

# A SYSTEMATIC LITERATURE REVIEW ON MULTICULTURAL MENTORING RESEARCH FOR STUDENTS WITH MIGRANT BACKGROUNDS

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## Abstract

This study aims to systematically analyze research related to multicultural mentoring in Korea conducted for the purpose of supporting students from migrant backgrounds and present development directions based on this. For this study, basic information on multicultural mentoring research was identified, and the main topics and characteristics of the research were analyzed. As a result of reviewing the abstract and text of the journal published in the web database by January 2023, 28 documents were finally selected. The collected papers were analyzed in four categories: research trend analysis, subject-specific characteristics, effects, and activation factor analysis. The results of the study are as follows. First, research related to multicultural mentoring began in 2009 and is steadily progressing, but it is on the decline. Qualitative research is the most common, and research materials were accumulated in the order of program case analysis and quantitative research. Second, the research topic is about the experiences of participants such as mentors, mentees, and managers, and growth, change, and competency development in multicultural mentoring were dealt with. The effect of multicultural mentoring shows positive results in the improvement of mentee's achievement and confidence, and the multicultural attitude and attitude of attitude and attitude. As a limitation of multicultural mentoring, the method focused on subject learning was mentioned. Third, supervision provision for mentors, mentor education, and systematic support systems were proposed as the activation requirements for multicultural mentoring. Based on these research results, the direction for multicultural mentoring to be developed as an educational activity was presented.

**Keywords:** *Multicultural mentoring, mentoring, research trends, systematic literature review.*

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## 1. Introduction

In contrast to the decrease in the total number of students and the decrease in the number of non-multicultural students due to the decrease in the school-age population, the number of children from international marriages and foreign-born foreign families continues to increase, students with migrant backgrounds are multicultural. They have become an important member of society. Accordingly, educational interest in students with migrant backgrounds is being promoted in close connection with Korea's population management policy, and the contents and scope of education policy are also continuously expanding. The government is conducting multicultural mentoring for the purpose of supporting multicultural students' adaptation to school and stable growth. Multicultural mentoring is a program that helps multicultural students improve their basic academic skills by supporting Korean language and subject learning in the form of mentoring. It is becoming an important task to identify the causes of problems related to multicultural students' educational school life and daily life, including multicultural mentoring, and to seek systematic support measures to solve them.

The purpose of this study is to analyze studies related to multicultural mentoring through a systematic literature review method. And through this, it is to grasp the overall properties and contents of multicultural mentoring research and build a comprehensive understanding of the internal and external environment that affects multicultural mentoring. The contents of the research that this study focuses on through the method of systematic literature review are as follows.

1. what are the research trends of multicultural mentoring shown in the research target literature?
2. what are the characteristics of each Topic in multicultural mentoring Study?
3. what are the effects of multicultural mentoring activities?
4. what factors affect the activation of multicultural mentoring?

## 2. Review of previous studies

Research on multicultural mentoring has been conducted steadily since 2009. Previous studies have analyzed mentor and mentee experiences mentoring participants' multicultural awareness and multicultural sensitivity, self-esteem, and relationships with academic achievement (Kim Min-jeong, 2013; Yun Ye-rin, 2020), and mentoring program application cases (Park Dong-seong, 2021; Cho Seong-sim, 2014). In addition, studies on the effect of mentoring experience on career and career preparation activities are continuously being conducted, focusing on teachers, preservice teachers, and nursing students (Park Hye-sook & Lee Gyeong-ha, 2017; Seo Mi-ok, 2010). In this way, along with interest in students with migrant backgrounds, not a few research results on multicultural mentoring have been accumulated. However, studies from a comprehensive perspective on how previous studies have been developed and what results are being presented are lacking. In addition, many studies focus on individual cases in which multicultural mentoring is applied, so a systematic and comprehensive analysis, including quantitative and qualitative research, is required.

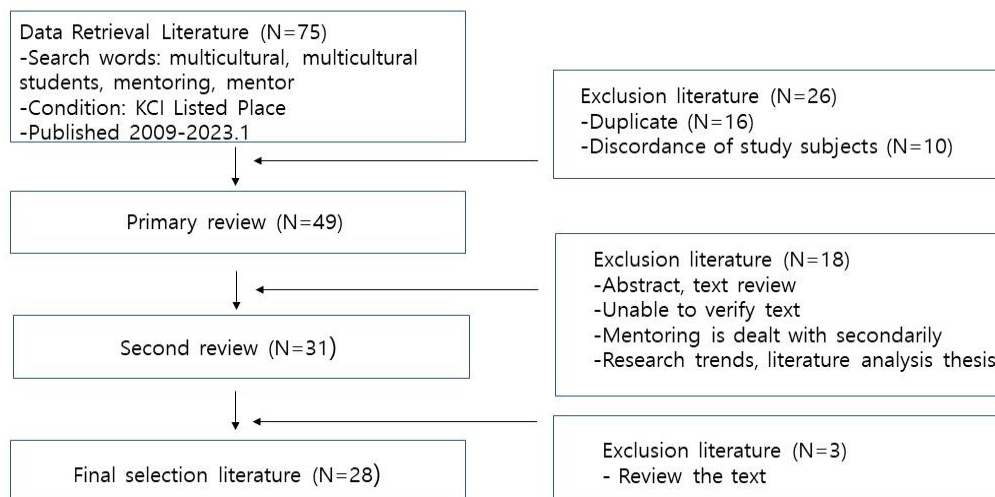
## 3. Methods

Systematic literature review is a research method that goes beyond the traditional method of looking at trends and trends in research, and selects, evaluates, and synthesizes relevant literature to find specific answers to research questions (Polanin, Maynard, & Dell, 2017). In this study, data were collected and reviewed for a systematic literature review between 2022.12-2023.1, and the final studies collected over February and March 2023 were analyzed.

### 3.1. Data collection

The research stage of literature analysis in this study consisted of three stages: planning, execution, and analysis, based on the stage of systematic literature analysis defined by Khan et al. (2001). First, in the planning stage, research articles were searched using research purpose setting, academic research information service (RISS) and journal citation index (KCI), and related studies were selected by combining search results. The publication period of the papers analyzed was limited to January 2023 from 2009. The process of inclusion and exclusion of literature selection is shown in [Figure 1].

Figure 1. Literature search flow chart.



### 3.2. Data analysis

For data analysis, research trend analysis and systematic literature review were performed for the 28 finally selected articles. The analysis of research trends focused on the number of papers published by year, analysis cases, data collection and research methods, and research participant information. Next, a systematic literature review on multicultural mentoring was conducted by dividing it into characteristics, effects, and factors of multicultural mentoring according to research questions.

## 4. Results

### 4.1. Analysis of research trends

Academic papers on multicultural mentoring began to be published in 2009, and 5 papers were actively researched in 2014 and 2016, but recently the number has decreased to 1-2 papers every year. As for the specific cases of multicultural mentoring, 25 studies were conducted centering on the case of multicultural mentoring programs in universities, and the majority were conducted. In addition, 2 cases of operation by civic groups and local organizations were conducted, and mentoring conducted as part of liberal arts classes at universities. There was one study about it.

### 4.2. Results of systematic literature review

**4.2.1. Topic features.** The characteristics of each subject are as follows. First, it is a study on the growth of mentors who participated in multicultural mentoring. Through participation in multicultural mentoring, mentors can positively recognize multicultural society and develop an open attitude toward cultural diversity (Woo Hee-sook, 2010). It also recognizes cultural differences and has an opportunity to reflect on one's attitudes and beliefs. In addition, negative preconceptions and stereotypes about multiculturalism are resolved, and reflective thinking can be cultivated through direct contact (Kim Young-soon et al., 2014; Kim Ki-young, 2014). Second, it is a study on the development of mentors' capabilities. In the mentoring implementation process, reorganization of the curriculum and search for various methods are linked to the personal growth of mentors (Kim Ki-young, 2014). Park Mi-sook (2017) needs to cultivate competencies at the learning, psychological, social, and cultural levels, and to this end, mentor education, time for self-reflection, and periodic counseling support for mentors were discussed. Third, it is a study on the analysis of operating cases and improvement measures of universities and institutions. As a result of the case analysis, it was found that since mentoring is affected by the characteristics of the region, it is necessary to prepare support measures in consideration of the characteristics and consumers of the region. In addition, improvement measures to prevent mentors from giving up halfway were mentioned as important. Fourth, the limitations and limitations of multicultural mentoring were addressed. It was commonly pointed out that multicultural mentoring was concentrated on subject guidance, so it could not be expanded to various activities, including cultural experiences, and was not recognized compared to subject guidance. These limitations show that it is necessary to break away from the view of understanding multicultural mentoring as a learning achievement tool and change it into practical activities that meet the needs of consumers.

**4.2.2. Effects of multicultural mentoring.** Among the five papers that studied the effects of multicultural mentoring, the most revealed is the growth of mentees and the improvement of mentor awareness. Kim Min-jung (2013) revealed that the online and offline convergence application has a positive effect on mentee achievement, confidence, and peer relationship improvement, while Yun Ye-rin and Oh Bum-ho (2020) showed remarkable improvement in English performance of mentee students who have participated for more than two years. Choi Jin-young (2011) revealed significant positive changes in terms of multicultural attitude, multicultural efficacy, and teaching ability as a study on the effectiveness of pre-service teachers' participation experiences. However, he pointed out that there is a limit to understanding multicultural education because mentoring takes place one-on-one, and suggested that it is necessary to develop and apply a multicultural teacher curriculum. There is also a study on the change in multicultural awareness of college students. Lee Su-jeong (2014) revealed that the experience of interacting with a mentee fosters a sense of responsibility and leadership in a mentor, and improves attitudes and perceptions toward a multicultural society. Taken together, it can be said that multicultural mentoring leads to mutual growth between the mentee and the mentor, and has an educational meaning that fosters values and attitudes in a multicultural society.

**4.2.3. Factors that promote multicultural mentoring.** Mentor education is also a factor in revitalization. Mentor education is suggested to enhance understanding of multicultural mentoring and strengthen the individual competencies of mentors. Lee Sung-soon (2014) suggested that multicultural education needs to be applied to mentors, mentees, mentees' parents, and teachers in charge. Park Dong-sung (2021) mentioned training mentors to have a sense of responsibility and mission as an important factor, and Lim Ji-hye and Park Bong-Su (2015) emphasized providing opportunities for communication between mentors by including cooperation and support with fellow mentors in educational elements. Finally, the support of the systematic support system includes the participation and interest of universities, schools, and parents. Kim Eun-hui and Kim Jin-sun (2022) revealed that mentors are suffering from psychological burdens when the environment for multicultural mentoring is unstable

and mentioned the close cooperation between school managers and parents. Lee Chae-yeon (2021) also sought to establish a continuous and effective mentoring system through pre-matching and follow-up management to overcome the mentoring brokerage function. It shows that the above activation factors do not consist solely of the personal relationship between the mentor and the mentee, but also include the public characteristics performed within the system of the institution to which the mentor and the mentee belong. For stable operation, it is important to support the development of mentors' personal competencies and to provide a support system suitable for multicultural mentoring sites.

#### 4. Conclusion

This study looked at research trends on multicultural mentoring and analyzed it based on characteristics, effects, and activation factors using a systematic literature review method. The main research results are as follows.

First, research on multicultural mentoring began in 2009 and has been steadily receiving academic attention, but the number is decreasing. Focusing on the study of university operation cases, qualitative research on university students' experiences and program operation cases were conducted. However, richer discussions can be made if the range of subjects and application cases is expanded. Second, the subject-specific characteristics of analysis papers are as follows. As for the growth experience of mentors, the process and results of cultivating knowledge and attitudes about multicultural society through multicultural mentoring were analyzed. As for the development of mentor competency, the need to develop mentor competency was emphasized because it is linked to the success of multicultural mentoring. The papers analyzing operation cases by each institution specifically suggested the areas to be practically changed by suggesting program improvement plans. And there are only a few papers on effect analysis, which deal with changes in academic achievement of mentees and multicultural sensitivity of mentors. Third, the effect of multicultural mentoring was found to improve the mentee's academic achievement and self-confidence. In addition, it can be said that it has an educational meaning that fosters the value and attitude of a mentor in a multicultural society. Through this, systematic support and operation are needed to increase the educational effect of multicultural mentoring. Fourth, the activation factor of multicultural mentoring was presented as supervision and mentor education to develop and support mentor competencies. In addition, it was found that it was necessary to establish a systematic system and apply it to go beyond the level of subject guidance.

As analyzed in this study, there are parts that multicultural mentoring needs to be modified and supplemented by reflecting the needs of activities, participants, and fields that have various educational meanings. This study is meaningful in that it systematically analyzed domestic papers on multicultural mentoring and provided the basis for educational support and follow-up research based on this.

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