



Article

An Examination of the Linkage between the National Identity of Parents and Children: Evidence from Multicultural Families in South Korea

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Abstract

Multicultural families are increasing in South Korea, and understanding their particular characteristics is crucial to integrating them into the majority. By exploiting a panel dataset of Korean immigrant families, the study focuses on the linkage between the national identity of parents and children, which plays a central role in Korean society. I find that parents' strong Korean identity is positively related to children's national identity as Koreans. In addition, I examine which underlying channels influence these relations, expecting that household income and the language mainly used provide the most substantial explanation for these results. The study suggests that the government should consider these socio-economic aspects when introducing relevant policies to integrate multicultural youth into Korean society.

Keywords : national identity, multicultural family, South Korea, integration, fixed effect estimation

Introduction

Many nations have experienced an increase in the diversity of ethnic minorities, and South Korea, which has been largely a single-race and single-language country, is no exception. A growing number of foreigners are flowing into the country after rapid globalization. Presently, the nation faces huge social changes in population composition. According to a Statistics Korea report (2019), the number of *multicultural students*¹⁾ has almost doubled from 67.8 thousand (1.1% of total students) in 2014 to

122.2 thousand (2.2%) in 2018. The majority (76%) is students in elementary school, which strengthens the current trend. Considering the large influx of foreign employees and the increased number of international marriages in recent years, the ethnic minority populations are expected to increase further (Statistics Korea, 2016).

As a response to this social phenomenon, the government and researchers in South Korea are paying more attention to the *multicultural family*.²⁾ For instance, the government established the Multicultural Families Support Act in 2008 and offers various support programs. The government-supported National Youth Policy Institute (NYPI) was founded in 1989, and it has since then proposed policy-oriented reports about multicultural families. In addition, academic researchers from diverse backgrounds are now seeking to understand the social experiences and development characteristics of multicultural youth. In particular, both the first (parents) and second (children) generations of multicultural families differ from the majority population as they experience their homeland as well as a heterogeneous culture. This unique situation may lead to developing an oppositional identity or social marginalization (Berry, 1997; Battu et al., 2007; Battu et al., 2010; Bisin et al., 2011). Therefore, it is crucial to understand their specific characteristics and to formulate properly constructed policies to help them integrate into Korean society.

This paper extends the above interests. It primarily concentrates on one crucial but neglected issue, namely the relation of the national identity as a Korean between parents and children. The study reported in this paper aims to empirically examine this correlation and the relevant channels. According to Smith (2000), national identity is a psychological trait that integrates people with diverse backgrounds into one nation through “the maintenance and continuous reproduction of the pattern of values, symbols, memories, myths and traditions that compose the distinctive heritage of nations and the identification of individuals with that heritage and those values, symbols, memories, myths, and traditions” (Smith, 2000, p. 796). Furthermore, seminal studies have pointed out that national identity can be formulated and transformed through con-

scious efforts (Smith, 2000; Anderson, 2006; Efferson et al., 2008). Recent work by Kim (2016) illustrates a revocable Korean identity based on major experiences such as historical events. Therefore, the government seeks to imbue a Korean spirit to diverse ethnic populations and integrate them into Korean society via specific policies coupled with Korean values, symbols, and traditions. In this sense, the rigorous empirical analysis in this study can provide relevant policy implications by enhancing understanding of the transmission of intergenerational identity and the mechanisms through which this occurs. In particular, the approaches in this study are more meaningful, since much research highlights parents' national identity as one of the most significant factors among various determinants in formulating children's national identity (Yoon et al., 2011).

To understand the linkage between the national identity of parents and children, the study is organized as follows. Section 2 provides a literature review and introduces basic knowledge of national identity and the Korean background. Section 3 introduces data and descriptive statistics of the constructed samples. Section 4 describes the empirical framework. Section 5 discusses the empirical results and implications, and, finally, conclusions are highlighted in Section 6.

Literature Review

This study is based on two seminal economic research works. First, Akerlof and Kranton (2000) provided the essential framework of how one's identity can be integrated into an economic analysis. Based on the optimization theory, they introduced identity as one of the primary components that make up an individual's utility (see chapter 7, Varian, 1992). Since then, many studies have now recognized identity as a central behavioral determinant (Austen-Smith et al., 2005; Bertrand et al., 2015). Second, Bisin and Verdier (2001) identified the mechanisms of parents' cultural transmission to their children. We can combine these two perspectives in the context of South Korea, the national identity, and its

dissemination among multicultural families. I focus on how the national identity of parents affects that of children and what aspects of personal and environmental characteristics influence this transmission process.

My analysis complements the previous literature in various ways. First, it can help comprehend the role of the national identity of multicultural families in South Korea more rigorously. National identity is related to the social integration of a minority group as a spiritual mechanism that enables people with various backgrounds to be integrated into one (Tilly, 1992; Smith, 2000). As a response to this crucial role of national identity in affecting individual and group behaviors, many studies have examined how ethnic identity affects market outcomes, such as whether a strong ethnic identity leads to poor performance in the labor market (Dustmann, 1996; Berry, 1997; Zimmermann et al., 2007; Constant et al., 2009; Casey et al., 2010; Georgiadis et al., 2013; Masella, 2013; Bisin et al., 2016; Depetris-Chauvin et al., 2018).

The context of South Korea is interesting in that the nation has been insulated from the outside world and remained a single-ethnicity and single-language country for a long time (Yoon, 2017). The majority of people share a common ethnicity, language, and culture, making them somewhat exclusive toward multiculturalism and migrants (Yoon et al., 2011). Well-cited works on Korean national identity focus on ethnic nationalism and multiculturalism in these unique circumstances (Shin, 2006; Campbell, 2016; Kim, 2016). Considering this environment, national identity likely plays a principal role in understanding the multicultural family (Battu et al., 2007; Battu et al., 2010; Dimitrova-Grajzl et al., 2016). Furthermore, from a policy-making perspective, which pursues a well-functioning society as a whole, it is significant to understand the characteristics of national identity in multicultural families, because national identity can be formulated and transformed to help integrate minorities into society (Anderson, 2006; Efferson et al., 2008).

Moreover, the study provides knowledge about the role of parents in formulating children's preferences in multicultural families. Adolescence is a critical period in which self-awareness is formed by

interacting with the external world. During this time, the youth may experience identity confusion aligned with developmental growth (Buchanan et al., 1992). In these circumstances, parental investment coupled with childhood experiences play an essential role in the youth's mental and health development. From the early years, interactions with parents are critical for children's later life trajectory. Many studies explain that the skills and dispositions developed during childhood under the influence of parents can affect health, labor, and educational performance (Carneiro et al., 2005; Cunha et al., 2006; Becker, 2009; Conti et al., 2012).

While a few previous works focus on parental ethnic identity and child development (Nekby et al., 2009; Schüller, 2015, Campbell et al., 2019), to my knowledge, no empirical study concentrates on a direct relation between parents' and children's national identity. Thus, the expected linkage between parents' and children's national identity remains uncertain (Sartor et al., 2002). For example, a parent's strong ethnic identity can imbue self-esteem coupled with affiliation with the minority group, which may weaken children's commitment as a Korean. However, a parent's strong minority identity can also make the youth adopt a strong Korean identity if the child demonstrates a reverse reaction during puberty, which is considered a rebellious period. In this situation, examining these relations can complement existing research and pave the way for constructing pertinent policies regarding multicultural families.

Data and Descriptive Statistics

The study employed the Multicultural Adolescents Panel Study (MAPS) by the NYPI. To more objectively understand the multicultural family, the NYPI constructed the panel dataset MAPS by tracking 1,635 multicultural students in their fourth year at elementary school and their parents (mostly mothers) in 2011.³⁾ Interview specialists collected exhaustive lists of measurable information on the children and parents every year through Computer Assisted Personal Interviewing (CAPI). The survey questions cover multicultural (language skills, bicultural experi-

ences, attitudes to multicultural support policies), personal (physical and emotional status, cognitive skills), and environmental (relationships, school life, neighborhood, academic activities, counseling) aspects. The questionnaire items reveal students' and their parents' socio-economic and demographic situation, attitudes, and behavioral characteristics to objectively examine their traits.

The dataset has several methodological merits. First, it is a credible and representative sample of Korean multicultural families, since it covers around 36% of the population⁴⁾, and the attrition rate is not huge.⁵⁾ Second, it is advantageous in that it investigates substantial lists of detailed information on the youth and one of their parents, enabling the ability to link their developmental characteristics. Since students and parents answer the survey independently, the information collected in the dataset is more trustworthy than that collected from only the parent or child. Third, we can examine dynamic aspects of identity formation by exploiting the panel dataset. In the context of my study, the youth's national identity can be affected by their own unobserved characteristics other than their parent's ethnic identity and aging process in diverse circumstances, which may confound the results. Observing the same individuals over time allows us to control such omitted variables. I alleviated these concerns by applying an individual and year fixed effect in the regression, which is a methodological advancement compared to that employed in previous studies (Shim, 2009; Andreß, 2017).⁶⁾

For the analysis, I extracted samples from the 2012 (fifth year at elementary school) to 2015 wave (second year at middle school). Furthermore, I restricted the sample to those present in all four consecutive waves and who answered questions pertaining to all related variables in the empirical framework. Thus, the study included 1,229 student-parent matched samples (per year), most of whom are Korean students from marriage migrant women.⁷⁾

Table 1 shows the basic characteristics of the students in their fifth year at elementary school in 2012. Around half the samples are male. Most self-evaluated their Korean language skills as good or very good

(3.55–3.66), and considered their academic performance in five subjects average or above (3.23–3.77). For parental characteristics, 95% of the families are married with a monthly household income of 2.16 million KRW. The fathers are older (47.23 years) than the mothers (41.49 years), and the father’s education level is lower than the mother’s. This is consistent with our expectations regarding multicultural families in which men in rural areas are unable to find local wives and thus seek their

Table 1.

Descriptive Statistics

Variable	Mean	S.D.	Min	Max
Student Characteristics				
Sex	0.49	0.50	0	1
Korean (speaking)	3.66	0.51	2	4
Korean (writing)	3.55	0.60	1	4
Korean (reading)	3.62	0.56	1	4
Korean (listening)	3.66	0.51	2	4
Grade (Korean)	3.77	0.81	1	5
Grade (English)	3.23	1.11	1	5
Grade (math)	3.27	1.04	1	5
Grade (society)	3.26	1.05	1	5
Grade (science)	3.49	0.90	1	5
Health status	1.64	0.61	1	4
Parent Characteristics				
Marital status	0.95	0.22	0	1
Household income	215.50	100.37	0	800
Father’s age	41.19	5.12	22	61
Mother’s age	47.23	4.81	32	72
Father’s education level	4.56	0.96	1	8
Mother’s education level	3.90	1.10	1	8
Health status (of respondent)	3.52	0.79	1	5
Korean (speaking)	3.14	0.59	1	4
Korean (writing)	2.72	0.72	1	4
Korean (reading)	3.07	0.61	1	4
Korean (listening)	3.20	0.59	1	4
Environment Characteristics				
Homeroom teacher	3.63	0.89	1	5
Friendships	3.89	0.83	1	5
Neighborhoods	2.99	0.55	1	4
N	1229			

Note. A detailed explanation of the variables is given in the Appendix.

mate from elsewhere (Kawaguchi et al., 2017). Compared to students, parents tended to self-evaluate their Korean language level as lower (2.72–3.20). This also makes sense, as their mother tongue is not Korean. For environmental factors, while the youth agree that they have good relationships with their homeroom teachers and friends (3.69–3.89), the degree is relatively lower for neighborhoods (2.99). Overall, the characteristics of the sample are compatible with our beliefs regarding immigrant households.

Empirical Design

Framework

The basic empirical framework is as follows:

$$Y_{i,t} = \beta T_{i,t} + \gamma X_{i,t} + \mu_i + \eta_t + \epsilon_{i,t}$$

where i is a student and t is the year from 2012 to 2015. I begin with a conservative specification that only related to two main variables: parents' national identity ($T_{i,t}$) and children's national identity ($Y_{i,t}$). Next, I extend the model to include observable covariates ($X_{i,t}$), the individual fixed effect (μ_i), and year fixed effect (η_t) to accommodate the advantages of the rich panel dataset.

Outcome and Explanatory Variables

To examine how people view their national identity, I exploit both the parent ($T_{i,t}$) and student ($Y_{i,t}$) from the survey question: "What do you think of your nationality?"⁸) Respondents could choose from the following options: (1) I am a Korean, (2) I am a foreigner (of father/mother country), (3) I am both a Korean and foreigner, (4) I do not know, and (5) Etc. I transform the question into a dummy variable. Responses (1) and (3) are defined as being Korean. Being Korean is designated as 1, or as 0 otherwise. The reason I consider (3) as being Korean is based

on a growing number of studies that examine the merits of a bicultural identity (e.g., bilingualism, biculturalism). From a socioeconomic and cultural perspective, bicultural identity can lead to the development of the nation because it enhances creativity, tolerance, and willingness to accommodate new perspectives (Benet-Martinez et al., 2005; Nguyen et al., 2007; Tadmor et al., 2012; Saad et al., 2013; Lee et al., 2017). Since the goal of the government is to integrate multicultural families into Korean society and help them adjust to the new culture, it is reasonable to think that imbuing bicultural identity is aligned with instilling Korean identity, and benefits both individuals and society.

Control Variables

On the basis of previous studies, I control several essential determinants that can be related to the identity formation of adolescents in immigrant families (Phinney et al., 2001, Jun et al., 2011). Specifically, I consider the following variables for students and parents as well as environmental characteristics as principal covariates ($X_{i,t}$), since they are the main source of multicultural youth's personality.⁹⁾ For the student covariates, I include sex, Korean language skills (speaking, writing, reading, listening), academic performance (Korean, English, math, society, science), and health status. For parent covariates, I control marital status, monthly household income, father's age, mother's age, father's education level, mother's education level, health status, Korean language skills (speaking, writing, reading, listening), language used with child, father's home country, and mother's home country. Finally, to consider interaction effects with the outside world in terms of formulating national identity, I consider the relationship with a homeroom teacher, relationships with friends, and relationships with the neighborhood. These demographic and socio-economic circumstances likely influence the formation of national identity.¹⁰⁾ Thus, the above control variables can help to clearly observe the relationship between parents' and children's national identity. In addition, by including these covariates in the regression, I can explore

heterogeneities and through which channels parents' national identity affect the ethnic identity of the youth.

Fixed Effect

The individual fixed effect (μ_i) captures students' omitted factors that are correlated with the variables in the regression. Furthermore, the year fixed effect (η_t) determines any influence of macro yearly trends in the formation of national identity. Standard errors are clustered at the level of the student to accommodate heteroscedasticity.

Results and Discussion

Basic Results

Table 2 provides the results. When only examining the effect between parents' and children's national identity, the magnitude is 0.0244 and the coefficient is significant at a significance level of 0.1% (column 1). The effect is robust when controlling for the socio-economic situation and life events, which may affect national identity. Including fixed effects decreases the size to 0.0161, but this is still significant (column 2). Controlling of various student covariates, such as language skills and academic performance, yielded similar results for the main treatment variable, but the R-squared value increased (column 3).

The results indicate that parents' national identification as Korean is positively associated with that of a child by 0.0166 when all covariates and fixed effects are included (column 6). The coefficient is significant at the 1% significance level. Considering that the average value of the treatment variable was 0.739 in 2012 (73.9% of parents consider themselves Korean when their children are in the fifth year at elementary school), it implies that children are two percentage points more likely to adopt a Korean personality when their parent considers them Korean.

An interesting point is derived from the different outcomes of the

basic OLS (column 1) and fixed effects model (columns 2–6). While the OLS yields a positive outcome between parents’ and children’s national identity by 0.0244 (column 1), the coefficient decreases to 0.0161 (column 2) when the individual fixed effects and year fixed effects are controlled. This coefficient remains similar when all variables are controlled (column 6). These results imply that students’ unobserved time-invariant heterogeneities such as personal characteristics, attitudes, and mindsets are likely to affect the formation of national identity. Furthermore, macro-level socio-economic circumstances can influence the Korean identity of multicultural students, which is captured via the year fixed effect.¹¹⁾ Since both unobserved features and social circumstances are significant aspects of the preference formation process, this study contributes to the existing literature, which lacked a fixed effect analysis.

Overall, the basic regression results support the beliefs regarding the role of the parent in building a child’s personality and that parents’ national identity as a Korean reinforces the youth’s Korean identity.

Table 2.
Basic Regression Results

	Dep. Var.: Child’s national identity					
	(1)	(2)	(3)	(4)	(5)	(6)
Parent’s national identity	0.0244*** (0.0056)	0.0161* (0.0070)	0.0157** (0.0059)	0.0172** (0.0060)	0.0161** (0.0059)	0.0166** (0.0060)
Student covariates	N	N	Y	N	N	Y
Parent covariates	N	N	N	Y	N	Y
Environmental covariates	N	N	N	N	Y	Y
Individual FE	N	Y	Y	Y	Y	Y
Year FE	N	Y	Y	Y	Y	Y
R-sq	0.007	0.008	0.030	0.019	0.010	0.043
N	4916	4916	4916	4916	4916	4916

Note. Standard error in parentheses, * $p < 0.05$, ** $p < 0.01$, *** $p < 0.001$

Potential Channels

It is beyond the scope of this study to infer the underlying channels that positively relate parents' and children's national identity. However, by interacting parents' national identity with other covariates in the regression, I can examine the effect of the control variables more rigorously and speculate on any potential mechanism and its implications.

Specifically, I examine two essential factors that link the national identity of the two generations.¹²⁾ The first is the economic circumstances of the household. Students' access to social resources can reinforce their national identity as Korean if affluent parents want their children to assimilate into the majority and provide them with financial resources (Algan et al., 2010). Thus, I examined the interaction effect between household income and identity dummy variables.¹³⁾

The other possible channel is language (Bleakley et al., 2008; Casey et al., 2008). According to a Pew Research Center report, language matters more to national identity than birthplace in the US, Canada, Europe, Australia, and Japan (Strokes, 2017). In a similar context, parents' fluency in the Korean language may help build Korean identity and is likely to increase the degree of children's national identity. Conversely, it may negatively affect the adoption of children's Korean identity when parents have limited capacity in the Korean language to engage with their children (Kim et al., 2017). To verify this mechanism, I use the survey question: "Which language do you usually use when you talk with your child?" The purpose is to measure the level of Korean language fluency and capability.¹⁴⁾

Table 3 shows the results.¹⁵⁾ In column (1), a higher household income is positively related to children's national identity via a parent's strong Korean identity. The coefficient of the interaction term is 0.0001, implying that sufficient economic circumstances in the household amplify the effect on the youth's Korean national identity through the channel of a parent's identity. Possibly, parents without financial constraints

have more room to care for their children and provide more resources to integrate them into the majority population.

The effect of main language usage on children's national identity is more noticeable. Column (2) in Table 3 indicates that the degree of a child's Korean identity decreases by -0.0142 when parents converse with their children in a foreign (motherland) language. This result is consistent with previous analyses that a mother's difficulties in the Korean language negatively affect the child's accommodation and participation in Korean society (Jun et al., 2011). Access to and interaction with the Korean community are more available in direct proportion to Korean language proficiency. From this perspective, the main language used between parents and children may reveal the level of assimilation into Korean society.

The abovementioned heterogeneous effects on children's national identity formation require policy interest, because they suggest the aspects on which the government should focus to integrate the multicultural youth into Korean society. Since the risk of emotional instability from fragile family relations is high among multicultural youth (Ministry of Gender Equality and Family, 2019), the government has responded to the increase of ethnic diversity by introducing relevant support programs to promote Korean identity. Jung (in press) points out that government programs are effective in developing national identity as a Korean. National identity is usually nurtured through indirect approaches such as the general improvement of the social life, since compulsory measures of acculturation have implications. Thus, various measures can be considered to integrate multicultural youth into Korean society. Among them, the results of this study provide insightful implications regarding the alternatives to prioritize. While these policies include Korean learning assistance, bilingual programs, and tuition assistance, based on the results of this study, it is proposed that income subsidies and especially language support can positively help multicultural families adjust to the majority society.

Table 3.
Potential Channels

	Dep. Var.: Child's national identity	
	(1)	(2)
Parent's national identity (A)	-0.0068 (0.0134)	0.0771*** (0.0228)
Household income (B1)	-0.0001 (0.0001)	-
Korean language usage (B2)	-	0.0183*** (0.0048)
A x B1 (income interaction)	0.0001* (0.0001)	-
A x B2 (language interaction)	-	-0.0142** (0.0052)
Student covariates	Y	Y
Parent covariates	Y	Y
Environmental covariates	Y	Y
Individual FE	Y	Y
Year FE	Y	Y
R-sq	0.045	0.042

Note. Standard error in parentheses, * $p < 0.05$, ** $p < 0.01$, *** $p < 0.001$

Conclusion

National identity connotes significant implications for individuals, as it provides emotional and physical stability through adjustments to their living place. Furthermore, a sense of belonging and mutual sense of solidarity through sharing a common national identity can enhance social integration and cultural development.

On the basis of the importance of national identity and the role of parents in forming children's personality, I focus on a neglected question regarding the relationship between parents' and children's national identity and possible underlying mechanisms. To briefly summarize the findings, I find that a parent's strong Korean identity is positively associated with the child's national identity as a Korean, and the effect amplifies when the household income is higher and when family members use the Korean language more frequently to communicate with each other.

These results suggest that government support policies focusing on either income subsidies or language programs can lead to integrating multicultural youth into Korean society. From this viewpoint, the administration's recent focus on building systematic Korean language education and developing competent Korean teachers is desirable (Ministry of Education, 2019).

This study expands the scope of the existing literature on the national identity formation of the ethnic minority in the adolescent period. It is meaningful in that it dynamically examined how multicultural youth formulate their identity as a Korean considering the role of the parent and socio-economic circumstances. The analysis extends previous studies on understanding multicultural families and provides a useful guide for the policy-making process. While the panel analysis in the study resolves the issue of omitted variables, more rigorous approaches to overcome endogeneity are still necessary to infer exact causal mechanisms. I leave this for future research.

Appendix

Variable Explanations

Variable	Scale	Explanation
Student Characteristics		
Sex	1: male, 0: female	
Korean (speaking)	4: very good, 3: good, 2: poor, 1: very poor	
Korean (writing)	4: very good, 3: good, 2: poor, 1: very poor	
Korean (reading)	4: very good, 3: good, 2: poor, 1: very poor	
Korean (listening)	4: very good, 3: good, 2: poor, 1: very poor	
Grade (Korean)	5: very good, 4: good, 3: fair, 2: poor, 1: very poor	
Grade (English)	5: very good, 4: good, 3: fair, 2: poor, 1: very poor	
Grade (math)	5: very good, 4: good, 3: fair, 2: poor, 1: very poor	
Grade (society)	5: very good, 4: good, 3: fair, 2: poor, 1: very poor	
Grade (science)	5: very good, 4: good, 3: fair, 2: poor, 1: very poor	
Health status	4: very poor, 3: poor, 2: good, 1: very good	
Parent Characteristics		
Marital status	1: married, 0: others (divorced, bereaved, separated)	
Household income	KRW	
Father's age		
Mother's age		
Father's education level	8: doctorate, 7: master's, 6: college (4-yr.), 5: college (2-yr.), 4: high-school, 3: middle-school, 2: elementary-school, 1: none	
Mother's education level	8: doctorate, 7: master's, 6: college (4-yr.), 5: college (2-yr.), 4: high-school, 3: middle-school, 2: elementary-school, 1: none	
Health status (of respondent)	5: very good, 4: good, 3: fair, 2: poor, 1: very poor	
Korean (speaking)	4: very good, 3: good, 2: poor, 1: very poor	
Korean (writing)	4: very good, 3: good, 2: poor, 1: very poor	
Korean (reading)	4: very good, 3: good, 2: poor, 1: very poor	
Korean (listening)	4: very good, 3: good, 2: poor, 1: very poor	
Environment Characteristics		
Homeroom teacher	5: strongly agree, 4: agree, 3: fair, 2: strongly disagree, 1: strongly disagree	I averaged the value of the following survey questions: "I am close to my teacher," "My teacher helps me," "My teacher has an interest in me," "My teacher is concerned about my life," and "My teacher considers me an important person."
Friendships	5: strongly agree, 4: agree, 3: fair, 2: strongly disagree, 1: strongly disagree	I averaged the value of the following survey questions: "My friends like me," "My friends listen to me," "My friends give encouragement," "My friends and I help each other," "My friends have an interest in me," "My friends enjoy hanging around with me," and "My friends understand me well."
Neighborhoods	4: strongly agree, 3: agree, 2: disagree, 1: strongly disagree	I averaged the value of the following survey questions: "I know most of my neighborhoods," "I say hello to neighbors when I run into them," "I am secure in my neighborhood," "I like my neighbors," and "I want to live in my village."

Notes

- 1) The term multicultural students (children, youth) implies that (1) the youth's official nationality is South Korean, (2) one or both parents are a foreigner, and (3) they attend elementary/middle/high school. (The Korean education system includes a six-year elementary school, three-year middle school, and three-year high school.)
- 2) Article 2 of the Multicultural Families Support Act officially defines the term "multicultural family" as any of the following families: (a) A family comprised of immigrants by marriage defined in subparagraph 3 of Article 2 of the Framework Act on the Treatment of Foreigners Residing in the Republic of Korea and persons who have acquired nationality of the Republic of Korea pursuant to Articles 2 through 4 of the Nationality Act. (b) A family comprised of a person who has acquired the nationality of the Republic of Korea pursuant to Articles 3 and 4 of the Nationality Act and a person who has acquired nationality of the Republic of Korea pursuant to Articles 2 through 4 of the aforementioned Act.
Throughout the paper, I principally concentrate on multicultural families formed through marriage between native Korean males and migrant families, as they comprise the majority of multicultural families in Korean society. According to Statistics Korea (2017), around 65–75% of newly wed couples could be classified under this type during 2008–2017. Reflecting the size and growth of these types of family in the Korean community, many considerations are given regarding examining the major features of multicultural families. For example, Yoo and Kim (2018) emphasize the significance of research on social acculturation among female marriage migrant families.
- 3) The fact that most respondents were mothers is beneficial in terms of understanding the relation between parents' and children's national identity, because the personality formation of youths is generally more affected by their mother. For instance, Oh (2011) found that the level of multicultural students' assimilation into Korean society and accommodation of an exotic culture depended on their mother's nationality and job.
- 4) In total, 4,452 multicultural students were in the fourth year at elementary school in 2011.
- 5) In total, 1,347 students remained samples of the study until 2015 (82.4%).
- 6) Lee (2018) contended that we must consider dynamic aspects of identity transformation, as adolescents in Korean multicultural families consistently undergo identity changes during this period (Phinney et al., 2006; Sam et al., 2006). The panel analysis enabled examining such time-variant effects.
- 7) The samples may not represent the current situation of migrant students, since they were selected from the 2012 to 2015 wave based on dataset availability. However, the possibility is limited, considering they are representative samples of the total migrant population according to the NYPI. In addition, the four-year span of adolescence is a reasonable period to constrain any confounding external factors that affect national identity formation and focus on the main target to analyze meaningful effects by the treatment.

- 8) According to Kahneman and Krueger (2006), concerns of the reliability of the subjective measures in this survey is a limitation, since the questions seek to identify individuals' perception of their experience and it is examined closer to the time of reference.
- 9) A detailed explanation of the variables is given in the Appendix.
- 10) Much literature emphasizes that these variables are significant in forming the preferences and personalities of immigrant students. For example, language skills, educational attainment, health status, and labor market performance are interconnected with immigrants' identity (Kelleher et al., 2004; Bleakley et al., 2008; Casey et al., 2008; Schüller, 2015). Furthermore, a person's personality traits depend on age, and a parent's age can affect the formation of children's national identity (Roberts et al., 2006). School life is crucial during the adolescence period, because it prepares the youth to advance in the world (Trickett et al., 2005). Peer effects via friends and teachers are critical in building one's self-image in adolescence (Harrell-Levy et al., 2010; Jones et al., 2014). Chetty, Hendren, and Katz (2016) emphasize the importance of neighborhoods in a child's development.
- 11) For instance, a higher level of nationalism among the majority in a specific year by a certain event can affect the whole immigrant society, influencing spiritual mindsets toward Korean society at the macro-level.
- 12) In the regression, I apply the full specification including student, parent, and environmental covariates as well as the individual and year fixed effects.
- 13) I interpret household income as a continuous variable and interact it with parents' national identity.
- 14) Respondents could choose from the following options: 1) mostly Korean; 2) generally Korean, sometimes foreign; 3) sometimes Korean, generally foreign; and 4) mostly foreign. For the analysis, I considered it a continuous variable.
- 15) I omitted samples who did not answer the question.

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Date of submission of the article: January 04, 2019

Date of the peer-review: May 02, 2019

Date of the confirmation of the publication: December 24, 2019