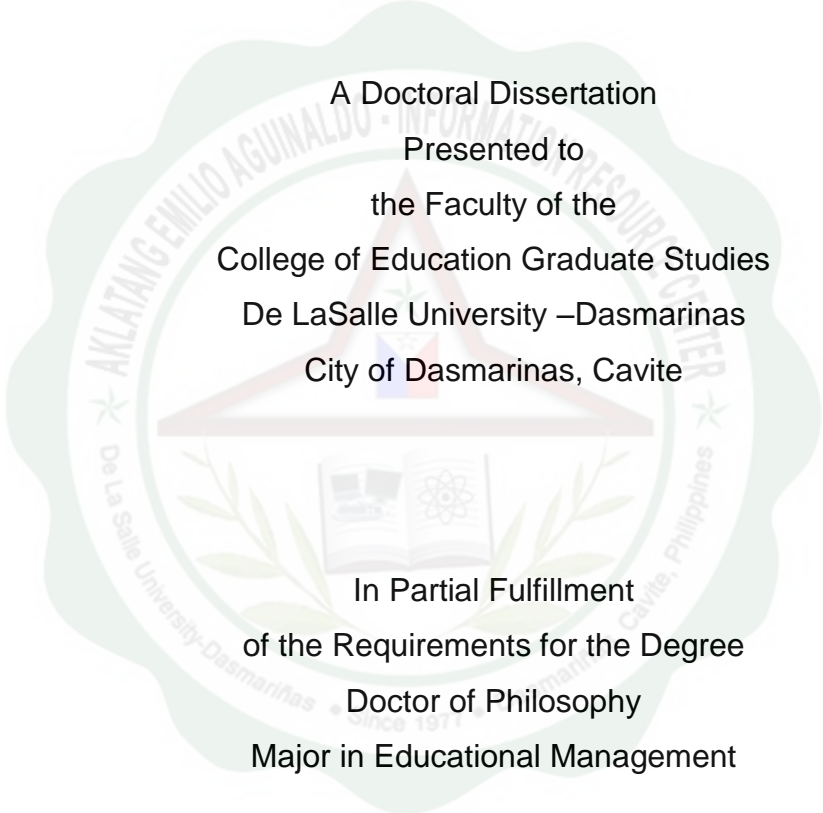


**THE EXPERIENCES OF HIGH SCHOOL STUDENTS OF MANILA
HANKUK ACADEMY IN ADAPTING TO THE KOREAN
MISSIONARY KIDS SCHOOL CONTEXT:
BASIS FOR DEVELOPMENT OF
AN INTEGRATION PROGRAM**



A Doctoral Dissertation
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In Partial Fulfillment
of the Requirements for the Degree
Doctor of Philosophy
Major in Educational Management

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October 2013

ABSTRACT

Title of the Research : **THE EXPERIENCES OF HIGH SCHOOL STUDENTS OF MANILA HANKUK ACADEMY IN ADAPTING TO THE KOREAN MISSIONARY KIDS SCHOOL CONTEXT: BASIS FOR DEVELOPMENT OF AN INTEGRATION PROGRAM**

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This qualitative case study was conducted to understand the intercultural experiences, difficulties and adaptation of Manila Hankuk Academy's high school students, especially those who had lived and studied in foreign countries for at least two years and also to find out the possible ways to assist them in the integration process. The conceptualization of this study was influenced by both cultural adaptation and intercultural experiences of sojourners, especially the theory of acculturation strategies that Berry (1997) categorized as the adaptation approach of sojourners in the host settings.

The main data came primarily from the interview with 28 MHA's high school students who had consented to participate. The demographic data were collected prior to each interview, and other information was also collected by observation of the researcher and interview with teachers of the school for the participants' ordinary routine at both the school and the dormitory.

Findings from the study showed that the students have experienced becoming more and more tuned to God, and some of them could develop their

vision for the next generation through the community service. They perceived that studying time is longer and workload is heavier at MHA than their previous schools. Their best experience in MHA was when they had friends to share the same sympathies they had experienced as Korean MKs. Students-oriented activities could improve their leadership skills, provide a good opportunity to express their potential talents, and help them overcome difficulties of adjusting to the school life. They deeply respected and had confidence in their teachers, who were devoted Christians with thoughtful care, deep understanding and passion for the students.

The participants are maintaining close relationship and smooth mutual communications with their social support group, such as their parents, teachers and friends, and this fact is hugely influencing not only their academic motivation and achievement, but also their emotional stability and, consequently, is positively affecting their adaptation to the school. The biggest difference between their previous schools and MHA is community spirit and belongingness based on Christian and Korean identities.

This present study thereby recommends the followings:

1. The outreach program (community service) should be expanded as a place for education and mission that the whole MHA school community participates.

2. A school trip to Korea, which can strengthen the students' identity as a Korean and enhance their understandings about Korean culture and history, should be included in the curriculum.

3. A school-wide support to develop and implement a teacher-training program is needed, focusing on the teachers' (including faculties) understandings of other cultures and enhancing their adaptation capabilities.

4. In connection with QT meetings, a bible study-type small group meeting where teachers and students both participate should be included in the school activity.

5. An English and Korean learning camp should be included in the regular school curriculum on breaks for new-comers who lack basic language skills required for bilingual curriculum.

6. Peer helper training program should be carried out as an essential school activity and policy. This program is focused on to develop peer students as guides and counselors and to use them as helpers for new students' adaptation to the school. This program would not only help students' adaptation to the school but enhance each individual's growth by improving communication skills and human relations training among peer group members.

TABLE OF CONTENTS

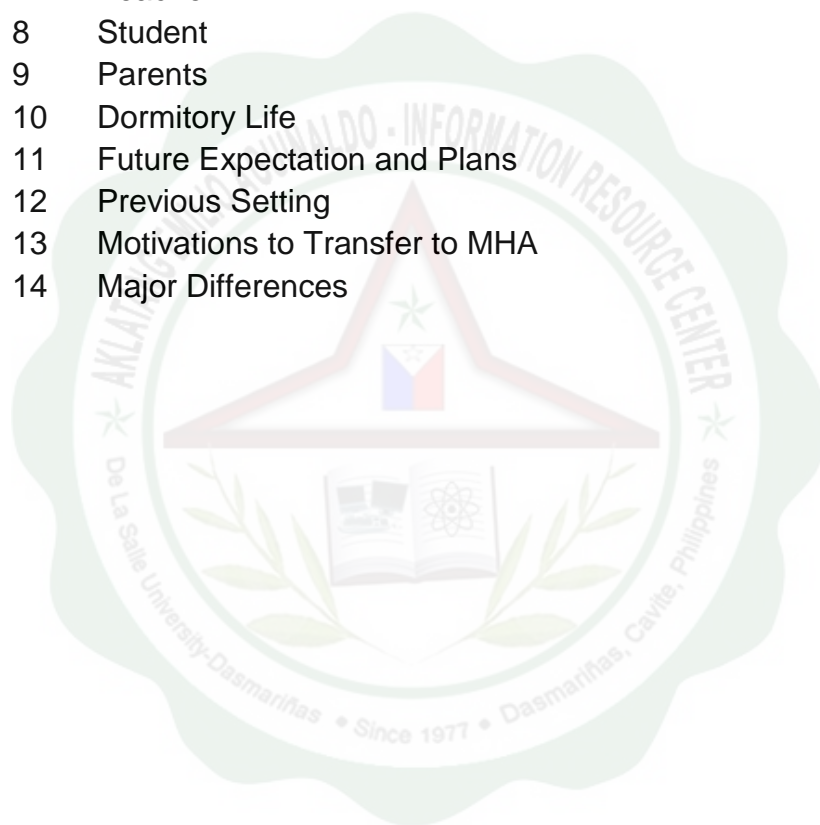
	Page
TITLE PAGE	1
ABSTRACT	2
APPROVAL SHEET	5
ACKNOWLEDGEMENTS	6
TABLE OF CONTENTS	7
LIST OF TABLES	10
LIST OF FIGURES	11
 Chapter	
1 THE PROBLEM AND ITS BACKGROUND	
Introduction	12
Conceptual Framework	16
Statement of the Problem	21
Assumption of the Study	22
Scope and Delimitation of the Study	22
Significance of the Study	23
Definition of Terms	24
2 REVIEW OF RELATED LITERATURE	
2.1 Inter-Cultural Interaction and Culture Shock	27
2.2 Cross-cultural Sojourn Experiences	
2.2.1 Western Context	34
2.2.2 Non-Western Context	40
2.3 Korean Literature	
2.3.1 High School Culture	43
2.3.2 Missionary Kids	45
2.3.3 Returnee Students	48
2.3.4 North Korean Defector Students	51
2.3.5 Multicultural Students	53
2.4 Synthesis	55
3 METHODOLOGY	
Research Method	58
Participants	59
Research Instrument	60
Data Gathering Procedure	62
Data Analysis	63

4.	PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA	
4.1	The Experiences of MHA's MKs in Adapting to their New Environment	
4.1.1	Spiritual Domain	
4.1.1.1	More and more tuned to God	71
4.1.1.2	Outreach	75
4.1.2	Intellectual Domain	
4.1.2.1	Maintaining Korean Language	78
4.1.2.2	Academic Pressure	80
4.1.2.3	Different Teaching - Learning Approaches	83
4.1.2.4	Difficulty in Korean Language	86
4.1.2.5	Difficulty in English Language	88
4.1.3	Emotional Domain	
4.1.3.1	Best Experiences	90
4.1.3.2	Dignity	92
4.1.4	Physical Domain	
4.1.4.1	Exciting Activities	94
4.1.4.2	Conservative School Rules	95
4.1.5	Interpersonal Relationships	
4.1.5.1	Teacher	98
4.1.5.1.1	Thoughtful Care	97
4.1.5.1.2	Deep Understanding	99
4.1.5.1.3	Passion and Clear Guidance	101
4.1.5.2	Student	
4.1.5.2.1	Bonding through Sharing their Scars	104
4.1.5.2.2	Strict Respect for the Elder	107
4.1.5.2.3	Uncomfortable Experiences	108
4.1.5.3	Parents	
4.1.5.3.1	Intimacy	110
4.1.5.3.2	Need Something	114
4.1.6	Dormitory Life	
4.1.6.1	Limited Spatial Extent	116
4.1.6.2	No Freedom	118
4.1.6.3	Food Complaining	120
4.1.7	Future Expectations and Plans	120
4.2	The Major Differences between the Previous Schools and MHA	
4.2.1	Adaptation Experiences of High School MKs in Previous Setting	
4.2.1.1	Confusion, Fear & Culture Shock	125
4.2.1.2	Survival Strategies	133

4.2.1.3	Making Friends	134
4.2.1.4	Helping Ministry	140
4.2.1.5	Learning Culture	143
4.2.2	Motivations to Transfer to MHA	
4.2.2.1	Searching for the Roots	146
4.2.3	The Major Differences between the Previous Schools and MHA	
4.2.3.1	Sense of Belonging and Community	152
4.2.3.2	Less Competitive Spirit	155
4.3	The Key Themes and Patterns	156
4.4	The Possible Ways and Programs	157
4.4.1	MHA Peer Helper Training Program	158
4.5	Presentation of the Case Studies	
4.5.1	Case of Singhye	170
4.5.2	Case of Jaenam	178
4.5.3	Case of Chahee	181
4.5.4	Case of Filnam	186
4.5.5	Case of Innam	191
4.5.6	Summary	196
5	SUMMARY, CONCLUSIONS AND RECOMMENDATIONS	
	Summary and Findings	198
	Conclusions	210
	Recommendations	214
	REFERENCES	221
	APPENDICES	
A	Consent Form	233
B	Demographic Questionnaire	234
C	The Semi-Structured Interview Guide	235
D	Curriculum Vitae	237

LIST OF TABLES

TABLE		Page
1	Profiles of Trans-Cultural Experiences	33
2	Personal Information of the Participants	69
3	Spiritual Domain	71
4	Intellectual Domain	77
5	Emotional Domain	90
6	Physical Domain	94
7	Teacher	97
8	Student	103
9	Parents	110
10	Dormitory Life	115
11	Future Expectation and Plans	120
12	Previous Setting	123
13	Motivations to Transfer to MHA	146
14	Major Differences	152



LIST OF FIGURE

FIGURE		Page
1	The Research Paradigm of Intercultural Experiences of the MHA High School Students	20

