

PARENT AND GUARDIAN SUPPORT OF KOREAN MIGRANT LEARNERS' PRIMARY SCHOOLING EXPERIENCE

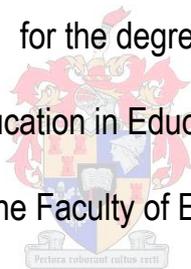
**by
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DECLARATION

By submitting this thesis/dissertation electronically, I declare that the entirety of the work contained therein is my own, original work, that I am the sole author thereof (save to the extent explicitly otherwise stated), that reproduction and publication thereof by Stellenbosch University will not infringe any third party rights and that I have not previously in its entirety or in part submitted it for obtaining any qualification.

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ABSTRACT

Trans-national migration to English-speaking countries has become increasingly popular among Asian families. Their aim is for their children to obtain overseas educational credentials and to gain the English language as cultural capital in the global market. Over the past few years, South Africa has been perceived as a place where immigrants, as well as migrants can make a new life for themselves and their families.

The study aimed to explore the support given by parents/guardians of Korean migrant learners with regard to the learners' primary schooling experiences. In seeking to understand the phenomenon of parent/guardian support of Korean migrant learners' primary schooling experiences, I use the ecosystemic approach, which is constructed by both the general systems and the ecological theories. I discuss the ecosystemic framework by dividing it into its micro-, meso- and macro-systems. In the research, within the micro- and meso-systems the parent/guardian was considered to be part of a larger system of family, school, education system and community. These systems interact with each other. Acculturation theory, which focuses on psychological adjustment of the migrant learners, influenced the inquiry. Furthermore, Korean migrant families struggle within various ecological social systems outside the family system. These include the educational, physical, mental health, economic and political systems, which can influence the reasons for migration. The matter of cultural differences and the way in which they influence Korean migrant learners' schooling experiences were also explored. The macro-systems analysis includes Bourdieu's theory on cultural capital and the social closure theory.

The specific design selected for this study is a case study that is qualitative and explorative in nature. Semi-structured interviews were conducted with individual parents/guardians and a focus group to gather information regarding the support given to Korean migrants in their primary schooling experiences. The data was analysed within the micro-, meso- and macro-systems and themes emerged during the interviews. The findings revealed that the macro-systems focused on the reasons

for migration, which were gaining English skills and experiencing the process of globalisation. The study also focused on the micro-systems and thus dealt with the diverse experiences of the participants, which included the family dynamics, the support given to Korean migrant learners and parents'/ guardians' perceptions of schooling experiences. The trans-national migrant families in South Africa vary between 'wild goose families', nuclear families and guardianships. The support given to Korean migrant learners ranges from emotional support (e.g. hugs, kisses and motivation), financial support (e.g. money for various things) and physical support (e.g. transport) to spiritual support (e.g. praying and going to church).

It was concluded from the study that cultural capital and global positional competition play an important role in Korean migrant learners' primary schooling experiences. Although these parents/guardians bring the learners to South Africa to move away from the very formal education system of Korea, it seems as if they are still reinscribing familiar patterns of living in South Africa. It is questioned whether it is not better for Korean learners to be educated in Korea. They appear to improve their English language in South Africa, but may be compromised in other areas, such as emotional well-being, which could cause poor psychological adjustment. Therefore it is recommended that more knowledge be gained in order know how to support these learners effectively.

OPSOMMING

Transnasionale migrasie na Engelssprekende lande het aansienlik uitgebrei onder Asiatiese families. Die rede hiervoor is om oorsese opvoedkundige getuigskrifte vir hulle kinders, en taalvaardigheid in Engels as kulturele kapitaal in die globale mark te verwerf. Oor die afgelope paar jaar was Suid-Afrika 'n gewilde bestemming waar beide immigrante en migrante saam met hulle families 'n nuwe toekoms vir hulself kan skep.

Daar is met die studie gepoog om ondersoek in te stel na die ondersteuning wat die ouers/voogde van Koreaanse migrante leerders aan die kinders bied met betrekking tot hul skoolervaringe. Die ekosistemiese benadering brei uit op die algemene sisteme en die ekologiese teorieë om die verskynsel van ouer/voog-ondersteuning van Koreaanse migrante leerders tydens die leerders se ervaring in die primêre skool te verstaan. Ek het die ekosistemiese benadering as raamwerk vir my bespreking gebruik deur dit te verdeel in mikro-, meso- en makro-sisteme. Binne die mikro- en meso-sisteme word ouers/voogde bespreek as deel van die wyer sisteem van familie, skool, onderwysstelsel en gemeenskap. Hierdie sisteme is interverweef en in konstante wisselwerking met mekaar. Akkulturasieteorie, wat op die sielkundige aanpassing van die migrant leerders fokus, het hierdie ondersoek gerig. Die Koreaanse migrant families ervaar ook hindernisse binne verskeie ekologiese sosiale sisteme buite die familie-sisteem. Hierdie hindernisse word ervaar binne die opvoedkundige, fisiese en geestesgesondheid-, ekonomiese en politieke sisteme, wat die redes vir migrasie kan beïnvloed, asook die kulturele verskille en hoe dit die Koreaanse migrant leerders se skoolervaringe beïnvloed. Die makro-sisteme fokus op Bourdieu se teorie aangaande kulturele kapitaal en die sosiale sluitingsteorie.

Die navorsingsontwerp van hierdie studie is 'n gevallestudie en is kwalitatief en ondersoekend van aard. Semi-gestruktureerde onderhoude is met die deelnemers en 'n fokusgroep gevoer om inligting rakende die ondersteuning van Koreaanse migrante leerders in die laerskool te verkry. Die data is ontleed binne die mikro-, meso- en makro-sisteme, asook die temas wat uit die onderhoude met die deelnemers ontstaan het. Die bevindinge het die deelnemers se diverse ondervindings binne die

mikro-sisteem aan die lig gebring. Dit sluit in: familie dinamika, deelnemers se ervaring van ondersteuning aan Koreaanse migrante leerders, asook ouers/voogde se persepsies van die Koreaanse migrante-leerders se skoolervarings. Die studie was verder op die makro-sisteme gerig, waar die fokus op die redes vir migrasie was. Laasgenoemde verwys na die verwerping van Engelse vaardighede en die beleving van globalisasie.

Die slotsom van die studie is dat kulturele kapitaal en globale posisionele kompetisie 'n belangrike rol speel in die Koreaanse migrante leerders se laerskool-ervaring. Alhoewel die ouers/voogde die leerders Suid-Afrika toe bring sodat hulle kan wegbeweeg van die baie formele opvoedingsisteem in Korea, blyk dit egter dat hulle presies dieselfde patrone van onderrig en leer in Suid-Afrika beleef. Die vraag is dus: Sal dit nie beter wees vir sulke leerders om in Korea onderrig te ontvang nie? Onderrig in Suid-Afrika bied wel die geleentheid om beter vaardighede in Engels aan te leer, maar die vraag ontstaan: Wat is die prys wat hulle daarvoor moet betaal? In die lig hiervan is my aanbeveling dat meer kennis aangaande hierdie leerders se ervaring verwerf behoort te word ten einde meer effektiewe ondersteuning aan hulle te fasiliteer.

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CHAPTER 1

GENERAL INTRODUCTION AND OVERVIEW

1.1 INTRODUCTION AND BACKGROUND TO THE STUDY

Migration has been part of almost all communities throughout history. These patterns of migration of people across continents can be traced through artefacts, written histories, pictures and stories handed down from one generation to the next (Sonn & Fisher, 2010). Trans-national migration to English-speaking countries has become increasingly popular among Asian families (Huang & Yeoh, 2005; Ong, 1999; Orellana, Thorne, Chee & Lam, 2001; Waters, 2005; Yeoh, Huang & Lam, 2005). Their aim is to attain cultural capital in the global market through acquiring foreign educational accreditation for their children and by gaining the English language. Over the past few years South Africa has been perceived as a place where both immigrants and migrants, with their families, can make new lives for themselves (Kawamoto & Viramontez Anguiano, 2006).

Little research has, however, afforded attention to families which, with increasing globalisation, travelled to South Africa for their children's schooling, to only to return later to their country of origin (Kanno, 2003). As teachers, psychologists and roleplayers in all aspects of the education system were confronted with the demands of working with those who are new to our country, as well as with the existing population. Many of these migrants have been relocated and their families; likely support systems; traditions; food and religious systems have been thrown into disarray. We must strongly consider our own culture in order to help us understand the world and the ways things should work in it. This is essential to how we relate to people from different cultures (Sonn & Fisher, 2010).

The study was restricted to parents/guardians of Korean migrant learners at a specific primary school in the Western Cape, South Africa. The significance of this study is for the improvement it could make in developing an in-depth understanding

of the support provided to Korean migrant learners by their parents/guardians with regard to their schooling experiences. Enhanced understanding of this scenario could assist the work of teachers and parents/guardians in supporting these learners' academic experiences.

1.2 PROBLEM STATEMENT

The study was aimed at exploring the support provided by parents/guardians of Korean migrant learners with regard to these learners' primary schooling experiences. The study was undertaken in the Durbanville area, in the Western Cape.

1.2.1 Objectives

The objectives of the study were:

- to determine what support is given to Korean migrant learners by their parents/guardians;
- to determine what academic, emotional, social and financial assistance parents/guardians provide to the children in their care;
- to harness parents'/guardians' perceptions of the learners' schooling experiences;
- to determine if parental cultural background and expectations influence the parents'/guardians' decisions about these learners' schooling experience.

1.3 MOTIVATION FOR THIS STUDY

Literature on the phenomenon of the placement of young learners in a foreign country, especially in South Africa, is limited. Foreign learners are frequently sent to South African schools in order to learn English. The international literature suggests that migrant learners often face more challenges at school than local learners do. Gonzalez-Castro and Ubillos (2011) researched the causes of psychological distress among migrants from Ecuador and Romania in a Spanish city. They aimed to analyse the well-being of cultural groups who differed significantly from the home culture. However, they were unable to explain mental health distress as a result of cultural differences, and instead considered the influence of gender, gross income

and perceived discrimination. Collective support given by those still living at home decreased their anxiety. Gonzalez-Castro and Ubillos (2011) contend that although stressors and experiences may present a common thread in all cultures, the way in which they are interpreted and managed, vary. One should also consider that there are various vulnerabilities and risk factors, depending on the presenting group (Gonzalez-Castro & Ubillos, 2011). In the South African context where there is an amalgamation of many different cultural backgrounds, ethnicities and religions, the challenges are numerous, yet these markers of difference have some commonalities in national heritage. When Korean migrant learners come to South Africa, they are not only confronted with cultural and academic challenges but also with the pressures of having to negotiate cultural practices in a foreign country.

Research indicates that successful achievement relies on the extent to which learners feel associated with their school, families and communities (Christensen, 2003). If such children relate successfully to the school, family and community, their involvement in school activities will improve (Bitew & Ferguson, 2010). When parents demonstrate concern for their children's education, the latter usually show enhanced academic achievement (LaBahn, 1995). Parental involvement refers to all types of participation in children's education, namely encouraging their progeny's education attending school functions; responding to school obligations; assisting their offspring's academic progress by providing support; organizing efficacious study periods and congruent environments to support these endeavours; developing suitable behaviour; checking homework and being involved in their academic work at home (Grolnick & Slowiaczek, 1994). Parental participation also takes place outside the home, for instance when parents/guardians serve as school promoters; volunteer to help with school endeavours; play a role in school management and decision making essential for scheduling; developing and offering schooling for the community's children (Jeynes, 2004).

I work at a school that includes a number of Korean migrant learners and have had numerous support requests for Korean learners from teachers. I therefore considered it important to investigate how Korean migrant learners' parents/guardians support them in their primary schooling experiences.

In my work context, I had reasonable access to their parents/guardians. I limited this study to the majority of parents/guardians of Korean migrant learners. Korean migrant learner populations function in different types of families; Korean learners either reside with their biological parents (single-parent families or both) or with guardians. Both types of families were included in the study. This aspect is discussed in greater detail in the literature review in Chapter 2. I hoped that by gaining insight in the support provided by these parents/guardians, I would procure insights into these learners' primary schooling experiences, thus producing possible recommendations to optimise their learning experiences.

1.4 RESEARCH DESIGN AND METHODOLOGY

This research was a qualitative study as it involved the explication and analysis of the support given to Korean migrant learners by their parents/guardians with regard to their primary schooling experiences. Qualitative research allows the researcher to study selected issues thoroughly, enabling them to identify the categories of information that emerge from the data and make sense of them (Terre Blanche & Durrheim, 2006). Merriam (2002, 2009) states that it is the relaying of extensive information, obtained through personal interaction that persuades the reader of the authenticity of the findings.

An interpretive perspective, within the bio-ecological theoretical framework, was followed. Such an approach is positioned within the social constructivist philosophy, which implies that various truths are created within society by individuals (Merriam, 1998, 2002, 2009). A basic interpretive study begins with a curiosity in learning how individuals understand and cooperate within their society, as well as the connotation they attach to it (Merriam, 2002, 2009). Bronfenbrenner's theory of human development offers equally instructive topology of the environments of development and the means by which those environments affect development. The topology, often symbolised as a Venn diagram of concentric developmental environments, includes the immediate environments in which the child is an active participant. These nested environments influence development through proximal processes, which Bronfenbrenner defines as "progressively more complex reciprocal interaction[s] between an active, evolving bio-psychosocial human organism and the persons, objects and symbols in [the child's] immediate environment [...] over extended

periods of time" (Bronfenbrenner, 2005, p. 6). These proximal processes include their relationship with important adults (Woolley & Bowen, 2007). Proximal processes may be either a risk to development, or support constructive development (Richman, Bowen & Woolley, 2004).

The case study design was used for this research study. The research design is the rational order that links the data gained through experience, to a study's original research question and finally to its conclusions (Yin, 1984, 1993, 2009). In a case study design the data analysis focuses on one phenomenon or bounded system, which the researcher has selected for in-depth study to acquire insight, regardless of the number of areas or participants selected for the study (McMillan & Schumacher, 2006). The Merriam-Webster dictionary (2011) refers to a case study as "an intensive analysis of an individual unit (as a person or community) stressing developmental factors in relation to environment". According to this definition, case studies focus on an "individual unit" that Stake (2008, p. 119–120) calls a "functioning specific" or "bounded system". The definition in the above-mentioned dictionary also stipulates that case studies are "intensive", implying that they demonstrate more detail, richness, completeness and depth for the unit of study. It also stresses "developmental factors" that typically evolve over time, often as a string of events that occur in time and place. This string of events constitutes the case when seen as a whole. Case studies also focus on "relation to environment", which is the context (Flyvbjerg, 2011, p. 301). A case study design was deemed to be advantageous in this study as 'how' and 'why' questions were asked about a current set of events, over which the researcher had limited, or no control (Yin, 1984, 1993, 2009).

Yin (1993, 2009) explains that the role of theory, in research, is a guide as to what can be expected when analysing the specific case study. A broad review of literature associated to this area of study was the starting point of the process. I decided to use interviewing as the main data collection tool as it provides insight into parents'/guardians' experiences (Patton, 2002). Administering an interview is a more natural form of relating to people, rather than requesting that they fill in a questionnaire, do a test or complete some experimental assignment; therefore it lends itself to the interpretive approach to research (Kelly, 2008). This study relied on semi-structured interviews and focus groups, where themes are selected beforehand, but where the researcher determines the order and phrasing of the questions

throughout the interview.

Semi-structured interviews were chosen as they contain open-ended questions, but are fairly specific in what they want to know (McMillan & Schumacher, 2006), thus allowing for larger flexibility in terms of the acquisition of new information as it arises. Questions based on numerous themes acted as an outline for the interviews.

In addition to the individual interviews where information was gathered, experiential focus-group interviews were administered near completion of the data collection stage. Since focus-group interviews create a social environment where members can communicate with one another and exchange perceptions and ideas, the researcher is able to enhance the value, diversity and depth of data, using a more competent approach to the one-on-one interviewing (McMillan & Schumacher, 2006). According to Fern (2001, p. 7), the experiential tasks of focus groups "allow decision makers to observe the natural attitudes of focus group members from a predetermined population". Natural attitude defines the learned behaviours that are taken for granted in life. These attitudes manifest through life experiences, preferences, intentions and behaviours (Fern, 2001). The purpose of focus groups is not to attain generalisability or statistical representativeness. Instead, it explores a variety of perspectives among diverse groups of individuals (Crossley, 2003).

Merriam (2002, 2009) maintains that in qualitative research, samples are chosen purposively along with specific criteria for the purpose of obtaining information regarding the occurrence under exploration. For this study, nine participants, i.e. seven parents and two guardians, were selected purposively, as this sought to satisfy the selection of information-rich cases for in-depth study, without needing or desiring to generalise to all such cases (McMillan & Schumacher, 2006). The participants in the study were all parents or guardians of Korean migrant learners. These participants were living in the country on the basis of different visas. Three participants had permanent residency, five participants were in South Africa on study visas and one participant was on a 'retirement visa'.

As some of parents/guardians were not fluent in English, an interpreter was used to ensure that they understood the questions posed to them and to ensure validity with regard to the correct information being noted during interviewing. Katan (2004, p. 16)

defines a cultural interpreter as "someone from a particular culture who assists a service provider and their client to understand each other", while Temple (2002, p. 845) regards interpreters as "active producers of research" data whose assumptions, values, experiences, and concerns inform their interpretations. This view is echoed by her colleagues (Temple & Edwards, 2002; Temple & Young, 2004). The focus is on effective communication and understanding between the service provider and client while respecting the client's cultural and language needs. Forward-back translations were used to ensure that the correct information was obtained.

As Merriam (1998, 2002, 2009) indicate, qualitative research does not track a linear course. Data analysis will thus be a concurrent, ongoing course of action (Merriam, 1998, 2002, 2009; Mertens, 1998). Data analysis involves flexible thinking, and processes of reduction, expansion, revision, creativity and innovation (Smith, Flowers & Larkin, 2010). The analytic process is multi-directional, referring to a constant shift between different analytic processes. Data analysis was completed by way of the following processes: reflection by the researcher for the duration of and subsequent to data collection; analysis of the themes from the data collected during the interviews and focus-group discussions and review of the literature. The data was coded. Coding is the organising and retrieving of data by using themes, concepts and categories from the data collection to build an overall explanation. Thematic analysis, a technique used for recognizing, evaluating, and describing patterns (themes) within data, was specifically used. The themes allow us to gather significant information concerning the data relative to the research question, and signifies some level of patterned response or implication within the data set (Braun & Clarke, 2006).

1.5 ETHICAL CONSIDERATIONS

Ethical guidelines relevant to research were adhered to. According to Allan (2008), the government expects researchers to comply with relevant legislation pertaining to privacy, committing fraud by tampering with their results, and civil wrongs like harming people at an emotional level. The implication of research is that it "is only ethically justifiable if it has scientific merit; if the methodology is appropriate; and if the study is feasible" (Allan, 2008, p. 288).

The first step was to complete the necessary forms and forward a duplicate of my research proposal to the Western Cape Education Department for their approval (See addendum A). Permission was acquired from the participants (addendum D) and the school (addendum B). All participants were informed that their involvement was voluntary and that they could leave at any stage. The Ethics Committee of the University of Stellenbosch provided ethical clearance for the study (490/2010) (See addendum C).

Each of the participants was given a consent form to sign. This permitted them to choose whether or not they wanted to take part. Anonymity and confidentiality were strictly kept with regard to the information gathered for the duration of the study. Fictitious names were assigned to all participants so as to protect their identity. Participants were informed that they, on request, would be free to peruse the transcripts and final report, before publication.

1.6 CLARIFICATION OF TERMS

A brief description of the key concepts used in this report is given below:

1.6.1 Parent

In this research study the meaning of the term 'parent' can be understood in two ways. Firstly, it can be defined in terms of the 'wild goose family' (*girogigajok*). Fathers frequently identified as 'goose fathers' (*girogiappa*) stay in Korea while their wives and children, like wild geese, go overseas for the benefit of their children's education rather than for the environment. Parents and children fly, periodically, to see each other (Moon, 2011). Secondly, the term 'parent' also refers to the nuclear family, with the biological mother and father living together with their children.

1.6.2 Guardian

According to The Oxford School Dictionary (1994, p. 230), a guardian is a person who is legally in charge of a child whose parents cannot look after him or her.

1.6.3 Support

There are a variety of support systems: emotional, social, spiritual, financial, medical and legal (Wills, Blechman & McNamara, 1996). In this study I refer to all the above support systems generally incorporated in the literature.

1.6.4 Migrant

According to the Migration Policy Institute (2011), the term 'migrant' refers to "a person who moves to a country other than that of his or her usual residence for a period of at least a year, so that the country of destination effectively becomes his or her new country of usual residence".

1.6.5 Schooling experience

Schooling experience is not exclusively derived from the educational practices within the school, but also depends on the conditions in which learners live; the encouragement and support learners obtain from home; the ambience in the social group, as well as the lifestyles of learners in different places (Pong, Hao & Gardner, 2005).

1.7 OVERVIEW OF CHAPTERS

There are five chapters in this thesis. Chapter 1 presents an introduction to the study. It stipulates the nature and central focus of the research text, as well as the motivation for choosing the research problem. The problem statement and the objectives of the study are introduced. Chapter 1 includes an overview of the research design and focuses on ethical issues that influence decisions concerning contact, as well as specifics related to the research population.

Chapter 2 represents the literature review of current information relevant to the research. The literature review served as a basis for the study.

Chapter 3 presents a thorough explanation of the decisions I made concerning the research design for the study. It supplies an in-depth explanation of the qualitative approach used, as well as the methods used for data collection and analysis. This

chapter ends with a discussion on the ethical considerations and the way in which the issues of reliability and validity were dealt with.

Chapter 4 introduces the data. It comprises the interpretation, discussion and analysis of data collected during the study.

In Chapter 5 the conclusions of the study, recommendations for further research and practice related to parent/guardian support of Korean migrant learners in their primary schooling experiences are put forward.

CHAPTER 2

LITERATURE REVIEW

2.1 INTRODUCTION

The literature review outlines a significant section of the research process. Jesson, Matheson and Lacey (2011, p. 9) define the literature review as a "library or desk-based method involving the secondary analysis of explicit knowledge, so abstract concepts of explicit and tacit knowledge are explored". The literature review shows awareness and interpretation of available known knowledge; recognition of contradictions and voids in existing knowledge (Jesson et al., 2011). It therefore crystallises current trends in a particular field of research and offers the base on which contributions to present conceptualisations can be made. This theoretical and empirical framework informs the researcher about the population to be selected for the study, the criteria for sample selection, and the refining of the research problem. In the literature review context, that means creating a new dimension or fresh perspective that will make a distinct contribution (Jesson et al., 2011). The literature remains the central framework which guides the study as well as data collection, generation and interpretation.

2.2 BACKGROUND AND INTRODUCTION TO THE STUDY

In this study the ecosystemic approach builds on both general systems and ecological theories, to understand the trend of parent/guardian support of Korean migrant learners' primary schooling experiences. General systems theory asserts that individuals are micro-systems that form part of a larger macro-system, whereas ecological theory considers the dialectic relations of different systems. The ecosystemic approach can thus offer a holistic framework to obtain a better understanding of the phenomenon of parent/guardian support given to Korean migrant learners in the course of their primary schooling experiences.

The ecosystemic framework is used in order to facilitate and structure the literature review. I discuss the ecosystemic framework by dividing it into its micro-, meso- and

macro-systems. In the context of the micro- and meso-systems, the parent/guardian, the research participant, was explored as component of a larger system in family, school, education system and community (Bronfenbrenner, 2005). Similarly, these systems interact with each other. The micro- and meso-systems are considered from the lens of acculturation theory which focuses on how learners psychologically adjust to their new context and how it could affect them. Furthermore, Korean migrant families struggle within various ecological social systems outside the family system. These include the educational, physical, mental health, economic and political systems (Zuniga, 2002). The macro-systems analyses incorporate Bourdieu's theory on cultural capital and social closure theory, as well as on cultural differences and how these influence Korean migrant learners' schooling experiences.

2.2.1 Macro-systems

In this study I discuss the relevance of Bourdieu's (1984, 1986, 1988) theory of cultural capital to globalisation as it portrays studying in a foreign country as a way of attaining 'global cultural capital'. Cultural capital in this context refers to the appreciated and selected cultural resources that allow one to signal, achieve, or uphold a particular kind of social status or position. Braxton (1999) defines cultural capital as a 'tool kit' consisting of particular knowledge, abilities, and ways that are conveyed from parents to their children. Thus the family is the main instrument in cultural transmission. As opposed to exploring culture as some abstract aspect, the influence of culture is passed from parent to child by means of particular abilities, practices, and ways that enhance their child's cognitive abilities. Bourdieu and his followers have given inadequate consideration to the continuous global or trans-national change of cultural capital, since they tended to concentrate on one population or culture when they analysed how cultural capital is created and how it functions.

Brown (1999, 2000) and Marginson (2008) extended Bourdieu's theory to global positional competition in the area of higher education. Deriving from neo-Weberian social closure theory (Hirsh, 1977; Murphy, 1988; Parkin, 1979), Phillip Brown (1999, 2000) considers that positional competition becomes globalised, as social groups and individuals mobilise their cultural, economic and political powers and assets to attain higher social status beyond national boundaries. Hirsh (1977) disputes that

positional competition indicates that one's status is proportionate to the status of another and contends that to achieve a higher status, one must outwit the other. The development of higher education within a country aggravates positional competition and also holds no guarantee of respectable employment for all degree recipients. Moreover, because global markets are expanding, new employment opportunities occur outside national boundaries. Korean learners' motivation to study in other countries is often explicated in terms of positional competition and globalised work, as well as educational environments. As over 80% of high school graduates now enter tertiary education in Korea (Kim, 2008, cited in Kim, 2011), decent job opportunities and social status are becoming increasingly challenging to produce. The global market is also growing swiftly, and Korea has become known as a significant global competitor in most areas. For example, about 50% of Korea's Gross Domestic Product is generated through international trade. Therefore, Korean learners attempt to outwit their competitors their attaining degrees in the USA, as a means to secure enhanced employment opportunities in the global job market. Marginson (2008) maintains that the global higher education shows in four facets: research attention and information surges, the global position of English, US universities as people attractors, and exemplars of idyllic practices. When cultural capital and global positional competition approaches are combined, Korean learners' aspirations to gain a US degree is indicative of their pursuit of global capital as a means to prevail over their competitors in the stratified area of global higher education. Global cultural capital suggests that degree achievement, understanding, class, and a multi-ethnic approach and standard of living are understood as elite assets; assign class and status (Kim, 2011).

Yosso (2005) critiques Bourdieu's theory, as she feels that his theory of cultural capital has been used to emphasize that various communities are culturally wealthy while others are culturally poor. Yosso (2005) argues that all people can bring their cultural capital from their homes and communities to the classroom.

The majority of empirical evidence on family and learner achievement is found in quantitative studies which investigate how parents' jobs and the families' socio-economic status have an effect on learner achievement. Rumberger, Ghatak, Poulus, Ritter and Dornbusch (1990) identified four ways related to how family shape learners' performance in school. Parents of high socio-economic status

circumstances are more likely than parents of low socio-economic circumstances to be concerned with their children's schooling. Academic attainment is enhanced when parents spend extra time with their children in search of activities that facilitate cognitive development or the development of human capital. Parents also stimulate academic attainment by conveying the suitable principles, ambitions and intentions necessary for academic success. Finally, parents who converse with their children and encourage conscientious behaviour in their children also shape learner achievement.

2.2.1.1 Reasons for migration

In order to identify a context for this study, review of the influence the families' resolve to relocate to South Africa requires consideration. Some of these factors are education's role in globalisation; English as a universal language and the perception of inadequacies within the Korean education system.

Education's role in globalisation

Korean education exodus, called 'early study abroad' (*chogi yuhak*) (Ong, 1999), refers to children's trans-national education migration before proceeding to tertiary education. This migration is regularly evidenced among middle-class Koreans who rely on trans-national education methods in order to establish 'symbolic capital' for their families' class preservation and growing mobility (Ong, 1999). In accordance with the statistics presented by the Korea Educational Development Institute (KEDI) in 2007, the number of learners from primary and high school level who applied for education visas increased to 29 511 in 2006, which is almost double the number (16 446) of 2004 and seven times the number (4 397) of 2000. Figure 2.1 indicates that the number of 'early study abroad' learners in primary school (Grades 1 – 6) increased nearly 20 times between the years 2000 and 2006, which is a considerable increase when compared to the figures for middle school learners (five times more) and high school learners (3.4 times more) during this period.

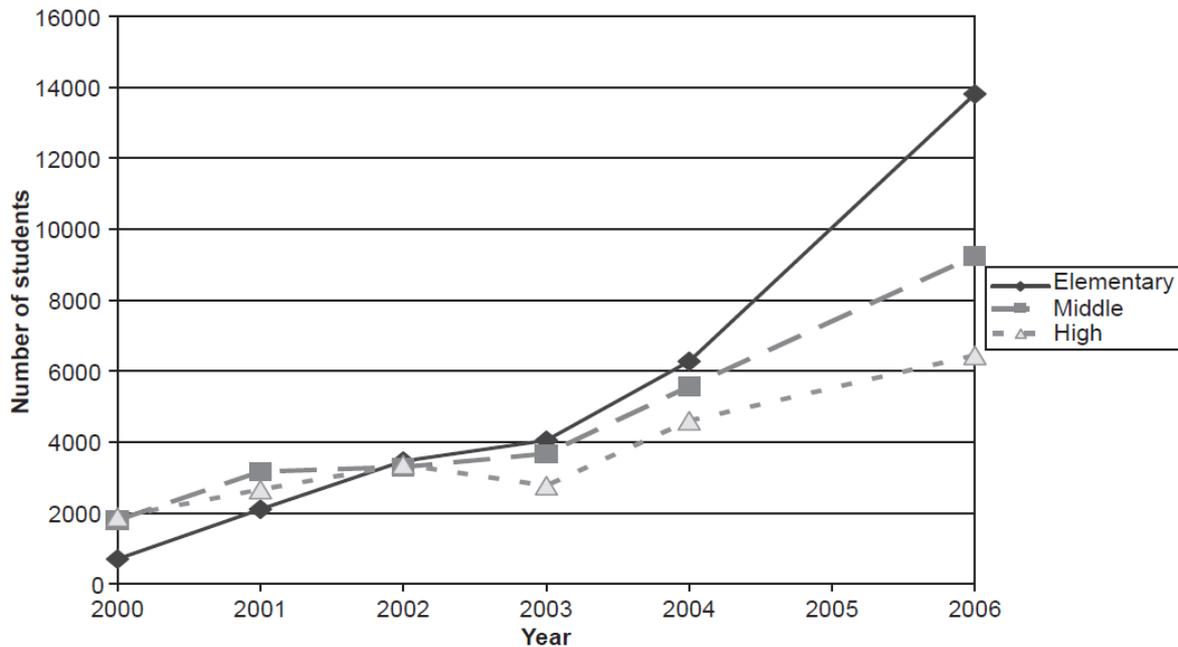


Figure 2.1: The number of Korean learners migrating for early study abroad during 2000 – 2006 (data from the KEDI 2011)

The 'early study abroad' families passed 'globalised' English (localised global English) from one country to another, through trans-national migration as an educational strategy (Song, 2010). Cho (2002, cited in Song, 2010) contends that the most noticeable reason for migration includes the elevation of Korean state regulations in the year 2000. These regulations precluded determined parents from sending their children to overseas countries. 'Early study abroad', which had once permitted only specific socio-economic groups to migrate for education, became incredibly popular, even among the broad community, its status changing from 'studying abroad in order to flee or escape' to 'studying abroad in order to achieve better education' (Cho, 2002, cited in Song, 2010).

Globalisation has been defined as the "flow of technology, economy, knowledge, people, values and ideas across borders" (Yiu, 2005, p. 4). It is not a new trend and can be tracked back to the colonial era. The new stage of globalisation is distinguished by progress in micro-electronics, technology and the speed of change (Rassool, 2007). Rassool (2007, p. 101) argues that: "Together these developments have reshaped the economic, cultural and political basis of industrialised societies, catapulting them into a dynamic, interactive, global cultural economy."

Globalisation in Korea should to be recognized with particular reference to *Segyehwa* (Kim, 2000), the attempted top-down transformation of Korean political economy in the 1990s, to meet rapid transformation in the world economy (Shin, 2003). It has been perceived both as a way to reach a competitive edge and as the most practical way for Korea to develop into a first-class, highly developed country (Kim, 2000), through the development of education in and outside Korea.

The unprecedented value of educational growth in Korea is mirrored in recent created expressions such as 'education fever' (Seith, 2002), 'war for education' (Park, 1994, cited in Moon, 2010) and 'preoccupation with education'. However, the importance attached to education cannot simply be ascribed to globalisation.

Additionally, the prominent social discrimination implicit in academic cliques rooted in Korea has prompted more families to go abroad, so that their children can have a qualification from a Western university and good relations for their scholastic and professional careers (Cho, 2002, cited in Song, 2010). According to a study by Kim (2011), the global competition among individuals has a direct influence on the global competition of tertiary education institutions, as providers of global positional commodities. Competition among prestigious universities has forced tertiary education institutions to compete with one another. English as a global professional communication tool persuades non-English speakers to attain their degrees abroad. International qualified networks, universal collection of information and technology, and research funds, all of which Korean learners aspire toward, are most sought after in the USA. In this sense, US tertiary education is an essential means of access for Korean learners who want to be global competitors in specialized disciplines.

English as a universal language

Segyehwa (Kim, 2000) has also placed a strong emphasis on the encouragement of English for nationwide competitiveness by way of English education (Shim & Baik, 2000, cited in Moon, 2011). The linguistic outcomes of globalisation are evident in two areas. On the one hand, the steady growth of overseas employees speaking diverse languages has questioned long-held beliefs of Korea being a monolingual culture (Kubota, 2002). On the other, Korea can be seen to be in the grasp of what Park (2009) and others (Jeong, 2004; Kim, 2006) have labelled 'English fever'.

Although there are different views about the global dominance of English (Moon, 2011), many Koreans believe that it is an important part of their cultural capital (Crystal, 2003). Crystal (1997) portrays English as ideologically impartial. English just turned out to be "in the right place at the right time" (Crystal, 2003, p. 120), while other languages and cultures can be maintained, without difficulty, along with English, with no risk to the characteristics of the local public. The 'English as lingua franca' (Crystal, 2003) position consequently seems to entail that the language is an impartial tool for global communication among those who have different languages (Crystal, 2000, 2006).

An essential component in the discussion about English as a global language is the shifting balance among native speakers (NS) and non-native speakers (NNS). Approximate two billion people – a third of the total human population – will be learning English by 2010–2015 (Graddol, 2006, cited in Moon, 2011), and the number of NNS is constantly growing. Therefore, the mass of speakers are using English as a 'lingua franca' (Crystal, 2003). The global position of English is thus shifting in profound ways. It is becoming a language utilized predominantly in multilingual contexts, as a second language, and for communication between NNS.

In Korea, attitudes towards English have been shaped by a number of factors. American and British Christian missionaries were instrumental in English being alleged, by many, as a symbol of egalitarianism and democracy (Shin, 2007). Americans have also exerted political influence in Korea. After acquiring independence from Japan in 1945 and in the wake of Korean War (1950–1953), Korea required material assistance from the USA to restructure its society (Park, 2009, cited in Moon, 2011). The strong US military presence and economic influence have prevailed up to current times, in spite of a strong anti-American development. Korean association of the English language is noticeably related to Americanisation, within a context of globalisation (Park 2009, cited in Moon, 2011). Support in education of 'English fever', 'English madness' or Anglicization ('Englishisation') (Park, 2009) can be seen in various developments, for the intention of improving English. These developments is seen through the reducing of the age at which English is first taught at primary schools; English being spoken exclusively in the English classroom; the start of 'English-immersion villages' (Park, 2009); the increase of English private tutoring and the abrupt increase in moving to English-speaking

countries. There has also been the suggestion that English be included as an official language in Korea (Yoo, 2005, cited in Moon, 2011).

English as a language of education and the perception that it may create social mobility is not uncommon in South Africa. Banda (2003), who carried out a study of literacy patterns in black and coloured communities in South Africa, claims that the significance of English as a medium and 'lingua franca' (Crystal, 2003) in such relations cannot be overemphasised. Literacy in English is, also often assumed as a passport to enhanced socio-economic status and mobility. In South Africa, as elsewhere, English is assumed to offer access to a hierarchically ordered world of employment, status and authority, with access to discussions that allow one to reach various life-worlds and consequently multiple layered identities, and therefore cultural appreciation (Banda, 2010). Banda (2010) maintains that in a way this describes why blacks and coloureds favour English to Afrikaans and African languages as languages of literacy. In the globalised world, in which English is professed to rule, black parents and parents with children in dysfunctional schools with the most basic of resources, perceive sending their children to improved resourced previously white schools as a way out and a cultural risk they have to take. The partiality for English therefore could be a response to what Fairclough (2000) regards as the marketisation and globalisation of language practices, as individuals try to attain what are alleged to be literacies of power.

The perception of inadequacies within the Korean education system

Regardless of the overwhelming value ascribed to educational improvement in Korea, the majority of parents are extremely critical of the Korean education system (Kim, 2011; Moon, 2011; Song, 2010). Believing that a good education is an important part of their parental responsibility, parents are prepared to make any sacrifice if they may deem necessary. The majority of parents believe that the children's scholastic achievement would improve their social position on their return to Korea. One could therefore assume that their ultimate purpose of educating the children, especially in English, could be considered to provide an opportunity to gain social mobility (Moon, 2011).

In a study done by Moon (2011), parents and children uttered specific sadness about the cramming or rote learning essential to attain high scores in Korean examinations. The majority of families were extremely critical of this method, which they thought would inhibit the development of creativity and critical thinking. They trusted their children would become independent learners in the new country. Due to the competitiveness of Korean parents, the perceived need for private English tuition was seen as one of the major causative reasons in their decision to move to the UK. This is a further result of the examination-driven curriculum (Moon, 2011).

The initial rationale of 'private tuition' (Moon, 2011) was to facilitate learners who were academically vulnerable, but this is no longer so. The majority of Korean parents, particularly mothers, are so enthusiastic about their children's scholastic results that they have to coordinate their children's private tuition whether the mothers want to or not (Moon, 2011).

In the study done by Moon (2011), all Korean parents drew attention to the anxiety and stress induced by large outlays on private tutoring. Sorensen (1994) reported that the children receiving private tutoring had no leisure time after school, suffered from exhaustion, and experienced unhealthy levels of competitiveness. The extremely lengthy hours of study required of learners, both in and outside school, were cause for concern and discord.

The expectation related to this private tutoring was that the move to the UK would be a positive one. Most parents anticipated that it would reduce the expenses of their children's schooling, particularly in terms of the tutorial fees. On the part of the children, the expectation was that the change would lower the stress experienced in the contesting Korean atmosphere and allow for more leisure time. Ironically, however, even though the parents sought to reduce the financial burden of private tuition and its attendant stress on children, the majority of them also paid for private tuition in the UK. In the early period of their stay, especially, the utilizing of private tuition was recognized as a helpful approach to develop English (Moon, 2011).

The other incentive for the move to an English-speaking country relates to English's role in globalisation. In spite of government efforts to develop the education of English in Korea, various fears were identified in Moon's (2011) study. Firstly, even

though most Korean learners use extensive time to learn English – whether in an official educational environment or an unofficial setting – their conversational skills were thought to be very weak. Consequently, in 1997, the age at which English was introduced was reduced from thirteen to nine years (Moon, 2011).

In terms of the methodology for teaching language, the persistent value placed on grammatical constructions in Korea (Jeong, 2004; Li, 1998; Shin, 2007) and the focus on precision at the cost of fluency is believed to be hindering the development of English ability (Lee, 1995, cited in Moon, 2011).

The children concurred that there is an over-emphasis on syntax, which results in a lack of conversational English needed for daily communication. They referred to what was being taught as 'dead English' (Moon, 2011), which they deemed a waste of time and inadequate. One of the major professed advantages of their residing in the UK was consequently an access to 'authentic English' (Moon, 2011).

The children illustrated a high level of knowledge that proficiency in conversational English is not adequate to guarantee educational achievement. In spite of high expectations of quick improvement in English, the majority of the children identified the task of attaining academic English as a 'great challenge' (Moon, 2011). By means of using printed or electronic bilingual dictionaries, reading out loud, and private tuition were described as approaches for English development (Moon, 2011).

Education is perceived as a means to success, power and status in Korean tradition and culture. Korean families place high value on university education for their children. Due to competition, as well as the great worth placed on education, many families start preparing their children for college when they are very young. As a result of this trend, parents and teachers exert much pressure on children to achieve in school (Choi, 2008, cited in Moon, 2011; Drachman, Kwon-Ahn & Paulino, 1996).

Many parents and children view migration as a way to overcome the educational challenges in Korea, as they consider the school system in other countries to be less stressful and easier than Korean education systems.

Kim (2011) found that trans-national gender relationships and structures relate with global positional competition and the search of global cultural capital. For instance,

many female learners detest the patriarchal structure and culture of Korean school, as there are few female faculty members, and educational activities are directed towards males. Their previously underprivileged position in terms of gender in Korea is to a large extent obliterated by the procurement of a degree from the USA. In this case, graduate schools in the USA assist in counteracting the strict Korean patriarchy in tertiary education and the employment market. Thus, the global inequity of gendered ranking in tertiary education offers under-privileged females the opportunity to use the influence of global cultural capital as a means to oppose local patriarchal dominance. Ultimately, universal ethical structures, in tertiary education, are also related to the legitimacy of the pursuit of global cultural capital. Global positional supplies have ethical standards, in a manner of speaking. Korean learners perceive Korean universities as being part of an immoral and unconstitutional system, but regard US universities as an idyllic milieu within which to conduct research. Participants in the study (Kim, 2011) repeatedly stated that the dictatorial rapport between professor and student in Korea is influenced as a mechanism to manipulate learners' effort and time. Korean learners similarly observe, more frequently, a variety of research transgression in Korean academic circles than in US institutions. Due to these encounters, Korean learners relinquish their sense of dependability upon Korean universities and consider the US graduate school as a more democratic and gender-sensitive context than Korean one. The perceived lack of ethical and cultural leadership in Korean university structures strengthen the universal dominance of US universities, to which Korean learners surrender by their voluntary, and in fact dynamic, approval and involvement (Kim, 2011).

Education is keenly pursued in many countries across the globe, as parents believe that it facilitates a financially secure future for their children in Korea (Kim, 2011). Seith (2002) disputes that the pursuit for education is the result of conventional Confucian viewpoints to education and position; fresh democratic ideas presented from the West and the multifaceted and often conflicting interaction between new and old ideas. With this knowledge we gain a better understanding of the primary force behind dedicated parental involvement in education (Lee, 2000, cited in Moon, 2011), and the passion of Korean parents' commitment to educate their children by looking for entrance to the best schools at nearly any cost (Hwang, 2001). The family serves as the cornerstone of Korean migrant communities and is a key to the cultural

socialisation of children within the family and larger society (Viramontez Anguiano, 2004).

Sonderegger and Barrett (2004) found no significant unilateral ethnic identity differences between adolescent cultural groups, but participants reported significantly greater affirmation, belonging, achievement and overall identity with their ethnicity over time. In terms of the key issue of supporting beliefs and feelings towards one's cultural group is pride (i.e., pride in being associated with and attached to one's ethnic heritage), and self-security about one's place in society (i.e., the role played by one's ethnicity), the perception is that migrant learners build a deeper gratitude of the worth of their cultural customs, over time. However, once acceptance and cultural assimilation have been achieved, appreciation of one's ethnicity may lead to a more secure sense of identity, as a minority group member (Phinney, 1992). Considering that cultural involvement and ethnic identity behaviour are primarily concerned with cultural practices (e.g., food, music, customs, social activities), it is important to consider the access that ethnic minority groups have to activities associated with their own culture (such as sport, food and religion). It appears that maintaining ethnic behaviours may be less stressful for former Yugoslavian youth, as they have access to family/social institutions (e.g. soccer clubs and churches) that encourage involvement in culture-specific behaviours (Sonderegger & Barrett, 2004).

2.2.2 Micro- and meso-systems

The micro-system includes close relationships and environments with which the person interacts on a daily basis (e.g. family, school or peer groups), whereas the meso-system considers the relationships that forms and the interactions that take place between these micro-systems (Swart & Pettipher, 2005). I shall discuss the traditional Korean family and the migrant Korean family; the support given by parents/guardians to Korean migrant learners and the schooling experiences of the learners. To understand these areas of discussion, we need to understand acculturation theory. This is important because many Koreans have to acculturate in their own country as a result of rapid urbanisation but also in other countries if they emigrate.

According to acculturation theory, attitudes and behaviours related to participation in the alternative culture together with retaining involvement with the culture of origin have implications for long-term adaptation (Berry, 2003). The effects of acculturation on psychological adjustment, which extends beyond psychological distress, mood states, feelings of acceptance, and satisfaction, have been most often studied (Berry, Phinney, Sam & Vedder, 2006, cited in Costigan & Koryzma, 2010; Sam, 2006). The effects of acculturation on psychological adjustment are understood within a theoretical perspective of stress and coping, where psychological adjustment is perceived as an outcome of efforts to cope with stressors and demands of the acculturation process (Berry, 2006). Acculturation may be experienced as a relatively straightforward process of cultural learning involving stressors that are easily managed, or it may cause considerable stress that influences emotional well-being. Acculturation could also inhibit psychological adjustment. Although considerable research has been conducted in this area, the nature of the links between acculturation and psychological adjustment remains unclear. Researchers have concluded that higher levels of acculturation into the new dominant culture are associated with either enhanced psychological adjustment (Lam, Pacala & Smith, 1997) or inferior psychological adjustment (Takeuchi, Chun, Gong & Shen, 2002), or that they are unrelated (Mak & Zane, 2004). Accordingly, many reviews of this literature have arrived at these contradictory results (Escobar, Nervi & Gara, 2000; Koneru, De Mamani, Flynn & Betancourt, 2007; Rogler, Cortes & Malgady, 1991; Salant & Lauderdale, 2003). These contradictions are most likely as for some people acculturation may reduce stress but for others, the act of surrendering their own cultural beliefs and practices, may be stressful.

2.2.2.1 The traditional Korean family

Korea split into two separate nations after World War II: the Republic of Korea in the south and the People's Republic of Korea in the north. In this study the focus was on parents/guardians from South Korea (for the rest of this study only the word Korea or Korean will be used). Korea is a democratic country that practises the free-market economic system (Lee, 2005).

The population of Korea increased from 20 million in 1945, to 40 million in 1986. Besides population growth, urbanisation has taken place at a rapid rate, as is seen in

the rural to urban ratio of 7:3 in 1945, which had increased to 2:8 by 1986. Now the rural population is less than 20%. Thus, Korea was a typical agrarian society up until the 1960s, but now it is a typically industrial society. After industrialisation, Koreans spent two decades in the pursuit of democracy. They concentrated their energy on capitalism and fought for freedom and equality, led firstly by learners, then blue-collar workers and lastly by the white-collar middle class and the intelligentsia. Today Korea is a highly developed nation, both economically and politically. Not surprisingly, social changes during these periods have included those in the family (Lee, 2005). In 1955 the average Korean family size was 5.29 persons. Now the average number in a family is 3.51 persons, which means there are fewer than two children per family (Lee, 2005).

In traditional society, children grew up in a carefree environment, e.g. toilet training was relatively stress-free. Adults tolerated the children's behaviour, because children were simply considered to be immature and half-grown people. Today, formal schooling begins at age 8. Children go to primary school for six years, followed by three years each for middle and high school and four years of college or university. Parents pay close attention to the moral education of their offspring, because they are held responsible for their behaviour, even in adulthood (Lee, 2005).

Because of rapid industrialisation and modernisation, there are many problems in the family. The Confucian traditional family has undergone significant change. The Free Dictionary (2011) defines Confucianism as the knowledge of Confucius, emphasising love for humankind, the importance given to education and devotion to family (including the ancestors), harmony, righteousness and the influence of traditional China. Confucianism emphasises ritual service for ancestors as the most important aspect of filial piety. Ritual service is performed at home on commemoration day and is related to the great-great-grandparent generation. That means that the first son performs the ritual for his father, grandfather, great-grandfather and great-great-grandfather. On each occasion, the direct offspring have to participate in the ritual. During industrialisation, ancestor worship at home declined due to the demands of urban life, whereas the ritual graveside service increased, because lineage property was connected to local elections.

In Korea, the urban family has lost a sense of neighbourliness, even in highly populated areas. Most of these families still practise ancient traditions of intergenerational obligation (Lee, 1997). These traditions are under significant pressure to change or be lost altogether.

2.2.2.2 Migration

Migration is "the quintessential experience of the [current] age" (Berger, 1984, p. 55). According to the Migration Policy Institute (2011), a migrant is "a person who moves to a country other than that of his or her usual residence for a period of at least a year, so that the country of destination effectively becomes his or her new country of usual residence". The BBC News (*BBC News Online*) described this phenomenon, in 2010, in the following way:

Over the past 15 years, the number of people crossing borders in search of a better life has been rising steadily. At the start of the 21st Century, one in every 35 people will be an international migrant. If they all lived in the same place, it would be the world's fifth most populated country.

As there are a growing number of migrant learners across the world – which includes South Africa – their holistic improvement and school achievement have important and continuing consequences for the societies they have entered. Two factors that seem to have a significant function in improving the learners' progress are communication between parents/guardians and the school, and parents'/guardians' educational background.

Due to globalisation, immigrant and migrant families are able to retain close trans-national relations. A multitude of communication and travel tools, such as electronic communication, low-cost air travel, international calling plans and cell phones simplify the ability to travel, be in touch with and move supplies and services across worldwide borders (Rodriguez, 2009). Sanchez (2004, p. 493) states:

Trans-nationalism embodies various systems or relationships that span two or more nations, including sustained and meaningful flows of people, money, labour, goods, information, advice, care, and love; in addition, systems of power (i.e., patriarchy, Westernism) can be created or reinforced in this process.

This socialisation exposes children to an influx of people, supplies, and services across worldwide borders (Rodriguez, 2009).

Table 2.1 indicates the number of Korean learners per district and sector in Western Cape schools. The school where this study was done falls within the Metro North District.

Table 2.1: Number of Korean learners per district and sector in Western Cape schools

SECTOR	Cape Winelands	Metro Central	Metro East	Metro North	Metro South	Overberg	Grand Total
Special schools				1	1		2
Independent schools	4	34	20	56	2		116
Public ordinary schools	35	66	42	48	22	2	215
TOTAL	39	100	62	105	25	2	333

Data source: CEMIS, 2011

2.2.2.3 The trans-national migrant family

Due to trans-national migration, two new trans-national family structures have lately turned out to be widespread in Korea. In the first case the mothers escort their children to the overseas countries while the fathers stay in Korea to provide for the rest of the families. A particularly remarkable trait of this tendency is the 'wild goose family' (*girogigajok*) (Onishi, 2008), where fathers, frequently identified as 'goose fathers' (*girogiappa*) (Onishi, 2008), stay in Korea while their wives and children, like wild geese, go overseas for the benefit of their children's education rather than for the environment and parents and children regularly fly to see each other. Current estimates of the numbers of 'goose fathers' were more than 40 000 (Onishi, 2008). According to The New York Times (2008), over 40 000 Korean school children are thought to be residing in overseas countries with their mothers. Thus, the modern family is characterised by mother- or wife-dominated family management. As a result,

there is a perception of the 'fatherless complex' in the modern Korean family, due to the pursuit of acquiring additional cultural capital.

In the case of the second type of trans-national family structure, young children are sent overseas for study without their family members and live with guardians in the new country. These learners experience emotional, linguistic and educational problems (Lim, 2005a, 2005b, cited in Moon, 2011; Park 2007). However, the number of unaccompanied learners attending British independent schools is growing year by year. In 2009, for example, 750 Korean children, unaccompanied, were registered in the independent sector (Independent Schools Council [ISC], 2009).

New Korean families and individuals often experience a familial and cultural gap when they migrate to a foreign country, such as South Africa. This gap can be stressful for the migrant family, as they are faced with understanding and adapting to a dominant culture that emphasises individualism and emancipation from the family (Hetts & Sakuma, 1999). In Portes and Hao's (2002) study on language, family and personality adjustment in the immigrant second generation, migrant families felt socially and culturally isolated and found it difficult to function as family units. Gender issues, intergenerational factors and the process of acculturation and assimilation within the family unit are especially challenging. Most migration to the developed world and to the USA particularly, is from countries which have distinct traditional gender and socialisation patterns (Fernández, Patricia & Garcia, 1989; Hondagneu-Sotelo, 1994). Migrant parents may be presumed to uphold these cultural customs and apply them to their children. For example, Gibson (1989) explains how Indian Sikh parents in California strongly support their boys to do extremely well in school, in preparation for tertiary education, whereas their daughters are encouraged to engage in traditional homemaking activities to prepare them for their prospect position as wives and mothers. Related patterns of conflicting gender socialisation are reported by Wolf (1997) in her study of Filipino-Americans and by Jones-Correa (1998) among Latin American immigrants. Such diversity can influence patterns of language adjustment in addition to the interaction between parents and children, leading to different personality outcomes. In attempting to become mono-lingual in English, immigrant children may regard the cultural world of their families and communities as less important and as such, may focus less on the social characteristics of their communities. Loss of parental language could result in a

distancing from the cultural traditions of the first generation. Frequently the children feel superior to their parents and become disrespectful towards them. This could cause conflict between children and their parents, and possible disintegration of the family unit (Portes & Hao, 2002). Mouw and Xie (1999) found that the English skills of parents influenced the children's bilingualism and therefore their academic achievement positively. If parents are confident in English, the positive outcome is the capability to keep channels of interaction open across generations. The reasoning of Mouw and Xie's argument may be expanded to other outcomes of the language adjustment process. It appears as if the children's monolingualism or bilingualism does not influence their interaction with parents, or their confidence. It is however, the linguistic communication between the young people and their parents that has a meaningful effect. In migrant families, where parents also become fluent in English, it would not matter if children become English monolinguals, as interactions would remain open, thereby averting the harmful effects of inter-generational separation. Acculturation has been defined as a bi-directional process with both psychological and socio-cultural effects resulting from the interaction of two or more cultural groups and individuals (Berry, 2006, cited in Gonzalez-Castro & Ubillos, 2011). Consequently, when Korean migrant families come to South Africa they may also typically experience feelings of social and cultural isolation, as previously mentioned, and struggle to function as family units, especially with regard to issues experienced within the family unit.

The resilience of Korean migrant families is perceived in various ways. Lee's (1997) perception was that a positive identification with their ethnicity and culture promoted positive mental health, more so than acculturation. Kim's (1981) study of Korean migrants revealed that they had strong survival instincts and were opportunists. At approximately the same time, Lee (1981) found that having a physical community resource, such as a nearby ethnic neighbourhood, was also considered important in facilitating resilience. Ethnicity-based churches, professional organisations and recreational groups contribute positively to the resilience of Korean migrant community (Min, 1998). Up to 70% of American Korean migrants attend Korean-based Christian churches (Kim, 1997).

Migrant families are not a homogenous group. There are many variations in types of family structure within Korean migrant families. Although assumptions about family

models have traditionally prioritised the nuclear family as the primary facilitator for children's emotional and behavioural development, a considerable amount of children are raised in different family and social circumstances, predominantly single-parent families. A number of familial resources, relative to the family's social and cultural capital, have also been linked to academic success. There is a connection between parental education and scholastic functioning in terms of such outcomes as results, dropout rates and achievement test scores (Madaus & Clarke, 1998). Generally, the more knowledgeable parents are, the more capable they are to direct their children in learning, as well as in accessing and processing educational information. Migrant parents who are educated are more likely to search for information about the academic system in the new country, while parents with an inadequate schooling may feel scared and misunderstood, by school establishments, and are generally incapable to assist their children navigate the difficult tertiary educational path (Suárez-Orozco et al., 2010). Parental employment is another important factor in child developmental outcomes (Hilton, Desrochers & Devall, 2001). Parents who are employed are better equipped to supply the resources and support that their children need. Although maternal employment has "an ambiguous effect on child development" (Perreira, Mullen Harris & Lee, 2006, p. 515), paternal employment is constantly related to improved educational results (Perreira et al., 2006). Similarly, children growing up in homes where both parents have a tendency to express improved developmental and educational achievements than those in single-parent households. Parents in two-parent homes are expected to have contact with more resources, and are able to spend more time with the children and give them more attention than the parent in a single-parent home. Several novice migrant youth grow up in non-traditional, multifaceted households without their parents, having caretakers from multiple generations (Hernandez, Denton & Macartney, 2007). Families with more than one adult in the home may be better able to support their children since they are able to delegate responsibilities and thus improve the educational outcomes. In this way they can relieve the stress of child care in a foreign country, and provide financial support and supervision (Portes & Rumbaut, 2001, cited in Bitew & Ferguson, 2010).

The socio-economic status of the learner plays a key role in his or her involvement in school activities. Hourahan (2000, cited in Bitew & Ferguson, 2010), concurs with this

view and claims that working-class Asian migrant learners in the USA have considerably more language problems than more affluent Asian immigrant learners, therefore having more difficulty adjusting socially in the USA and in the school environment. Gao (2000) also noted the power of social status on inter-cultural interaction for Chinese learner immigrants in Australia.

2.2.2.4 Parent/guardian support

Diverse types of family support have been suggested. Silverstein and Bengtson (1997), who developed a model of the structure of intergenerational solidarity, dispute that this unity has three key characteristics: opportunity structure (referring to geographic immediacy and regularity of contact between family members), affinity (concerning emotional intimacy and views of accountability, which favourably incline family members toward each other), and functional exchange (providing and receiving support between family members). Other models have focused on the functions of family support. Wills et al. (1996) differentiate between three kinds of support: instrumental support is presented when a family member gives assistance with a variety of tasks, such as assist with domestic tasks; financial support or gift-giving is seen as part of institutionalised beliefs of family support (Cheal, 1988); and emotional and informational support refers to the accessibility of a family member with whom one can disclose problems, worries, and emotions. When family members give informational support, they provide interest, direction, advice, and resource information that is useful in dealing with a dilemma. Emotional support offers family members with a sense of belonging, love, affinity, and acceptance. Cross-cultural studies have shown that emotional support is the strongest type of family support in many cultures (Georgas, Berry, Van de Vijver, Kagitcibasi & Poortinga, 2006).

Parent/guardian support can further be discussed in terms of parental involvement. Parental involvement refers to all forms of participation in children's education. Grolinick and Slowiaczek (1994) grouped parental involvement into two categories, namely parents' school-related and parents' home-related involvement. In their study it was indicated that parents' school-related rather than home-related involvement is highly predictive of children's educational achievement. Sui-chu and Willms (1996) identified four dimensions of parental involvement and researched the connection each with parental background and educational success within a big representative

sample of US middle-school learners. The four dimensions of parental involvement were: discussing school activities, monitoring of the child's out-of-school activities, communication between parent and school staff and volunteering at school and attending parent-teacher conferences. The results of their study showed that conversation of school-related activities at home had a stronger correlation with educational success.

In addition, geographic immediacy may influence the pattern and amount of the provision and receiving of parent-child support. More personal and/or indirect communication (sending letters, emails or calling) involve a larger amount of family support (Bengtson & Mangen, 1988). The quality of relationships of family members is greatly linked to family support (Crow, 2002). Research has revealed that migrant children report regular communication with their parents and consider their parents as being accessible for social and emotional support, but that real instrumental and financial exchange between parents and children is moderately low (Hogan, Eggebeen & Clogg, 1993).

Research linked to migrant learners recognized parental input and support as key protective factors, but it also acknowledged the need to consider this in conjunction with other factors and not separately (Bitew & Ferguson, 2010). One key article, from the UK, recognized interconnected protective factors to be: a strong connection with family, friends and teachers; strong values set by parents, teachers and community leaders; opportunities for contributing in families, schools and the community; social and learning abilities to allow involvement; and appreciation and praise for positive behaviour (Beinhart, Anderson, Lee & Utting, 2002, cited in Bitew & Ferguson, 2010). To uphold academic motivation, learners require structure and stability, clear restrictions balanced by interpersonal affection and a demanding, planned curriculum (Eccles et al., 1993).

Learners' education is not only influenced by school-related aspects, but also by other aspects within the learner and the community outside the school (Li, 2000, cited in Bitew & Ferguson, 2010). In a study conducted in Australia, Bitew and Ferguson (2010) found that the majority parents had no communication with their children's school. The majority had little experience with, or familiarity with, the Australian schooling system. Nevertheless, it was described that parents valued

education very much and that they wanted their children attend, not only secondary school to progress to tertiary education. Regardless of these parental ambitions, most of the learners did not procure academic support from their parents, owing to a number of complex factors, such as parents' own inadequate educational knowledge, low socio-economic status and lack of time and problems arising from parents' effort to survive within new or unknown working, academic and cultural backgrounds. Bojuwoye and Narain's (2008) study on parental participation in children's schooling suggested that children's academic performance increases if parents are concerned with their education. These aspects of involvement (parental aspirations, parent-child interaction and at-home involvement) were found to have contributed more to the association between parental participation and learner's educational success.

Hourahan (2000, cited in Bitew & Ferguson, 2010) also mentions the dilemma of poor school-home communication with regard to Asian immigrant learners. In most situations, migrant parents had little information about the schooling system of their host country and this prevented them from supplying the required educational support for their children (Foundation House, 2006, cited in Bitew & Ferguson, 2010). These findings are in agreement with what was found by Rong and Preissle (1998, p. 145, cited in Bitew & Ferguson, 2010, p. 150) who state that "immigrant parents often are unaware of and unable to understand their children's (educational) problems; most of them have never had any educational experience" in the schools of their new country. Even for those who had attended schools in their country of origin, "the educational system they experienced in their native country was more traditional and very different" (Rong & Preissle, 1998, p. 146, cited in Bitew & Ferguson, 2010, p. 150) from that of the new country.

The afore-mentioned problems, as well as relatively low income and inadequate information regarding English, made it difficult for parents/guardians to assist their children with their schoolwork (Gibson, 2000, p. 86) although their situation at home and parental assistance made an invaluable contribution to learners' involvement in school activities. Unlike most local learners, migrant learners were less likely to get homework assistance and additional educational guidance from their parents/guardians (Bitew & Ferguson, 2010).

Migrant learners attending schools in South Africa are among the numerous that come to the country from diverse backgrounds and who require particular scholastic considerations. These learners are presumed to face more challenges in their school experiences than the local learners, since the experiences are different or unique in comparison to those in their previous school. Although similar stressors and incidences may be experienced across cultures, they are interpreted and coped with in different ways. Moreover, there are different vulnerabilities and risk factors, depending on the group being worked with (Gonzalez-Castro & Ubillos, 2011). Parents are one of the major contributing groups within society accountable for minimising this difference and aiding the schooling of their children (Bitew & Ferguson, 2010). Maladjustment involving the learner, the learner's cultural home environment and the school context has also been shown to cause difficulties in educational change (Eccles & Roeser, 2003; Phelan, Davidson & Yu, 1993).

2.2.2.5 Schooling experiences

This section is a review of the schooling experiences of Korean migrant learners. The word 'schooling' refers to the perception these learners had of their school education, they being part of their life circumstances (Fataar, 2010).

Most work on immigrant learners' schooling experiences has focused on academic achievement within the specific school context and has paid limited attention to emotional, cultural and social factors, while much of the literature on academic achievement has focused on English skills acquisition, psychological distress and parental support.

Newcomer learners, arriving at the midpoint of their educational career, must overcome the obstacles of adjusting to a new country, acquiring academic English skills, as well as fulfilling the promotion requirements in a testing atmosphere that is not considered with their educational requirements in mind. Newcomer migrant learners experience numerous stresses due to their migration, while adjusting to new educational environments, placing them at particular educational risk (Suárez-Orozco et al., 2010).

These migrant learners, who are either in the childhood or early adolescent phase of development, are at a greater risk for a "downward educational spiral" (Eccles et al.,

1993, p. 90), predominantly when developmental requirements are not met by the academic setting. Young adolescents require school environments that are steady, academically demanding, structured and hospitable (Roeser & Eccles, 1998; Woolley & Bowen, 2007). This is particularly evident in the case of migrant youth who have arrived recently, as they frequently undergo a discrepancy involving their home and school settings (Phelan et al., 1993).

Language skills, which affect the learners' abilities to recognise subtle differences in both the social and the school setting, are a strong indicator of educational achievement (Munoz-Sandoval, Cummins, Alvarado & Ruef, 1998, cited in Bitew & Ferguson, 2010). Although oral communication skills can be improved within a couple of years, the degree of language skills needed to compete with home language class mates takes approximately five to seven years to master, under most favourable circumstances (Cummins, 1991). Psychological distress is another individual factor, relating to school and family variables, in expecting educational success. This type of distress has also been related to poorer educational functioning in non-immigrant adolescent populations (Ripple & Luthar, 2000).

Educational functioning can, consequently, not only be based on the educational practices within the school, but also depends on the conditions in which the adolescents live, on the assistance and encouragement they obtain at home, the tone in the peer group and the standard of living in their new environment (Pong et al., 2005). Many studies indicate that parental participation plays a significant role in determining academic success (Pong et al., 2005). Using the High School and Beyond longitudinal data set, with information from more than 58 000 high school learners in the USA, Fehrmann, Keith and Reimers (1987) explained that parental participation has mutually a direct and an indirect effect on educational accomplishment, supporting this theory. This result suggests that parents might well help their high school children achieve higher grades by way of checking the children's day by day activities, by closely following how they are doing in school, and by working closely with the learners pertaining to preparation for tertiary educational pursuits. Time spent with parents, participating in leisure activities, had an indirect influence on positive academic success.

Findings specify that parental practices, which include contact to care and affection, practical guidance and time spent with parents, are all essential factors for educational accomplishment. Generally, the findings propose that parents should support their adolescents, supervise them and spend time with them, in order to develop their educational functioning. These findings suggest that parents are in a position to develop the school functioning of their adolescents by supplying them with support (i.e. warmth and care), having conversations about personal issues and giving support with school work (Kristjánsson & Sigfúsdóttir, 2009).

Christensen (2003, p. 2) also mentions evidence of many research results indicating that "the extent to which learners feel connected to their school, feel connected to their families, and feel connected to their communities, is the extent to which their achievement is predicted to be successful". Bitew and Ferguson (2010) also maintain that the more successful the learners' relationship with the school, family and community, the better their contribution within school activities will be.

Additionally, in two meta-analytic studies among school children, Jeynes (2003, 2005) discovered that parental participation, in general, is linked with positive academic accomplishment. Various studies have focused particularly on the role of parental support and parental checking as key determinants of educational accomplishment among adolescents (Pong et al., 2005; Sheldon & Epstein, 2005). In general, they illustrate that both support (Sanders, 1998; Smith & Hausafus, 1998) and checking (Pong et al., 2005) are positively linked to educational accomplishment among migrant learners.

2.2.2.6 The role of cultural differences in schooling experience

Sonn and Fisher (2010, p. 374) define culture as to "common values, beliefs and norms within groups who share an ethnic heritage, sexual orientation or socioeconomic class". Culture therefore refers to those who share a communal identity because of membership in an organisation (Sonn & Fisher, 2010).

Acculturation can be defined as the psychological adjustment to the different cultures with which they are in contact, in migration situations (Andriessen & Phalet, 2002). Berry (1980) based his two-dimensional acculturation model on two questions with which every multicultural society is confronted. The first question concerns the

appeal of migrants or minorities to maintain (or re-invent) ethnic cultural qualities. The second question relate to the perception that adjustment to the dominant culture in the receiving culture is important. These two questions guide the two-dimensional model with four types of acculturation attitudes. In the first type, which is labelled 'integration' (Berry & Sam, 2011), migrants want to uphold ethnic cultural characteristics, as well as adjust to the dominant culture in the host society. The second type, called 'separation' (Berry & Sam, 2011), involves the notion that migrants may wish to maintain their ethnic cultural characteristics, while intercultural contact may be rejected. On the other hand, 'assimilation' (Berry & Sam, 2011) refers to a situation where migrants who prefer intercultural contact and do not stress the preservation of ethnic cultural characteristics. Lastly, 'marginalisation' (Berry & Sam, 2011) considers that neither intercultural contact nor culture maintenance is deemed significant. In general, the integration model of acculturation is the most popular model and also the most adaptive one in terms of thriving psychological adjustment (Berry & Sam, 1997).

The pressure of adjusting to an unfamiliar culture has been associated with anxiety, low confidence, identity uncertainty, alcoholism, and drug use (Ponterotto, Baluch & Carielli, 1998; Roebbers & Schnieder, 1999). Winter and Young (1998) indicate that changing countries, regardless of the reason, is often met with added stress of separation from extended family members, reduced parental support, living with concerned adults, and peer rejection. In this respect, social support, or the lack thereof, may directly or indirectly establish levels of self-esteem, self-concept, and add to the increase and severity of psychopathology among migrants (Sonderregger & Barrett, 2004).

Jasinskaja-Lahti and Liebkind (2007) mention the existence of various acculturative stressors such as perceiving oneself as having been treated unfairly, or being a victim of discrimination, lacking social support, lack of language proficiency, poor socioeconomic status and duration of stay in the host country. Arends-Tóth and Van der Vijver (2006) refer to other factors that could influence migrant learners' schooling experiences, such as social contacts, daily living conditions, education, identity, values, general knowledge and specific cultural habits. For minority learners, the lack of linguistic or culturally appreciated social skills and the failure of shared social

support in interpersonal relationships with peers and teachers may hamper their individual sense of school belonging (Andriessen & Phalet, 2002).

Migration does not however necessarily imply negative outcomes. Studies conducted in the USA have presented contradictory results showing increased and lower risk of psychiatric disorders in migrants in comparison to the native-born population (Levecque, Lodewyckx & Bracke, 2009). Migration may have positive outcomes such as personal growth, self-affirmation and learning new social and adaptation skills (Walsh, Shulman & Murer, 2008). For this reason, acculturation and psychosocial adjustment are important issues with regard to mental health and in terms of how migrants perceive discrimination in their own life (Chou, 2007; Neto, 2006).

2.3 CONCLUSION

The aforementioned literature review offers valuable insights into the phenomenon of parent/guardian support for Korean migrant learners' schooling experiences. Four particular areas indicate that there are limitations in existing research are mentioned in the literature.

The majority of the research studies on this essential subject are based on data from developed countries, predominantly from the USA, the UK and countries in Europe. The social background of these countries is considerably different from that of South Africa, where this study was carried out.

Largely the research studies are quantitative in nature. They consistently organize diverse independent variables, such as the socio-economic position of the family and the social and academic effect on Korean migrant learners. Although such research is mainly helpful in recognizing the power of diverse variables, a qualitative methodology allowed for a perspective on the phenomenon of the support that is given to these learners' schooling experiences.

Most of the previous studies focused on high school learners, whereas this study focused specifically on primary school learners.

CHAPTER 3

RESEARCH DESIGN AND METHODOLOGY

3.1 INTRODUCTION

The preceding chapter presented the literature review with information on this study, which is based on parent/guardian support for Korean migrant learners' primary schooling experiences. In this chapter my research design and methodology is discussed within the research paradigm which I considered most suitable for the problem I investigated. This study examined parent/guardian support of Korean migrant primary school learners' schooling experiences. A scientific research process was undertaken. McMillan and Schumacher (2006, p. 9) describe research as "a systematic process of collecting and logically analysing data for some purpose". Since research is scientific in nature it cannot be undertaken blindly and therefore requires thorough planning. This will be discussed throughout the chapter.

3.2 RESEARCH PARADIGM

According to Denzin and Lincoln (2011, p. 13), "the net that contains the researcher's epistemological, ontological, and methodological premises may be termed a paradigm", while Creswell (2007, p. 19) defines a paradigm as "a basic set of beliefs that guide action".

Three research paradigms can be differentiated within educational research. These include the positivist, interpretivist and critical paradigms (Merriam, 1998; Terre Blanche & Durrheim, 2006). Within a positivist paradigm, truth is regarded as a constant and quantifiable entity (Merriam, 1998). When a phenomenon is considered from a critical paradigm, truth is seen as a "fluid and variable set of social constructions" (Terre Blanche & Durrheim, 1999, p. 6). Researchers who work from an interpretivist paradigm envision truth as an agent of people's knowledge and their external situation (Merriam, 2002; Terre Blanche & Durrheim, 1999). This research was considered through the lens of an interpretive-constructivist paradigm as a

means to interpret the participants' realities as representative of their knowledge and their external environments (Merriam, 2002).

The interpretivist paradigm is implemented to gain understanding by interpreting the participants' perceptions. This paradigm can be discussed by referring to ontology and epistemology. Ontology can be defined as "the worldviews and assumptions in which researchers operate in their search for new knowledge" (Schwandt, 2007, p. 190). In the interpretivist paradigm realities exist in the form of multiple mental constructions, which are socially and experientially based, within the local and specific, varying in form and content depending on the individual (Guba, 1996, cited in Lincoln, Lynham & Guba, 2011). We therefore construct knowledge through our life experiences and our interactions with other members of society. As researchers, we must interact with the participants throughout the research process, to ensure we are producing knowledge which reflects their reality (Lincoln et al., 2011).

Preissle (2006, p. 691) suggests that through the research process "we are studying ourselves and others". This refers to epistemology, which considers the processing of thoughts, the relationship between what we know and what we see, as well as the truths we seek and believe as researchers (Guba & Lincoln, 2005). This suggests that we are shaped by our experiences throughout life and these encounters evident in the knowledge we generate as researchers, as well as in the data produces by the participants (Lincoln et al., 2011). Findings are a result of the relations between the researcher and the participant (Guba, 1996). The interpretivist paradigm allows for interaction, together with the accepted practice, and extends anti-foundational opinions, while supporting experimental and multi-voiced content (Denzin & Lincoln, 2011).

A research design is a 'blueprint' of research, which deals with at least four problems. These include: which questions should be studied, which data is relevant, which data should be collected and how the results should be analysed. The main purpose of the research design is to ensure that the evidence addresses the initial research question (Yin, 1984). Therefore, a research design portrays a flexible set of guiding principles that link theoretical paradigms, firstly, to strategies of inquiry and secondly, to methods for gathering empirical material (Denzin & Lincoln, 2011). I used a case

study, qualitative approach, to help me understand the support that parents/guardians give to Korean migrant learners' primary schooling experiences.

Yin (2009, p. 18) defines case studies as:

[...] an empirical enquiry that investigates a contemporary phenomenon in depth and within its real-life context, especially when the boundaries between phenomenon and context are not clearly evident [...] it copes with the technically distinctive situation in which there will be many more variables of interest than data points, and as one result relies on multiple sources of evidence, with data needing to converge in a triangulating fashion, and as result benefits from the prior development of theoretical propositions to guide data collection and analysis.

In a case study design the data analysis focuses on one phenomenon or bounded system, which the researcher has selected for in-depth study, to gain a better understanding regardless of the number of areas or participants selected for the study (McMillan & Schumacher, 2006).¹ In this case it is parent/guardian support given to Korean migrant learners during their primary schooling experiences. The primary strengths of a case study design includes depth, detail, richness, completeness and individual variance (Flyvbjerg, 2011).

The focus of the study includes the manner in which each participant interpreted the support given to their Korean migrant learners' schooling experiences. As these learners are individuals who are predisposed to their own unique life experiences, I anticipated that the data would reveal multiple constructed realities for me to study. In my contact with the relevant parents/guardians, I expected them to describe the form of support that they give to their children's schooling experiences. I had to interpret this information, taking into consideration their personalities, family backgrounds, how they produced reality about the question of migrating to another country, and the interaction between them and me, as well as between themselves and the learners. Carr and Kemmis (1986, p. 86) contend that "[s]ocial reality can only be understood by understanding the subjective meanings of individuals". This warranted my decision for approaching the study from within an interpretive constructivist paradigm.

3.3 QUALITATIVE RESEARCH AS METHODOLOGY

Denzin and Lincoln (2011) state that qualitative researchers consider phenomena in their natural settings, by way of attempting to make sense of situations in terms of the meanings people bring to them. The purpose of qualitative research can differ according to the research paradigm and methods used. This qualitative study sought to expand on the knowledge of the support parents/guardians give to Korean migrant learners during their primary schooling experiences. The purpose of the research was to develop the information base on this topic specifically (Guba & Lincoln, 2005), within a South African context.

With the purpose of understanding the problem, the subsequent research questions were posed:

How do parents/guardians of Korean migrant learners support these learners' schooling experiences?

- How do parents/guardians provide academic, emotional, social and financial assistance to children in their care?
- What are parents'/guardians' perceptions of the learners' schooling experiences?
- Do parental cultural background and expectations influence parents'/guardians' decisions about learners' schooling experiences?

Qualitative research entails a naturalistic inquiry and mainly describes and analyses people's individual and shared social actions, beliefs and thoughts and people in their normal settings (Creswell, 1994). The researcher conducts the study in a natural setting and then builds a complex, holistic picture, analyses words, reports the views of the participants in detail and conducts the study in a natural setting. The research attempts to understand the participants' perspective with regard to a social phenomenon. By analysing the content, meaning can be formulated from the situations and events allowing for an enhanced perspective on the subject. Qualitative research acknowledges the description and interpretation of phenomena within the context in which it is experienced and understood from the participants' point of view (Mash & Wolfe, 2002).

3.4 RESEARCH INSTRUMENTS

A qualitative research methodology was selected, using semi-structured interviews and focus group interviews to collect the data. The different research methods relevant to this research form the centre of this study. According to Bean (2006, p. 357), the various methods serve as "the tool used to accomplish part of the study, specifically, how to obtain and analyse data".

3.4.1 Semi-structured interviews

Semi-structured interviews permits the researcher to ask questions about feelings, emotions, thoughts and behaviour of an individual in the past and to consider how individuals organise their lives around the meanings they attach to these aspects. Information may be gathered which has the potential to enhance and re-orientate the researcher's present understanding of a situation (Mouton, 2001). Patton (2002) proposes that qualitative research is not a set recipe, but rather entails learning through experience. Merriam (1998, 2002, 2009) states it is through the process relaying extensive information, obtained through personal interaction that persuades the reader of the reliability of the findings. By using semi-structured interviews and open-ended questions, the researcher works according to the principle of interactions. Participants construct their social worlds in collaboration with the research (Denzin & Lincoln, 2011). The questions constructed in this research were designed to encourage interviewees to express their individual experiences of the support that is given to these Korean migrant learners with regard to their primary schooling experiences. These questions were formulated using the knowledge gained from the literature review, as well as that of my own experience of the support that is needed for these children. See addendum E.

This type of interview permits participants to use their "unique ways of defining the world" (Silverman, 1993, p. 95). There is no specific pattern in which the questions should be posted, thus allowing participants to raise important issues, other than those implicit in the schedule, thereby enriching the data and providing authentic insight into the parent/guardian's support (Silverman, 1993). In these semi-structured interviews I asked open-ended questions, which encouraged the participants to elaborate on their answers. An interview guide was created to structure the

interviews into relevant themes. Each participant's interview was recorded and transcribed verbatim to support the data analysis.

The interviews were conducted at the school throughout the first term. My classroom provided the context for the interviews. Each interview lasted one hour.

3.4.2 Focus group interview

The individualised semi-structured interviews were my primary form of data collection, with a focus group interview as a secondary method of data collection. The focus group was used for collective communication. It was also served to promote dialogue as a means to achieve higher levels of understanding of issues critical to the study and to observe the conflicts of perception (if any) arising (Kamberelis & Dimitriadis, 2011). Focus group interviews create a social environment in which members are inspired by one another's perceptions and ideas. Furthermore, the researcher can enhance the quality and richness of data through a more efficient strategy than one-on-one interviewing (McMillan & Schumacher, 2006). According to Krueger (1988, p. 18), a focus group interview is "a carefully planned discussion designed to obtain perceptions on a defined area of interest in a permissive, non-threatening environment".

Fern (2001) identifies three different types of tasks for focus group interviews, namely exploratory, experiential and clinical. Exploratory focus groups refer to the creation of new ideas, collection of unique thoughts, and identification of needs, expectations and issues. During these interviews it is important to discover and explain results. The clinical focus group interview is only used in marketing to unveil motives; expose resistance to persuasion; uncover predispositions, biases and prejudices and as a means to analyse predilections toward aberrant behaviour. In the experiential focus group, which was implemented in this study, life experiences are shared. Attitudes, preferences, intentions and behaviours are gained to look at understanding language, knowledge and experiences and to evaluate strategies (Fern, 2001). Experiential focus groups help to triangulate the face-to-face semi-structured interviews and to confirm models, hypotheses and theories (Fern, 2001).

My aim for the focus group interview was to bring the nine parents/guardians who provide support to Korean migrant learners the research, together as homogenous

group, as a means to share their knowledge and experiences with each other. During the explanation of the research, one of the guardians stated that he would participate in the semi-structured interviews, but not in the focus group interview. He mentioned that he wanted to meet me alone. Another participant was unable to attend the scheduled appointment of the focus group meeting. Therefore only seven parents/guardians participated in the focus group interview.

The advantage of focus group interviews lies in the group interaction, as participants relate to one another, by way of sharing ideas and experiences (Babbie & Mouton, 2001). Group interaction and personal reflection during focus group interviews can promote the collection of high quality data, through the successful facilitation of the researcher. The researcher is also required to have knowledge of the personal and interpersonal dynamics of the group. Careful planning with regard to the participants, the environment and the questions to be asked is imperative when conducting effective focus group interviews. In my research, the focus group followed the same semi-structured format, which enabled the previously mentioned themes to be discussed, but offered adequate flexibility for them to arise during the expected course of group discussion (Crossley, 2003).

The focus group session took place in the second term of the school year, which allowed me the breadth of time to carefully plan and design the questions I was to ask during the focus group session and thereafter for transcription of the interviews to take place. The focus group session lasted for two hours and took place in my own classroom, at school.

Qualitative research has inherently a multi-method focus (Flick, 2009). Multi-methods or triangulation are used in an effort to secure an in-depth understanding of the situation. Since objective reality can never be fully captured, and is considered only in terms of its representations, triangulation is not a tool or strategy of validation but rather an alternative to validation (Flick, 2007). The combination of multiple methodological practices, empirical materials, perspectives and observers in a single study is best understood as a strategy that adds thoroughness, breadth, complexity, richness and depth to any inquiry (Flick, 2007).

I worked with a bilingual interpreter who played an intermediary role during the interviews. She was involved in translating back and forth and interpreting responses between non-English speaking participants and me as the English-speaking interviewer. The interpreter did not have formal education in qualitative research methods and ethics. Thus, several hours were spent in preparing the interpreter for the interviews. This is consistent with recommendations by Adamson and Donovan (2002, cited in Williamson, Choi, Charchuk, Rempel, Pitre, Breitzkreuz & Kushner, 2011), Freed (1988, cited in Williamson et al., 2011), and Murray and Wynne (2001, cited in Williamson et al., 2011). The preparatory session included discussions about qualitative research methods, the purpose and background of the study, the implementation of interactive qualitative interviews, and ethical procedures, including informed consent and confidentiality. The interpreter also signed a confidentiality agreement. The services of the interpreter were employed to ensure that parents/guardians understood the questions posed to them, as some of them were not fluent in English. The interpreter also needed to ensure that the correct information was being recorded during the interview process as a means to ensure the validity of the data. Therefore, forward-back translations were used to ensure that the correct information was acquired. Possible errors that can be made by an interpreter must be considered during these interviews. Vasquez and Javier (1991) point out that some of the most common errors made by interpreters are omissions, additions, condensation, substitution and role exchange. Omissions occur when the interpreter excludes part or all of a message sent by one of the individuals who are speaking. This can happen, especially when there is sizeable content in the interview and the interpreter omits parts of what has been said. Additions occur when the interpreter adds to what the speaker has said, often to clarify or to make the interview flow more smoothly or politely. Condensation is a very common problem, where the interpreter summarises verbal content according to his or her own views as to what is relevant in the interview. These perspectives may differ significantly from those of both the interviewer and the participant. Substitution occurs when the interpreter replaces what has been said with something which has not been said. Role exchange happens when the interpreter takes over the role of the interviewer and substitutes the interviewer's questions with his or her own. It is therefore important to recognise these difficulties, to anticipate them and to realise that any interpreted interview represents a less than ideal situation. However, this does not mean that

inferior standards are acceptable or that parties should feel hopeless. It represents a realistic basis on which to build the best possible interview (Swartz, 2000). It must be noted that most of the parents/guardians preferred to talk to me in English even though the interpreter was present, and therefore the interviews were carried out in very broken language.

3.5 RESEARCH POPULATION AND SAMPLE SELECTION

The context was a specific primary school in the Durbanville area, in the Western Cape. This primary school was established in 1976; therefore it is now 35 years old. At the time of the research, this primary school had 1 143 learners. It is situated in an area with high socio-economic status. The learners are predominantly white. This school where I work, has a great number of Korean migrant learners and therefore I have easy access to parents/guardians.

The selection criterion was that parents/guardians had to be those of Korean migrant learners.

At the time of the research, a total of 23 Korean migrant learners attended this primary school. There were nine parents/guardians who took care of these learners. As Korean migrant learner population functions in different types of families, i.e. either with their biological parents or with guardians, both types of families were included in the study. All these parents/guardians were used for the study. Therefore, for the purpose of this research there were nine participants: seven parents and two guardians. Purposeful sampling was used for this study, as this satisfied the selection of information-rich cases for in-depth study, without needing or desiring to generalise to all such cases (McMillan & Schumacher, 2006). It allowed me to collect specific information from a small sample of participants. Consent to conduct the interviews was obtained, on site, from each parent/guardian.

3.6 RECORDING OF DATA

The data consists of the transcriptions (see addendum F) of both the individual and focus group interviews. All interviews were recorded to ensure that no data was lost. Prior to the interviews, the purpose of the audio recording was explained to each participant. They subsequently gave their permission for me to record the interviews.

After each interview the recordings were transcribed verbatim. This process is necessary for data analysis, as valuable data can be lost if it is not transcribed accurately. Powney and Watts (1987, pp. 145–146) state that “‘truth’ lies on the tape; it becomes an objective fact through transcription, while the researcher’s own understanding of what was happening and being said in the interview is relegated to ‘unreliable data’”.

Observations of non-verbal communication were added as field notes, to the transcribed interviews. Interviews were conducted in a private room at the school to guarantee confidentiality. I endeavoured to create good rapport with the participants, enabling them to speak openly and extensively about their experiences of support. The interview transcripts were given to the subjects for validation, via a “member check” (Babbie & Mouton, 2001, p. 275). The data was ready for analysis after all the transcriptions had been completed.

3.7 DATA ANALYSIS

Analysis is the method of bringing order to the data by organising the information into patterns, categories and basic descriptive units (Patton, 1990, p. 144). Bernard (2006) states that through analysis the researcher identifies patterns in data and finds an explanation as to why they are there in the first place. Furthermore, the key of using a theme is not necessarily dependent on quantifiable measures, but in terms of whether it captures something important in relation to the overall research question (Braun & Clarke, 2006).

By reading the transcripts numerous times I sensitised myself to relevant ideas and themes. It is important to enter a phase of active engagement with the data, to begin the process of entering the participant’s world. This process ensures a growing familiarity with the transcript and it begins to identify specific ways by which the participant talks about, understands and thinks about an issue (Smith et al., 2010). Themes common to each participant could be identified and supplied an initial analysis of the data, before it was deconstructed and coded (See appendix G). A code is most often a word or short phrase that can be identified as containing important and relevant information (Saldana, 2011). Thus coding is a method that enables the researcher to organise and group similarly coded data into categories or

families, as they share some inherent characteristic. Classification reasoning, combined with one's own intuition, determines which data is grouped together (Lincoln & Guba, 1985). By doing this I was able to access the interviewees' frame of reference (Burnard, 1991).

I coded each word, line or paragraph in an attempt to summarize the participants' meanings. I then grouped related codes into categories. According to Saldana, (2011, p. 45) "the reverberative nature of coding – comparing data to data, data to code, code to code, code to category, category to category, category back to data – suggests that the qualitative analytic process is cyclical rather than linear". There are two main sections which include first cycle and second cycle coding methods. I only applied the first cycle method in my analysis. Second cycle coding is only used if necessary. First cycle methods are those processes that occur during the initial coding of data. The specific methods that I applied in my first cycle coding were attribute coding. I used this to log essential information about the data and demographic characteristics of the participants. I also made use of descriptive coding where I assigned labels to data in order to provide an inventory of their topics. Value coding assessed the participants' integrated value, attitude and belief systems. As I generated codes based on preparatory investigations, through my literature review, I also initially used provisional coding (Saldana, 2011). Provisional coding captures and brings together the nature, or basis, of the experience creating a meaningful whole.

These groups were once again recoded and re-categorised. The categories that captured the essence of the concept they contained, were named. Once I had created categories I looked for links between them. Through this process I could methodically construct ideas as to how the categories, or concepts within them, connected to each other (Marshall & Rosmann, 1995). The main category that linked all other categories was then identified. The process of analysis led me to the main categories. Analysis was completed once all the categories had been defined and the relationship between them recognized. They were then incorporated into findings in order to describe each participant's social world clearly so that the reader can almost see and hear the participants. As stated above, data analysis is a process during which the research material is divided into different components. These components

are re-organised with the help of accumulated data and combined in new, creative ways to form new meaning (Le Compte & Preissle, 1993).

3.8 VERIFICATION OF DATA

The accuracy of qualitative research is constantly questioned regarding validity and reliability, which are characteristic norms to which the standards of qualitative research are measured. Qualitative researchers have developed a set of criteria to which a study must align before it can be regarded as having a high standard. Denzin and Lincoln (2011) formulated the following as criteria to be considered: validity, transferability, reliability and trustworthiness. Seale (2001) suggests that the qualitative researcher should constantly reflect on these criteria during the research process, to ensure that a high standard is maintained. In this research all four methods were implemented to verify the data collected from the participants, and in doing, ensure validity.

Validity considers the level to which the researcher and other interested persons believe and trust the research design, as well as the research results (Davis, 2004; Toma, 2006). The validity of the data is indicated, by the repetition of common themes in the responses of these participants. Merriam (2009) claims that qualitative case studies tend to have high internal validity. Internal validity is achieved by specifying the units of analysis, developing rival theories and analysing already published work to test own theories (Merriam, 2009). Triangulation, member checks and peer examinations are strategies to ensure internal validity. It is important that internal validity is assessed in terms of interpreting the researcher's experience, rather than in terms of reality itself. To achieve internal validity in this study, I used the strategy of triangulation by doing a focus group interview. Terre Blanche and Durrheim (2006) state that external validity is established when findings from studies can be generalised beyond the confines of the design and study setting. As this study entailed a single interpretive case study the generalisability of the findings was not high.

Reliability specifies the degree to which the study and the results acquired can be repeated (Toma, 2006). The phenomenon studied in education and psychology is thought to be dynamic and to have impacting factors that are forever changing.

Merriam (2009) contends that in a qualitative case study research the emphasis depends on collecting definitions and presentations in a form where it is open to multiple interpretations. The above is true for this study as each participant involved has their own understanding of their text.

Auditing by way of accurate documentation of data, methods used, decisions made and the final product are efforts to guarantee reliability of the study (Seale, 2001). To ensure transferability, a detailed description was provided of the setting in which the study took place, in this case a primary school in the Durbanville area in the Western Cape. This allows the reader to come to a decision as to whether the findings are relevant to their particular setting (Seale, 2001; Toma, 2006). When validity, reliability and transferability of data are high, trustworthiness will also be enhanced. Trustworthiness considers the degree to which individuals outside the study can confirm the data and findings (Toma, 2006). Trustworthiness also confirms that the data is unbiased (Davis, 2004).

Throughout the research process, attention to the above-mentioned criteria was carefully considered, in order to guarantee research of a high standard.

3.9 ETHICAL CONSIDERATIONS

Mertens (1998, p. 23) proposes that ethical considerations should encompass an essential part of the research design in any research study and should be an important part of the research process as a whole. This prevents the repetition of some of the bias which happened in the past, in the pretext of research.

The proposal for the research was submitted to the Ethics Committee of the University of Stellenbosch for institutional review and ethical approval was granted for the study (490/2010). See addendum C.

Specific ethical principles were implemented in this study and the participants were fully informed regarding the nature of the study and guaranteed of confidentiality. The identities of the participants remained anonymous. Participants were informed about the rationale of the study and asked for their signed consent. See addendum D. The participants were also informed that any information disclosed by them would remain confidential. The nine participants understood that their participation was completely

voluntary and that they could withdraw at any point. The participants will also have admission to a summary of the full report, on completion of the study.

The potential benefits of the research for the participants and the community, during and after the research, must exceed the costs and risks involved in the research process. Participants' right to autonomy is vital and it is only in highly exceptional cases that researchers will be permitted to conduct research without the explicit consent of the participants (Allan, 2008). Informed consent for participation in this study was gained following a thorough verbal explanation of the study to each participant. The participants were also provided with an information sheet explaining the purpose of the research.

Researchers must respect participants' rights to privacy – both in terms of their right to be left alone and their right that data collected through their participation will remain confidential (Allan, 2008). Special care must be taken in the publication of research results to ensure that individual participants remain anonymous (Burgess, 1984).

The integrity principle is vital in all areas of research. The entire research process should be transparent and subject to peer review, from the perspectives of informing the client, conducting the research and dissemination of the research findings (Allan, 2008). During this study, the participants were kept informed at all times to ensure transparency between them and myself.

3.10 LIMITATIONS

I came across certain factors as limitations to the study. As the researcher, I required a solid background of information related to my research. Since research on this topic is limited in South Africa, most of the information was gained from international research, which does not always apply to this context.

As the researcher I was required to be aware as to how I influenced the outcome of the study. Even though I was always aware of controlling it, the fact that my cultural background is different to theirs could have added to bias on my part, both during the data-collecting stage and the interpretation of findings. I addressed this matter by way of validating the data across multiple research methods, such as requesting the

participants to cross-check the interviews and make use of the interpreter to validate any inferences made.

Since I am not fluent in Korean and had to make use of an interpreter to relay information, I consider how much more effectively I could have conducted the semi-structured interviews as well as the focus group interviews if I had been able to fluently converse with the participants in their home languages. I also wonder whether other information regarding the support would have come to light had I there been more time available to spend with the participants.

Although there was an interpreter to assist the participants to converse English, they continued to speak in broken English most of the time. Therefore, information could have been lost.

The research was implemented with nine parents/guardians from the same community and with similar social backgrounds and influences. Since qualitative research is about understanding, and not generalising, the findings cannot be generalised outside this community.

The knowledge of participating in a research project could have prejudiced the responses from the participants. This is called the Hawthorne effect, which Huyseman (1994, p. 66) suggests is a "reactivity of research referring to the impact on individual participants of knowing that they are part of research". Hence focus groups were implemented as an additional data-gathering technique in situations where contestation was likely to happen. This may therefore have reduced the likelihood of participants manipulating the information.

3.11 SUMMARY

In this chapter I espoused the research design for the study. I warranted my choice of using qualitative methodology and methods. I explained the process of analysis and interpretation of data and indicated that the findings would be compiled into a research report.

In the next chapter (Chapter 4) an extensive report on the research findings is provided in the form of themes and categories that were identified during data analysis.

CHAPTER 4

DATA ANALYSIS AND FINDINGS

4.1 INTRODUCTION

In Chapter 3 the focus was on presenting the research design and methodology that was appropriate for the study. In this chapter I present the data and discuss the findings of the study. The literature reviewed in Chapter 2 serves as a framework for this discussion.

The process of analysis commenced with reducing the data, and organising and presenting it in tables and matrixes. This process was deemed important as it allowed me to organise all the data that was collected (Daniels, 2010). A discussion of the methods of data collection and analysis are presented, followed by the findings that emerged from the process. An interpretation of the research findings is put forward.

The methods used for data collection were required to generate information that could capture the thoughts and experiences of parents/guardians of Korean migrant learners and the support they provide to their primary schooling experiences. The aim of the data collection was to use parents'/guardians' personal interpretations of support given to Korean migrant learners' primary schooling experiences. The data had to answer the following research question and sub-questions:

How do parents/guardians of Korean migrant learners support these learners' schooling experiences?

- How do parents/guardians provide academic, emotional, social and financial assistance to children in their care?
- What are parents'/guardians' perceptions of the learners' schooling experiences?
- Do parental cultural background and expectations influence parents'/guardians' decisions about learners' schooling experiences?

Data was acquired by way of semi-structured interviews (SI) and a focus group discussion (FG). The primary data collection method in this study was the semi-structured interview. The focus group interview was implemented as an opportunity to validate the individual data by presenting it for further discussion among the participants in the group.

The discussion procedure required an exploration and interpretation of the general themes that emerged from the data obtained in the semi-structured interviews and the focus group discussions. These themes are discussed according to the categories that were created during the data analysis.

4.2 CONTEXT OF THE RESEARCH

The research population was limited to one primary school situated in the Western Cape. The population sample consisted of eight families (two guardianships, two parents in one family and five single mothers).

4.2.1 The participants

Table 4.1 offers important demographic data of the sample. Pseudonyms were used for all participants.

Table 4.1: Demographic data

Name	Age	Gender	How long in SA	Returning to country	Occupation	How many children	Relation to child
Alexia	38	F	1:6	Don't know	Housewife	2	Biological mother
Barbara	40	F	1:6	Maybe	Housewife	3	Biological mother
Cassy	43	F	3:5	America	Housewife	2	Biological mother
Dave	43	M	7	No	Guardian	12	Guardian

Name	Age	Gender	How long in SA	Returning to country	Occupation	How many children	Relation to child
Ethan	43	M	0:10	Yes	Businessman	2	Biological father
Faith	41	F	0:10	Yes	Housewife/ student	2	Biological mother
Greta	42	F	0:5	Yes	Housewife	2	Biological mother
Hanah	42	F	1:6	Not sure	Housewife	3	Biological mother
Ian	37	M	7:3	No	Missionary Tour guide Guardian	5	Guardian

4.2.2 Implementation of the research

The participants' children all go to a public primary school that falls under the Western Cape Education Department (WCED). As a result, I sought written permission from the WCED for the research to take place at the school. The WCED granted permission to carry out the research for the period 19 January 2011 to 30 August 2011 (See addendum A).

In February 2011 I requested permission from the school to carry out the research (See addendum B) and the principal was very encouraging and optimistic. During this time I scheduled all the required appointments for the interviews and the focus group discussion to proceed. The interviews (addendum E) were carried out during the month of February and transcribed (addendum F) within 72 hours of each interview. The focus group interviews took place two months later.

4.2.3 Data analysis and interpretation

Data was collected from the transcribed semi-structured interviews and focus group discussions and the variety of data collection methods implemented in this research produced a large amount of information. As the interviews took up to 60 minutes per interview it was essential to condense the amount of data to simplify the

interpretation. The data analysis (Smith et al., 2010) had to be completed in a very responsible way so that valuable information was not lost in the process.

During the data analysis stage, patterns and ideas were sought as a means to explicate the source of these trends (Bernard, 2006). While transcribing the semi-structured interviews and focus group discussions, I began the process of formulating possible thematic content. Coding (See addendum G) was used in the analysis to categorise the data. When codes were applied and reapplied to the qualitative data, it allowed data to be segregated, grouped, regrouped and relinked to consolidate meaning and explanation (Saldana, 2011). I grouped together related themes and colour coded them. Additional groups were created for themes that did not fit into any particular group. Subsequently, I transformed the themes to categories and supplied the categories with a descriptive phrase. Similar themes were grouped together in one category. Quotations from individual participants were also used to clarify findings. Once transcription was completed, a list of themes and sub-themes were collected.

4.3 FAMILY DYNAMICS

In order to comprehend the interactions between the micro-, meso- and macro-systems, the family dynamics in the households of parents/guardians with Korean migrant learners require illumination at the outset. Each interview began with the collection of demographic data vis a vis the participants' family dynamics. The information regarding the families who were in the care of the nine parents/guardians included data related to the age of the children, the grades of the children, their gender, their residential status, the length of time that they had been living in South Africa and determinants as to whether the children would be returning to Korea. I also discussed their reasons for specifically migrating to South Africa and their enrolment at this particular primary school.

The themes of this data on the family dynamics are represented in Table 4.2. I labelled these themes as *structure* and *reasons for migration* and discussed each individually. The 'Age' column shows the range of the children's ages rather than the average of their ages

Table 4.2: Family Dynamics

Theme	Sub-theme	Alexia	Barbara	Cassy	Dave	Ethan Faith	Greta	Hannah	Ian
Structure	Age	10 – 12	11 – 13	11	8 – 11	11	12 – 13	12	10 – 12
	Grade	4, 6	4, 6	5	3 – 6	5	6 – 7	5	4, 6
	Gender	1F*, 1M*	1M, 1F	F	4F, 3M	M	2M	F	1M, 1F
	Residence status	Study visa	Study visa	Study visa	Study visa	Study visa	Study visa	Study visa	Permanent residency
Reasons for migration	South Africa	English Environment	English	English to go to America	English	English Experience	Rest English	English Experience	Age Environment
	School	Close to home	Friends	Friends	Close to home		Friends	Sister	Relationship

Key: *F=Female; M=Male

The themes that were generated in the analysis of parents'/guardians' support of Korean migrant primary schooling experiences will be discussed under the following headings:

Macro-systems:

- Reasons for migration

Micro- and meso-systems:

- Structure
- Support given to Korean migrant learners
- Parents'/guardians' perceptions of schooling experiences
- Cultural differences influence these views

Each theme is discussed in turn in the next section.

4.4 MACRO-SYSTEMS

In order to understand the macro-systemic approach, implicit in an ecosystemic epistemology, consideration of the reasons for migration within the framework of Bourdieu's theory on cultural capital, as well as the social closure theory requires delineation.

4.4.1 Reasons for migration

As was evidenced in the data analysis, the reason for migration to South Africa was firstly to study English and secondly to gain different experiences in a variety of environments, which incalculated a kind of globalisation process. This is supported by Bourdieu's theory on cultural capital and the social closure theory (Kim, 2011) which considers that individuals mobilise their cultural, economic and political powers and resources to attain higher social status beyond national boundaries. Below are some typical quotes that illustrate the participants' reasons for migration:

We come to study, work and watch world cup. Korean people seldom

experience Africa. Korean learn English. (Ethan + Faith SI¹)

Came to South Africa to give my children the opportunity to not only study but do other things as well. (Alexia SI)

Studying and business and ... um ... this time we take a lot of time for our lives. It sounds good, the lunchtime of my life. (Greta SI)

In the very beginning my friend was here and she really liked it so she introduced to me South Africa and we came here for three years and then we went back and now we want to go to America so we came here again because I really liked it and we want to prepare for English to go to America. (Cassy SI)

My daughter she came here [to²] learn proper English and ... um ... [get] experience. (Hanah SI)

Learning English. [Just to learn English]. Yes. (Dave SI)

Mmm ... um ... English specifically, learning English, there was a few things said about the education in Korea and the reasons why moving from that education system, and I think examples were just learning, learning, learning, memorising, memorising, memorising and here is more open, the extra tuition after classes, after school, and also the English teaching in Korea is not always sufficient enough and you want more English learning. (Ian FG)

Some of the participants also indicated that they wanted their children to have a different cultural experience (cultural capital and positional competition). They felt that South Africa is a very diverse country. Alexia also mentioned that South Africa's environment is different from that of Korea. This supports Kim (2011); Moon (2011) and Song's (2010) citing that learners in Korea study for most of the day wherein, education is the most important area of focus. With this in mind, Alexia also indicated that she would like her children to engage other activities as well. Greta aligned with

¹ FG = Focus group discussion; SI= Semi-structured interview

² Extra words are included in these brackets to improve the reading and understanding of the sentences.

these findings, and suggested that she wanted to move from Korea as she wanted some rest, as Korea is a very demanding country and her husband is very busy at work.

In Korea, viewpoints towards English have been formed by a number of historical, political and social factors. America has historically had a political influence in Korea because Korea required US material support to restructure its society after acquiring independence from Japan in 1945 together with the influences of the Korean War between 1950 and 1953 (Park, 2009, cited in Moon, 2011). English, which was presented by American and British Christian missionaries, was alleged by many as a symbol of egalitarianism and democracy (Shin, 2007). The strong US military presence and economic influence are still evident in Korea although there is a clear anti-American movement. Korean understanding of the English language is related to Americanisation against the background of globalisation (Park, 2009, cited in Moon, 2011). The tendency towards Americanisation is supported by the research results in that English and globalisation are the main reasons for migration (cultural capital and positional competition). Support of 'English fever', 'English madness' or 'Englishisation' (Moon, 2011) in education are evidenced in numerous diverse developments, such as the fact that the age at which English is first taught at primary schools has been reduced; the implementation of the 'English-only policy' implicit in the English classroom; the launching of 'English-immersion villages' (Park, 2009); the increase in English private tutoring and the sudden rise in travel to English-speaking countries as a means to improve English. It has even been recommended that English be implemented as an official language (Yoo, 2005, cited in Moon, 2011). Proficiency in English has been considered as both as a means to achieve a competitive edge and as the quickest solution for Korea to become a first-class, highly developed country (Kim, 2000), through the development of education in and outside Korea.

Barbour (2008) explains that "rather than seeking to record one definite view, qualitative research recognises the existence of 'multiple voices' and often seeks to capture these, by, for example, illuminating the differing concerns and assumptions of professionals and the laity". During this focus group interview the theme of migration became very controversial, as it became apparent that there were discrepancies between the opinions of the guardians and the parents. Although most

parents suggested that English was the primary reason for migration, during the focus group interview it became apparent that this was not veritable for each case. Although the guardians mentioned that English was the reason for coming to South Africa, parents disputed this statement. They indicated that they had migrated to experience an alternative environment and as such, be a part of the globalisation process. These divergences in opinion can be considered against the backdrop of Bourdieu's theory on cultural capital and the social closure theory where positional competition plays a role. In essence the parents'/guardians' reasons for migration correlates with these theories, however they do not perceive it that light.

Some of the parents'/guardians' responses are quoted below.

They come to study English. (Ian FG)

No. That is not the only reason we come to South Africa. English is very good, but me and my husband decided that it will be good for the children to experience different countries and to maybe also have a chance to live in a different country. So to give them this experience. They come to experience a different environment in general and also for study. My husband live in Korea and I lives here and it is not an easy choice to make. (Alexia FG)

I disagree. If not for improve in English they do not improve in school and friends. English is part of globalisation. (Ian FG)

During the focus group interview the interaction between the participants became apparent. The single male participant who engaged the focus group interview was able to converse coherently in English. It was interesting to observe that whilst participating in the conversation, the other participants who could not speak English well continued to converse in Korean and made use of the interpreter, yet during periods of his intermittent exits from the group, they transitioned immediately to English, in spite of the fact that it was "broken" English. It appeared that even between parents and guardians there was a sense of cultural capital. Positional composition also appeared to be at play.

The themes concerning the family dynamics that were brought to the fore in this

research were not different from those reported in previous studies (Kim, 2011; Moon, 2011; Song, 2010). Most parents fell into the 'wild goose family' system, with only some being part of the nuclear and guardian family system. Parents/guardians wanted their children to study in South Africa to improve their English and to study in a different environment (cultural capital and positional competition), as they believe Korean society is too focused on studying and academic achievement at the exclusion of other cultural and social activities.

4.5 MICRO- AND MESO-SYSTEMS

In order to understand Korean migrant learners' schooling experiences in a trans-national context, the micro- and meso-systems need to be understood as they are articulated in psychological and individual theories. Therefore, it is important to consider the acculturation theory when the micro- and meso-systems are discussed and analysed. The effects of acculturation on psychological adjustment are considered within a theoretical perspective of stress and coping, where psychological adjustment is seen as an outcome of efforts to cope with the stressors and demands of the acculturation process (Berry, 2006).

To understand the micro- and meso-systems better, the structure of the families, the support given to the learners, the positive and negative schooling experiences and the role that culture plays in these learners' schooling experiences are subsequently discussed.

4.5.1 Structure

Eight families participated in the study. Four out of these eight families are part of the 'wild goose families', with the mothers being the head of the household in South Africa and the father working in Korea.

My husband live in Korea and I lives here and it is not an easy choice to make. (Alexia FG)

This coincides with what Song (2010) noted about trans-national migration. As briefly explicated in the previous section, a new trans-national family structure, 'goose families' (*girogigajok*), has recently become routine in Korea. Mothers frequently

escort their children to overseas countries, leaving fathers behind in Korea to provide for their half families. Family members fly to see each other at regular intervals (Onishi, 2008). The New York Times (2008) reported that more than 40 000 Korean school children were believed to be living in foreign countries with their mothers at the time.

The second type of trans-national family structure is one involving young children who are sent abroad for study, without their family members, and who live with guardians in the new country. In 2009, for instance, 750 unaccompanied Korean children were registered in the independent sector in the USA (Independent Schools Council [ISC], 2009). This study includes two guardian households.

A further two families in the study consisted a nuclear family, with the biological mother and father living together with their children.

The children residing with these participants varied in age from 8 to 13 years. Most of these Korean migrant learners were studying in South Africa. They had obtained study visas from the Department of Home Affairs.

4.5.2 Support given to Korean migrant learners

The themes that emanated from the analysis of parent/guardian responses to questions about the support from the school given to Korean migrant learners are organised according to the structure in which questions were organised in the questionnaire. This means that the themes are organised under the following headings: support from school, support from other areas and support from parents/guardians. In the first two themes the parents facilitate the support provided by these agencies and therefore these themes are central to parents support as well.

These themes are discussed in the sections that follow.

4.5.2.1 Support from school

The participants identified four main types of support from the school during the different interviews. These are discussed below.

Support from the teachers

The following quotes suggest that parents/guardians felt that the teachers play an important role in the support of Korean migrant learners.

Because the teacher is so kind to us. She say well done, good job (Alexia SI)

In the beginning when they [my children] came the teachers used to ask them [my children], "Are you OK?"; "Do you need anything?" In the beginning, trying to find out if they're happy or not. (Barbara SI)

Support from the learning support teacher

The following quotes suggest that some parents/guardians felt that the learning support teacher plays a role in the support of Korean migrant learners. The idea of the learning support teacher as the 'bridge' between the school and parents and providing support and care to learners was emphasised.

They go to learning support teacher to help with academics. (Dave SI)

The children need special bridge between school and children, teacher and student, classmate and student. She [learning support teacher] plays important role first 3 – 6 months. She supports the children. Is the interpreter. Is the connecter and organiser academically. Support in English. (Ian SI)

Support from friends

Some parents/guardians suggested that friends also play an important role in the support of these learners.

South African people very kind. If they [my children] ask them then they help. (Alexia SI)

Sport at school

These quotes suggest that Korean migrant learners obtain support from participating in sport activities, as this helps their improvement of language and socialisation.

When they came they also started doing sports, because I think to give them another opportunity to speak English. (Barbara SI)

Social, sport, good curriculum very important for abilities to overcome environment, language and social difficulties. (Ian SI)

4.5.2.2 Support from other areas

Parents/guardians thought that there were many different areas of support besides the school and themselves as the children's caregivers. These included private tutors; the library and/or Internet; support from sport coaches for sporting activities outside of the school environment and support from other family members.

Private tutors

The quotes below suggest that private tutors play an important role in all Korean migrant learners' schooling experiences. Through the interviews it was suggested that Korean migrant learners do not only need assistance with their English language, but also with their academic work. Korean learners who come to South Africa struggle with their English as it is not on a 'communicative' level. If they do not acquire extra private tuition, the learners cannot cope with the South African academic pressure in English instruction. In the study done by Moon (2011) it was also seen that the parents expected that things would be extremely different in the UK. Most parents presumed that the relocation to the UK would reduce the expenses of their children's education, especially the tutorial fees. On the contrary, the expectation of the children was that the move would decrease the pressure of the competitive Korean atmosphere and free up time spent on private tutorials. It was assumed that education in the UK would give the children more time off. On the contrary, though, although they wanted to evade the financial burden of private tuition and hoped that the children would experience less strain, most parents also paid for private tuition in the UK. Particularly in the early stages of their stay, the employment of private tuition was recognized as a helpful approach to develop English. This was also found in this study as indicated by the following quotes:

The tutor comes to my house and helps her [my child] with studying for tests, preparing for tests, or if she [my child] has a problem with the work.

(Cassy SI)

They [my children] have English and Math teacher that come to house to help with academy. (Dave SI)

English teacher, [comes to our house and gives] one hour English, one hour Afrikaans. (Ethan SI)

The library and/or Internet

Through the quotes it is suggested that Korean migrant learners also require the support of their local library or the Internet for the completion of their academic tasks.

In the beginning they went to the library and took out books to read and to help them. (Barbara SI)

I take out books at the library, for my daughter and then she reads the books. English books. (Cassy SI)

They use computer. The Internet ... for schoolwork (Dave SI)

[In the afternoon there's a] tutor and [then there's] less time in reading books [but then they can still go] to library and swimming. (Greta SI)

Support from sport coaches

The quotes below show that the parents/guardians suggested that the sport coaches help with the improvement of the learners' communication:

Sport coaches help with support and help improve communication. (Ian SI)

The dance coach speaks to children and to their English improve and she ask how they doing (Dave SI)

Other family members

As most of these learners struggle with the English language or have no English background at all, and since private tutoring is very expensive, other family members, like sisters and cousins, are used to assist with academic work as well as with other activities such as music.

Her sister help her to study English and Afrikaans and other subject. She help homework and prepare for test.

Her cousin help with play piano. She help with English essay. (Hanah SI)

4.5.2.3 Support given by parents/guardians

During the individual semi-structured and focus group interviews, I enquired about the participants' views of the role that they play in the support of Korean migrant learners. Table 4.3 reflects their responses. However, if one compares these themes to the research done by Wills et al. (1996), a fourth theme emerges, namely spirituality, which these authors did not elicit in their research.

Table 4.3: Themes of the support given by parents/ guardians

Emotional	<i>If my children sad, I make them happy. If they scared I make them ... um ... better.</i>	Alexia SI
	<i>Love, and hugs. And encouraging.</i>	Greta SI
	<i>Have discussion, talking 2 – 3 times per week. How they [my children] feel, learn and experience. They sharing and make good mood.</i>	Ian SI
Financial	<i>Money ja, ja, very important. Money for food. Ja. Horse riding. Ja. Clothes, shoes.</i>	Alexia SI
	<i>And when they want to do something or have something, I buy.</i>	Greta SI
	<i>Pay money.</i>	Hanah SI
Physical	<i>OK, exams, make sure that they know the work. Together study.</i>	Alexia SI
	<i>It's like everything like driving them [my children] around, buy something delicious if they're maybe sad or ja, talking to them.</i>	Barbara SI
	<i>I bring her [my daughter] to school and takes her home from school. Take her to the swimming class and she swims.</i>	Cassy SI
	<i>I am time management. Make sure they study and play. Take to sport and on outings for boredom.</i>	Dave SI
	<i>Homework, I check he finishes homework. I sometimes, I teach him study to study and read through.</i>	Ethan SI

	<i>I make food, talk with her [my child] and take her shopping.</i>	Hanah SI
	<i>I give food. Take to Korean events, because they miss me.</i>	Ian SI
Spiritual	<i>Go to church. Relieve stress.</i>	Alexia FG
	<i>They're [my children] together with all the other Korean people, care for each other and have a braai together and pray together</i>	Barbara SI
	<i>I pray for them.</i>	Hanah
	<i>I am missionary. They go to church. Meet Korean children, support each other. It gives strength.</i>	Ian SI
	<i>Go church, no normal, Baptist English Church.</i>	Faith SI
	<i>Spiritual very important. They [my children] speak and meet other Korean people. They share and sympathy to each other. Yes relieve stress. Very important.</i>	Ian FG

The responses from parents relate to the research done by Wills et al. (1996) that distinguished between three kinds of support. These authors argue that there are three main features. Firstly, instrumental support is presented when a family member provides assistance with various tasks, such as help with domestic tasks. Secondly, financial support or gift-giving is seen as part of institutionalised feelings of family support. Lastly, emotional and informational support refers to the accessibility of a family member with whom one can share troubles, worries, and feelings.

During the focus group interview it became apparent that spirituality is not part of emotional support, but rather an independent theme, as it plays a vital role in the lives of Korean migrant learners. It is not only the spirituality that is important, but also meeting other Korean learners and relating to others who endure the same experiences as they do. This suggests that spirituality encompasses all the other themes, as evidenced in the following quote:

Emotional support and spiritual support is very different. Religious support is very important. Korean church is very good reason to be here in Cape Town. Children go to church to relieve their stress. They meet same kind of friends. Actually Korean church gives lots of support to Korean children.
(Ian FG)

Considering that cultural involvement and ethnic identity behaviour are primarily concerned with cultural practices (e.g. food, music, customs, social activities), it is

important to consider the access ethnic minority groups have to culturally relevant associations. It is suggested that maintaining ethnic behaviours may be easier for former Yugoslavian youth as they face access to family/social institutions (e.g. football [soccer] clubs and Orthodox churches) which encourage involvement in culture-specific behaviours (Sonderegger & Barrett, 2004). Research on migrant learners has identified parental contribution and parental support as key protective factors, but also revealed that these factors need to be considered in conjunction with other factors, not in isolation (Bitew & Ferguson, 2010). One major report on research conducted across the UK identified interconnected protective factors as implicit in: a strong connection with family, friends and teachers; sound values inculcated by parents, teachers and community leaders; opportunities for contribution in families, schools and the community; social and learning skills to facilitate participation and acknowledgment; and praise for positive behaviour (Beinhart, Anderson, Lee & Utting, 2002, cited in Bitew & Ferguson, 2010).

4.5.3 Parents'/guardians' perceptions of schooling experiences

Common themes that arose in the analysis of parents'/guardians' perceptions of schooling experiences are discussed under the following headings: participation in school activities; positive schooling experiences and negative schooling experiences. Each theme is discussed separately. There is little available literature pertaining schooling experiences since most research focuses on academic achievement rather than on the learners' experiences of school. Therefore I believe that this research is likely to enhance previous studies.

4.5.3.1 Participation in school activities

According to parents'/guardians' perceptions of Korean migrant learners' primary schooling experiences, it is noticeable that Korean migrant learners participate in certain activities at school, where they feel comfortable. All the children participate in at least two to three activities at school. They partake in activities which are compulsory at the school and in most of the social activities. Parents/guardians stated that their children participate in these school activities, as they feel it helps to improve their English more rapidly (cultural capital and positional competition). This,

in turn, assists them to adapt to the curriculum and make friends more easily, which enhances their adaptation to their circumstances:

Social, sport, good curriculum very important for abilities to overcome environment, language and social difficulties. (Ian SI)

Table 4.4 shows the activities that Korean migrant learners engage at school, according to the parents/guardians who participated in the research. The following codes were used in the table: A=Alexia, B=Barbara, C=Cassy, D=Dave, E=Ethan, F=Faith, G=Greta, H=Hannah, I=Ian.

Table 4.4: Participation in school activities

Category	A	B	C	D	E and F	G	H	I
Social activities								
Fun days (Damus, 'Kaskar' day, Full moon braai, Entrepreneurs day)	X	X	X	X	X		X	X
Sport events				X	X			X
School breaks	X	X	X					
Camps	X	X	X	X	X	X	X	X
				X	X	X	X	X
Cultural activities								
Choir				X				
Music		X		X				
Dancing				X				
Concerts	X	X	X	X				
Art				X	X		X	X
								X
Sport								
Tennis	X	X		X				X
Netball								X
Cricket								X
Hockey	X	X				X		X
Rugby								X
Swimming								X
						X		X

Academic activities

Maths Olympiads

X

Parent meetings

X

Orals

X

The learners' success can be predicted by considering the extent to which they feel associated to their school, their families, and their communities (Christensen, 2003). Furthermore, the more thriving the learners' relationships with the school, family and community, the better their involvement in school activities will be (Bitew & Ferguson, 2010).

4.5.3.2 Positive schooling experiences

Parents/guardians thought that a number of factors predicted positive schooling experiences for Korean migrant learners. This included a balanced school life, the curriculum, the teachers, and the different cultures. These themes are illustrated with quotes and discussed below.

A balanced school life

Parents/guardians of Korean migrant learners perceive that the primary school offers their children a balanced school life. From their perspectives, balance is lacking in Korea, as most of Korean learners' school day focuses on academics and nothing else. They suggest that Korean migrant learners have the opportunity to participate in alternative curricula activities as well (other than just academics) for instance sport, and social and cultural activities, as previously discussed. Dave also mentioned that this results in less competitiveness between the learners which is a big problem among learners in Korea, considering that the focus is on academic achievement. This is evidenced in the following quotes:

Because, in Korean you work hard. And here in South Africa no work so hard. Can, can we say it's more balanced? Yes. (Alexia SI)

In Korea it's very important if you're first or second or third academically and it's always extremely competitive and children are actually stressed because of that, but in South Africa it's not that big a deal, people don't worry that much about your academic placement and if you're better than

the other person or not. They don't compare with each other so strictly but in Korea it's very important what other people are doing. Very true.

In Korea it's very important what university you go to, yeah, so ... um ... that's your goals and your dream is not always important because it not what you want or what you dream to do it's to get into the right university while here children can do more what they want to do not always go to university sometimes, yeah.

They get a lot of stress because it's so ... um ... important to be in a specific university. (Cassy SI)

There's not so much competition [here]. In Korean many competition. (Dave SI)

Studying and business and ... um ... this time we take a lot of time for our lives. It sounds good, the lunchtime of my life.

Every day competition. (Greta SI)

Social, sport, good curriculum very important for abilities to overcome environment, language and social difficulties. (Ian SI)

The curriculum

The extracts below suggest that parents/guardians perceive that the primary school curriculum is also part of a positive schooling experience for learners. According to these parents/guardians, the level of English imparted to the learners is very high. They also feel that the curriculum allows the opportunity for different subjects (such as Social Sciences, Life Orientation, Economic and Management Sciences) to be required (cultural capital and positional competition). Ethan and Faith actually mentioned that they feel that the primary school curriculum is easier than in Korea, but due to the difficulty with the English language it is more challenging (therefore the need for tutoring as seen above). Parents/guardians felt it is important that the curriculum does not only rely on tests at the end of each term, but that there is also the opportunity for projects and tasks to be completed during the term, as continuous assessment approaches.

Learning is different, more step by step. Like that they do Social Science, Science, all the different subject.

English is very important. If you learn English, [you can] talk to other countries, many other countries use English. (Alexia SI)

They have different curriculum. Different tests. (Dave SI)

Academic is easier than in Korea, but because of English it is more difficult. (Ethan and Faith SI)

Teacher different than Korea. Like the method of teaching. I like that different projects makes up for the marks, not just one test at the end of the term. I also like that they have many different subjects. (Hanah SI)

The teachers

Parents/guardians mentioned that the teachers play an important role in Korean migrant learners' positive schooling experience, as the teachers are kind and motivate the learners. Therefore, they provide the desired support to the learners at school.

Because the teacher is so kind to us. She say well done, good job. (Alexia SI)

Teachers are very important. They have good relationship with guardian or parents. There are good communication. They positive support the children. (Ian SI)

Different cultures

According to parents/guardians, it is very good for Korean migrant learners to experience the different cultures in the primary school setting (cultural capital and positional completion).

The different culture allows them [the children] to meet different people. Different colour and languages are good, get used to other cultures. Korea is same. (Faith and Ethan SI)

I like that they [my children] experience different cultural and social activities. Feel they experience South Africa environment. It helps improve language and social skills. (Ian SI)

4.5.3.3 Negative schooling experiences

Factors perceived as negative schooling experiences for Korean migrant learners include: difficulties in communication; academic challenges; cultural differences and language difficulties. Each of these factors is discussed below.

Communication

Due to the challenges involved in communicating in English, learners struggle to converse with teachers and their peers. Parents/guardians suggest that teachers have a poor understanding of these learners. Therefore, if their language is still weak the learners struggle to make friends, as they battle to express themselves in English. This communication gap frequently prompts local learners to taunt the migrant learners, causing them to feel isolated.

Sometimes some of her friends or other learners, what do you call it ... taunt her or call her names and she doesn't like that. (Cassy SI)

Friends taunting, doesn't like. (Hanah SI)

Local children does not understand international learners. Poor communication with children. Sometimes they are fighting. (Ian SI)

Academic challenges

In the beginning Korean children find it challenging to work with the learning guides that are used in the South African system, as they are used to textbooks. If they cannot engage their multi-lingual translators during tests, they find the tests difficult, as they do not have the required vocabulary. They also find it challenging to write essays, because they struggle with sentence structure and vocabulary.

The bad thing is that there's no books³ at school. Now the children cannot prepare beforehand. So it's much better for them than to learn English if they have the book, maybe in the holidays, they can go through the work so that when the teacher reads it and goes through it, they've already seen it once and they can easier learn through it. But there's no books so they get the learning material very late, not before so they have no time to study, to do a pre study of it or anything, yeah.

I think we're unsure because some teachers sometimes let them [my children] use the translators and some teachers not, so there's a bit of a communication gap maybe between teachers, also I'm unsure about when they may and may not use it. (Barbara SI)

Writing of essays are difficult, because of English and vocabulary that is difficult. (Ethan and Faith SI)

According to parents/guardians, mathematics is the only subject that is on the same academic level as in Korea, and the rest of the subjects are different. This state of affairs causes concern at times, as the learners are disadvantaged academically when they return to Korea.

The grades are on different levels in South Africa and Korea. Only maths and science are the same; other subjects are different. Makes parents in Korea concerned. (Dave SI)

Cultural challenges

Parents/guardians also mentioned that as Korean migrant learners' culture differs from that of the teachers and other children, it sometimes makes it difficult for them to understand each other. Yosso (2005) points out that Bourdieu maintains that there is one central dominant culture and that all the other cultures seem deficient. Therefore, the dominant culture ignores what other cultures could bring to it (i.e. to the dominant culture). This position seems to be re-enacted in the schooling situation since the values and knowledge that Korean learners could bring to the classroom are ignored

³ In Korean education system, textbooks are used, where-as learning guides are used in South African primary schools. These guides are only given to the learners at the beginning of every new term. As a result of this system Korean learners are not able to study beforehand during the holidays.

(e.g. their knowledge of mathematics and their cultural knowledge). The quote below highlights the fact that cultural differences could hamper understanding:

Because children and teachers have different cultures, the teachers do not understand Korean children. (Dave SI)

Language difficulties

As mentioned previously, the primary school is multi-lingual (English and Afrikaans). As Korean migrant learners cannot speak Afrikaans, it is sometimes difficult for them to understand when things are said in Afrikaans during important events (hall time, sport events, camps).

There is so much Afrikaans. When the principal said has hall [assembly] he uses ... um ... Afrikaans so much, we don't understand and when we do sports and they talk in Afrikaans and we don't know what we have to do and we have to ask. At camp when he [my son] was in Grade 5, that is camp, they speak in Afrikaans whole, every time and my son couldn't understand (Alexia SI)

It is interesting to note that cultural differences are considered to have both a positive and a negative effect on these Korean migrant learners' primary schooling experiences. The teachers are also a positive support structure for these learners, but communication barriers may, at times, cause them to be a negative factor in these learners' schooling experiences. The cultural differences between South Africa and Korea are listed in Table 4.5.

4.5.4 The role of cultural differences in Korean migrant learners' schooling

To understand the role of cultural differences it is important first to look at what the most prominent differences were for the participants. These differences are listed in Table 4.5.

Table 4.5: Cultural differences between South Africa and Korea

Categories	South Africa	Korea
In general	Public transport not good Vehicles drive on left side Time slow Environment good Parks are for playing 11 languages	Good public transport Vehicles drive on right side Time fast Environment bad Parks are for exercise 2 languages (high & low)
In school	Curriculum: Many subjects Many teachers Primary to high school Free time Anyone takes part in sport Recognition in academics and sport Competition low Balanced life	Curriculum: Fewer subjects One teacher Primary, middle and high school Different class after school Most people do not do sport Recognition in academics Competition high Focus on studying

According to all the parents/guardians, cultural differences definitely play a role in Korean migrant learners' schooling experiences. Marginson (2008) states that the global system of tertiary education functions within the US authority, which manifests in four aspects, namely research attention and information flows; the universal function of English; US universities as people attractors and exemplars of ultimate practices. The parents/guardians therefore combine the concepts of cultural capital and global positional competition.

The parents/guardians again mentioned that the balanced life they experience in South Africa – i.e. playing sport and having free time rather than just studying – allows the children the breadth and freedom to manage themselves better. They learn to use all their abilities optimally and learn to be independent. Therefore, according to them, they become more 'positive people'.

My children in South Africa, change. Like how we think and how to do with bodies. Child think for themselves. Children think. (Alexia SI)

Living without their parents they get confidence. An individual mind set will influence schooling experiences. (Dave SI)

In South Africa you expect the child to help themselves, therefore become more independent. (Hanah SI)

Arends-Tóth and Van der Vijver (2006) discovered that social contacts; daily living habits; education; identity; values; general knowledge and specific cultural habits influenced learners' schooling experiences. These influences can also have positive outcomes such as personal growth; self-affirmation and learning new social and adaptation skills (Walsh et al., 2008).

The parents/guardians also suggested that these cultural differences provide the children a wider experience of the world. They gain access to various cultures of the world, which broadens their horizons and therefore gives them an advantage in the future.

Also they [my children] have a wider experience of the world. Wider experience of many different cultures. For the future so they can see and get used to cultures in the world and learn about cultures in the world so they can go maybe to other places in the world so they can broaden their horizons I think is the main idea. (Cassy SI)

So in Korea same person same language and same, same colour, but this country is very, very different people in here. I like it because different is good, so studying, if you went back to Korea, they very impressed with this country. Differency is good. (Greta SI)

Positional competition is becoming globalised, as social groups and individuals mobilise their cultural, economic, and political influence and resources to achieve higher social status beyond national boundaries (Brown, 1999, 2000). Korean learners' incentive to study in the USA now works in terms of positional competition, globalised work and educational environments. For one thing, given the fact that above 80% of high school graduates now enter tertiary education in Korea (Kim,

2008, cited in Kim, 2011), acquiring decent jobs and social status is becoming more and more complicated. For another, the global market is also growing rapidly, and Korea has emerged as a major global player in most areas. For example, around 50% of Korea's Gross Domestic Product is acquired through international trade. Within these structural conditions, Korean learners attempt to outwit others by gaining US degrees, thereby hoping to glean more opportunities in the global job market. As such, global cultural capital refers to degree achievement, knowledge, taste, international point of view and higher standard of living. These resources can be understood as exclusive and as indicators of one's class and status (Kim, 2011) in their globalised world.

4.6 CONCLUSION

In this chapter I presented the findings of the data collected during the research on the experiences of the support parents/guardians give to Korean migrant learners primary schooling experiences. The data was reduced to themes and categories in a process of data sorting and analysis. The themes and categories answered the research questions I posed at the start of the research. In this study the research question of parents'/guardians' support for Korean migrant learners' primary schooling experiences can be connected to the ecosystemic approach, where it provides a holistic view of the support given to the learners. The themes and categories that emerged during the analysis and interpretation could be divided into the micro-, meso- and macro-systems from the ecosystemic approach.

The micro-systems dealt with the diverse experiences of the participants, which included family dynamics. The trans-national migrant families in South Africa entail 'wild goose families', nuclear families and guardianships. The support provided Korean migrant learners encapsulates emotional support (e.g. hugs, kisses and motivation); financial support (e.g. money for various things); physical support (e.g. transport) and spiritual support (e.g. praying and going to church). Parents'/guardians' perceptions of schooling experiences can be divided into positive and negative experiences. Positive experiences include a balanced school life; the curriculum; the teachers and the different cultures. Communication, academics, cultural differences and language difficulties were seen as negative experiences. The nature of the links between acculturation and psychological adjustment remains

uncertain, although considerable research has been done on this matter. Studies have concluded that higher levels of acculturation into the new dominant culture are associated with either better psychological adjustment (Lam et al., 1997) or poorer psychological adjustment (Takeuchi et al., 2002), whilst some researchers have evidenced that they are unrelated (Mak & Zane, 2004).

The study also focused on the macro-systems where the reasons for migration, which included the gaining English skills and inclusion in the globalisation process. The question pertaining to whether cultural differences influence these views was posed. Globalisation – experiencing different environments – came to the fore as one of the reasons Korean migrant learners come to South Africa and why culture plays a role in their schooling experiences. This research contends that Bourdieu's theory on cultural capital and the social closure theory that points to global positional competition are also applicable in this study. Although it appears that these learners migrate from Korea because they require more freedom, they do still migrate to South Africa for improvement in English and for eclectic cultural experiences. This is in concurrence with the above-mentioned theories. In some cases, Korean learners come into the classroom with their own ideas and culture, but the teachers do not always use the knowledge that the learners bring with them. This implies that the teachers do not always believe that these learners can also contribute their own cultural capital, from which we as South Africans can learn, to our context (Yosso, 2005). This attitude sometimes causes the learners to struggle academically.

The parents/guardians also felt that culture can influence the learners' schooling experiences by enabling them to lead a more balanced life. Although parents/guardians bring the learners to South Africa as a means to move away from the very formal education system of Korea, they do still bring with them their original way of life. They mentioned in the interviews that they disliked the education system in Korea, where their children had to go to school and get tutoring for long hours after school. They cited this as a reason for migrating. However, contrary to what they have said, it appears that through information derived from the interviews that they continue to relive these patterns in South Africa. Their primary aim, as in Korea, is to be part of the globalisation process and to improve their English. Most of Korean migrant learners focus mainly on education as well as mechanisms to improve their English skills. Therefore they attend extra tutoring classes to enhance their English

as rapidly as possible. I am considering whether it is not better for these learners stay in Korea. They acquire a better command of the English language in South Africa, but one may well ask what they lose by being here. They might struggle with their emotional well-being. Furthermore, being so far from the world that they know could contribute to poor psychological adjustment.

In the final chapter (Chapter 5) I discuss the research in relation to the literature and previous research. Some limitations in the research are identified and recommendations for future studies are made.

CHAPTER 5

CONCLUSION AND RECOMMENDATIONS

5.1 INTRODUCTION

Trans-national migration to English speaking countries, is becoming increasingly popular among Korean families (Huang & Yeoh, 2005; Ong, 1999; Orellana et al., 2001; Waters, 2005; Yeoh et al., 2005). This is effected as a means to acquire English proficiency and serves as a mechanism for these families to experience different cultures in their goal toward globalisation (Kim, 2011; Moon, 2011; Song, 2010). As was evidenced throughout this study, at a macro-systemic level, Korean families migrated to acquire these skills as a means to ensure that they gained in cultural capital (Bourdieu, 1984, 1986, 1988) and enhance positional competition (social closure theory). This seems to be similar in South Africa. Banda (2003) administered a survey of literacy practices in black and coloured area in South Africa. In his survey the importance of English as the medium of language is declared, as it is perceived that literacy in English is a passport to improved socio-economic status and mobility. As in some other countries, English in South Africa is supposed to provide admission to a hierarchically disciplined world of employment, status and influence. Access to conversations that allow individuals to access multiple life-worlds, multiple layered identities and thus cultural acknowledgment are also perceived to be provided (Banda, 2010). Banda (2010) supports this by explicating why blacks and coloureds favour English to Afrikaans as well as African languages as modes literacy. In the globalised world, English is perceived to dominate, therefore, black parents and parents of children placed in under-resourced institutions, may reconsider placement options and as such, engage superior resourced previous “white” schools as an answer in spite of the cultural threats. Fairclough (2000) suggests the partiality for English, could be a response to the marketisation and globalisation of language, as individuals attempt to obtain the literacy of power. Over the past few years, South Africa has become a country where Korean migrant learners would like to acquire these skills. This study examined the

support that is given to Korean migrant learners in their schooling experiences in South Africa.

To understand the support provided to Korean migrant learners within the micro- and meso-systems, it is important to ascertain the key motivations for Korean migrant learners. These motivations have been highlighted in terms of studying in English, being part of globalisation and experiencing different cultures and environments. Such information is critical to understand the support provided to these Korean migrant learners by their parents/guardians. Four main support systems were identified, namely emotional, physical, financial (Wills et al., 1996) and spiritual. Emotional support is associated with the availability of family members with whom the learners can share problems, concerns and feelings. Physical support is related to assistance in various tasks, and financial support is seen as the institutionalised feelings of family support. Spiritual support was added to the support systems identified by Wills et al. (1996). It was envisioned as a significant support system as refers not only to prayer, but also to meeting other Korean learners and which entails being able to relate to others who share common experiences. It is interesting to note that the acculturation theory, which focuses on psychological stressors, can impact either negatively or positively or not at all on the micro-systems. This study therefore demonstrates that within the micro-system, more individual theories could be developed as means to focus on the psychological implications of migration.

Support can influence learners' schooling experiences. Parents/guardians felt that Korean migrant learners have both positive and negative schooling experiences. Positive schooling experiences were identified as a balanced school life, the curriculum, the teachers and the different cultures. The negative schooling experiences refer to communication, academics, cultural differences and language difficulties. It is interesting to note that cultural differences played both a positive and a negative role in these Korean migrant learners' primary schooling experiences. Teachers were also identified as a positive support system for these learners, but communication can sometimes be a barrier to these learners' schooling experiences.

Parents/guardians felt that cultural differences influenced Korean migrant learners' schooling experiences. They felt that a move to another country (e.g. South Africa) assists their children to acquire independence, but also provides their children a

wider breadth of experiences of the world, which similarly corresponds with their idea of globalisation. It is interesting to note that although the parents/guardians mention all these reasons for giving their support, in certain ways these learners experience the same kind of education as in Korea (e.g. extra tutoring). This leads to the question: Are they really benefiting from migrating and being educated in another country?

To this end the following recommendations are proposed to the parents/ guardians of the Korean migrant learners:

- Introduction to the new schooling contexts for Korean migrant learners should focus not just on learner orientation, understanding and needs, but also on parental/guardian understanding of procedures, systems and expectations;
- Improvement of the school's role to facilitate better communication with parents/guardians would help the parents/guardians to follow up their children's school progress. Improvement in communication between teachers and parents/guardians is also needed to facilitate better means of assisting Korean migrant learners with their homework and related academic as well as social issues;
- Educational programs that bring multiple families together to help parents/guardians develop knowledge and skills in providing a more supportive and attentive presence in their children's lives. Such an approach could have elements of intervention and prevention which could be an effective and efficient use of increasingly limited resources for serving the Korean migrant learners and their families;
- These findings suggest that interventions with Korean migrant families should strive to promote parenting skills and increase family cohesion in hopes of increasing Korean migrant learners' adjustment.

Such information is critical for parents/guardians and teachers in South Africa, to improve support for Korean migrant learners which may contribute to improving their schooling experiences.

5.2 RECOMMENDATIONS FOR FURTHER RESEARCH

- The study was delimited to a sample population of parents/guardians support for Korean migrant learners' primary schooling experiences. While the findings may find applicability in similar communities, a broader perspective on parent/guardian support of Korean migrant learners' primary schooling experiences could be obtained by duplicating this research with a population of other communities.
- The study focused only on parents'/guardians' perceptions of Korean migrant learners' primary schooling experiences. The perceptions of Korean migrant learners about their schooling experiences are also an area that could receive attention.
- More research could be done by exploring the views of teachers working with these Korean migrant learners.
- Additional theories focusing on the psychological implications of migration could be developed within the micro-system.

5.3 IMPLICATIONS OF THE FINDINGS

The findings of the study indicate that Korean migrant learners require much support when encountering new schooling experiences. The following recommendations could be implemented by strategic role players to improve support for these Korean migrant learners' primary schooling experiences:

As the trans-national move to engage different cultures and languages may be challenging for Korean migrant learners to adjust to, parents'/ guardians' could be aware of the type of support they give and ensure that the adaptation is easier.

As Korean migrant learners struggle with certain schooling experiences, such as language, academics, communication and cultural differences, the teachers could be made aware of these difficulties and receive guidelines to assist them to help the learners to better adjust to experiences.

5.4 CONCLUSION

In this chapter I interpreted and discussed the findings of the analysed data. I also reviewed the themes and made recommendations and suggestions. Possible areas for further research were suggested and the limitations of the inquiry were also delineated.

Parents/guardians suggested that a programme be implemented during the first 3 – 6 months after Korean migrant learners' arrival in the country and their enrolment at the school, to improve support for the learners during this adjustment period. The structure of such a programme will be carefully considered, deliberated and subsequently implemented at the school. The knowledge generated by this study will also be shared in joint forums with schools that have many Korean learners.

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ADDENDUM A**LETTER OF PERMISSION FROM THE WCED**

Navrae
Enquiries **Dr A.T Wyngaard**
IMibuzo
Telefoon
Telephone **021 467 9272**
IFoni
Faks
Fax
IFeksi

Verwysing
Reference **20110120-0054**
ISalathiso



Wes-Kaap Onderwysdepartement

Western Cape Education Department

ISEBE leMfundo leNtshona Koloni

Mrs Merise Du Toit
9 Jute Crescent
Langeberg Ridge
7660

Dear Mrs Merise Du Toit

RESEARCH PROPOSAL: PARENT AND GUARDIAN SUPPORT OF KOREAN MIGRANT LEARNERS' PRIMARY SCHOOLING EXPERIENCE

Your application to conduct the above-mentioned research in schools in the Western Cape has been approved subject to the following conditions:

1. Principals, educators and learners are under no obligation to assist you in your investigation.
2. Principals, educators, learners and schools should not be identifiable in any way from the results of the investigation.
3. You make all the arrangements concerning your investigation.
4. Educators' programmes are not to be interrupted.
5. The Study is to be conducted from **19 January 2011 till 30 August 2011**
6. No research can be conducted during the fourth term as schools are preparing and finalizing syllabi for examinations (October to December).
7. Should you wish to extend the period of your survey, please contact Dr A.T Wyngaard at the contact numbers above quoting the reference number.
8. A photocopy of this letter is submitted to the principal where the intended research is to be conducted.
9. Your research will be limited to the list of schools as forwarded to the Western Cape Education Department.
10. A brief summary of the content, findings and recommendations is provided to the Director: Research Services.
11. The Department receives a copy of the completed report/dissertation/thesis addressed to:
**The Director: Research Services
Western Cape Education Department
Private Bag X9114
CAPE TOWN
8000**

We wish you success in your research.

Kind regards.
Signed: Audrey T Wyngaard
for: **HEAD: EDUCATION**
DATE: 21 January 2011

MELD ASSEBLIEF VERWYSINGSNOMMERS IN ALLE KORRESPONDENSIE / PLEASE QUOTE REFERENCE NUMBERS IN ALL CORRESPONDENCE /
NCEDA UBHALE HNOMBOLO ZESALATHISO KUYO YONKE IMBALELWANO

GRAND CENTRAL TOWERS, LAER-PARLEMENTSTRAAT, PRIVAATSAK X9114, KAAPSTAD 8000
GRAND CENTRAL TOWERS, LOWER PARLIAMENT STREET, PRIVATE BAG X9114, CAPE TOWN 8000

WEB: <http://wced.wcape.gov.za>

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VEILIGE SKOLE/SAFE SCHOOLS ☎ 0800 45 46 47

ADDENDUM B

LETTER OF PERMISSION APPROVAL FROM THE SCHOOL

Mej. M. du Toit
Jute Crescent
Langeberg Ridge
DURBANVILLE
7550

M.Ed Psig STUDIE : NAVORSING “PARENT AND GUARDIAN SUPPORT OF KOREAN MIGRANT LEARNERS’ PRIMARY SCHOOLING EXPERIENCE ”

Die Beheerliggaam het kennis geneem van u voorneme om 'n bepaalde seleksie van immigrante ouers van hierdie skool te betrek by u navorsing.

Die Beheerliggaam keur hiermee die beginsel en bogenoemde prosesse wat daarmee gepaard gaan goed en wens u alle sterkte toe met hierdie navorsingsprojek.

Die Beheerliggaam bevestig ook sy onderskrywing van spesifieke voorwaardes soos deur die Departement van Onderwys bepaal is.

Baie voorspoed! Ons sien uit na die resultate en produk!



VOORSITTER

ADDENDUM C

LETTER OF ETHICS CLEARANCE



UNIVERSITEIT-STELLENBOSCH-UNIVERSITY
Jou kennisvenoot • your knowledge partner

12 July 2011

Tel.: 021 - 808-9183
Enquiries: Sidney Engelbrecht
Email: sidney@sun.ac.za

Reference No. 490/2010

Ms M Du Toit
Department of Educational Psychology
University of Stellenbosch
STELLENBOSCH
7602

Ms M Du Toit

LETTER OF ETHICS CLEARANCE

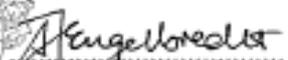
With regards to your application, I would like to inform you that the project, *Parent guardian support of Korean migrant primary school learners' school experiences*, has been approved on condition that:

1. The researcher/s remain within the procedures and protocols indicated in the proposal;
2. The researcher/s stay within the boundaries of applicable national legislation, institutional guidelines, and applicable standards of scientific rigor that are followed within this field of study and that
3. Any substantive changes to this research project should be brought to the attention of the Ethics Committee with a view to obtain ethical clearance for it.
4. The research data will be destroyed after 5 years of safeguard.

We wish you success with your research activities.

Best regards




MR SF ENGELBRECHT

Secretary: Research Ethics Committee: Human Research (Humanoria)



ADDENDUM D**EXAMPLE OF CONSENT FORM**

SIGNATURE OF RESEARCH SUBJECT OR LEGAL REPRESENTATIVE
--

The information above was described to _____ by Merise du Toit in English and I am in command of this language or it was satisfactorily translated to me. I was given the opportunity to ask questions and these questions were answered to my satisfaction.

I hereby consent voluntarily to participate in this study. I have been given a copy of this form.

NAME OF SUBJECT/PARTICIPANT

Name of Legal Representative (if applicable)

SIGNATURE OF SUBJECT/PARTICIPANT OR LEGAL REPRESENTATIVE

DATE

SIGNATURE OF INVESTIGATOR

I declare that I explained the information given in this document to _____ [*name of the subject/participant*] and/or [his/her] representative _____ [*name of the representative*]. [He/she] was encouraged and given ample time to ask me any questions. This conversation was conducted in English and translated into Korean by _____.

Signature of Investigator

ADDENDUM E

INTERVIEW SCHEDULE

1. Demographic data of parent/ guardian:

Age:

Gender:

Country of origin:

How long have you been living in South Africa?

Do you intend to return to your country of origin?

Occupation:

How many migrant children are in your home?

What is your relation to the child/children?

2. Demographic data of child(ren):

Age:

Grade:

Gender:

Country of origin:

Residence Status:

How long has the child/children been in South Africa?

Do the child/children intend to return to their country of origin?

How long has the child/children been at the primary school?

What are the reasons for enrolling the child/children at the primary school?

Qualitative questions

3. Tell us about your child's/children's experiences at this school?

- Participation in social, cultural and academic activities
- Positive and negative experiences
- What do they like and dislike
- Academic experiences
- Social experiences

Probe questions

a) What motivated you to enrol your child/children at a South African school?

b) What motivated you to enrol your child/children at this school?

c) What support are your child/children using while at school?

d) Are you involved in your child/children's support? How?

e) What leisure activities does/do the child/children do? Why?

f) Do you think your culture is very different from/ similar to the South African culture?

- i) In general
- ii) With regard to schooling

g) Do these views influence your expectations of your child/children's schooling experiences? How?

ADDENDUM F

RAW DATA: EXAMPLE OF AN INTERVIEW

1. I: When they are at school, what is the support that they get? From wherever, ja
2. (Korean)
3. I: Anybody, the support that they get at school
4. T: Computer
5. (Korean)
6. G: They have no family, only public school
7. (Korean)
8. T: Ok so number one, when at school when they have to do a project or use the internet or computers, they have the computer rooms available for them to use and she's happy about that because at home sometimes the internet is broken or the computer doesn't work. So there's the support from school for that and then secondly she said that especially her children they didn't go for extra classes in Korea, and in South Africa just by being in the English class and everyday going to school, they have to learn the English and to actually hear what the teacher says and understand as well, while even in Korea many children don't learn there, so just by being in the class with the teacher and the friends
9. I: Mmm
10. T: They have learnt a lot of English already
11. I: So in a social environment basically
12. T: Yes
13. I: Is that right?
14. T: Yes, and also the environment of school
15. I: Ja
16. T: Going to class, listening to teacher
17. I: Ja
18. T: Writing down the general teachings, is that right?
19. (laughing)
20. I: Yes the classmates and friends talk, that is very important to improve their language and also special skill and actually really satisfied the children can improve from the beginning. It means that they are satisfied and really enjoy educational system
21. I: Other support?
22. (Korean)
23. G: She says they dedicate in the caring and ja
24. T: More than Korea
25. A: More than Korean
26. Ian: Recognition of teachers. You know actually from five years ago to now for me offer a great chance, great opportunity care for Korean learners the attitude in the classroom, they are struggling at school, and new environment Western cultures and Cape Town cultural environment last year with her and maybe she attended my teachings, there is great opportunity

27. I: Mmm
28. Ian: To share, it's very important to share, so since that meeting I realised also teachers know that their reaction to Korean children much better than, ja I totally satisfied, but I just want the school to make another meeting
29. I: Mmm
30. Ian: A regular meeting with teachers and Parents and something like that
31. So ja, even today, the reason, that children get more support
32. I: Mmm
33. (Korean)
34. C: Market day, Damus
35. (Korean)
36. Ian: She emphasis about social and some special school activities. Damus and entrepreneurs day. and something like that. Damus and market day are good experience for them, for the children
37. I: Ok
38. (Korean)
39. B: Social activities
40. I: Ja
41. T: Sport activities
42. I: Ok, I just ja maybe you just give me the answer that I was going to ask again
43. T: Just to be able to participate in extra activities and I'm not sure about the cultural
44. I: Ok, I just want to make sure that li focus, the school activities, the Damus and entrepreneurs day, all those and sports activities, you say that supports the children
45. B: Ja
46. I: In what way does it support? How does it support?
47. T: Ok just to help them
48. I: Ja, don't you give answer
49. (laughing)
50. Korean
51. Ian: Can give with other point with the children's improvement, especially they have more confidence to be
52. T: In other schools they have a lot of stress, but this gives them a chance to feel they're doing well, and they can be proud of themselves
53. H: Ja
54. T: And it can influence their personalities
55. Ian: And also get more confidence from the school, sport activities
56. I: Other words I wanted to write down now. Confidence, pride in themselves and you said something else that I wanted to write down, now I can't remember, but ok I've got my tape
57. T: To improve their personality
58. I: There you go, ok, good. Anything

ADDENDUM G

RAW DATA: CODING AND CATEGORISATION

Part of Quotation	Theme
<p><i>If my children sad, I make them happy. If they scared I make them um better (Alexia SI)</i></p> <p><i>Love, and hugs. And encouraging (Greta SI)</i></p> <p><i>Have discussion, talking 2 -3 times per week. They sharing and make good mood. (Ian SI)</i></p>	<p>Emotional</p>
<p><i>Money ja, ja, very important. Money for food. (Alexia SI)</i></p> <p><i>And when they want to do something or have something, I buy (Greta SI)</i></p> <p><i>Pay money (Hanah SI)</i></p>	<p>Financial</p>
<p><i>Ok, exams, make sure that they know the work. Together study (Alexia SI)</i></p> <p><i>It's like everything like driving them [my children] around, buy something delicious (Barbara SI)</i></p> <p><i>I bring her [my daughter] to school and takes her home from school. Take her to the swimming class and she swims (Cassy SI)</i></p> <p><i>I am time management. Make sure they study and</i></p>	<p>Physical</p>

<p><i>play. Take to sport and on outings for boredom.</i> <i>(Dave SI)</i></p>	
<p><i>Go to church. Relieve stress. (Alexia FG)</i></p> <p><i>They're [my children] together with all the other Korean people, care for each other and have a braai together and pray together (Barbara SI)</i></p> <p><i>I pray for them (Hanah SI)</i></p> <p><i>They go to church. Meet Korean children, support each other. It gives strength. (Ian SI)</i></p> <p><i>go church (Faith SI)</i></p> <p><i>Spiritual very important. They [my children] speak and meet other Korean people. They share and sympathy to each other. Yes relieve stress. Very important. (Ian FG)</i></p>	<p>Spiritual</p>

ADDENDUM H

List of Codes

R Researcher

P Participants

SI Semi-structured interviews

FG Focus group discussion

M Male

F Female

A Alexia

B Barbara

C Cassy

D Dave

E Ethan

F Faith

G Greta

H Hannah

I Ian