Problem Behaviors of Children from Multicultural and Monocultural Families in Korea: Differences in Behavior Evaluations between Parents and Teachers

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In recent years, multicultural families are increasing in Korea. In such multicultural families, there may be language and interpersonal difficulties that affect the children. Given the possibility of real problems affecting academics and the potential for bias, the perceptions of parents and teachers is of vital importance. In this study, parents' and teachers' evaluations of problem behaviors of 405 elementary school students were collected on the Korean Child Behavior Checklist and the Korean Teacher's Report Form. Studies have shown that parents in multicultural families tend to rate their children's problems more seriously than in monocultural families in the areas of Withdrawal/Depressed, Attention Problems, and Rule-Breaking Behaviors. Teachers rated boys from multicultural families as more problematic with Withdrawal/Depressed, Attention Problems, Rule-Breaking Behaviors, and overall scores than boys from monocultural families. Parents tended to take their child's problematic behaviors more seriously than teachers. In general, younger students were found to be more vulnerable to behavioral problems. This may indicate that an intervention is needed to help the children acculturate .

Keywords: multicultural family; parents; teachers; problem behavior of children; behavior evaluations

Highlights
- Parents in multicultural families tend to rate their children's problems more seriously than in monocultural families in the areas of Withdrawal/Depressed,

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Attention Problems, and Rule-Breaking Behaviors.

- Teachers rated boys from multicultural families as more problematic with Withdrawal/Depressed, Attention Problems, Rule-Breaking Behaviors, and overall scores than boys from monocultural families.
- Parents tended to take their child's problematic behaviors more seriously than teachers.

A recent phenomenon in Korean society is an increase in the multicultural population. Multicultural society can be classified into two types. The first type is an immigrant country composed of various races and cultures from the early days of the founding of the country. Although social integration problems still remain, they are relatively familiar with a multicultural society. In the second form, countries with a relatively homogeneous culture face the challenges of a multicultural society due to the influx of migrant workers and heterogeneous cultures following globalization, and lack of preparation or awareness for a multicultural society. As a situation similar to the second type, Korea has the potential to become a serious social problem due to lack of preparation or awareness for a multicultural society.

Korea has maintained a homogeneous racial society until recently, but the number of immigrants has recently increased. The multicultural population in Korea includes families formed by international marriage, foreign workers, international students, and North Korean refugees. As a result, in Korean society, children with both Korean parents(Mono-cultural) and children whose parents are foreign(Multi-cultural) are growing together. Of these, this study is concerned with the children of international marriages. These families are usually formed when immigrant women come to Korea to get married to Korean men. These women s tend to face various adversities in adjusting to life in Korea due to drastic cultural differences. Moreover, these women usually get married without having had sufficient time in getting to know their husbands -- who are typically much older than the women, and are of low socioeconomic status. The women move to Korea without having had sufficient time to learn about Korean society or language. Such conditions intensify the culture shock experienced by female marriage immigrants.

About 539,567 multicultural women (2000-2019) currently residing in Korea (Ministry of Gender Equality and Family, 2020) are from other Asian countries such as China, Vietnam, the Philippines, Japan, Cambodia and Thailand. Although women came to Korea to escape the poverty of their home country, they soon found themselves in various unsatisfactory situations. Because

they are struggling themselves, many of these women are not in the best position to provide stable parenting for their children. As a result, their children are likely to grow up in conditions where it is difficult to receive suitable parental care (Kang, Kim, Yoon, & Lim, 2012). These children acquire Korean citizenship by birth, and are likely to live as Korean citizens for a lifetime. Helping them grow into adults who can fulfill their rights and responsibilities as citizens of the Republic of Korea should be an urgent task for the country.

In 2020, the number of children from multicultural families reached 868,464 (2012-2020). This accounts for more than 16% of the total number of students in Korea in 2020 (multicultural students: 868,464, total students: 5,346,874) (Ministry of Gender Equality and Family, 2020). Living as an ethnic minority in Korea, students from multicultural families have different experiences than children from monocultural families.

Theoretical Background
A recent comparative analysis of 24 studies involving children from multicultural families revealed that children were exposed to various problems. Elementary school students tended to show depression, anxiety, and hyperactivity, and high school students experienced additional problems (Lee, 2013b). In addition, previous studies reported that children from multicultural families are more likely to experience problems in career development, academic achievement, emotional and behavioral domains, and self-concept (Cho, 2010; Cheon & Park, 2012; Lee, 2013a; Nam & Kim, 2011; Shagufta & Shaista, 2021). Nevertheless, some studies assert that children from multicultural families actually adjust well to their environment. For example, when compared to students from monocultural families, students from multicultural families were found to be more resilient (Park, 2009), their level of school adjustment was not significantly different (Jeon, 2010), and they were less prone to problem behavior (Kang et al., 2012). Han (2012) found that social support and open communication with parents can reduce the likelihood of problems among children from multicultural families.

These inconsistent findings may be due to the relatively short history of children from multicultural families entering Korean schools. In addition, the country of origin of female marriage immigrants is different, and the composition of immigrants is changing frequently according to the change of immigration policy by country. Therefore, in order to improve the understanding of multicultural students, research should be conducted to continuously evaluate the adaptation level of students from multicultural families.

The Korean government is implementing policies to eradicate social discrimination and remove barriers to better achievement, education and employment opportunities faced by married immigrants (Ministry of Education, 2014). These policies will be more effective if they are based upon an accurate understanding of relevant issues and problems. As such, survey studies that look at the families formed by international marriages from various angles should be conducted. In this context, the present study sought to investigate the possible differences in problem behaviors between elementary school students from multicultural families and those from monocultural families. Elementary school is the developmental stage where students begin their social life, and proper prevention and intervention for problem behaviors commonly seen in this period can have a huge impact on students' subsequent school adjustment and behavior.

The evaluations on children's problem behavior were conducted by parents and teachers, as they are the most significant adults for children. Exploring differences in parent and teacher perceptions of problematic behaviors in children can improve understanding of student problems and provide useful insights when creating parenting guidelines and pedagogies for parents and teachers. Both parents and teachers are important adults who interact directly with students during development. If their evaluations about a student differ, they should be attentive to each other's evaluations, and respectfully communicate the differences to draw up integrated parenting and teaching guidelines.

The research literature suggests that parents and teachers have different strengths and shortcomings when evaluating students. Because parents are usually the primary caretakers and devote long hours attending to their children, they are able to provide the most detailed information about their children (Lee & Choi, 2012; Kerr, Lunkenheimer, & Olson, 2007). However, parents typically do not have much experience observing other children, and may not be able to provide objective evaluations about their own children. Moreover, parents tend to evaluate their children differently depending on their own psychological states (Al-Awad & Sonuga-Barke, 2002). Parents of multicultural families, in particular, tend to experience frequent family conflicts or identity confusion, and such stress may affect their evaluations of their children (Kim, Moon, Kim, & Park, 2010). Teachers, on the other hand, interact with diverse students and have abundant opportunities to directly observe interactions among students. Thus, teachers are fit to evaluate student behaviors more objectively (Shin, Park, Park, & Lyu, 2006; Campbell, 1995; Satake, Youshida, Yamshita, Kinukawa, & Takagishi, 2003). However, teachers are limited in individually engaging with each student to build deep relationships to the point of apprehending the underlying meanings behind students' emotional or behavioral problems (Green, Beck, & Vosk, 1980; Lee & Choi, 2012).

Studies that have investigated the level of agreement between parent evaluations and teacher evaluations reported mixed results. First, Kaner (2011) found that teacher and parental evaluations are similar, and that parent and teacher evaluations on the ADHD problem assessment measure for 837 adolescents aged 15 - 18 tended to be consistent with each other. Specifically, parent-teacher agreement was higher for inattentiveness scales than for hyperactivity scales. According to Tepper, Liu, Guo, Zhai, Lie, and Li (2008), parents and teachers were similar in their evaluation of children's level of depression. In contrast, many other research findings have suggested that parents and teachers differ in their evaluations. For example, Llario et al., (2013) found that foster parents tended to view the externalizing behavior problems of minority children, aged between six and 12, to be more serious than did teachers. Rosas, Chaiken, and Case (2007) found that parents gave more negative evaluations than teachers when evaluating children's protective factors and problem behaviors. Jo and Seu (1998) and Kang and Cho (2008) found parent-teacher discrepancies across all areas of children's problem behaviors, and Lee and Choi (2012) also reported that parents perceived students' protective factors and problem behaviors to be more negative than did teachers.

As such, parent and teacher evaluations have been studied extensively. However, a study that specifically looks into informant discrepancies in problem behavior evaluations for students from multicultural families in Korea is yet to be carried out. With the rise in the number of multicultural students in Korean schools, we need to examine the possible differences in perceptions on these students between parents and teachers. If discrepancies exist, it is important to consider both perspectives together in order to develop a more complete picture of students. Therefore, this study compared the viewpoints of parents and teachers on problem behaviors of multicultural children, and further explored whether perspective differences exist for students from monocultural families. The study also explored the effects of grade levels and sex of students on the results. The findings of the study will be useful for developing effective interventions for advancing personal growth for multicultural students in Korea. Specifically, the research questions were:

1) Do parents of multicultural and monocultural families differ in their perceptions of their children's problem behaviors?
2) Do teachers differ in their perceptions of children's problem behaviors depending on whether the child is from a multicultural or a monocultural family?
3) Do parents and teachers perceive children's problem behaviors differently?

Method
Participants
The participants included 405 elementary school students (188 from multicultural families and 217 from monocultural families) across South Korea. To recruit a nationally representative sample of children from multicultural families, 29 schools in Seoul, Incheon, Daejeon, Gyeonggi, Chungbuk, Gyeongnam, and Jeonbuk were contacted. For generalization, sampling was carried out targeting schools in various regions. Then children of monocultural families with a similar background to the multicultural children group were recruited. For this, we asked the school teachers of multicultural children to recruit monocultural children with similar achievement levels, as well as parents of similar socioeconomic status, as their counterpart multicultural children. Participants were told about the purpose of the study individually, and participated in the survey once they provided written consent. The sex and grade level distributions of participants are shown in Table 1.

Table 1
Participant sample

		From multicultural families		From monocultural families		
		Boy	Girl	Boy	Girl	Total
	1	13	17	16	28	74
	2	23	12	14	16	65
Grade	3	12	24	10	22	68
level	4	24	17	25	28	94
	5	16	15	16	27	74
	6	8	7	5	10	30
Total		96	92	86	131	405

Measures
Teacher evaluations of children's problem behaviors
Originally developed to assess children's internalized problem behaviors, the Teachers Rating Form was revised by Achenbach and Rescorla (2001) into TRF 6-18. This form was translated and standardized by Oh and Kim (2010) for Korean users. The K-TRF is composed of 120 items (α=.97). The subscales are 13-item Anxious/Depressed (α=.80), 8-item Withdrawn/Depressed (α=.81), 11-item Somatic Complaints (α=.71), 11-item Social Problems(α=.75), 15-item Thought Problems (α=.62), 10-item Attention Problems (α=.94), 17-item Rule-

Breaking Behavior (α=.83), 18-item Aggressive Behavior (α=.92), 17-item Other Problems (α=.39), 32-item Internalizing (α=.87), 35-item Externalizing (α=.94) (Oh & Kim, 2010).

Parent Evaluations of Children's Problem Behaviors

To measure parents' evaluations about children's sociality, Achenbach and Rescorla (2001) had revised the Child Behavior Check List. This study used the CBCL (6-18) translated and standardized for Korean users by Oh & Kim (2010). The K-CBCL (6-18)'s empirically based syndrome scales are composed of 119 items (α=.95). The subscales are 13-item Anxious/Depressed (α=.76), 8-item Withdrawn/Depressed (α=.73), 11-item Somatic complaints (α=.72), 11-item Social Problems (α=.70), 15-item Thought Problems (α=.62), 10-item Attention Problems (α=.81), 17-item Rule-Breaking Behavior (α=.70), 18-item Aggressive Behavior (α=.84), 17-item Other Problems (α=.39), 32-item Internalizing (α=.87), 35-item Externalizing (α=.94) (Oh & Kim, 2010).

Results

Differences in problem behaviors between children from multicultural families vs.   monocultural families: Parent report

Independent sample t tests, with sex and grade levels as independent variables, were conducted to observe the distribution of scores parents rated for children's problem behaviors (Table 2). Significant differences between groups (multicultural vs. monocultural) were found in Withdrawn/Depressed, Attention Problems, and Rule-Breaking Behavior domains. Specifically, children from multicultural families received higher scores for Withdrawn/Depressed, Attention Problems, and Rule-Breaking Behavior problem behaviors than those from monocultural families. Also, for male students, the differences in parent evaluations between multicultural and monocultural families appeared in Withdrawn/Depressed and Rule-Breaking Behavior domains, where the problem behavior scores were higher for boys from multicultural families. For female students, there were no significant differences in problem behavior scores between groups. Group differences in Rule-Breaking Behavior scores appeared significant for students in grades 1~2. This means that multicultural children in grades 1 and 2 had higher scores for Rule-Breaking Behavior than monocultural children in grades 1 and 2. Score differences between groups in other grade levels were not statistically significant. Table 2 shows only the problem areas that had statistically significant group differences.

Table 2
Group differences on the problem behaviors reported by parents

		Withdrawn/ Depressed	Attention Problems	Rule-Breaking Behavior
Total Average		11.00(1.22)	2.83(2.92)	1.25(1.87)
Total	Multicultural	1.43(1.77)	3.19(3.17)	1.49(2.31)
	Monocultural	1.05(1.74)	2.52(2.66)	1.04(1.35)
	t	2.18*	2.26*	2.36*
Boy	Multicultural	1.36(1.56)	3.43(3.40)	1.66(2.43)
	Monocultural	.84(1.51)	2.58(2.62)	1.07(1.33)
	t	2.31*	1.89	2.05*
Grades 1~2	Multicultural	1.11(1.59)	2.94(3.08)	1.82(2.72)
	Monocultural	.85(1.51)	2.28(2.45)	1.02(1.52)
	t	.97	1.41	2.08*

* p<.05
  • Multicultural-monocultural group differences for female students were not statistically significant.
  • Between-group differences for Anxious/Depressed, Somatic Complaints, Social Problems, Thought Problems, Aggressive Behavior, Other Problems, Internalizing, Externalizing, and Total Score were not statistically significant.
  • Multicultural-monocultural group differences for 3~4, 5~6 grade students were not statistically significant.

Differences in problem behaviors between children from multicultural families vs. monocultural families: Teacher report

Independent sample t tests, with gender and grade levels (1~2, 2~4, 5~6) as independent variables, were conducted to observe the distribution of scores teachers rated for children's problem behaviors (Table 3). Withdrawn/Depressed, Attention Problems, Internalizing, and Total Score were all higher for multicultural children than monocultural children. Also, for male students, multicultural students received higher scores in the Withdrawn/Depressed and Attention Problems domains than monocultural students. For female students, there were no significant differences in problem behavior scores between groups; thus, this information was not presented in Table 3. Additional analyses with grade level as the independent variable revealed that group differences existed for students in grades 1~2 in the Withdrawn/Depressed domain. In other words, multicultural students in grades 1 and 2 had higher Withdrawn/Depressed scores than monocultural students in the same grade levels. For grades 3~4, multicultural-monocultural group differences existed in the Attention Problems domain, indicating that multicultural students in grades 3~4 had higher Attention Problems scores than monocultural students in the same grade levels. Lastly, for grades 5~6, group differences existed in the Withdrawn/Depressed and

Internalizing domains, indicating that multicultural students in grades 5~6 had higher Withdrawn/Depressed and Internalizing scores than monocultural students in the same grade levels.

Table 3
Group differences on the problem behaviors reported by teachers

		Withdrawn/ Depressed	Attention Problems	Internalizing	Total Score
Total average		.17(2.93)	.20(.29)	.11(.15)	.13(.16)
Total	Multicultural	.22(.34)	.24(.32)	.13(.16)	.14(.17)
	Monocultural	.13(.24)	.16(.25)	.09(.14)	.11(.14)
	t	3.21**	2.76**	2.35*	2.28*
Boy	Multicultural	.23(.34)	.29(.33)	.13(.16)	.16(.18)
	Monocultural	.11(.21)	.20(.27)	.10(.13)	.12(.14)
	t	2.90**	2.00*	1.52	1.65
Grades 1~2	Multicultural	.19(.28)	.22(.32)	.11(.14)	.13(.16)
	Monocultural	.10(.19)	.16(.26)	.09(.14)	.11(.13)
	t	2.19*	1.37	1.02	1.08
Grades 3~4	Multicultural	.19(.36)	.24(.35)	.11(.16)	.14(.18)
	Monocultural	.14(.29)	.15(.22)	.09(.14)	.10(.13)
	t	.96	2.00*	.93	1.60
Grades 5~6	Multicultural	.32(.35)	.27(.29)	.17(.18)	.16(.19)
	Monocultural	.15(.23)	.19(.28)	.10(.12)	.12(.15)
	t	2.90**	1.42	2.33*	1.33

* t<.05, ** t<.01

• Multicultural-monocultural group differences for female students were not statistically significant.
• Between-group differences for Anxious/depressed, Somatic Complaints, Social Problems, Thought Problems, Aggressive Behavior, Other Problems, Externalizing scores were not statistically significant.

Parent-teacher Perception Differences

Table 4 shows the parent-teacher perception differences regarding children's problem behaviors. Due to the limited paper space, the table only shows the problem behavior domains that had statistically significant parent-teacher discrepancies. Overall, parents seemed to perceive their children's problems more seriously than teachers did. This tendency seemed more consistent for the monocultural group. Parents of monocultural families perceived their children's Somatic Complaints, Social Problems, Thought Problems, Rule-Breaking Behavior, Aggressive Behavior, Other Problems,

Internalizing, Externalizing, and Total Score to be more serious than teachers did. Parents of multicultural families perceived their children's Somatic Complaints, Rule-Breaking Behavior, Aggressive Behavior, Other Problems, and Externalizing to be more serious than teachers did. As for Attention Problems, teachers gave higher scores than parents did for both multicultural and monocultural students.

Table 4

Comparison of parent and teacher evaluations for the same child

Problem Behavior	Group	Parent	Teacher	t
Somatic Complaints	Total	1.18(1.87)	.29(.91)	8.65***
	Multicultural	1.27(1.97)	.28(.95)	6.15***
	Monocultural	1.10(1.77)	.30(.88)	6.08**
Social Problems	Total	2.13(2.41)	1.58(2.62)	3.31**
	Multicultural	2.20(2.44)	1.82(2.85)	1.40
	Monocultural	2.08(2.38)	1.37(2.38)	3.44**
Thought Problems	Total	1.15(1.89)	.35(.94)	7.57***
	Multicultural	1.16(2.14)	.42(1.17)	4.21
	Monocultural	1.14(1.66)	.30(.70)	6.83***
Attention Problems	Total	2.83(2.88)	4.67(4.57)	-17.12***
	Multicultural	3.19(3.17)	5.26(5.15)	-11.11***
	Monocultural	2.52(2.66)	4.17(3.95)	-13.86***
Rule-Breaking Behavior	Total	1.24(1.85)	.84(1.64)	3.48**
	Multicultural	1.45(2.27)	.94(1.80)	2.59*
	Monocultural	1.05(1.36)	.75(1.50)	2.33*
Aggressive Behavior	Total	3.41(3.77)	2.27(4.03)	4.44***
	Multicultural	3.62(4.25)	2.38(3.99)	3.01**
	Monocultural	3.23(3.30)	2.17(4.07)	3.29**
Other Problems	Total	1.99(2.41)	.86(1.11)	8.63***
	Multicultural	2.17(2.80)	.90(1.14)	5.64***
	Monocultural	1.84(2.00)	.83(1.08)	6.84***
Internalizing	Total	4.53(5.31)	3.51(4.88)	2.89**
	Multicultural	4.85(5.52)	4.13(5.26)	1.26
	Monocultural	4.26(5.12)	2.97(4.46)	2.92**

Externalizing	Total	4.65(5.19)	3.10(5.34)	4.47***
	Multicultural	5.07(6.02)	3.32(5.48)	3.08**
	Monocultural	4.28(4.33)	2.92(5.22)	3.29**
Total Score	Total	17.29(17.09)	14.07(13.51)	3.67***
	Multicultural	18.61(19.02)	15.80(14.65)	1.92
	Monocultural	16.13(15.18)	12.56(12.26)	3.45**

***p<.001

Gender

To investigate how parent-teacher evaluation discrepancy plays out depending on gender, further analyses were done after classifying the participant sample into male and female groups (Table 5). For boys, parents tended to perceive students' Somatic Complaints, Thought Problems, and Other problems to be more serious than teachers did (for both multicultural and monocultural boys). As for Social Problems, parents of multicultural families and teachers did not differ in their evaluations, whereas parents of monocultural families evaluated the problem more seriously than teachers did. Attention Problems was considered more severe by teachers than parents for both multicultural and monocultural groups.

For girls, there were significant discrepancies between parent and teacher evaluations across all problem behaviors, but the way the differences played out varied according to the problem type. In other words, for most problem areas, both multicultural and monocultural groups had parents rating students' problems to be more serious than teachers; only for Anxious/Depressed, Social Problems, and Internalizing were the parent-teacher discrepancies not statistically significant.

As for Rule-Breaking Behavior, parents and teachers did not evaluate monocultural students differently. Similar to boys, girls' Attention Problems was perceived to be more serious by teachers than parents for both multicultural and monocultural groups. The parent-teacher evaluation discrepancies were greater for girls than boys, and greater for multicultural girls than monocultural girls.

Table 5

Parent and teacher evaluations for children's problem behavior: gender comparison

Problem Behavior	Group	Male			Female		
		Parent	Teacher	t	Parent	Teacher	T
Anxious/ Depressed	Total	1.98(2.57)	1.95(2.71)	.08	2.29(2.88)	1.78(2.82)	2.02*
	Multi	1.98(2.48)	2.08(2.94)	-.24	2.40(3.06)	2.08(2.89)	.75
	Mono	1.98(2.67)	1.82(2.46)	.37	2.20(2.73)	1.57(2.76)	2.12*
Somatic Complaints	Total	.91(1.54)	.39(1.17)	3.84***	1.39(2.08)	.21(.62)	8.02***
	Multi	.93(1.62)	.34(1.16)	2.92**	1.60(2.23)	.23(.68)	5.70***
	Mono	.88(1.45)	.44(1.19)	2.45*	1.24(1.95)	.20(.58)	5.66***
Social Problems	Total	1.90(2.12)	1.51(2.49)	1.60	2.33(2.60)	1.65(2.72)	2.99**
	Multi	1.90(2.16)	1.78(2.72)	.33	2.50(2.67)	1.86(3.00)	1.61
	Mono	1.89(2.09)	1.20(2.20)	2.19*	2.21(2.55)	1.50(2.49)	2.65**
Thought Problems	Total	1.10(2.04)	.49(1.16)	3.42**	1.20(1.77)	.24(.72)	7.61***
	Multi	1.16(2.23)	.54(1.38)	2.23*	1.16(2.05)	.29(.90)	3.96***
	Mono	1.89(2.09)	1.20(2.20)	2.74**	1.22(1.54)	.20(.55)	6.91***
Attention Problems	Total	3.02(3.00)	4.82(4.73)	-10.87***	2.68(2.79)	4.57(4.45)	-13.19***
	Multi	3.43(3.40)	5.39(5.35)	-7.50***	2.93(2.90)	5.23(4.95)	-8.19***
	Mono	2.58(2.62)	4.19(3.85)	-8.40***	2.50(2.70)	4.18(4.04)	-10.90***
Rule-Breaking Behavior	Total	1.34(1.95)	1.03(1.76)	1.72	1.16(1.77)	.68(1.53)	3.18**
	Multi	1.58(2.35)	1.24(1.93)	1.15	1.33(2.19)	.64(1.61)	2.59*
	Mono	1.08(1.34)	.80(1.53)	1.38	1.04(1.38)	.72(1.47)	1.88
Aggressive Behavior	Total	3.25(3.76)	2.83(4.65)	.99	3.56(3.79)	1.83(3.40)	5.53***
	Multi	3.26(4.11)	2.95(4.60)	.50	3.99(4.39)	1.82(3.20)	4.20***
	Mono	3.24(3.35)	2.70(4.74)	.95	3.25(3.27)	1.83(3.55)	3.64***
Other Problems	Total	1.98(2.43)	.95(1.13)	4.97***	2.00(2.40)	.79(1.09)	7.22***
	Multi	2.08(2.75)	.96(1.19)	3.46**	2.26(2.87)	.85(1.10)	4.52***
	Mono	1.88(2.04)	.94(1.08)	3.68***	1.82(1.99)	.75(1.08)	5.90***

Internalizing	Total	3.97(4.53)	3.73(4.95)	.44	5.00(5.84)	3.34(4.83)	3.47**
	Multi	4.21(4.64)	4.27(5.40)	-.08	5.49(6.25)	3.99(5.15)	1.81
	Mono	3.70(4.43)	3.14(4.37)	.79	4.65(5.53)	2.87(4.54)	3.13**
Externalizing	Total	4.59(5.31)	3.86(6.13)	1.28	4.72(5.10)	2.51(4.53)	5.25***
	Multi	4.84(6.03)	4.18(6.32)	.74	5.30(6.03)	2.46(4.36)	4.03***
	Mono	4.32(4.41)	3.50(5.94)	1.15	4.29(4.29)	2.55(4.67)	3.41**
Total Score	Total	16.56(16.12)	15.33(14.03)	.90	17.93(17.87)	13.10(13.04)	4.29***
	Multi	17.58(17.93)	17.04(14.96)	.25	19.65(20.10)	14.57(14.31)	2.55*
	Mono	15.45(13.89)	13.45(12.75)	1.17	16.68(16.03)	12.03(11.98)	3.56**

***p<.001

Grade levels

We investigated whether parent-teacher evaluation discrepancies differ by grade level (Table 6). Parents and teachers showed differences in their perceptions of students' problem behaviors for grades 1~2 and 5~6, but not for grades 3~4. Thus, results for grades 3~4 were not included in Table 6. For monocultural children, their Anxious/depressed was not evaluated differently by parents and teachers in lower grade levels, but teachers perceived Anxious/Depressed more seriously than parents in upper grade levels. Somatic Complaints was evaluated more negatively by parents than teachers consistently for both lower and upper grade levels. Social Problems had parent-teacher discrepancies for both multicultural and monocultural students in grades 1~2, but in upper grades, such discrepancies existed for monocultural students.

Table 6

Parent and teacher evaluations for children's problem behavior: grade level comparison

Problem Behavior	Group	Grade 1~2			Grade 5~6		
		Parent	Teacher	t	Parent	Teacher	t
Anxious/ Depressed	Total	2.27(2.84)	1.89(2.79)	1.45	2.01(2.62)	1.81(2.75)	.71
	Multicultural	2.47(3.03)	1.94(2.44)	1.41	1.87(2.45)	2.23(3.37)	-.79
	Monocultural	2.09(2.65)	1.85(3.10)	.66	2.11(2.76)	1.47(2.06)	2.00*
Somatic	Total	1.23(1.96)	.32(.87)	6.13***	1.12(1.76)	.26(.95)	6.10***

Complaints	Multicultural	1.39(2.32)	.27(.82)	4.56***	1.13(1.48)	.30(1.09)	4.22***
	Monocultural	1.08(1.56)	.37(.92)	4.16***	1.11(1.97)	.23(.84)	4.42***
Social Problems	Total	2.31(2.50)	1.51(2.36)	3.60***	1.94(2.29)	1.66(2.87)	1.14
	Multicultural	2.61(2.68)	1.73(2.47)	2.48*	1.73(2.05)	1.92(3.25)	-.45
	Monocultural	2.04(2.29)	1.30(2.24)	2.63*	2.11(2.47)	1.45(2.52)	2.23*
Thought Problems	Total	1.25(2.15)	.37(.80)	5.55***	1.05(1.56)	.34(1.08)	5.17***
	Multicultural	1.47(2.67)	.33(.81)	4.10***	.81(1.20)	.52(1.47)	1.49
	Monocultural	1.05(1.52)	.40(.80)	3.94***	1.24(1.79)	.19(.56)	5.69***
Attention Problems	Total	2.85(3.06)	4.81(4.86)	-12.18***	2.81(2.78)	4.54(4.24)	-12.13***
	Multicultural	3.39(3.36)	5.79(5.68)	-8.48***	2.95(2.94)	4.63(4.40)	-7.42**
	Monocultural	2.34(2.66)	3.88(3.73)	-10.06***	2.70(2.66)	4.46(4.14)	-9.68***
Rule-Breaking Behavior	Total	1.39(2.15)	.92(1.63)	2.77**	1.07(1.43)	.75(1.65)	2.11*
	Multicultural	1.81(2.70)	1.00(1.79)	2.77**	1.05(1.56)	.87(1.81)	.68
	Monocultural	1.01(1.39)	.84(1.47)	.90	1.10(1.33)	.65(1.51)	2.43*
Aggressive Behavior	Total	3.50(3.81)	2.33(3.53)	3.54**	3.31(3.73)	2.20(4.51)	2.79**
	Multicultural	4.02(4.40)	2.52(3.76)	2.82**	3.16(4.06)	2.22(4.25)	1.47
	Monocultural	3.03(3.13)	2.16(3.31)	2.14*	3.44(3.46)	2.18(4.73)	2.49*
Other Problems	Total	2.08(2.51)	.87(1.09)	6.54***	1.90(2.30)	.85(1.13)	5.64***
	Multicultural	2.46(3.01)	.97(1.21)	4.46***	1.84(2.43)	.83(1.06)	3.45**
	Monocultural	1.74(1.78)	.78(.96)	5.32***	1.94(2.20)	.88(1.19)	4.51***
Internalizing	Total	4.62(5.57)	3.45(4.94)	2.36*	4.43(5.04)	3.57(4.82)	1.70
	Multicultural	5.17(6.27)	3.79(4.76)	1.78	4.48(4.54)	4.52(5.79)	-.06
	Monocultural	4.12(4.81)	3.14(5.11)	1.55	4.40(5.43)	2.79(3.69)	2.60*
Externalizing	Total	4.89(5.50)	3.25(4.70)	3.61***	4.39(4.83)	2.95(5.96)	2.75**
	Multicultural	5.83(6.53)	3.52(5.12)	3.07**	4.21(5.27)	3.09(5.89)	1.29
	Monocultural	4.04(4.20)	3.00(4.28)	1.95	4.53(4.46)	2.83(6.04)	2.65**
Total Score	Total	17.97(18.56)	14.18(12.96)	3.12**	16.55(5.39)	13.95(14.10)	2.06*
	Multicultural	20.87(21.77)	16.02(13.84)	2.41*	16.05(15.03)	15.56(15.61)	.23
	Monocultural	15.32(14.63)	12.50(11.91)	1.98	16.96(15.74)	12.63(12.67)	2.88**

***p<.001

Thought Problems, Rule-Breaking Behavior, Aggressive Behavior, Externalizing, and Total Problem Behavior of children from multicultural families were all perceived more severe by parents than teachers in lower grades. However, such discrepancies in the evaluation appeared no longer statistically significant in upper grades.

Rule-Breaking Behavior, Internalizing, Externalizing, and Total Score of children from monocultural families received similar evaluations from both parents and teachers in grades 1~2, but in grades 5~6, parent-teacher evaluation discrepancies appear. This suggests that these 5th and 6th graders do not reveal such problems in school. In the case of Withdrawn/Depressed, parent-teacher discrepancies were insignificant for all grade levels, so the values were not shown in Table 6.

Discussion

The appearance of multicultural children in South Korean schools will become more frequent as time passes. In times such as these, comparing problem behaviors of multicultural children with those of monocultural children, and investigating the differences between teachers and parents in their evaluations on children's problem behaviors will provide useful information for developing effective teaching plans. As such, this study sought to understand problem behaviors of multicultural and monocultural students in Korea, and explored differences in the perceptions of parents and teachers regarding children's problem behaviors. For this, 188 students from multicultural families, and 217 students from monocultural families with similar backgrounds as their multicultural peers participated in the study. These 405 were sampled from across the nation, and parents and teachers were asked to provide their evaluations on these students. Major findings and their implications are discussed as follows.

First, parents of multicultural boys evaluated the children's Withdrawn/Depressed, Attention Problems, and Rule-Breaking Behavior to be more serious than the parents of monocultural boys. A possible explanation for this can be derived from findings from previous studies on the parenting attitude of parents from multicultural families; female marriage immigrants tend to experience parenting difficulties due to several reasons and may end up perceiving their children's problem behaviors more severely. Their difficulties may arise from their young age, the fact that they are not accustomed to the parenting culture of Korea, and the lack of detailed information on parenting or help from nearby others (Lee, 2007; Nam & Kim, 2011). Female marriage

immigrants struggle to rear their children due to lack of information and experience, but tend to be especially attached to their children and end up exercising a controlling parenting style (Kang & Sohn, 2011). Because they also strongly hope that their children will successfully adjust to Korean society better than they did (Song, Jee, Cho, & Lim, 2008), they may view Rule-Breaking Behavior and adjustment issues in school more seriously.

Only in grades 1~2 did parents of multicultural families report their children's Rule-Breaking Behavior problem to be more serious than parents of monocultural families. Considering that children of multicultural families tend to have lower school adjustment levels than their peers (Han, 2014; Chin & Yu, 2008), the current finding may be reflective of the reality. On the other hand, immigrant mothers may feel anxious about their ignorance of the rules in Korean schools, and such anxiety may affect their perception of their children. Female marriage immigrants usually have a great zeal for their children's education (Kim & Oh, 2013), and may be overly worried about their children's ability to abide by the rules.

Second, teachers seemed to perceive Withdrawn/Depressed, Attention Problems, Internalizing, and Total Score to be more severe among multicultural boys than monocultural boys. Also, teachers evaluated that multicultural students have greater Withdrawn/Depressed problems compared to monocultural students in grades 1~2. In the case of grades 3~4, teachers perceived multicultural students to have greater Attention Problems, and in the case of grades 5~6, teachers evaluated Withdrawn/Depressed and Internalizing to be more severe among multicultural students than monocultural students. Students' Attention Problems may lead to academic underachievement, and students' Internalizing may lead to lack of participation in school activities (Kim, Lee, & Min, 2014). The elementary school time period is a critical period for self-esteem, and self-esteem interventions should be implemented to prevent such problem behaviors from developing into a sense of inferiority.

Third, Parents tended to rate their children's problems more seriously than teachers did. This could be explained from several different perspectives. For one, this discrepancy may be reflecting informant bias. In other words, this may be due to the tendency to view children's problems or symptoms more seriously when the caretaker is experiencing difficulties (Chi & Hinshaw, 2002; Eric, Carroll & Brian, 1999). Typically, parents as the main caretaker spend a great amount of time with their children, and are able to observe their children's behaviors closely; they can provide the most essential information on the children (Oh & Lee, 1990). However, parents tend to base their responses on

socially expected behaviors instead of evaluating their children objectively (Merydith, Prout & Blaha, 2003). Moreover, if parents are emotionally unstable or depressed at the time of evaluation, they may perceive normal behaviors as hyperactive behaviors and evaluate more negatively (Sonuga-Barke, Dalen, Remington, 2003). As the current results suggest, children's Externalizing is viewed as more serious by parents than teachers. This is aligned with previous findings (Jo & Seu, 1998; Rosas, Chaiken & Case, 2007), but it would be necessary to explore whether such a tendency is due to the parents' characteristics. In particular, parents of multicultural families are exposed to family conflicts due to cultural differences, language barriers, children's identity crises, and exclusion experience in a foreign cultural context (Kim et al., 2010), and all these can make parents perceive their children's problems more seriously.

Another explanation would be that such discrepancies are reflective of children who behave differently in different environmental and relational contexts (Kerr, Lunkenheimer, & Olson, 2007). As such, children may not abide by rules in homes as compared to in schools, and may frequently engage in aggressive behaviors. If parent-report is indeed informing us of realistic data on children's problem behavior, we need to consider the types of problem behaviors that can be better detected at home than at school, and examine the reasons for that. For instance, a child who lacks self-confidence may repress his own needs and seem apprehensive at school, but then show an outburst of negative emotions in front of parents.

For most of the problem areas, parents tended to perceive children's problem behaviors more seriously than teachers did, with the exception of Attention Problems. Only for Attention Problems did teachers evaluate more severely than parents did, across gender and grade levels for both multicultural and monocultural students. Sample items for Attention Problems are 'The student cannot finish what he has started,' 'The student does not have the ability to concentrate and cannot focus on a task for a long time.' Thus, Attention Problems items measure a student's lack of the ability to concentrate or hyperactive behavior styles, and the difficulty to plan ahead. When a student lacks the ability to concentrate, her basic school life, academic achievements, and peer relationships are greatly affected. Continuous negative feedback from others may activate derivative psychological problems such as depression. Attention Problems is usually expressed in the learning context, so this problem behavior may have been recognized more sensitively by teachers.

In contrast to assertions that parent reports are the most reliable, there are other robust research findings that suggest teachers to be more adequate and valid evaluators of students' behaviors (Lee, Lee, & Kim, 2013; Rosas, Chaiken,

& Case, 2007). Unlike parents, teachers can compare a student to other diverse students more objectively, and teachers are considered to be in a better position to observe and evaluate a student's interpersonal relationships and sociality (Shin, Park, Park, & Rhy, 2006). However, if teachers are not aware of the experiences and cultural aspects of multicultural families, they may not be able to accurately evaluate multicultural students' problems or strengths. Therefore, evaluations based on generalized criteria without sufficient understanding of students' diverse backgrounds should be avoided.

Informants of children's problem behaviors may typically include various persons such as the student himself, parents, teachers, and clinicians. Of them, parents and teachers are thought to be the most significant adults for children, and their evaluations are both very valuable. For one, children and adolescents are in developmental periods when they are easily affected by their environment, and their behaviors at home and at school may be different in types, intensity, and frequency (Lee & Kim, 2010; Venn, 2000). Thus, instead of relying on one informant, comparing parent and teacher evaluations with each other and integrating the information derived from each informant will help us to gain a more complete understanding of a child's adjustment issues and better solve the problems (Lee, Lee, & Kim, 2013; Rosas, Chaiken & Case, 2007; Azhar, & Ahmad, 2020). When examining data from various informants, it is helpful to find out which information seems consistent or inconsistent, and scrutinize how to best interpret each piece of information according to its particular context (Kang & Oh, 2009).

Conclusion
This study was significant in that it delved into the perception differences between multicultural vs. monocultural parents and parents vs. teachers on children's problem behaviors. Nevertheless, future studies should further investigate the causes of such perception discrepancies. Also, since parents tend to perceive children's problem behaviors more seriously than teachers, various programs that can help alleviate excessive anxiety of parents and facilitate communication with teachers regarding children's school adjustment seem necessary. In particular, parents of multicultural families appear to be more anxious about their children's adjustment issues. Thus, special support should be given to these parents so that they can be better informed about their children's school life. At the same time, teacher training programs should focus more on promoting multicultural sensitivity in teachers, and help them find ways to help multicultural students and parents through active communication.

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