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Parenting attitudes, career adaptability, and bicultural acceptance perceived by multicultural youth

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Abstract

This study explores whether the development of career adjustment and biculturalism among multicultural adolescents in Korean society changes over a three-year longitudinal period. To this end, a latent growth model (LGM) was adopted to examine the development of career adjustment and biculturalism among such adolescents. This study determines how the parenting attitudes in multicultural families affect the career adjustment and bicultural acceptance of multicultural children in a society with high educational expectations. This study tracks how permissive and authoritarian parents' attitudes change over time in terms of their relationship with their multicultural children, the networks of education and social stability that they establish for multicultural youths, and how they improve parental awareness of their children. For this purpose, taking into account the characteristics of the variables identified in the panel data, parenting attitudes are divided into two types: uninvolved and authoritarian. This study used the data from 2014 to 2016 of the Multicultural Adolescents Panel Study included indicators for bicultural acceptance, career adaptability, and parental nurturing attitudes. The results are as follows: First, this study found that authoritarian parenting attitudes and bicultural acceptance attitudes have positive outcomes, and

permissive parenting attitudes, bicultural acceptance attitudes, and career adaptability showed no relationship. Second, career adaptability and bicultural acceptance had a positive (+) effect on career adaptability based on parenting attitudes and a negative (−) one on bicultural acceptance. In addition, authoritarian parental attitudes had a negative (−) impact on career adaptability. Third, authoritarian parental attitudes demonstrated significance for bicultural acceptance, and the rate of change in bicultural acceptance was negative (−) over time.

KEYWORDS

bicultural acceptance, career adaptability, multicultural youths, parental attitude

1 | INTRODUCTION

The recent developments of globalisation and internationalisation have increasingly strengthened international exchange and the movement of human and material resources. Along with this trend, migration, and social integration issues are emerging as important aspects of the policy agenda across the world. In addition, public discourse has examined the conflict between globalisation and civilizations; social integration and tension between parallel societies are also being discussed in this regard (Kordes et al., 2006). From the time of the formation of a multicultural family, teenagers in such families are naturally exposed to and influenced by their dual cultures. Adolescents who migrated to or were born to multicultural parents in Korea have different facial colour, appearance, culture, and customs from Koreans; therefore, they are influenced by the culture and language of their parents' country, but they have to accommodate the dual culture to identify, adapt, and integrate into that of Korea. It is essential to identify the characteristics of the different cultures and ethnicities and to experience the process of cultural adaptation that is associated with integrating them (Zhenget al., 2023). If we look at the issues of multiculturalism and immigration from an international perspective, the '2023 World Development Report' emphasises the importance of international cooperation for effective migration management (World Development Report, 2023). If we examine Europe's past and present immigration flows, it has served as a crossroads for human migration since ancient times. In 2021, 2.3 million migrants moved to the EU from non-EU countries, and 1.4 million people moved from one EU member state to another. In particular, to provide quick and effective support to those fleeing the war in Ukraine in 2022, the Temporary Protection Directive was activated, and residence permits were granted. The EU also promises to grant access to education and labour markets, and the Network of Migration Preparedness and Crisis Management Mechanisms will be the EU's collective response mechanism.

In recent decades, Korea has witnessed an influx of marriage migrants and an increase in multi-ethnic marriages (Sung et al., 2013). To support the integration of these families, it is important to understand their characteristics. Here, we define a multicultural family as one that is formed when people from different cultures become part of one family. Immigrants encounter differences due to the necessary shift in their culture and lifestyle to a different environment, but also in absorbing the ideas, norms, practices, and identities of the new culture through social relationships (Park, 2022a, 2022b). Research on parenting attitudes, job adaptability, and bicultural acceptance has been actively conducted in Korean in recent years. Domestic and international studies have emphasised the need for parents' careful consideration and commitment to their children (Bornstein, 2012).

Identified an association between factors in the adaptations of 11 multicultural fathers, identifying the role of cultural differences, economic difficulties, social bias, and alienation, restrictions on the use of local services, and the need to study the native language (Park, Kim, & Cho, 2021a; Park, Kim, & Chung, 2021b).

Many studies have been conducted on each subject, including parental nurturing attitudes, career adaptability, and bicultural acceptance in Korean populations. This study examines the theories of scholars such as Haritatos and Benet-Martínez (2002) and Savickas and Porfeli (2012) on the changes in career adaptability and bicultural acceptance of multicultural youths as well as to examine the relevance parental nurturing attitudes using the Multicultural Adolescents Panel Study (MAPS) data. We would thereby track how the parental nurturing attitudes of neglectful and supervisory parents in parent-child relationships of multicultural youths changes over time in their tendencies towards career adaptability and bicultural acceptance. This study applied the LGM, a statistical technique introduced by Meredith and Tisak (1990), which has the advantage of being able to analyse longitudinal data with more than three repeated measurements. Accordingly, the current study identifies changes in career adjustment and biculturalism of multicultural adolescents who migrated to Korea over a 3-year period according to the parenting attitudes of their parents. Based on the results, this study draws academic and practical implications for enhancing cultural adaptation and career education for adolescents.

2 | LITERATURE REVIEW

2.1 | Parental nurturing attitudes

Parental nurturing attitudes play an important role in creating the environment necessary to promote growth and development in children and in building self-concept, values, and performance skills, including forming and socialising their children (Kaniušonytė & Laursen, 2021). The criteria for distinguishing the content and manner of parental nurturing attitudes differ among scholars. Recently, Makwana categorised parenting styles as authoritarian and permissive. Authoritarian parents are highly demanding and controlling, but lack responsiveness and acceptance, and often fail to understand their children's emotional needs. Permissive parenting styles are more responsive and accepting, but less demanding and controlling. They are characterised as having few or no restrictions on their children, tolerating all of their behaviours, and meeting all of their needs.

In the past research works, Schaefer (1965a) and (1965b) divided parental nurturing attitudes into four categories: affectionate-autonomous, loving-controlled, hostile-autonomous, and hostile-controlled attitudes, as understood in relation to the degree of compassion, control, and autonomy, while Baumrind (1991) divided them into punitive, allowable, repulsive, and democratic parenting methods according to the degree of compassion, control, and autonomy. Similarly, recent studies have also categorised parenting styles into authoritarian and permissive. Furthermore, based on parental acceptability and responsiveness as well as parental desires and controls, Bishop (2013) divided parental style into four categories: authoritarian, autocratic, allowable, and neglectful based on parental acceptability and responsiveness as well as parental desires and controls.

Studies related to parental nurturing attitudes have been in relation to various viewpoints regarding academic achievement, motivation, psychological variables, adaptation, and so on (Amato & Fowler, 2002; Ryan & Deci, 2017; Sidebotham & Appleton, 2012). The results of these studies have in common that parental nurturing attitudes are closely related to social relationships, such as a teenager's peers. This means that children's adaptability in adolescence can vary depending on how their parents have raised them. Teenagers adapt to school life better when their parents are affectionate, receptive, autonomous, and democratic (Amato & Fowler, 2002); however, the more neglectful, hostile, and controlling their parents are, the more negatively the children's adaptation to school life is affected (Jackson et al., 2009). In particular, Amato and Fowler (2002) argued that parents who are receptive and democratic spend more time with their children, show affection to them, encourage them, and help them adapt to

their school life; however, if they exhibit authoritarian or punitive parental attitudes, the level of adaptation in the teenager is lowered.

Many scholars have classified the concept of parental nurturing attitudes into several types to define them more systematically. One such typical classification is that given by Baumrind (1971), which defines four types of parental nurturing attitudes: authoritative, authoritarian, permissive, and neglectful. In a recent study by Williams and Wahler (2009), simulated parenting was also divided into three types: authoritative, authoritarian, and permissive. Parenting attitudes have been studied most frequently with variables related to the characteristics of growth and children's development (Aunola et al., 2015). Cummings et al. (2000) and Pereira et al. (2009) suggested that parenting attitudes play an important role in identifying the development of children's internalised and externalised behaviour (Braza et al., 2013). Therefore, in this study, using panel data and two characteristics defined by Baumrind (1975), parenting attitudes are classified as permissive or authoritative. Additionally, with the increasing number of married migrant women, the provision of various school and community-level programmes to facilitate coping with adaptation difficulties encountered by growing children from multicultural families is considered necessary. However, previous studies failed to focus on the differences in the types of cultural adaptation of mothers from multicultural families and the multicultural acceptance and career adaptability that multicultural youth experienced. Therefore, it is beneficial to consider it as a career adaptation and bicultural acceptance issue for multicultural youths' maturation process in different cultures and languages.

2.2 | Career adaptability

As noted earlier, parental nurturing attitudes affect the overall behavioural development of adolescent children. Therefore, it likely also affects career adaptability, which refers to the individual's ability to adapt to changes, actively and proactively, in an uncertain society. In this study, two main types of parenting attitudes were defined using public data: permissive parental parenting attitudes and authoritative parenting attitudes, which were reflected in the research model. Why do parenting attitudes greatly influence multicultural adolescents' career adaptability? As suggested by Super (1957) and Savickas and Porfeli (2012), the career path is a life theme formed by exposure to the surrounding environment, culture, and parents' parenting attitude during growth and can be explained as a value and self-concept-forming process. Specifically, in adolescence, the child has the greatest role and energy in life. Therefore, parents' parenting attitudes affect their children's values. The concept of career adaptability began with the concept of career maturity that is presented in Super's (1957) theory of career development and was embodied through the theory of career constructor (Savickas & Porfeli, 2012). Super and Knasel (1981) suggested the concept of career adaptability, indicating that adults have diverse experiences in response to environmental changes, a diversity that cannot be accounted for by age-specific differences. Career adaptability was defined as a preparation for coping with changing work and working conditions throughout life.

This concept was refined by Savickas (2005), who argued that career adaptability was developed through attaching meaning to career behaviour and experience. According to Savickas (2005), career adaptation is defined as four main concepts: career interest, career control, career well-being, and self-confidence. According to Savickas and Porfeli (2012), career adaptability can be divided into four levels: adaptability readiness, adaptability resources, adaptation response, and adaptation results. In this career adaptation model, adaptability is a psychological and social resource that interacts with the environment for successful adaptation in cases where an individual faces career tasks, job transition, and work-related trauma in a rapidly changing world.

Adaptation preparation is an internal and personal variable that indicates willingness to change. Drawing on adaptive resources, a psychosocial conditioning capacity leads to adaptive responses corresponding to the performance of adaptive behaviour and the outcome of adaptation. In particular, an individual's career adaptation can be classified as a result of personality traits, self-regulating competencies, performance of actions, and outcomes of the adaptation. Harren (1979) indicated that self-identity is a major factor, that has a static effect on career

decision-making, such that the lower the self-identity, the lower the career decision-making. On the other hand, Munley (1975) found that the higher the individual's self-identity, the more easily they could identify the right career path for themselves, indicating a close relationship between self-identity and career decision-making. A previous study showed that parents' excessive interest and expectations have a negative impact on children's career decisions (Sharma, 2014).

Okubo et al. (2007) indicated that the parents of Chinese-American teenagers in the United States tend to have high expectations for their children's careers and also to dominate them. This analysis suggests that these Chinese parents' academic and career expectations affect their care of their children. In other words, cultural values that are shared within families affect the career decision of students from multicultural families in the United States. That is, democratic and receptive parenting attitude leads to active cultural acceptance and helps multicultural children make the right career decisions for themselves (Farmer, 1985; Munley, 1975; Roney, 1983; Rudolph et al., 2017; Savickas, 2005). We draw the variables in the present study from these existing studies. Specifically, parents' democratic and receptive parenting attitudes lead to active acceptance of their children's decisions as they determine their careers, helping multicultural children move in the right direction in deciding their careers (Farmer, 1985; Munley, 1975; Roney, 1983; Rudolph et al., 2017; Savickas, 2005).

2.3 | Bicultural acceptance

Bicultural acceptance is also known as multicultural acceptance, and each scholar has a different concept and term. Furthermore, it is called comparative cultural acceptance and can be considered a concept of how well we can accept cultures that differ from our own. Kelley and Meyers (1995) defined the ability to understand and accept culture among attitudes towards other cultures as comparative cultural adaptability. The theory of bicultural acceptance explains multicultural society in terms of a melting pot model. It was developed to incorporate conflicting theoretical perspectives. Several conditions apply to the understanding of cultural acceptability. First, there is some necessary overlap or sharing of norms, values, beliefs, and perceptions between the two cultures. Second, cultural mediators and translators exist that travel between the two spheres. Third, there is a reaction (positive or negative) to both cultures as efforts are made to produce normative behaviours. Fourth, a connection is made between minority and mainstream cultures on how to solve problems. Fifth, some physical similarities are perceived by a member of mainstream culture in terms of the degree of bilingualism. Finally, the level of bilingualism is determined by how outwardly similar he or she is to a member of the mainstream culture in terms of skin colour, facial features, and so on (de Anda, 1975; Valentine, 1971).

Bicultural acceptance refers to the accepting attitude of foreign parents, who are not members of a mainstream culture, to the culture of the country. This is referred to as accommodation and adaptation of different cultures, not adaptability to any one ethnic group or culture. Valentine (1971) describes the growth of individuals exposed to two cultures at the same time who react by internalising the norms and cultural features of the minority group but socialising them in terms of mainstream culture, rather than the way in which individuals are socialised and grown by a single mainstream culture in a society. Cultural socialisation across the two cultures describes the development of individuals who are exposed to both at the same time (de Anda, 1975). In other words, the stronger the identity and acceptance of the two cultures, the easier it is to live in both cultures simultaneously. It can also be seen that these factors affect individual social adaptability (de Anda, 1975; Haritatos & Benet-Martínez, 2002; Valentine, 1971). We set the parameters for this study with reference to these sources.

Studies have shown how parenting attitudes affect children's career decisions and analysed the impact of parenting attitudes on dual cultural acceptability. Here, we apply the potential growth model to identify how parenting attitudes affect children's career decisions and their dual cultural acceptability simultaneously. This approach has not previously been attempted. The stronger the identity and acceptability of having a dual culture, the easier it is to live with both cultures and the greater the social adaptability of the dual culture individual (de Anda, 1975; Haritatos &

Benet-Martínez, 2002; Valentine, 1971). Using the potential growth model of Korean multicultural youth panel data, Park (2022a) and (2022b) confirmed that the relationship between migrant mothers' adaptation to Korean culture and the youth and mothers' adaptation to the culture affects children. Parenting attitudes have been studied in their effects on children's career decisions and on dual culture acceptability. In this paper, we apply the potential growth model to investigate whether parenting attitudes affect children's career decisions and acceptance of cultural duality.

Based on the theoretical bases of parenting attitudes, career adjustment, and bicultural competence presented above, we utilised the results of the Multi-cultural Adolescent Panel Survey (MAPS) provided by the Korea Youth Policy Research Institute to check the degree of change in multicultural adolescents over a three-year period. The survey accumulates data every year and provides results to identify the characteristics of multicultural adolescents and can be utilised as research data. Given the usefulness of MAPS as a resource for longitudinal analysis, the authors considered the data appropriate for this study.

2.4 | Research hypotheses

As suggested in previous studies, parenting attitudes have the greatest impact on adolescents' lives and socialisation and are closely related to career adaptation. It is of great significance to check bicultural acceptance and career adaptability according to the parenting attitudes of adolescents who must adapt to Korean society, which is an issue investigated by this study. In particular, this study differs from existing research in that it analyses the extent of change in career adaptability and bicultural acceptance of multicultural youth in Korean society over a 3-year period through an LGM. To this end, we take the fourth year as the starting point and analyse the data until the sixth year to determine the extent of change over the three-year period and draw implications for career education and cultural adaptation of multicultural youth. The following research hypotheses were established.

H1. Parental attitudes on parenting affect the career adaptation of multicultural adolescents.

H1-1. Neglectful parenting attitude have a positive effect on the career adaptation of multicultural adolescents.

H1-2. Supervising parenting attitudes negatively affects career adaptation of multicultural adolescents.

H2. Parental attitudes on parenting have a positive effect on the bicultural acceptance of multicultural adolescents.

H2-1. Neglectful parenting attitudes negatively affect the bicultural acceptance of multicultural adolescents.

H2-2. Supervisory parental parenting attitudes have a positive effect on multicultural adolescents' bicultural acceptance.

H3. Over time, parental attitudes on parenting change adolescents' career adaptation.

H4. Over time, parental attitudes on parenting change adolescents' bicultural acceptance.

2.5 | Research method

In this study, the analysis of latent growth models proposed by Meredith and Tisak (1984, 1990) was used to investigate changes in career adaptability in relation to the parental nurturing attitudes of parents with multicultural children and to identify how they affect the early stages and changes in career adaptability. Conducted by the Korea Youth Policy Institute since 2011, the MAPS data is a panel of multicultural adolescents and their parents used to track the development of multicultural adolescents longitudinally and identify more objective characteristics of such adolescents in comparison to non-multicultural adolescents. The survey is conducted by public organisations on a 1-year cycle, and the data are available for anyone to use for research. The MAPS was designed in 2011 to survey multicultural youths in the fourth grade and their mothers, using public panel data to investigate the same target until late adolescence. The 2014 data included 1,371 households (1,384 students and 1,361 parents), and the 2016 data included 1,322 households (1,335 students and 1,304 parents). The data included multicultural, individual, and environmental characteristics. Variables such as the perception of parenthood recognised by multicultural adolescents were included, and individual characteristics were included, involving variables such as career adaptability. In addition to career adaptability, these characteristics involved desired jobs, major considerations in career choice, post-secondary education level, career barriers, parental career-related behaviour, high school graduation plans, school career education activity participation and participation satisfaction, and part-time work experience. Multicultural characteristics included the variables for youths' language ability, cultural experience, and multicultural support policy system. Cultural experiences included variables such as the perception of nationality, visits to a foreign parent's home country, visits to Korea by a foreign parent's family, interest in a foreign parents' home country, cultural adaptation stress, national identity, cultural acceptance attitudes, multicultural acceptance, and children from multicultural families.

This study used comprehensive panel data from the 2014 to 2016 MAPS, acquired from the National Youth Policy Institute (NYPI). The MAPS is a 6-year panel survey collecting data on multicultural youths and their parents living in Korea as of 2011; it is mainly used to comprehensively track and aid in the development of adolescents from multicultural families through longitudinal research. In this study, a potential growth model was applied to analyse the rate of change over the past 3 years, and a career decision attitude variable was added in the fourth year (2014) to utilise the most recent data from the sixth year (2016).

Since 2009, Korea Youth Policy Institute has been implementing the NYPI Korea Child and Youth Integrated Survey System to comprehensively track the development of multicultural youths to enhance the efficiency of the investigation process. The panel survey method was conducted by a professional researcher, and for the non-Korean-speaking parents, a questionnaire in nine foreign languages was included.

In 2011, 4,452 students from multicultural families attending 2,537 elementary schools in Korea were surveyed; follow-up included 1,370 households (1,380 teenagers, 1,360 parents) in 2014 and 1,337 households (1,347 teenagers, 1,329 parents) in 2015. In 2016, follow-up included 1,319 households (1,329 teenagers and 1,301 parents). Variables such as bicultural acceptance, career decision-making, and parental nurturing attitude are assessed by the MAPS, which is mainly used for profile analysis for multicultural families based on a certain point in time. In particular, it is used to generalise the results of this study, as it includes data sampled on a national basis in line with the purpose of this study. This study examines the relationship between parents' child-rearing attitudes through theoretical consideration and empirical analysis and the factors affecting career decision-making among multicultural youths, such as parental attitude, career decision, and dual cultural acceptance.

2.6 | Measurement

Parenting attitudes are divided into two types: attachment and supervisory. Parental nurturing attitudes were extracted from fourth-year data of the MAPS and were largely divided into two authoritative and/or permissive

types, based on the two dimensions of affection and control. Baumrind (1971) assumed that the type of parental role affects the social and personality characteristics of children and analysed the relationship between the type of child and the parenting style. They categorised parenting styles into authoritarian, permissive, and authoritative. Authoritative parents, as proposed by Baumrind (1975), posit the importance of children's individuality and social values, and they value linguistic interactions while strictly controlling them when necessary. Permissive parents value self-expression and are relatively warm-hearted, tending not to punish their children to promote self-regulation. In this study, parenting styles were applied to permissive parenting and authoritarian parenting, using the values for the variables as classified by the MAPS.

For permissive parenting, the children were asked to rate the following statements: 'My parents seem to think their work is more important than me', 'My parents praise or scold me because they don't care about me', 'My parents don't live with me', 'My parents don't care for me when I need them', and 'My parents are protective'. The authoritarian parental nurturing attitude included three items for rating: 'My parents (guardians) know where I go after school', 'My parents (guardians) know how I spend my time', and 'My parents (guardians) know when I will come home if I go out'.

The responses were given on a 4-point scale (1 = not at all; 2 = sometimes 3 = often; 4 = always). The higher the score, the more negative the parental attitude. The reliability was assessed using Cronbach's alpha, with a value of 0.92, which meets the threshold.

This study concerns career adaptability and dual cultural acceptability in multicultural youths. To measure career adaptability, six questions on career adaptability were used. As proposed Savickas and Porfeli (2012), career adaptability consists of four aspects: attention, control, curiosity, and confidence; in this study, the career adaptability questions presented in the panel data were applied. Savickas and Porfeli (2012), when individuals are willing and able to cope with the predictable and unpredictable events they face, this leads to high levels of career adjustment. A career adaptability measurement spokesman for multicultural youths said, 'I don't know which one to choose. I often think about what I want to be, but I haven't thought about what kind of career to actually have. I don't know what to choose'. The reliability of these items was assessed with Cronbach's alpha at a value of 0.87, which meets the threshold.

There are 10 types of bicultural acceptance, according to the variables classified based on the MAPS dataset. If you consider the specific measurement of dual cultural acceptability, I enjoy Korean culture (music, movies, food, clothes, etc.) and I enjoy the culture of my foreign parents' country (music, movies, food, clothes, etc.) and I am proud that my parents are foreigners. I am proud to live in Korea. I want to live in Korea. I want to live in my foreign parents' country. I want to go to a university or company in Korea. I want to go to my foreign parents' country. I think it is important to learn Korean culture. The reliability was shown as Cronbach's alpha = 0.90.

The latent growth model is a method of measuring the passage of time to estimate differences between the average change within individuals and that between individuals (Walls et al., 2006). To identify changes in career adaptability and bicultural acceptance attitude, this analysis divided them into two categories: no change and linear; the final model was selected by comparing the suitability of these models. The study model is given in Figure 1.

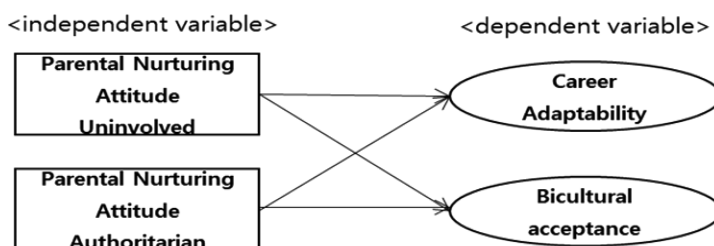


FIGURE 1 Research model.

3 | METHOD OF ANALYSIS

The following procedures were used for statistical analysis with SPSS 18.0 and AMOS 18.0. First, technical statistics were computed to obtain the means and standard deviations of key variables, and correlations were assessed. Second, the data were analysed in a latent growth model to check the permissive parenting value of multicultural youths, the attitude and career adaptability of authoritarian parents, and changes in bicultural acceptance. The latent growth model was adopted to analyse patterns of change in longitudinal data that measure changes in certain variables over time. This study obtained a slope factor, or the rate of change over time for 3 years, from 2014 to 2016. The linear change model takes a constant term as fixed at 1 and checks career adaptability and bicultural acceptance slopes over time. This study monitored multicultural adolescents for 3 years, which was considered suitable for examining how career adaptability and bicultural acceptance changed according to career adaptability attributes; from this, a potential growth model analysis was designed. The missing values were provided using maximum likelihood, and the suitability of the study model was evaluated using χ^2 , Tucker–Lewis index (TLI), comprehensive fit index (CFI), and RMSEA. The closer the CFI and TLI values were to 1, the more suitable the model; likewise, the larger the value of RMSEA, the better the model; the larger the step, the less suitable the model. The validity evaluation assessed χ^2 as an index of the improvement of a proposed model over a basic model; if the value is 0.9, the model is considered suitable. In this study, the analysis was conducted using the TLI and the CFI. RMSEA is considered appropriate in the range from 0.05 to 0.08, and it is used to compensate for the shortcomings of the χ^2 index, which rejects models with large sample sizes.

3.1 | Model analysis

3.1.1 | Unconditional model analysis

Because the research model identifies future growth potential by determining the amount of change in career adaptability and bicultural acceptance over time, here extract a linear equation giving the amount of change. It is common to perform this step in two stages (Duncan & Duncan, 2004). Here, initially, a conditional model for potential growth was established and analysed. The intercept is given as b_1 , and b_2 is the slope (vertical increase per unit of growth curve), t_i is the i th time value, and e_i is the time-to-time error of the predicted value. Finally, i represents time. Thus, Equation (1) is given for this model.

$$y_i = b_1 + t_i b_2 + e_i. \quad (1)$$

3.2 | Results

3.2.1 | Demographic characteristics

In this study, parenting attitudes refer to parenting attitudes recognised by teenagers. This panel data is a result of a 6-year follow-up study of individual multicultural youths and their parents. The demographic characteristics of the main variables for the participants are given in Table 1. Using 5 years of data, from 2012 to 2016, of the 1,380 students, 674 were boys (48.8%) and 706 were girls (51.2%); most were 16 years old (87.6%), followed by 15 years old (7.4%). Of the mothers, 96% were from outside Korea, and 3.7% of fathers and 0.3% of both parents were of foreign origin. Most mothers were migrant women. Of these mothers, 53.7% of mothers were reported to be very good at speaking Korean, 41.3% were good, and 5.0% were poor. The largest number resided in Gyeonggi Province, (26.4%), followed by Gyeongsang Province (23.1%), Jeolla Province, Jeju Island (21.0%), Chungcheong Province, Gangwon Province (18.9%), Seoul (10.6%). Korean society has experienced a drastic increase in multiculturalism since the

TABLE 1 Demographic and sociological characteristics.

Variables		Frequency (people)	Ratio (%)
Sex	Male	674	48.8
	Female	706	51.2
Age	15 years old	93	7.4
	16 years old	1,121	89.0
	17 years old	41	3.3
	18 years old	4	0.3
	19 years old	1	0.1
Educational level	Middle school student	4	0.3
	High school student	1,256	99.7
Highest educational attainment: Father	Below middle school graduation	394	29.9
	High school graduation	682	51.8
	Graduated from junior college	94	7.1
	Graduated from university	131	10.0
	Graduate degree	15	1.1
Highest educational attainment: Mother	Below middle school graduation	157	11.4
	High school graduation	645	46.7
	Graduated from junior college	350	25.4
	Graduated from university	219	15.9
	Graduate degree	9	0.7
Parents' country of origin	Only father is foreigner	67	3.7
	Only mother is foreigner	712	96.0
	Both are foreigner	548	0.3
Mother's ability to speak Korean	Not good at Korean	67	5.0
	Good at Korean	712	53.7
	Very good at Korean	548	41.3
Residence	Seoul	146	10.6
	Metropolitan area (Gyeonggi-do province, Incheon City)	364	26.4
	Chungcheng-do Province and Gangwon-do Province	261	18.9
	Gyeongsang-do Province	319	23.1
	Jeolla-do Province and Jeju City	290	21.0

1990s, a change that is in part driven by the rapid growth in the number of Korean men married to migrant women. This has led to a steady increase in the rate of formation of multicultural families, accompanied by a similar increase in the number of multicultural children and adolescents.

3.3 | Descriptive statistics of major variables

The higher the parents' permissive and authoritarian attitude, the lower the social acceptability and career adaptability; the bicultural acceptance attitude is indicated in terms of the higher the parents' permissive and authoritarian

attitude, the higher the cultural acceptability, and the lower the career adaptability. Table 2 presents the current status of the basic statistics for each variable for years 4–6. Parental nurturing attitudes, career adaptability, and bicultural acceptance are categorised on a 4-point scale. These points are ‘extremely disagree’, ‘disagree’, ‘agree’, and ‘extremely agree’. The technical statistics for the major variables of parental parenting attitude, career adaptability, and bicultural acceptance show that parental parenting attitudes have a high average value, while the average value for parenting attitude shows a decrease from 2014 to 2016. For bicultural acceptance, a change in the fifth year, when the average value decreased and then increased.

In Table 2, the main variables are the descriptive statistics of permissive and authoritarian parenting attitudes. Career adaptability is the descriptive statistics of career adaptability for 3 years for the potential growth model analysis, and refers to the values of career adaptability in the fourth, fifth, and sixth years of the MAPS panel data. The mean value of the initial value in the fourth year is $M = 2.499$, and there is no significant difference between the fifth and sixth years. For bicultural acceptance, the initial value of $M = 2.922$ in year 4 and $M = 2.924$ in year 6 indicated that the average value of year 6 was slightly higher than the initial value (year 4). The descriptive statistics suggested that the career adaptability of adolescents in multicultural families does not change much, while the mean value of bicultural acceptance changed in the sixth year compared to the fourth year. This leads us to expect that the degree of adaptation to Korean culture will differ depending on the parenting attitude.

4 | CORRELATION OF VARIABLES

The correlation results between the variables are given in Table 3. Parents' attitudes towards parenting (authoritarian) and bicultural acceptance (second year) were positively correlated, while career adaptability (second year) was negatively correlated. On the other hand, parents' attitudes towards parenting (permissive), dual cultural acceptance (fourth year), and career adaptability (fourth year) showed no correlation. These results are consistent with the

TABLE 2 Descriptive statistics.

Variables		M	SD
Parental nurturing attitude	Permissive	1.722	0.542
	Authoritarian	3.218	0.613
Career adaptability	Career adaptability fourth	2.499	0.303
	Career adaptability fifth	2.496	0.289
	Career adaptability sixth	2.491	0.268
Bicultural acceptance	Bicultural acceptance fourth	2.922	0.356
	Bicultural acceptance fifth	2.912	0.352
	Bicultural acceptance sixth	2.924	0.350

TABLE 3 Correlation of each variable.

Variables	Authoritarian	Permissive	Bicultural acceptance fourth	Career adaptability fourth
Authoritarian	1			
Permissive	−0.037	1		
Bicultural acceptance fourth	0.277**	−0.032	1	
Career adaptability fourth	−0.139**	0.035	−0.037	1

Note: * $p < .05$, ** $p < .01$, *** $p < .001$.

TABLE 4 Results for the fit and unconditional model of each factor ($n = 1,635$).

Variables	Change	χ^2	Df	TLI	CFI	RMSEA (LO/HI)	ICEPT		SLOPE	
							M	Var	M	Var
CARA	Linear	10.823	3	.984	.984	0.040	2.413***	0.013***	0.008	0.008
BIA	Linear	8.728	3	.993	.993	0.034	2.918***	0.008***	0.001	0.005

*** $p < 0.001$ Statistically significant in 001.

findings of previous studies (Betz & Vuyten, 1997; Farmer, 1985; Roney, 1983; Sharma, 2014), indicating that parents' excessive interest and attitudes can have a positive impact on embracing different cultures while having a significant negative impact on career adaptability in their children.

The analysis is performed by dividing the data into stages 1 and 2. In this study, we analyse the factors of career adaptability and bicultural acceptance in the first stage and then analyse the condition model in the second stage. In the first stage of the non-conditional model, the variation curve (change trend in subsequent variable) is measured for a certain period and applied to the repeated measurement data of each individual. The analysis of the non-conditional models provides the initial value and rate of change of the mean variation curve.

The two-stage conditional model is used to identify the initial values and the rate of change, and the factors that them by connecting various measurement factors to the potential factors obtained in phase 1. An analysis of non-conditional latent growth model was conducted to determine the function of change in career adaptability and bicultural acceptance. The analysis of models was conducted with linear change models, which were reviewed for each factor based on the mean change in the fourth, fifth, and sixth years which is given in Table 4.

The analysis of unconditional models showed that changes career adaptability and bicultural acceptance were not statistically significant over time. However, both career adaptability and bicultural acceptance exhibited personal differences, as the variance in initial values was statistically significant. On the other hand, the dispersion of the change rate between these two was not statistically significant, indicating that no personal differences existed.

5 | CONDITIONAL MODEL ANALYSIS

The analysis of non-conditional models of potential growth, career adaptability, and bicultural acceptance showed that the changes over time in the linear model were not statistically significant. Thus, a conditional model of potential growth was established by combining unconditional models of career adaptability and bicultural acceptance, and direct effect analysis was performed. The results for model compliance through maximum likelihood estimation were $\chi^2 = 56.389$ ($df = 15$, $p = .001$), $RMSEA = 0.041$ (LO: 0.030, HI: 0.053), $TLI = 0.937$, $CFI = 0.974$. The index also showed a corresponding index of 974. According to Browne and Cudeck (1993), $RMSEA$ values below 0.05 indicate good matches, and those above 0.10 indicate inappropriate matches. As indicated in Table 6, χ^2 , $RMSEA$, TLI , and CFI showed suitable results in Table 5.

The analysis indicated a significant path in the parameter estimates. Permissive and authoritarian parental attitudes, career adaptability according to supervision, and the rate of change in bicultural acceptance showed no statistical significance. The results of the parameter estimate for the direct effect between variables in the conditional model of potential growth are shown in Table 6.

Career and bicultural acceptance of multicultural youths were analysed by examining the variables and their pathways that affect the initial values according to parental attitudes, the career adaptability in relation to the permissive parental attitude (0.059 , $p < .05$), and dual cultural availability (-0.060 , $p < .001$). The initial values in the authoritarian parent-rearing attitude for variables such as career adaptability (-101 , $p < .001$) and bicultural

TABLE 5 Results of conformity of latent growth model through conditional model analysis ($n = 1,635$).

NPAR	χ^2	Df	TLI	CFI	RMSEA	
					LO90	HI90
29	56.389	15	0.937	0.974	0.030	0.053

Note: NPAR χ^2 dftLICFI.

TABLE 6 Career adaptability and parental nurturing attitude and bicultural acceptance of path coefficient.

Variables			β	B	S.E.	C.R.	p
Career adaptability ICEPT	←	Authoritarian	.059	0.087	0.024	2.426	.015
Career adaptability SLOPE	←	Permissive	.012	-0.044	0.015	-0.804	.422
Bicultural acceptance ICEPT	←	Permissive	-.060	-0.134	0.015	-3.916	***
Bicultural acceptance SLOPE	←	Permissive	.014	0.086	0.009	1.511	.131
Career adaptability ICEPT	←	Authoritarian	-.101	-0.168	0.023	-4.345	***
Career adaptability SLOPE	←	Authoritarian	.022	0.088	0.015	1.483	.138
Bicultural acceptance ICEPT	←	Authoritarian	.137	0.343	0.015	9.355	***
Bicultural acceptance SLOPE	←	Authoritarian	-.023	-0.161	0.009	-2.621	.009

Note: * $p < .05$, ** $p < .01$, *** $p < .001$.

acceptance (0.137, $p < .001$) are shown. In addition, from 2014 to 2016, the rate of change in career determinability and bicultural acceptance showed a value for dual culture acceptability, depending on the authoritarian parent-raising attitude (-0.23 , $p < .01$). These results suggest that parents' hostile and permissive parenting has a negative impact on their children's school life and socio-cultural adaptations (Amato & Fowler, 2002; Jackson et al., 2009). Other findings were different and consistent with studies by Betz and Voyten (1997), Farmer (1985), and Roney (1983) showing that higher parent-child relationships affect youths' career preparation.

5.1 | Discussion

This study's findings suggest that as Korea is rapidly transitioning to a multicultural society, it is important to support the efforts of youth from multicultural families to achieve both career adjustment and bicultural acceptance. One-on-one career guidance for adolescents from multicultural families both at school and at home should be prioritized as should career education for multicultural parents. In addition, given that adolescents from multicultural families may be somewhat confused about their cultural identities, potentially putting them at greater risk, cultural identity education and experiences should be systematically encouraged in cooperation with the community. The theoretical and practical implications of this study are as follows. According to these findings, the theoretical and practical implications for the promotion of career adaptability and the bicultural acceptance of youths from multicultural families are as follows. Career determination and biculturalism among multicultural adolescents were related to parental parenting attitudes: career determination (0.059, $p < .05$) and biculturalism (-0.060 , $p < .001$) for neglectful parenting attitudes, and for supervisory parenting attitudes, career determination (-0.101 , $p < .001$) and bicultural acceptance (0.137, $p < .001$). For the three-year change rate, supervisory parenting was associated with biculturalism (-0.023 , $p < .01$) and no change in career adjustment. These results are consistent with the findings of Jackson et al. (2009) and Amato and Fowler (2002) to the effect that parental neglect has a negative effect on school and socio-cultural

adjustment, which supports Hypothesis H1-1 (neglectful parenting has a positive effect on career adjustment of multicultural adolescents). In addition, Hypothesis H2-1 (neglectful parenting style will have a negative effect on bicultural adolescents' bicultural acceptance) was supported. For supervisory parenting attitudes, the results were reversed, supporting H1-2 (supervisory parenting attitudes will have a negative effect on career adjustment among multicultural adolescents) and H2-2 (supervisory parenting attitudes will have a positive effect on bicultural adjustment among multicultural adolescents). In addition, Hypothesis H4 (parenting style will change over time with bicultural adolescents' bicultural acceptance) was supported, which is consistent with research indicating that higher levels of intimacy in the parent-child relationship influence adolescents' career readiness (Betz & Voyten, 1997; Farmer, 1985; Roney, 1983). The results also suggest that excessive parental attention may harm the career decisions and bicultural acceptance attitudes of multicultural adolescents. Supervisory parenting attitudes had a significant effect on children's biculturalism, which supports the findings of de Anda (1975) and Valentine (1971) to the effect that supervisory parenting influences successful biculturalism by narrowing the cultural and racial distance between individuals.

The implications are as follows: First, the theoretical implications of the study shed light on the important role that parental attitudes play on the career maturity and career adaptability theory of Super (1957) and Savickas and Porfeli (2012), as well as the various concept of career development theory that affect the career adaptability of multicultural youths. In other words, multicultural youths are influenced in terms of their career adaptability by psychological and social resources interacting with the environment to promote successful adaptation when faced with unexpected familial and parental attitudes. Second, the study results support the theoretical work of Valentine (1971) and Haritatos and Benet-Martínez (2002), who found that individual would goes through a process of internalising and socialising the norms and cultures of groups, not a single mainstream culture. In other words, this supports the theory that the higher the identity of multicultural youths regarding dual cultures formed by the parental attitudes of their parents, the higher the psychological and social adaptability of individuals in the process of socialisation. However, the results of this study differ from those of Ulrich et al. (2018), who claimed that families have a significant influence on adolescents' lives and socialisation, as well as career choices.

One practical implication of this is recognition of the need to link career education for early intervention with interest in the problem of career maladjustment for multicultural youths (Argyro, 2019). Local welfare services and counselling teachers should be provided. In particular, the issue of career adaptability for multicultural youths should be treated as integrated case management for multicultural families through the cooperation and networking of various organisations. In other words, strengthening counselling and case management services is important, and this will require a discriminatory approach based on the age and other characteristics of the members of multicultural families. Second, educational support should be incorporated to reduce the stress of the cultural adaptation of youths from multicultural families (Bryan et al., 2003). It is necessary to strengthen the perception that teenagers from multicultural families have dual cultural strengths, especially in terms of education guidance to allow them to form positive attitudes and perceptions regarding the language and culture of their non-Korean parents' countries, as well as of Korean, along with non-discriminatory cultural acceptance attitudes.

Finally, the following policy recommendations can be made from the results of this study: Parents' high educational support and expectations to enhance the career adaptability and bicultural acceptance of multicultural youths had a negative impact on their children's career decisions and cultural adaptation. Improved awareness is needed for relationships. It also emphasises the importance of reducing the parents' excessive expectations and burdens on children by encouraging proper parental role, the character education of children, and the promotion of parent-child relationships through multicultural family support centres and community welfare centres. Parents should also be encouraged to carry out continuous education support and involvement for their children's career adaptability and bicultural acceptance. In particular, in the field of career counselling, counselling programmes should be conducted that take into consideration the transitional stage of youth development and the environmental characteristics of multiculturalism through empirical research that allows multicultural youths to better cope with career barriers.

5.2 | Conclusion

In this study, Latent Growth Models were used to examine the changes in career adaptability according to the parenting attitudes of multicultural adolescents and to determine how multicultural adolescents affect the initial status and changes in bicultural acceptance. To examine the changes in career adaptability and biculturalism over time, we first analysed them linearly. The results of this study are consistent with works delineating the relationship between parental psychological control and career adaptation (Desjardins & Leadbeater, 2017), with the result confirming the relationship between parental psychological control and inner motivation (Barber & Harmon, 2002). In addition, the results of this study are consistent with theoretical concepts (Heppner, 1988; Savickas, 1997; Super & Knasel, 1981) that describe developmental concepts pursued by individuals between the world of work and their personal environment, and it has great theoretical significance (Goodman, 1994). This study examined the ways in which multicultural adolescents' career adaptability and bicultural acceptance affect parental parenting attitudes and identified how they change over time using longitudinal panel data from 2014 to 2016. The main results showed that career adaptability and bicultural acceptance among multicultural adolescents showed no change in relation to career adaptability or bicultural usage over 3 years, and H3 and H4 were rejected. Second, parental nurturing attitude had a positive effect on the initial value of career adaptability (0.059, $p < .05$), which supported H1-1, and negatively affected bicultural acceptance (-0.060 , $p < .001$). Thus, H2-1 was supported. Third, H1-2 was supported due to the negatively effect on the initial value of care adaptability (-101 , $p < .001$) in the supervised parenting attitude, and H2-2 was supported due to the positively effects of bicultural acceptance (0.137, $p < .001$). These results show that career adaptability and bicultural acceptance of multicultural adolescents in Korean society have not changed over time, and parents who show an important parenting attitude in the course of their adolescent's growth can have a significant impact on future adaptability. In addition, for bicultural acceptance, supervised parental nurturing attitude had a positive effect on bicultural acceptance to adapt to other cultures, but it had a negative effect on the child's career adaptability. In other words, the parental nurturing attitude is an important factor that affects career adaptability and bicultural acceptance of attitude and interest in multicultural adolescents, supporting the results of previous studies.

5.3 | Limitations

Despite the importance of this study, it is necessary certain limitations must be identified. First, this study was performed through an analysis of public panel data and thus could not include sufficient factors for child-rearing attitudes. In future research, it will be necessary to obtain data that can represent parental attitudes from various perspectives, taking into account parents' social and cultural characteristics to explain the career adaptability and bicultural acceptance of youths from multicultural families. In addition, the relationship between demographic variables, career adaptability, and bicultural acceptance of multicultural youths has not been accurately identified in terms of the flow of time.

DATA AVAILABILITY STATEMENT

Research data are not shared.

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