

Effects of Social Support on Achievement Motivation and School Adaptation of Multicultural Adolescents: Focusing on Mediating Effect of Social Withdrawal

Choi, So-yun*

Abstract

This study examines the effects of friend support and teacher support, which play an important role in social relationships among adolescents, on the achievement motivation and school adaptation of multicultural adolescents, focusing on the mediating effect of social withdrawal. Adolescence is a time to expand social relationships and to materialize a sense of self and collective identity through various interactions with the environment. However, in the case of multicultural adolescents, it is reported that the rate of school dropout or school maladjustment is higher than that of non-multicultural students and the rate of victims of bullying or school violence is also reported to be higher. Therefore, this study examined the level of support of friends and teachers for multicultural adolescents by using the most recent 8th Multicultural Youth Panel data and identified the effect of such social support on school adaptation and achievement motivation of multicultural adolescents and the mediating effect of social withdrawal through a structural equation model. As a result of this study, the support of teachers and friends as sub-factors of social support directly affected the achievement motivation and school adaptation of multicultural adolescents. However, teacher support did not directly affect social withdrawal, and accordingly, the effect of teacher support on achievement motivation and school adaptation through the mediating effect of social withdrawal was not significant. However, friend support was found to have a direct effect on social withdrawal, and in the structural model of social support → social withdrawal → achievement motivation and school adaptation, friend support was found to affect achievement motivation and school adaptation through the mediating effect of social withdrawal. Based on the results of this study, implications for school adaptation of multicultural adolescents were presented.

Keywords: *Multicultural adolescents, Social support, Social withdrawal, Achievement motivation, School adaptation*

This study used data from the 8th MAPS (Multicultural Adolescent Panel Survey) conducted by National Youth Policy Institute.

* E-mail: sychoi@nsu.ac.kr

Ph.D. earned at: Ewha Womans University

Current position: Associate Professor, Department of Social Welfare, Namseoul University

Received : October 05, 2021, Revised : November 01, 2021, Accepted : November 28, 2021

사회적지지가 다문화청소년의 성취동기와 학교적응에 미치는 영향: 사회적 위축의 매개효과를 중심으로

최소연

국문요약

본 연구는 청소년기 사회적 관계에서 중요한 비중을 차지하는 친구와 교사의 지지가 다문화청소년의 성취동기와 학교적응에 미치는 영향을 사회적 위축의 매개효과를 중심으로 검증하였다. 청소년기는 사회적 관계를 확장해 나가는 시기로 환경과의 다양한 상호작용을 통해서 자신과 집단정체감을 구체화하는 시기이다. 그러나 다문화청소년의 경우는 학업중단이나 학교생활 부적응 비율이 비다문화학생에 비해 높은 것으로 보고되고 있으며 왕따의 경험이나 학교폭력의 피해 비율도 높은 것으로 보고되고 있다. 이에 본 연구는 가장 최근 데이터인 8차 다문화청소년패널데이터를 활용하여 다문화청소년에 대한 친구와 교사의 지지의 수준을 파악하고 이러한 사회적 지지가 사회적 위축을 매개로 다문화청소년의 학교적응과 성취동기에 미치는 영향을 구조방정모형을 통해 확인하였다. 연구결과, 사회적지지의 하위요인인 교사와 친구의 지지는 다문화청소년의 성취동기와 학교적응에 직접 영향을 미쳤다. 교사지지는 사회적 위축에 직접 영향을 미치지 않았고 교사의 지지가 사회적 위축을 매개로 성취동기와 학교적응에 미치는 매개영향은 통계적으로 유의미하지 않았다. 그러나 친구지지는 사회적 위축에 직접영향을 미치는 것으로 나타났으며 사회적 지지-사회적위축-성취동기 및 학교적응의 구조모형은 통계적으로 유의미한 것으로 확인되었다. 연구결과를 토대로 다문화청소년의 학교적응을 위한 함의를 제시하였다.

주제어: 다문화청소년, 사회적지지, 성취동기, 학교적응, 사회적 위축

I. Introduction

Adolescence is the most passionate period of human development and at the same time a period of possibility to prepare for the future. Currently adolescents need the support and protection of their families, but at the same time they are preparing for independence. Therefore, adolescents form social relationships through various interactions with their parents and their environment. Friends and teachers are an important part of youth social relationships. This is because most school-age adolescents belong to a school or class, form friendships, have a sense of belonging, prepare for their career through close interaction with teachers, and adapt stably in school life. Therefore, unlike the primary group, the family, through positive interactions with friends and teachers, adolescents not only achieve psychological stability and emotional support, but also embody individual and group identities, by adapting to school life and attaining academic achievement (Clark, Dorio, Elderidge, Malecki, and Denmary 2019; An, Hyejin and Chung, Mikyung 2015). However, there are social relationship problems such as difficulties in peer relationships or maladaptation to school life. The social withdrawal of adolescents is due to various external factors that affect their psychological and emotional state.

Multicultural adolescents are reported to have a higher rate of school maladjustment than that of non-multicultural adolescents, and experience difficulties in friendship. In the case of multicultural adolescents who entered the country in the middle, they have difficulty forming social relationships due to problems of language or cultural adaptation, and thus they are more likely to be socially withdrawn (Kwon, Gootaek 2018). As such, positive interactions with teachers and friends at school during adolescence play an important role in not only a sense of group belonging, but also adolescents' life satisfaction, adaptation to school life, and self-confidence formation. In contrast, however, if there is a problem in forming social relationships but lack of social support, it can have a negative impact on not only depression and even mental health but also school life maladjustment of socially withdrawn adolescents (Oh, Eunwha 2018). A positive social network should be formed to promote the healthy development of adolescents. Above all, the social support of adolescents who form their identity and prepare for their careers is closely related to their future adaptation in adolescence. Therefore, it is meaningful to check the effects of support of friends and teachers on the social relationship, school adaptation, and a sense of achievement of adolescents.

In a situation where the proportion of multicultural adolescents is gradually increasing, this study seeks to find out how the social support of teachers and friends can improve the school life adaptation and achievement motivation of multicultural adolescents so that these multicultural adolescents can smoothly perform their developmental tasks. In addition, this study is intended to confirm the effect of social support on the perceived social withdrawal of multicultural adolescents, identify the indirect effect of social support on their school adaptation and achievement motivation through the mediating effect of social withdrawal, and draw implications for their adaptation to school life.

This study will serve as a useful foundation for effective discussion on multicultural adolescents' adaptation to school life by confirming the effects of antecedent factors on the achievement motivation and school adaptation of multicultural adolescents through a structural equation model.

II. Theoretical Background

1) Adolescence and Social Support

According to the Dictionary of Social Welfare, social support is defined as “a concept that encompasses information advice and specific assistance to have favorable results for individual emotions and behaviors through interpersonal relationships, and an indispensable factor for understanding and resolving problems such as physical and emotional health problems, maladjustment to crises, and the helplessness caused by social separation and independence” (Naver Dictionary 2021). Social support is part of a social network in which people perceive themselves to be cared for and to be able to receive help from others (Wikipedia 2021). Social support resources include not only financial and material things but also companionships that provide emotional support, advice and information, and a sense of belonging.

Therefore, such support is diverse, including not only from family, but also from friends, neighbors, colleagues, organizational members, and experts (Harris 2006). Above all, the main sources of support for adolescents include family as well as friends, teachers, and club members. Most of all, through friendship, adolescents imitate their friends, rely on their peer groups, sympathize with them, and form a sense of identity (Yu, Eunkyong and Seol, Hyunsoo 2015).

2) Social Support and Social Withdrawal

Social withdrawal is defined as “a state of avoidance of interaction with others, social isolation, and a lack of social skills with others, which is one of the maladaptive behaviors that can usually appear in childhood” (Encyclopedia of medical terminology). Adolescents mainly live in the home, school, and private educational institute. If problems occur in relationships with peers in their daily lives, they will experience psychological difficulties and have problems in school life. Of course, there are adolescents who actively try to improve these social relationships, while those who are passive or introverted may hide conflicts, withdraw from interpersonal relationships, and miss the opportunity to resolve the conflicts (Oh, Eunwha 2018).

Social withdrawal is affected by several factors, including individual, school, and family environments (Yoon, Haemi and Park, Byoungkeum 2005). It is reported that when an individual has low self-esteem, withdrawal behavior is high (Park, Jeesook, Kim, Seunghyun, and Park Seongyeon 2009), and that negative parenting methods, such as excessive expectations or controls of parents, and negative experiences in peer relationships are related to high social withdrawal behavior (Lee, Jooyoung 2009).

In addition, from the point of view of pedagogy that teacher' expectations affect student's behavior and achievement, teacher's expectations for adolescents and the quality of relationships affect not only their academic achievement but also the quality of their social relationships (Choi, Soyun 2014). Previous studies have reported that the support of friends and teachers influences the social withdrawal of multicultural adolescents (Kim, Wonyoung and Kim, Kyungsik 2020).

3) Relationships among Social Support, Social Withdrawal, Achievement Motivation, and School Adaptation

Social support research conducted on adolescents has shown that social support not only buffers the stress of adolescents, but also has a positive effect on social withdrawal, and functions as an antecedent variable affecting academic achievement. Park, Nayoung (2021)

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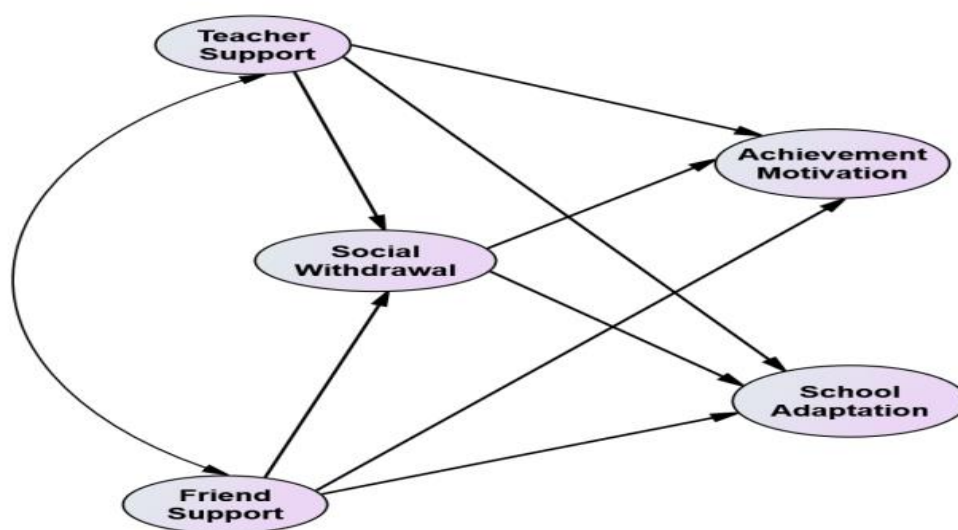
identified that the support of friends and leaders was an important antecedent factor in improving the performance of team athletes, and Hwang, Sungdong and Park, Eunhae (2010) found that positive parenting attitude and social support perceived by multicultural adolescents increased their school adaptation and self-esteem.

Social support (family, peer, and teacher) of low-income household children was related to academic resilience, and peer support in particular influenced academic achievement (Clark, et al., 2019). Social support buffers the stress of adolescents, predicts the alleviation of negative emotions such as social withdrawal, and has a positive effect on academic achievement, school adaptation, and self-resilience and life satisfaction (Fang and Chan, 2020; Cho, Yoojin and Han, Jisook 2010; Choi, Myoungkoo and Sung, Soyoung 2010). Social withdrawal was found to have a negative effect on school adaptation and achievement motivation (Kim, Jungeun 2020; Park, Dongjin and Kim, Songmi 2021).

III. Research Method

1) Research Model

In this study, the following research model was established to understand the effects of social support and social withdrawal on the achievement motivation and school adaptation of multicultural adolescents.



[Figure 1] Research Model

2) Research Hypotheses

This study established the following research hypotheses.

Hypothesis 1: Teacher support perceived by multicultural adolescents will affect social withdrawal.

Hypothesis 2: Teacher support perceived by multicultural adolescents will affect

achievement motivation and school adaptation.

Hypothesis 3: Friend support perceived by multicultural adolescents will affect social withdrawal.

Hypothesis 4: Friend support perceived by multicultural adolescents will affect achievement motivation and school adaptation.

Hypothesis 5: Social withdrawal of multicultural adolescents will affect achievement motivation and school adaptation.

Descriptive statistics

Hypothesis 6: Teacher support perceived by multicultural adolescents will affect achievement motivation and school adaptation through social withdrawal.

Hypothesis 7: Friend support perceived by multicultural adolescents will affect achievement motivation and school adaptation through social withdrawal.

3) Analysis Target

This study utilized the most recent 8th Multicultural Youth Panel (MAPS) data surveyed in 2018. The analysis target is 1,197 multicultural adolescents who responded to the panel data.

4) Measures

Social support was measured by teacher support and friend support. Teacher support is a five-point scale of three items concerning the relationship with teachers, which was revised and supplemented based on the study of Jung, Hwashil (2009). The reliability in this study is .891. Friend support is a total of four items that are extracted, revised, and supplemented from the measures of Kim Jungnam (2013) and Hwang, Yeojung and Kim, Kyoungkun (2006), which are about adaptation to friendship. On a five-point scale, the reliability in this study was .916.

Social withdrawal was extracted from Lee, Kyoungsang et al. (2011). On a five-item four-point scale, the reliability in this study is .908. The higher the score, the higher the level of social withdrawal. Achievement motivation was extracted, revised, and supplemented from Yu and Yang (1994). On a four-point scale of eight items, a higher score means a higher level of achievement motivation. The reliability in this study was .887. School adaptation is a five-point scale with four items extracted from Kim Jungnam's (2013) school adaptation measure. In this study, the reliability was .865.

5) Analysis Method

This study was analyzed using SPSS 23.0 and AMOS 23.0. Descriptive statistics were used for the general characteristics of the respondents and the average of major variables. The effect of social support on the achievement motivation and school adaptation of multicultural adolescents through social withdrawal was analyzed using Structural Equation Model (SEM). For the statistical significance of mediating effects, Sobel test was used. Missing data were processed by AMOS's FIML (full information maximum likelihood) method

IV. Research Result

1) General Characteristics of Respondents

The general characteristics of respondents are shown in Table 1. By gender, 49% (587) were male and 51% (610) were female. The average age was 17 years old, and the residential areas were distributed throughout the country, but the Gyeonggi-do and Incheon area had the

highest rate with 25.2%. The average number of household members was 4.58. When asked whether they had visited their parents' country of foreign origin, 80.6% answered that they had no experience of visiting.

As for the perception of nationality, 71.2% recognized that they were Koreans, and 27.4% answered that they had a sense of belonging to dual citizenship as they were Korean and foreign parent countries. 57.6% answered that they could use foreign languages other than Korean. 76.6% said their friends knew that they were from multicultural families, but 23.4% did not. The school life satisfaction of multicultural adolescents was 3.72 on a five-point scale, which was above the middle level.

[Table 1] General Characteristics of Respondents

Item		Frequency (%)	Item		Frequency (%)
Gender	Woman	610 (51)	Visiting Experience of Foreign Parent's Country	Yes	232 (19.4)
	Man	587 (49)		No	965 (80.6)
Residential Area	Seoul	117 (9.8)	Foreign Languages Available	Yes	690 (57.6)
	Gyeonggi do/Incheon	302 (25.2)		No	507 (42.4)
	Chungcheong do/Kangwon do	240 (20.1)	Age	16.96(Min: 16/ Max: 20) (SD: .352)	
	Kyongsang do	280 (23.4)	No. of Household	4.58(Min: 2/ Max: 10) (SD: 1.245)	
	Jeonrado/Jejudo	258 (21.6)			
Recognition of Nationality	Korean	852 (71.2)	Average School Life Satisfaction	3.72 (SD: .83)	
	Foreign Parent Country	7 (.6)			
	Korean and Foreign Parent Country	328 (27.4)	Friends' Recognition of Multicultural Family	Know	917 (76.6)
	Don't Know Which Country	7 (.6)		Don't know	280 (23.4)
	Others	3 (.2)			

General Characteristics of Parents are shown in Table 2. In the case of multicultural families, most of them were composed of married immigrant women, so 3.3% of mothers were from Korean, but most of their fathers were from Korea (96.5%). Among mothers' countries of origin, Japan was the most common at 34.9%, followed by the Philippines at 26% and China at 24.6%. In the case of fathers from foreign countries, Japan accounted for the most at 1.4%.

[Table 2] General Characteristics of Parents

Item		Frequency(%)	Item		Frequency(%)
Father's Country of Origin N=1,197	Korea	1107 (96.5)	Mother's Country of Origin N=1,197	Korea	39 (3.3)
	China(Han race, etc.)	2 (.2)		China(Han race, etc.)	84 (7.0)
	China(Chosun race)	1 (.1)		China(Chosun race)	211 (17.6)
	Vietnam	2 (.2)		Vietnam	25 (2.1)
	Philippine	4 (.4)		Philippine	311 (26.0)
	Japan	16 (1.4)		Japan	418 (34.9)
	Taipei	1 (.1)		Taipei	49 (4.1)
	Etc.	14 (1.2)		Etc.	60 (5.0)
Father's Educational level N=1,147	Under Middle School	360 (31.4)	Mother's Educational Level N=1,195	Under Middle School	133 (11.1)
	High School	594 (51.8)		High School	565 (47.3)
	College	70 (6.1)		College	303 (25.4)
	University	113 (9.9)		University	189 (15.8)
	Graduate School	10 (.9)		Graduate School	5 (.4)

2) Descriptive Statistics and Correlations of Key Variables

Table 3 shows the descriptive statistics of major variables. The average teacher support perceived by multicultural adolescents was 3.88 and that of friend support was 4.05, which was higher than that of teacher. Social withdrawal was 2.4 on a four-point scale, which was above the average level, school adaptation 3.28 on a five-point scale, and achievement motivation 3.03 on a four-point scale.

[Table 3] Average of Key Variables

	Minimum	Maximum	Mean	Std. Deviation	Skewness	Kurtosis
Teacher Support	1.00	5.00	3.8789	.78286	-.612	.729
Friend Support	1.00	5.00	4.0505	.72539	-.620	.728
Social Withdrawal	1.00	4.00	2.3983	.73115	-.237	-.451
School Adaptation	1.00	5.00	3.4779	.79052	-.235	.095
Achievement Motivation	1.00	4.00	3.0363	.46148	-.266	1.766

Table 4 shows the correlations between variables. The correlation coefficient between achievement motivation and school adaptation of multicultural adolescents was .611, showing a high correlation.

[Table4] Correlation Coefficient between Key Variables

	Teacher Support	Friend Support	Social Withdrawal	School Adaptation
Teacher Support	1			
Friend Support	.550**	1		
Social Withdrawal	-.173**	-.233**	1	
School Adaptation	.489**	.436**	-.268**	1
Achievement Motivation	.456**	.472**	-.270**	.611**

**p<.01

3) Validation of Model Fit and Validity of Measures

Since Chi-square depends on the size of sample, model fitness was examined. CFI, NFI, TLI were acceptable (>0.9). RMSEA recommends <.08 or less, but the goodness of fit is .056, indicating a relatively good fit. The width between the lowest (.054) and highest (.059) confidence intervals was not large, so it was acceptable.

[Table 5] Model Fit

	X ²	df	CFI	NFI	TLI	RMSEA+
Goodness-of-Fit Index	1,499.465***	243	0.932	0.921	.917	0.056

*** p<.001 / + Lo: .054, Hi: .059

As a result of the confirmatory factor analysis of the measures used in this study, the coefficients of each indicator are shown in [Table 7]. The standardized coefficient of teacher support was .82 to .90, friend support was .77 to .91, social withdrawal was .76 to .87, achievement motivation was .60 to .77, and school adaptation was .67 to .86, which secured the validity of concept construction.

[Table 6] Confirmatory Factor Analysis of Measures

Factor		Indicator	Estimate	S.E.	C.R.	P	Standardi- -zed Estimate
Teacher Support	→	I like my school teachers.	1.000				.854
	→	My school teachers are kind to me.	.913	.024	37.828	***	.904
	→	I have a teacher to visit and discuss when I have a difficult problem in school.	.963	.028	33.955	***	.818
Friend Support	→	My school friends respect and care for me.	1.000				.905
	→	I hang out with my school friends after school.	1.041	.031	33.995	***	.766
	→	My school friends comfort me when I feel lonely.	1.056	.023	45.651	***	.888
	→	My school friends understand me well.	.957	.021	46.053	***	.895
Social Withdrawal	→	I feel awkward when there are many people around me.	1.000				.777
	→	I am very shy.	1.135	.034	33.252	***	.885
	→	It is difficult for me to articulate my opinion to others.	.996	.036	27.860	***	.765
	→	I am shy.	1.133	.034	33.318	***	.886
	→	I don't like to be in front of people.	1.058	.038	27.704	***	.761
Achievement Motivation	→	I try to achieve my learning goals.	1.000				.686
	→	I try my best to do what I like to do well.	1.103	.050	21.964	***	.758
	→	I do my best to do what I think is worthwhile.	1.128	.051	22.257	***	.769
	→	I decide on my own learning goals.	1.105	.056	19.691	***	.671
	→	I like to move forward with my own goals.	1.118	.052	21.555	***	.742
	→	I enjoy trying things I am interested in.	.969	.050	19.528	***	.665
	→	I try until I'm satisfied with myself.	1.181	.054	21.709	***	.748
	→	I do what I want rather than what my family and people around me expect.	.906	.051	17.707	***	.598
School Adaptation	→	When there is a difficult part of what I am studying, I set aside time to study separately to understand it.	1.000				.676
	→	I listen to my teacher carefully in class.	1.040	.046	22.520	***	.752
	→	I can understand what I am learning in class.	1.107	.045	24.667	***	.856
	→	I am good at solving difficult tasks given to me by my teachers.	1.101	.047	23.413	***	.790

***p<.001

4) The Effects of Social Support and Social Withdrawal on Achievement Motivation and School Adaptation

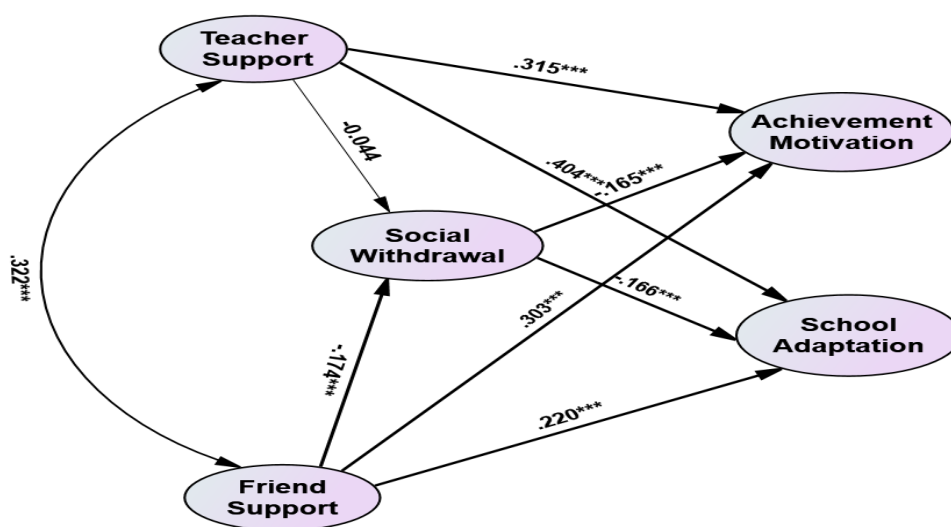
Figure 2 shows the effects of social support and social withdrawal on the achievement motivation and school adaptation of multicultural adolescents.

Hypothesis 1 was rejected that the teacher support perceived by multicultural adolescents would influence social withdrawal. However, Hypothesis 2 was accepted that teacher support perceived by multicultural adolescents would affect achievement motivation and school adaptation. The standardized coefficient of teacher support on multicultural adolescents' school adaptation was .404 at $p > .001$ level, and the standardized coefficient of teacher support on achievement motivation was .315 at $p > .001$ level. In other words, the more supportive teachers were perceived, the higher the degree of school adaptation and achievement motivation of multicultural adolescents.

Next, Hypothesis 3, that friend support perceived by multicultural adolescents will affect social withdrawal, was adopted with standardized coefficient of $-.174$ at the level of $p > .001$. In other words, the better the friendship, the lower the level of social withdrawal.

Hypothesis 4, that friend support perceived by multicultural adolescents will affect achievement motivation and school adaptation, was also adopted. The standardized coefficient of friend support on the school adaptation of multicultural adolescents was .220 at $p > .001$ level, and the standardized coefficient of friend support on the achievement motivation of multicultural adolescents was .303 at $p > .001$ level. In other words, the more supportive the friend is, the higher the degree of school adaptation and achievement motivation of multicultural adolescents.

Hypothesis 5, that the social withdrawal of multicultural adolescents would affect achievement motivation and school adaptation, was also accepted. That is, the higher the level of social withdrawal of multicultural adolescents, the lower the level of school adaptation and achievement motivation.



[Figure2] Social Support-Social Withdrawal-School Adaptation/Achievement Motivation

5) Relationships among Social Support, Social Withdrawal, School Adaptation, and Achievement Motivation

The path coefficient values of the structural equation model were used to identify the effect of social support for multicultural adolescents on school adaptation and achievement motivation through social withdrawal. The indirect effect can be confirmed by multiplying the path value [a] and the path value [b]. For statistical verification of the indirect effect, the Sobel test was conducted using the path values (a, b) and standard errors (SEa, SEb).

[Table 7] shows the verification results of mediating effects. The effect of teacher support on school adaptation and achievement motivation through social withdrawal was not statistically significant. Therefore, Hypothesis 6, that teacher support perceived by multicultural adolescents would affect achievement motivation and school adaptation through social withdrawal, was rejected.

However, the standardized value of $a*b$ was .0289 for the effect of friend support on school adaptation through social withdrawal, and the path coefficient was found to be statistically significant at the significance level of .000. In addition, the standardized value for the effect of friend support on achievement motivation through social withdrawal was .0287, and the path coefficient was statistically significant at the significance level of .000. Consequently, hypothesis 7, that friend support perceived by multicultural adolescents would affect achievement motivation and school adaptation through social withdrawal, was accepted.

[Table 7] Relationships among Social Support, Social Withdrawal, School Adaptation, and Achievement Motivation

	Estimate	Estimate (Standardized)	Z	P-value (2-tailed)
Teacher Support → Social Withdrawal → School Adaptation	.0065	.0073	1.040	0.218
Teacher Support → Social Withdrawal → Achievement Motivation	.0038	.0073	1.041	0.297
Friend Support → Social Withdrawal → School Adaptation	.0292	.0289	3.551	.000
Friend Support → Social Withdrawal → Achievement Motivation	.0171	0.287	3.592	.000

V. Discussion and Conclusions

To improve the school achievement of multicultural adolescents, this study confirmed the effect of social support on school adaptation and achievement motivation through social withdrawal. The results of this study are as follows.

First, among multicultural adolescents, 57% answered that they have foreign language skills other than Korean. However, more than 23% said their friends did not know that they friends were multicultural. These research results can be seen as reflecting the psychology of multicultural adolescents accepting the advantages of biculturalism and bilingualism of multicultural families, but not wanting to be exposed to discrimination due to the social category of multicultural/non-multicultural division. As the study of Kim Dongjin and Seo

Eunsook (2021) using the National Multicultural Family Survey also confirms that discrimination by friends, teachers, and others negatively affects school adaptation, it can be interpreted that multicultural adolescents want to protect themselves from discrimination.

Second, the average of multicultural adolescents' satisfaction with school life was 3.7 out of 5, which was above the average, while the average of their school adaptation was 3.4, which was above the average. It was found that the average of friend support was slightly higher than that of teacher support. This suggests that relationships with peer groups are important for both multicultural and non-multicultural adolescents. The study of Choi Yeongran (2018) confirms that the effect of peer support is more significant than other social supports on the social and emotional well-being.

Third, among social support, teacher support had a positive effect on school adaptation and achievement motivation but had no significant effect on social withdrawal. Also, among social support, friend support had a direct effect on social withdrawal, school adaptation, and achievement motivation. These research results by Kim Miseon (2015) confirms that peer relationships and support are more important than teacher support for adolescents' school adaptation and adaptive behavior.

Fourth, the effect of social support on school adaptation and achievement motivation through social withdrawal was partially adopted. Teacher support → social withdrawal → school adaptation and achievement motivation were rejected, but friend support → social withdrawal → school adaptation and achievement motivation were adopted. The study of Park Byungsun et al. (2017), which analyzed the mediating effect of social withdrawal on the peer relationships and school adaptation of general adolescents, confirms that confidence through peer relationships is important for school adaptation and achievement motivation.

The results of this study suggest the implications for the achievement motivation and school adaptation of multicultural adolescents as follows.

First, during adolescence, adaptation in school life as well as family is very important for career development and preparation for the future, and peer relationships are meaningful in adolescents' sense of belonging. Therefore, it is necessary to create an environment for fostering positive friendships with multicultural adolescents. In this study, the effect of teacher support on social withdrawal of multicultural adolescents was rejected, but friend support did influence their social withdrawal.

In this regard, what should be noted in the results of this study is that more than 23% of multicultural adolescents still do not open their multicultural identity to their friends. This phenomenon is a result of revealing that Korea has a discriminatory view on multiculturalism.

If there is no distinction between multiculturalism and non-multiculturalism, there is no need to open the fact that they are multicultural. However, if they cannot open the fact that they are multicultural family out of concern for the discriminatory views caused by multiculturalism, it would be an obstacle to positive relationships with their friends. Although the government continues to make efforts to increase multicultural acceptability, continuous efforts should be made to promote multicultural acceptability because prejudice and discrimination are not resolved in a short period of time.

Second, both teacher and friend support were influential as antecedent factors affecting the school adaptation and achievement motivation of multicultural adolescents. Specific measures should be proposed to support multicultural adolescents who have difficulties in positive relationships with teachers and friends or who do not adapt to school. Since there is concern that the multicultural/non-multicultural dichotomous approach is discriminatory, it will be necessary to support positive friendships and school life in the category of all youth.

However, since some previous studies report the seriousness of school adaptation problems and the higher experiences of school violence among middle-entry multicultural adolescents than ordinary adolescents, multicultural adolescents who have difficulties in making friends should be individualized to help them not fall behind in school adaptation.

In this study, the mediating effect of social withdrawal was rejected in the case of teacher support, but the effect of friend support→social withdrawal→school adaptation and achievement motivation was adopted. This is a result of reaffirming the importance of peer relationships in positive social relationships and school life. Various programs that can accommodate cultural differences and form a sense of community with friends at school should be developed to help all youth, including multicultural adolescents, so that they can prepare for a healthy career path.

Finally, since this study was analyzed using secondary data, this study has limitations in that it failed to consider the characteristics of multicultural backgrounds (middle-entry immigrants, overseas Koreans, marriage immigrant woman's families, etc.) of multicultural adolescents that can affect school adaptation and achievement motivation. In addition, there is a limitation in not investigating the effect of social withdrawal according to the different backgrounds of multicultural adolescents.

In follow-up studies, it will be necessary to confirm the effect of the characteristics of multicultural background on school adaptation and achievement motivation of multicultural adolescents, which was not included in this study, through quantitative as well as qualitative studies.

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