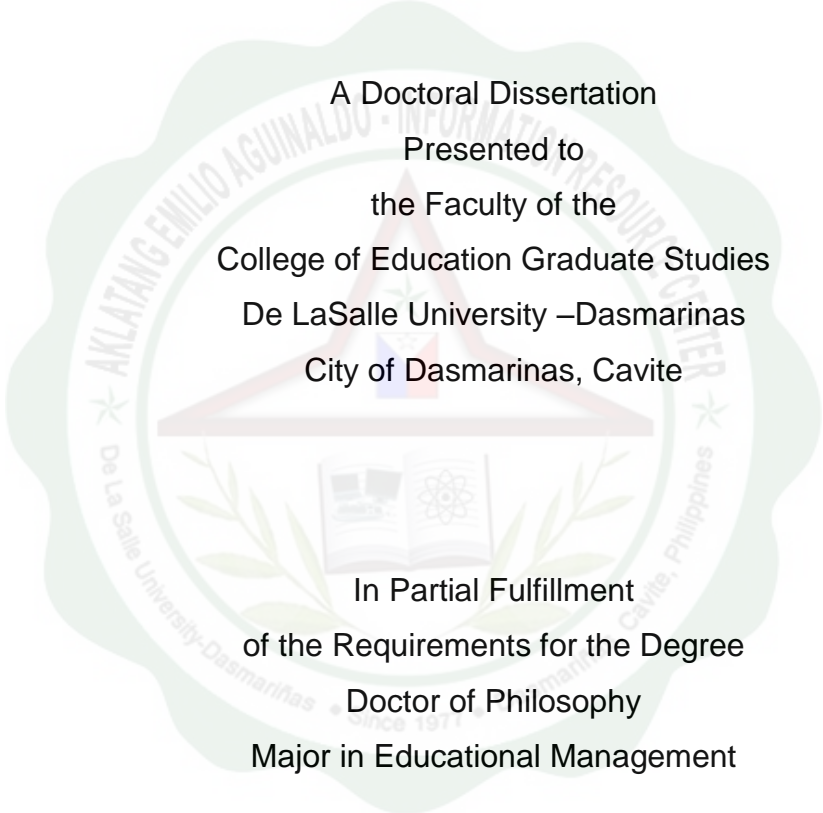


**THE EXPERIENCES OF HIGH SCHOOL STUDENTS OF MANILA
HANKUK ACADEMY IN ADAPTING TO THE KOREAN
MISSIONARY KIDS SCHOOL CONTEXT:
BASIS FOR DEVELOPMENT OF
AN INTEGRATION PROGRAM**



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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.