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A Study on the Supervisor Role of the University Students’ Mentoring for Multicultural Family Children

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\section*{Abstract}
After 2000 in Korea society, multicultural family is constantly increasing through international marriages. Their interest in child-rearing and education is also followed. The learning mentoring for multicultural children has its own purpose on the learning skill, psychological and emotional support. The Ministry of Education, Science and Technology contracts this business out to Korean Student Aid Foundation, and it has awarded scholarships to university students who participate in learning mentoring for them. In present, 47 universities are participating in multicultural mentoring. This study is to focus on the role of supervisors who instruct Inha university students engaging in the multicultural mentoring. This was one of the business developed by The Ministry of Education, Science and Technology on 2011. Multicultural learning mentoring focuses on enhancing teaching skill of pre-teachers and learning skill of multicultural students. There are a plenty of studies on enhancement of learning skill and mentoring actives, however, studies on the supervisor is insufficient. In this point, the researcher took a look at the role of supervisor in the learning mentoring for multicultural children. Therefore, this study made in-depth interviews with three heads of business in each university. Also, research material includes interview with 00 number of university students participating in this mentoring. As a result, the supervisors should following skills; network application ability for smooth communication, multicultural citizenship, multicultural sensitivity toward various cultures, counseling skills for mentally supporting mentors, and so on. For the mentors, they can extend the emotional exchange, counsel their problems, and give emotional support. Administrative support should include effective supervision matching.

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Peer-review under responsibility of the Academic World Education and Research Center.
1. Introduction

After 2000 in Korea society multiethnic family is constantly increasing through international marriages. Their interest in child-rearing and education is also followed. In this study 'multicultural family' is a family with different races and cultures.

Children in family of international marriages, in foreign families, and in migrant workers are also included in the boundary of multicultural family children (Korea Ministry of Education, 2012). People who are in international marriages are passing 1.18million in 2013. Children born in multicultural family are also increasing. Also, elementary, middle, and high school student without preschool children are exceed 50 thousand. Unlike social interest on multicultural family, underachieved students of multicultural family are vulnerable (Korea Ministry of Education, 2012). This trend leads to underachievement and difficulty between peers for children. To solve this problem, the Korea government are having learning mentoring for multicultural family children in the purpose of improving academic ability, psychological and emotional support. For this, Korea Ministry of Education had refer the business to Korea Student Aid Foundation, and awarding a scholarship to 52 universities which is participating learning mentoring for multicultural family children.

This study is to focus on the role of supervisors who instruct Inha university students engaging in the multicultural mentoring project developed by the Korea Ministry of Education on 2011. Especially, in the mentoring project, it is very important for supervisor to raise mentors and mentees to be proper social members in the future. There are a plenty of studies on enhancement of learning skill and mentoring activities. However, the studies on the supervisor, who offer supervision and organization is insufficient. For this point, our study focus on the role of supervisor on the mentoring for multicultural family children.

2. Theoretical background

To solve social, emotional, and academic problems of multicultural family children, it is necessary to have multilateral understanding and approach with social supports. The earlier studies about multicultural student mentoring are "difficulty of situation, school underachievement, identity confusion(Suh, Meeock, Bae, Sang sik, 2010; Han, Hyoung Seok, 2011); "mentor empowerment for effective mentoring, and study of supervision(Kim, Young soon & Kim, Gum Hee, 2012)"; Han, Sujin & Jung, Jin kyung, 2012)" and etc.

The common point in this study is one with multicultural sensitivity does positive interaction with others by high self-esteem and sensitive sympathy. The advent of supervision is based on John Dewey's education theory. In this theory, he mentioned the importance of personal supervision for solving problems of living. Supervisor, derivation of supervision is compound word of 'uper (it means "over")' and videre (it means "to watch, to see") in Latin, and it means a person who does administer and supervise with a responsibility to other people's work. Also, it's a person who does promotion, consultation, coordinator and communication. Like this, the meaning of supervisor has various definition in different roles and functions.

According to Carifio & Hess(1987), an ideal supervisor is a person who has high respect and empathy ability to mentors, and having consistent and detailed personality. As well as this characteristic, excellent supervisor gives influenceable supervision to mentor and mentee with situational expression and enough experienced background.

Main domestic studies are "mentors capability and importance of supervision for mentors in multicultural mentoring(Kim, Young soon & Kim, Gum Hee, 2012)", "continuous offer of supervisors for effective mentoring program(Kim, Nam Sook , 2010; Kim Ye Sung & , 2007; Yang, Min wha & , 2011)" and etc. Because supervisor act as suggesting vision to student and learner, Chomsky express supervisor in God's area. Above this, supervisor works for a vision provider, a leader of psychological and functional role, interest to the mentors, providing feedback, an advisor and ect.

To perform these role, supervisor needs network, multicultural sensitivity, communication skills, conflict resolution skills, and ect. Especially in mentoring, supervisor needs to pay attention to mentor's exclusive area and give a vision, and make a systematic management. Also, the supervisor should be not only leader, but also an advisor who gives psychological and functional feedback to mentor.
3. Research Methods

For the study, we select head of multicultural family children mentoring business as a supervisor. Participant of supervisor in this study is a head of multicultural family children mentoring Business, composed with 3 inner and outer education and consultation expert. Also, we choose 12 mentors from university for study participants.

This study had being carried out for 7 months, from July 2011 to February 2012. In-depth interviews were used for the study. Also, literature investigation about multicultural children mentoring and supervision, domestic and foreign papers about mentoring program are theoretical basis for study.

Then, questionnaires are produced for the first and second pre-interview. The questionnaires for interview revise and reconstruct based on the previous questionnaires. The key contents of the questionnaires are followed.

We questioned 'supervisors work for expert of mentoring', 'thought about supervision in social, emotional and administrative point of view', 'role of members and necessity of supervision', and 'improvement point'. We have done five in-depth interviews to mentor through those processes, and one interview for experts through email.

4. Research Results

In academic field, supervisors set the mentor’s career as well as vision for the meta area. This study analyzed the results in the social, emotional and administrative level as follows.

The supervisions as the social dimension for mentor are thinking for positive change, proper relationships, coaching or adviser, and sufficient information to be shared. Mentor’s experience of a variety of cultural backgrounds allows improving leadership by inspiring self-esteem through social support as a member living in the era of the future. A communication is a fundamental element of multicultural mentoring, and needs education for ongoing dialogue in order to smooth communication.

“Supervisor should let mentor develop communication skills to build proper relationship between mentors, teachers, mentees, and office which are a member of mentoring.” (research participant 2)

“For the formation of networks, supervisor needs to organize small groups for sharing enough information between the mentors. Their roles are coaching or adviser rather than main axis, and it is sufficient.” (Expert 3)

According to interview of research participant 2 and expert 3, Supervisor should give an interest to mentees and mentors. Through regular meetings with them, supervisor provides positive feedback, counsel for their emotional stability through forming social relationships, and give supervision as a administrator by taking a look integrate. Supervisions of the emotional dimension are expanding personal feelings openly, emotional symphony, and supporting mentors for counselling and emotional support. Difficulties of multicultural mentoring vary depending on the nature, and also a variety of psychological conflict also varied for mentors. Thus, supervisor should encourage and support through education for the person who has pre-experience of multicultural supervision or mentor without any experience.

“Mentor should do emotional support, encouragement, and support for mentees, but supervisor is to act as same as mentors. In other words, they must be able to counsel difficulties in the process of mentoring and present an alternative to the problems. As a support for counselling mentor, supervisor needs to be able to talk about difficulties experienced by mentor as university students.”(Research participant 3)

For administrative supervision, the effective supervision of matching should aware of the desired matching condition, mentoring requirements, prefer subjects, and so on. For work efficiency, and support of paperwork, the mind is important rather than the rationality of papers. The process of writing and submitting documents with other members could be the opportunities for mutual growth.
“For the administrative aspects, paper-based formal documents are important, but even more the minds of them. These requirements are administratively configured the direct and indirect contact, and exchange with other tutors.” (Research participant 1)

“For support the paperwork and submit, mentors may need to be used to do paper works. Deciding where to have a mentoring could be a support for the mentoring place. It may need to be networked with public organization outside the schools.” (Research participant 3)

For mentoring operation, difficulties in finding a place for mentoring are the common worries of mentors. In order to support mentoring, a place is necessary which ensures safety. However the reality is that the school’s limited facilities and hesitance of open after working hour so that mentoring takes place in cafe or mentee’s home. This hinders creating an atmosphere of learning. Therefore mentoring operation and school, and other nearby public organizations should cooperate to offer safe mentoring place for them.

5. Conclusion

For the result of this study, we have conclude it is necessary for supervisor to have ‘network utilization ability’, 'multicultural citizenship', 'open-mind and receptive to multicultural', 'multicultural sensitivity', and 'leadership like counselling skills to give mentor a moral support’.

This study divided supervision into social, emotional and administrative aspects. In social aspect, the supervision includes 'thought for positive change', 'established a good relationship', 'coaching for advisor', and 'sharing information'. For emotional aspect, the supervision organize as 'open minded of personal emotion with mentor', 'emotional communion', 'counsel support to mentor' and 'emotional support'. Lastly, the supervision for administrative aspect is 'direction of support for efficient mentoring matching'.

Supervisor's function and role in multicultural family children mentoring are followed. First, for the function of supervision in the social aspect, supervisor should suggest comprehensive supervision. Second, in emotional aspect, supervisor need to understand mental conflicts of mentors and able to stereotype the kinds of the conflicts. Also, it is crucial to have partner-minded counselling skills to help mentor solve a problem by their own. Third, in administrative attitude, rather than focusing administrative document, supervisor should provide effective and actual support to mentors. In addition, manual for effective multicultural family children mentoring and continuous education are up to supervisors.

Like this, supervisor is essential to provide education on consulting, conversation skills and document writing continuously to mentor. Also, supervisor attends education consistently to make mentors enjoy supervision effect by interchanging with co-worker and group. Like this, supervisors should administer and have responsibility on mentee's academic achievement and mentor's social, emotional and administrative points. Also, members of multicultural family children Mentoring Business consider about mentoring program planning and way for region connection.

Lastly, supervisor must have communication technique, resource linkage ability of using interregional network. These ability are the talent of supervisor, because it can mediate conflict and problem in multicultural mentoring, developing communication skill to solve a problem, and provide positive feedback to mentor. Also, it's because resource linkage ability provide a foundation in continuing social relationship in mentoring. The most important thing for supervisor is developing consultation program that minimize mentor's mental conflict, who attend mentoring in the field.

In this study, mentoring for children in international marriages is a big chance for multicultural family children to develop their identity and values, and moreover, contribute in social unification. Therefore, this study suggests developing a system that can use the ability of supervisor, like offering social, emotional and administrative supervision.
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