinese	Vietnamese	Filipino
Human Capital	Korean Skill(ref Low)				
	High	-0.29 (0.87)	0.00 (.)	-1.50 (2.82)	1.13 (1.25)
	Medium	-0.51 (1.17)	0.00 (.)	-2.00 (3.01)	2.64* (1.33)
	Private Education	-0.02 (0.43)	-0.41 (0.62)	0.27 (0.68)	-0.81 (0.45)
Experience in Korea	Discrimination	2.82*** (0.44)	1.75** (0.63)	2.38*** (0.60)	2.29*** (0.45)
	Education Support	-0.27 (0.38)	0.15 (0.49)	1.37 (0.73)	0.62 (0.46)
	Adaptation Level (ref: Low)				
	High	-1.67 (0.93)	-1.45 (1.30)	-2.63 (1.70)	-3.93*** (1.17)
	Medium	-1.67 (0.97)	0.69 (1.40)	-2.53 (1.88)	-2.50* (1.20)
	Difficulty in Studying (ref: Low)				
	High	0.87 (0.45)	0.42 (0.55)	0.99 (0.65)	0.55 (0.51)
	Medium	0.62 (0.49)	-1.00 (0.84)	1.47* (0.73)	-0.55 (0.60)
Other Socio-economic variables	Gender (Male=1)	-0.41 (0.37)	0.68 (0.50)	-1.13* (0.57)	-0.57 (0.40)
	Age	-0.21** (0.07)	-0.33** (0.12)	-0.47* (0.19)	-0.47*** (0.11)
	Family Income (ref: Over ₩4,000,000)				
	Under ₩2,000,000	-0.16 (0.51)	-0.88 (0.67)	0.64 (1.18)	-1.15 (0.70)
	₩2,000,000 ~ ₩3,000,000	-0.31 (0.51)	-0.63 (0.60)	0.51 (1.16)	-1.46* (0.73)
	₩3,000,000 ~ ₩4,000,000	-0.40 (0.55)	-2.68* (1.14)	0.61 (1.19)	-1.49 (0.80)
	Residential Area (City=1)	-0.10 (0.38)	-0.14 (0.59)	-0.72 (0.58)	0.27 (0.42)
	Depression (Yes=1)	1.29*** (0.39)	0.60 (0.67)	0.74 (0.59)	1.66*** (0.44)
	N	931	605	318	705

Standard errors in parentheses
* p < 0.05, ** p < 0.01, *** p < 0.001

<Annex Table 4> Marginal Effect of Logistic Regression by Immigrant Parent's Nationality

School Violence (Logit)				
Variable		Japanese	Other Asian Countries	Other Countries
Human Capital	Korean Skill(ref Low)			
	High	-0.89 (1.17)	0.86 (1.28)	-1.56 (1.42)
	Medium	-1.23 (1.30)	2.02 (1.36)	0.00 (.)
	Private Education	-0.00 (0.36)	-0.08 (0.34)	1.60 (1.34)
Experience in Korea	Discrimination	1.88*** (0.37)	2.21*** (0.33)	3.63*** (0.84)
	Education Support	0.49 (0.37)	0.01 (0.32)	1.08 (0.86)
	Adaptation Level (ref: Low)			
	High	-2.38*** (0.65)	-1.51* (0.67)	-2.79* (1.39)
	Medium	-1.67* (0.69)	-1.31 (0.74)	-2.24 (1.57)
	Difficulty in Studying (ref: Low)			
	High	0.81* (0.41)	-0.01 (0.41)	-1.76 (0.96)
	Medium	0.59 (0.44)	0.23 (0.41)	-2.48 (1.47)
Other Socio-economic variables	Gender (Male=1)	0.06 (0.33)	0.32 (0.31)	-0.10 (0.73)
	Age	-0.32*** (0.07)	-0.19** (0.07)	-0.11 (0.17)
	Family Income (ref: Over ₩4,000,000)			
	Under ₩2,000,000	-0.17 (0.50)	0.03 (0.46)	-0.41 (1.09)
	₩2,000,000 ~ ₩3,000,000	-0.73 (0.50)	0.12 (0.46)	0.11 (0.95)
	₩3,000,000 ~ ₩4,000,000	0.11 (0.48)	-0.21 (0.51)	-0.89 (1.15)
	Residential Area (City=1)	0.01 (0.48)	0.20 (0.51)	-1.38 (1.15)
	Depression (Yes=1)	0.61 (0.38)	1.19*** (0.33)	0.85 (0.81)
	N	1,402	950	235

Standard errors in parentheses
* *p < 0.05,* ** *p < 0.01,* *** *p < 0.001*

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