

Influences of National Identity and Bicultural Acceptance Attitude on Depression in Multicultural Adolescents: A Longitudinal Study*

Chae-Yun Jeong¹⁾ Sung-Man Bae^{2)†}

¹⁾Department of Psychology, Dankook University, M.A.

²⁾Department of Psychology and Psychotherapy, Dankook University, Associate Professor

The cultural background of multicultural youth significantly impacts their identity formation and psychological adaptation. The stress-vulnerability model posits that psychosocial stressors, such as peer relationships and school adjustment also play a significant role in depression among adolescents. In addition to general stress factors, cultural factors should be considered when studying depression in multicultural adolescents. This study examined the longitudinal influences of national identity and bicultural acceptance attitude on depression among multicultural adolescents in Korea. This study utilized data from the Multicultural Adolescents Panel Study (2012 - 2019) to analyze 1,500 participants. The generalized estimating equation (GEE) method was applied to explore the longitudinal relationship between the variables. Results revealed a negative longitudinal correlation of national identity and bicultural acceptance attitude with depression, even after controlling for sociodemographic factors such as age, gender, and academic performance. The findings suggest that a stronger national identity and bicultural acceptance can act as protective factors against depression, highlighting the importance of psychosocial interventions that account for cultural factors.

Keywords : multicultural adolescents, national identity, bicultural acceptance attitude, depression, longitudinal study

* Acknowledgements : There was no financial support for this study.

* Conflict of Interest Statement : The authors have no conflicts of interest to declare

† Corresponding Author : Sung-Man, Bae / Department of Psychology and Psychotherapy, Dankook University, Associate Professor / 119 Dandae-ro, Dongnam-gu, Cheonan, Chungnam, Republic of Korea

Tel: +82-550-8142 / E-mail: spirit73@hanmail.net



Copyright ©2025, Clinical Psychology in Korea: Research and Practice
This is an open-access article distributed under the terms of the Creative Commons Attribution Non-Commercial License(<http://creativecommons.org/licenses/by-nc/4.0/>), which permits unrestricted non-commercial use, distribution, and reproduction in any medium, provided the original work is properly cited.

Introduction

Multiculturalism has become an increasingly prominent area of interest in the world as globalization continues to bring people of different races and cultures together. In Korea, the number of multicultural families is growing each year, owing to international marriages and employment opportunities (Ministry of Gender Equality and Family, 2022). As of 2021, young people aged 9-24 years old account for 16.2% of Korea's total population, but this percentage is declining due to low birth rates. In contrast, the number of children from multicultural families has been steadily increasing, with over 10,000 being added annually over the past five years. Consequently, out of the 5.33 million adolescents, more than 160,000 now belong to these multicultural families (Ministry of Education, 2022). Multicultural youth in South Korea are defined as individuals aged between 9 and 24 who either have a migrant background themselves or whose parents do so regardless their nationality (Yang et al., 2021).

According to the stress-vulnerability model (Beck, 1967; Holahan & Moos, 1991), adolescence is a transitional period of rapid growth, and not only personal vulnerability but also psychosocial stress factors, such as peer relationships and school adjustment, significantly impact adolescent depression. Previous studies have identified parental attitudes, academic performance, peer relationships, self-esteem, and

social support as major factors influencing adolescent depression (Garipey et al., 2016; Jang & Park, 2019). Adolescents in the Korean society experience high academic stress owing to the excessive emphasis on achievement and competition. This stress is a major risk factor of adolescent depression (Kim & Kim, 2020). Adolescents from multicultural families may be particularly vulnerable to depression because of identity confusion, psychosocial stress, and difficulties in accepting and adapting to mainstream culture (Whaley & Francis, 2006). Findings from a study by Ryou & Kim (2015) suggested that multicultural adolescents exhibited higher levels of depressive mood compared to Korean adolescent counterparts. Moreover, it was confirmed that multicultural adolescents perceived subjective economic level, parental support, and peer relationships more negatively compared to Korean adolescents which influenced multicultural teenager's depression levels (Chae, 2018).

To understand multicultural adolescent depression, it is necessary to consider cultural factors as well as general adolescent stress. Multicultural adolescents face exposure to two cultures owing to their parents' differing cultural backgrounds; their psychosocial development and identity formation are impacted by their level of acceptance of these cultures (Tikhonov et al., 2019). Previous studies have established the impact of cultural factors on psychological maladjustment, indicating that stress resulting from cultural differences can contribute to

anxiety, depression, and feelings of alienation (Sánchez-Castelló et al., 2020; Woo, 2015). However, cultural factors do not only negatively impact adaptation and identity formation. Multicultural youth in Korea are primarily influenced by the mainstream Korean culture. The establishment of national identity, characterized by understanding and acceptance of one's culture and values and a sense of belongingness and pride, significantly impacts their identity formation and psychological adaptation. In other words, national identity can serve as a psychological resource for adolescents struggling with identity confusion, positively impacting well-being, peer relationships, and school adaptation (Spiegler et al., 2019). Empirical evidence suggests that national identity in multicultural youth has a protective effect against depression and enhances adaptation (Ryou et al., 2019).

Korean multicultural youth experiences not only Korean culture but also their parents' foreign culture simultaneously, and the attitude of accepting it can be related to their mental health (Bae, 2020; Tikhonov et al., 2019). Bicultural identity is defined as a positive attitude toward both cultures without bias toward one (Lafromboise et al., 1993). Lee (2018) suggested that bicultural acceptance can act as a protective factor for the mental health of the youth in the long run. Berry's (1997) theory of acculturation strategy classifies the types of acculturations into integration,

assimilation, separation, and marginalization, and argues that the type of integration that can appropriately accommodate the two cultures brings about positive psychological adaptation. Based on this, Lee et al. (2017) emphasized the effect of bicultural identity on depression in multicultural adolescents through a study showing that depression was lower when they belonged to a type of culture with higher acceptance of the mainstream and the ethnic culture.

To summarize previous studies, multicultural youth have more difficulties in psychological adaptation because they must perform additional tasks, such as adaptation to mainstream culture and acceptance of two cultures, and adapt to physical, cognitive, and social changes (Lee et al., 2017). As cultural factors are related to depression in multicultural youth, it is necessary to consider not only national identity, which represents a sense of unity, belongingness, and attachment to the group to which they belong, but also bicultural identity, which represents the degree of acceptance of two cultures (Theiss-Morse, 2009). Although previous studies have established a relationship between these cultural factors and depression among multicultural youth, most of these studies are cross-sectional in design. As the concept of cultural identity among adolescents is dynamic and changes over time, it is necessary to examine the variables through a longitudinal design. A recent study by Lee (2020) has

explored the impact of these cultural factors on the longitudinal development of Korean multicultural youth but has not addressed their relationship with depression.

Depression in multicultural youth is also related to demographic variables such as age, gender, and academic performance. It tends to increase with grade level (Lee, 2019), and has been found to be more predominant in female students (Yu & Hwang, 2018). Another study found that the degree of depression was significantly higher when the academic achievement was lower (Jang & Park, 2019). This study aims to analyze the longitudinal effects of national identity and bicultural acceptance attitudes on depression in multicultural adolescents, controlling for demographic variables (gender, age, and academic performance) that commonly affect depression in Korean adolescents. To achieve these objectives, this study draws upon eight years of data sourced from the Korean Youth Policy Institute's Multicultural Youth Panel Survey (MAPS), focusing on participants aged 11 to 18. The specific hypotheses of this study are as follows. Firstly, an increase in national identity over time will correspond to a decrease in levels of depression. Secondly, a progressive rise in bicultural acceptance attitudes will similarly correlate with diminished depression levels.

Methods

Participants

In this study, data from the Korea Youth Policy Institute's Multicultural Adolescents Panel Study (MAPS) was analyzed. The definition of multicultural adolescents in MAPS is adolescents whose parents have a migrant background, regardless of nationality, and includes children of international marriages, and foreign-born adolescents, with the majority being children of international marriages. This study analyzed data from Wave 2 (2012), when multicultural youth were in fifth grade, up to Wave 9 (2019), corresponding to their third year of high school. Wave 1 was excluded because the main variable of this study, depression among multicultural youth, was included from year 2, and year 10 was excluded because the panel of multicultural youth had various career paths after high school, and the questionnaire was changed and shortened. The number of respondents ($N = 1146$), response rate, average age, and gender ratio for each year are provided in Table 1. The majority of the study participants had foreign mothers ($n = 1439$, 95.9%): Japanese ($n = 501$, 33.4%), Filipino ($n = 377$, 25.1%), Korean-Chinese ($n = 287$, 19.1%), Han Chinese ($n = 110$, 7.3%), Thai ($n = 54$, 3.6%), Vietnamese ($n = 36$, 2.4%), and other ($n = 78$, 5.2%). In terms of the participants' perception of their nationality in 2012, the

Table 1. Response Rate, Respondents, Mean Age, and Gender Ratio

Year / Data	2012	2013	2014	2015	2016	2017	2018	2019
Respondents	1500	1443	1380	1347	1329	1260	1197	1146
Response rate	91.7%	88.2%	84.3%	82.3%	81.3%	77.1%	73.2%	70.1%
Age (<i>M/SD</i>)								17.97 (.35)
Boy								49.0%
Girl								51.0%

majority identified as Korean ($n = 1105$, 67.6%), followed by those who identified both as Korean and as a person from their foreign parent's country ($n = 343$, 21%). Some participants were unsure about their nationality ($n = 28$, 1.7%), and a small number identified solely with their foreign parent's country ($n = 24$, 1.5%).

Measures

Bicultural acceptance attitude

Bicultural acceptance attitudes utilized a scale developed by Nho and Hong (2006) to assess the acculturation status and attitudes toward the home culture of children of Mongolian migrant workers. This scale assesses the extent of adaptation to both Korean culture and the culture of the foreign parent's country through inquiries pertaining to engagement in cultural activities, future residence and destination country. The measure uses Likert-type items with four response options ranging from Not at all true to Very true and is categorized into two

underlying factors: acceptance attitudes towards Korean culture and foreign culture, each encompassing five items. A heightened score on the summary score signifies a heightened interest in both Korean and native cultures. In a study targeting Korean multicultural adolescents, conducted by Kim & Yang (2012), the internal reliability was reported as Cronbach's $\alpha = .71$. The yearly internal reliability (Cronbach's α) of this scale was .73-.80.

National Identity

To measure national identity, a four-item adaptation of the Korean Social Identification Scale developed by Seong (2001) for university students was used. The measure uses Likert-type items with four response options ranging from Not at all true to Very true and captures thoughts about Korea. Higher scores indicate a higher self-concept of Korean as an in-group. In Seong's (2001) study, the internal reliability (Cronbach's α) ranged from .78 to .84. The yearly internal reliability (Cronbach's α) of this scale in the present study was .82-.90.

Depression

Depression was assessed using a modified version of the Korean Symptom Checklist-90-Revised (SCL-90-R), which was standardized by Kim et al. (1984). Lee et al. (2011) made modifications to this scale, excluding 3 out of the total 13 items because they were deemed too complex or not relevant for the target age group. Lee et al. (2011) engaged in a process of modifying and refining items through expert consultations and teacher meetings to create a scale suitable for the comprehension and response levels of elementary and middle school students in the Korean Child and Adolescent Panel Survey. They also conducted a pilot study to ensure the appropriateness of the measurement scale's construction. Comprising a total of 10 items, the scale uses Likert-type items with 4 response options ranging from Not at all true to Very true, with higher scores indicating greater levels of depression. The yearly internal reliability (Cronbach's α) of this scale in the present study was .91-.92.

Academic Performance

Academic performance was assessed using modified items from a measure developed by Lee et al. (2011), covering not only core subjects but also grades in subjects commonly offered by schools (Korean, English, Mathematics, Social Studies, and Science). In Korean elementary schools, mid-term and final exams have been abolished, and in middle schools, students are no

longer informed of their ranks based on assessment results. Therefore, instead of asking about objective grades, the survey used a five-point scale (1 = Very poorly, 5 = Very well) to inquire about students' perceptions of their academic abilities. The yearly internal reliability (Cronbach's α) of this scale for the present study was .73 to .79.

Data Analysis

The data analysis in this study was conducted using the IBM SPSS Statistics 23 program. First, descriptive statistics, frequency analysis, and correlation analysis for each year were conducted to understand the sociodemographic characteristics of the study participants. We calculated the scores for each measure using the sum of item responses.

To examine the longitudinal relationships between bicultural acceptance attitudes, national identity, and depression levels, the Generalized Estimating Equation (GEE) method, an extension of the Generalized Linear Model (GLM), was employed. GEE enables estimation of population means for model parameters, helping to assess the average effects of predictor variables on the outcome variable across participants or clusters. This approach is particularly useful for understanding group-level relationships (Pekár & Brabec, 2018). Additionally, GEE accounts for within-subject correlations, providing robust inferences about the correlation structure across

repeated measures (Hubbard et al., 2010). By considering predictor variables, control variables, and outcome variables, GEE allows for the examination of how national identity and bicultural acceptance attitudes influence depression levels among multicultural adolescents over time.

In this study, while controlling for gender, age, and academic performance, the aim is to explore the longitudinal effects of national identity and bicultural acceptance attitudes on depression levels (Lee, 2016). To achieve this, the dependent variable was analyzed using a linear approach, and the robust extraction method was employed to verify the main and simple effects of each variable. The GEE model included the control variables gender, age, and academic performance; predictor variables national identity and bicultural acceptance attitudes; and the outcome variable depression symptoms. The GEE estimates were presented as coefficients (B) with 95% confidence intervals and Wald χ^2 , and statistical significance was indicated by a p value less than 0.05. All statistical tests were conducted using two-tailed significance levels, as SPSS computes p -values for GEE analysis using a two-tailed approach by default. Unlike traditional linear models, the GEE model does not assume normality; thus, the Quasi-Likelihood Information Criteria (QIC), which serves as a criterion for selecting the most appropriate correlation matrix and model in GEE analysis, was used to assess the fit of the model. A lower

QIC value indicates a better fit (Pan, 2001). In this study, the independent model with the lowest QIC value was selected and it was assumed that all observations were independent of each other according to time.

Results

Descriptive Statistics

The average and standard deviation of major variables for each year are presented in Table 2. Both depression and national identity exhibited a linear increase over time. The descriptive statistics and correlations of the main variables are reported in Table 3. The results showed that depression was significantly negatively correlated with academic performance ($r = -.29, p < .01$), bicultural acceptance attitude ($r = -.25, p < .01$), and national identity ($r = -.21, p < .01$).

Generalized Estimating Equation (GEE)

The results of the GEE analysis are presented in Table 4. The findings indicate that both bicultural acceptance attitude ($Wald \chi^2 = 137.90, p < .001$) and national identity ($Wald \chi^2 = 46.01, p < .001$) had a significant negative effect on depression, meaning that higher levels of national identity and bicultural acceptance attitude were associated with higher levels of depression over time. Conversely, academic performance ($Wald \chi^2 = 200.58, p$

Table 2. Mean and Standard Deviation of Variable

Variables	2012	2013	2014	2015	2016	2017	2018	2019
Depression	16.05 (5.28)	16.07 (5.26)	16.42 (5.35)	16.94 (5.35)	17.14 (5.36)	17.39 (5.51)	17.85 (5.67)	17.49 (5.92)
Bicultural Acceptance Attitude	29.02 (4.02)	29.50 (3.87)	29.22 (3.87)	29.16 (3.88)	29.24 (3.88)	29.07 (3.96)	29.19 (4.19)	29.65 (4.31)
National Identity	10.85 (2.59)	11.17 (2.56)	11.13 (2.62)	11.10 (2.61)	11.29 (2.58)	11.43 (2.49)	11.61 (2.60)	11.67 (2.63)
Academic Performance	3.41 (0.69)	3.43 (0.72)	3.14 (0.73)	3.09 (0.75)	3.08 (0.75)	3.03 (0.67)	3.01 (0.69)	3.06 (0.69)

Table 3. Correlations, Mean, Standard Deviation, Skewness, and Kurtosis

Variables	1	2	3	4
1. Depression	1	-	-	-
2. Bicultural Acceptance Attitude	-.25***	1	-	-
3. National Identity	-.21***	.42***	1	-
4. Academic Performance	-.29***	.20***	.20***	1
Mean	16.87	29.25	11.26	15.79
SD	5.48	4.00	2.60	3.64
Skewness	.499	.124	-.383	.050
Kurtosis	-.209	.790	.477	.295

*** $p < .01$

Table 4. Generalized Estimating Equation (GEE)

Variables	Depression			
	<i>B</i>	95% CI	Wald χ^2	<i>p</i> -value
Bicultural Acceptance Attitude	-.236	[-.275, -.196]	137.899	$p < .001$
National Identity	-.222	[-.286, -.158]	46.005	$p < .001$
Academic performance	-.328	[-.373, -.282]	200.583	$p < .001$
Age	.189	[.143, .235]	64.812	$p < .001$
Girl	Ref			$p < .001$
Boy	-1.215	[-1.515, -.915]	63.009	$p < .001$

< .001) was found to have a significant negative effect on depression, indicating that higher academic performance was associated with lower levels of depression. Additionally, age ($Wald \chi^2 = 64.81, p < .001$) and gender ($Wald \chi^2 = 63.01, p < .001$) were found to significantly affect depression: increasing age and being female were associated with higher levels of depression.

Discussion

In this study, we analyzed the longitudinal relationship between bicultural acceptance attitude, national identity, and depression in multicultural youth. That is, we verified whether, over time, the cultural factors of multicultural youth influenced depression even when other variables were controlled. Understanding these relationships is crucial, as previous research has shown that cultural identity significantly impacts mental health outcomes (Theiss-Morse, 2009). This study yielded three main take aways discussed in the following section.

First, national identity demonstrated a negative association with the average level of depression. This finding suggests that perceptions of pride and belonging to one's country could play a significant role in influencing the levels of depression among multicultural adolescents. This finding aligns with previous studies (Asmari-Bardezard et al., 2021; Jang, 2021;

Ryou et al., 2019) that indicated a negative impact of national identity on depression among multicultural adolescents. Multicultural adolescents are likely to experience identity confusion not only due to typical developmental challenges but also due to differences in cultural backgrounds. In particular, experiences of discrimination and prejudice can lead multicultural adolescents to experience reduced sense of belonging and confusion. This can result in psychosocial problems such as social withdrawal, depression, and school maladjustment (Berry, 1997). National identity involves understanding and accepting the values, culture, and language background of one's own group or nation while maintaining a sense of belongingness pride in that particular group or nation. During adolescence, individuals are influenced not only by their family but also by school and peers, increasing their exposure to Korean culture. This exposure fosters a sense of belonging and identity, helping multicultural adolescents establish stable cultural identities and achieve psychological adjustment (Lee & Kim, 2021). Furthermore, adolescent national identity continues to develop, influenced by individual circumstances and the growth process, which can affect their mental health.

Second, bicultural acceptance attitude exhibited a negative association with average levels of depression, suggesting its potential as a significant mediator in the depression levels

among multicultural adolescents. That is, as multicultural adolescents' interest in Korean culture and the culture of foreign parents increased, depression was found to decrease. This finding aligns with previous studies (Park & Bae 2021; Romero et al., 2018; Yu & Paik, 2022) suggesting that the higher the interest and acceptance of both cultures by multicultural adolescents are, the more they serve as protective factors against psychological maladjustment including depression. This finding aligns with the understanding that the process by which multicultural adolescents in Korea develop a positive attitude through their exposure to mainstream Korean culture as they grow up, similar to the formation of a national identity, helps them recognize themselves as part of Korean society, potentially mitigating feelings of depression by fostering a sense of belonging and acceptance (Hong et al., 2006). On the other hand, discrimination and stereotypes experienced due to cultural differences can make multicultural adolescents hide or feel ashamed of their foreign background (De Anda, 1984). However, such situations change over time as they encounter various social situations and gain new perspectives - recognizing their foreign background as natural rather than shameful or peculiar (Lee, 2018). According to Berry's theory of cultural adaptation, those who accept both their mainstream culture and heritage culture well - integration type - have an advantage in mental health and psychosocial adaptation

compared to other types; this has been confirmed by numerous studies (Berry et al., 1987; Berry et al., 2006; Cheng et al., 2008). People with high acceptance of biculturalism are less likely to experience cultural adaptation stress and depression by flexibly dealing with various social situations especially where racial discrimination or prejudice occurs. In other words, accepting both cultures enhances adaptive coping abilities thereby increasing self-esteem and resilience while aiding school adjustment (Han et al., 2016; Sam, 2000;).

Third, the control variables included in analyses, namely age, gender, and academic performance, each showed significant results in relation to depression in multicultural adolescents. The results showed that as age increased, the level of depression also increased. This is similar to research findings that depression increases as multicultural adolescents in Korea move from elementary school to middle school (Han, 2020). Multicultural adolescents are more likely to experience psychological difficulties due to complex cultural factors on top of developmental changes experienced with increasing age (Cristini et al., 2011; Romero et al., 2018). Next, over time, female students showed relatively higher levels of depression compared to male students. These findings support several previous studies stating that adolescent depression trajectories differ by gender (Han, 2020; Hankin et al., 2015; Hyde & Mezulis, 2020). Lastly, as subjective academic performance improved over

time for multicultural adolescents their level of depression decreased. This clarified the results of cross-sectional studies explaining the negative relationship between academic performance and level of depression (Field et al., 2001; Jang & Park, 2019). As Korean teenagers move up in grade levels, they increasingly become enveloped by anxiety and pressure about the future which intensifies pressure regarding academic performance (Kim & Kim, 2020). Multicultural teenagers in Korea can also fall behind academically as they move up grade levels due to cumulative learning deficits (Kim et al., 2015). As adolescent academic performance affects not only depression but also self-esteem formation and psychological well-being it suggests a need for further intervention into multicultural teenagers' academics (Nho & Kim, 2012).

Based on these findings, certain clinical and policy implications can be drawn for the prevention and management of depression in multicultural adolescents. First, interventions aimed at addressing depression should incorporate cultural factors such as bicultural and national identities, which have been identified as predictors of depression over time. Clinicians should be equipped with cultural competence to address issues such as identity conflict and cultural dissonance, which may contribute to depressive symptoms in multicultural adolescents. In the school setting, it is necessary to broaden the scope beyond multicultural youth to include

all students through multicultural awareness education. This can involve regular workshops for teachers and students to reduce stigma and foster understanding of the challenges faced by multicultural adolescents. In addition, implementing cultural experiential activities like exchange programs and multicultural events, may promote positive cultural adaptation (Kang & Kim, 2011). Lastly, there is a need for targeted interventions for underachieving multicultural youth. These students often face language barriers and difficulties in basic academic skills (Ministry of Women and Family Affairs, 2022). Basic education programs and language education are being conducted in schools and institutions, but the level of expertise and support of personnel is insufficient, so more systematic and professional interventions are needed (Ministry of Education, 2023; Yang et al., 2021).

Limitations

The limitations of this study include the following. First, the panel of this study comprised primarily children of marriage migrant women, limiting the diversity of multicultural backgrounds examined. Second, although this study investigated longitudinal changes in multicultural youth, individual differences were not considered, warranting further research to explore changing patterns. Third, while the correlation between bicultural acceptance attitude and depressive symptoms was statistically

significant, the effect size was small, suggesting the need for cautious interpretation. Future studies could explore additional mediating or moderating variables to better understand this relationship.

References

- Asmari-Bardezdard, Y., Mehraban, S., & Hallajisani, M. (2021). The relationship between religious and national identity with depression and quality of life in the first high school students. *Journal of Pizhūhish dar dīn va salāmat*, 4(4), 7-17.
<https://doi.org/10.22037/jrrh.v6i4.26519>
- Bae, S. M. (2020). The relationship between bicultural identity, acculturative stress, and psychological well being in multicultural adolescents: Verification using multivariate latent growth modelling. *Stress and Health*, 36(1), 51-58. <https://doi.org/10.1002/smi.2912>
- Beck, A. T., & Alford, B. A. (2009). *Depression: Causes and treatment* (2nd ed.). University of Pennsylvania Press.
<https://doi.org/10.9783/9780812290882>
- Berry, J. W. (1997). Immigration, acculturation, and adaptation. *Applied Psychology*, 46(1), 5-34.
<https://doi.org/10.1111/j.1464-0597.1997.tb01087.x>
- Berry, J. W., Kim, U., Minde, T., & Mok, D. (1987). Comparative studies of acculturative stress. *International Migration Review*, 21(3), 491-511.
<https://doi.org/10.1177/019791838702100303>
- Berry, J. W., Phinney, J. S., Sam, D. L., & Vedder, P. (2006). Immigrant youth: Acculturation, identity, and adaptation. *Applied Psychology*, 55(3), 303-332.
<https://doi.org/10.1111/j.1464-0597.2006.00256.x>
- Cristini, F., Scacchi, L., Perkins, D. D., Santinello, M., & Vieno, A. (2011). The influence of discrimination on immigrant adolescents' depressive symptoms: What buffers its detrimental effects?. *Psychosocial Intervention*, 20(3), 243-253.
<https://doi.org/10.5093/in2011v20n3a2>
- Chae, M. O. (2018). Subjective health status, mental health and internet addiction tendency of adolescents in multi-cultural families compared to general families. *Journal of Digital Convergence*, 14(12), 383-393.
<https://doi.org/10.14400/JDC.2018.16.12.383>
- Cheng, C. Y., Sanchez-Burks, J., & Lee, F. (2008). Connecting the dots within: Creative performance and identity integration. *Psychological Science*, 19(11), 1178-1184.
<https://doi.org/10.1111/j.1467-9280.2008.02220.x>
- De Anda, D. (1984). Bicultural socialization: Factors affecting the minority experience. *Social Work*, 29(2), 101-107.
<https://doi.org/10.1093/sw/29.2.101>
- Field, T., Miguel, D., & Sanders, C. (2001). Adolescent depression and risk factors. *Adolescence*, 36(143), 491.
<https://pubmed.ncbi.nlm.nih.gov/11817630/>
- Garipey, G., Honkaniemi, H., & Quesnel-Vallee, A. (2016). Social support and protection from

- depression: systematic review of current findings in Western countries. *The British Journal of Psychiatry*, 209(4), 284-293.
<https://doi.org/10.1192/bjp.bp.115.169094>
- Han, K. H. (2020). Predictors of depressive symptom trajectories among multicultural family adolescents. *Mental Health & Social Work*, 48, 56-83.
<https://doi.org/10.24301/MHSW.2020.03.48.1.56>
- Han, L., Berry, J. W., & Zheng, Y. (2016). The relationship of acculturation strategies to resilience: The moderating impact of social support among Qiang ethnicity following the 2008 Chinese earthquake. *PLOS ONE*, 11(10), Article e0164484.
<https://doi.org/10.1371/journal.pone.0164484>
- Hankin, B. L., Young, J. F., Abela, J. R. Z., Smolen, A., Jenness, J. L., Gulley, L. D., Technow, J. R., Gottlieb, A. B., Cohen, J. R., & Oppenheimer, C. W. (2015). Depression from childhood into late adolescence: Influence of gender, development, genetic susceptibility, and peer stress. *Journal of Abnormal Psychology*, 124(4), 803-816.
<https://doi.org/10.1037/abn0000089>
- Holahan C. J., & Moos, R. H. (1991). Life stressors, personal and social resources, and depression: A 4-year structural model. *Journal of Abnormal Psychology*, 100(1), 31-38.
<https://doi.org/10.1037/0021-843X.100.1.31>
- Hong, Y. Y., Roisman, G. I., & Chen, J. (2006). A model of cultural attachment: A new approach for studying bicultural experience. In L. J. Bridges, R. M. Buriel, & J. S. Phinney (Eds.), *Acculturation and parent-child relationships* (pp. 135-170). Routledge.
<https://doi.org/10.4324/9780415963589-8>
- Hubbard, A. E., Ahern, J., Fleischer, N. L., Van der Laan, M., Lippman, S. A., Jewell, N., Bruckner, T., & Satariano, W. A. (2010). To GEE or not to GEE: comparing population average and mixed models for estimating the associations between neighborhood risk factors and health. *Epidemiology*, 21(4) 467-474.
<https://doi.org/10.1097/EDE.0b013e3181caeb90>
- Hyde, J. S., & Mezulis, A. H. (2020). Gender differences in depression: Biological, affective, cognitive, and sociocultural factors. *Harvard Review of Psychiatry*, 28(1), 4-13.
<https://doi.org/10.1097/HRP.0000000000000230>
- Jang, E. S. (2021). Longitudinal analysis on the psychological adjustment of adolescents from multicultural families: Focusing on depression and ego-resilience. *The Journal of Learner-Centered Curriculum and Instruction*, 21(12), 677-688.
<https://doi.org/10.22251/jlcci.2021.21.12.677>
- Jang, H., & Park, H. (2019). Comparison of factors influencing depression between non-multicultural and multicultural middle school students. *Journal of the Korean Society of School Health*, 32(1), 10-19.
<https://doi.org/10.15434/kssh.2019.32.1.10>
- Kang, S. K., & Kim, H. J., (2011). Effects of Multicultural Education Program on Multiracial and Multicultural Attitudes among the Elementary Students. *Korean Journal of Youth Studies*, 18(11), 259-282.
<https://kiss.kstudy.com/Detail/Ar?key=2958683>
- Kim, H. C., Mo, S. H., & Oh, S. B. (2015),

- December). *Longitudinal survey of multicultural youth and study on policy measures III* (Survey report No. 15-R13). National Youth Policy Institute.
https://policy.nl.go.kr/search/searchDetail.do?rec_key=SH1_UMO20160493255
- Kim, J. E., & Kim, S. J. (2020). Association between academic performance and depression, suicidal behavior among Korean adolescents. *Korean Journal of Health Education and Promotion, 37*(3), 57-69.
<https://doi.org/10.14367/kjhep.2020.37.3.57>
- Kim, K. I., Kim, J. H., & Won, H. T. (1984). Korean manual of symptom checklist-90-revision. Jung Ang Juk Sung Publisher.
- Kim S. K., & Yang K. M. (2012). The Study on the factors which affect the ego-resiliency of students from multicultural families. *Korean Journal of Youth Studies, 19*(11), 147-176.
<https://kiss-kstudy-com.libproxy.dankook.ac.kr/Detail/Ar?key=3116108>
- LaFromboise, T., Coleman, H. L. K., & Gerton, J. (1993). Psychological impact of biculturalism: Evidence and theory. *Psychological bulletin, 114*(3), 395.
<https://doi.org/10.1037/0033-2909.114.3.395>
- Lee, E. J. (2019). *A longitudinal study of bicultural acceptance attitudes amongst multicultural adolescents*. [Unpublished doctoral dissertation].
<https://www.riss.kr/link?id=T15013953>
- Lee, H. (2017). Volunteering and health among older Koreans: A longitudinal analysis. *Innovation in Aging, Volume 1*(1), 1197-1198.
<https://doi.org/10.1093/geroni/igx004.4358>
- Lee, J. S. & Kim, J. M. (2021). The Effect of acculturative stress of parents from multicultural families on youth children's depression: The controlled mediated effect of national identity and peer relationship through social inhibitions. *Korean Journal of Youth Studies, 28*(2), 59-88.
<https://doi.org/10.21509/KJYS.2021.02.28.2.59>
- Lee K. S., Back H. J., Lee J. W., Kim J. Y., Kim H. J., & Han Y. K. (2011). The annual report of Korean children and youth panel survey 2010. National Youth Policy Institute.
<https://www.dbpia.co.kr/journal/articleDetail?nodeId=NODE01794283>
- Lee, S. (2018). A study of longitudinal changes and relevant factors of multicultural acceptability attitudes amongst multiethnic adolescents. *Studies on Korean Youth, 29* (1), 179-208.
<https://doi.org/10.14816/sky.2018.29.1.179>
- Lee, S. K. (2020). Classification of latent classes by the developmental patterns of bicultural acceptance attitude and national identity of multicultural adolescents and exploration of predictors, acculturative stress. *Multicultural Education Studies, 13*(3), 113-139.
<https://doi.org/10.14328/MES.2020.9.30.113>
- Lee, Y., Park, R., & Lee, S. (2017). A study about bicultural acceptance attitude and psychological adaption, school adaption of adolescents in multicultural family. *Journal of Education & Culture, 23*(5), 347-372.
<https://doi.org/10.24159/joec.2017.23.5.347>
- Ministry of Education. (2022). *Support plan for Multicultural Education in 2022* [Government report].

- <https://www.moe.go.kr/boardCnts/viewRenew.do?boardID=316&lev=0&statusYN=W&s=moe&m=0302&opType=N&boardSeq=90662>
Ministry of Education. (2023). *Support plan for Multicultural Education in 2023* [Government report].
<https://www.moe.go.kr/boardCnts/viewRenew.do?boardID=316&lev=0&statusYN=W&s=moe&m=0302&opType=N&boardSeq=94267>
Ministry of Gender Equality and Family. (2022). Annual statistics on multicultural families [Government report].
http://www.mogef.go.kr/mp/pcd/mp_pcd_s001d.do?mid=plc503&bbtSn=704929
Nho, C. R., & Kim, S. H. (2012). The relationship between study-related stress, perceived school grades, and psychological well-being among middle school students: mediating effects of personal factors and social support on self-esteem, depression, and anxiety. *Journal of the Korean Society of Child Welfare, (39)*, 39-68.
<https://www.dbpia.co.kr/Journal/articleDetail?nodeId=NODE07113750>
National Youth Policy Institute. (2022). *Multicultural youth panel survey 1st - 10th survey data user guide* [Data documentation].
http://stat.kosis.kr/nsibsHtmlSvc/fileView/FileStbl/fileStblView.do?in_org_id=402&in_tbl_id=DT_402003_FILE2022&tab_yn=N&conn_path=E1
Nho, C. R., & Hong, J. J. (2006). Adaptation of migrant workers' children to Korean society: Adaptation of Mongolian migrant worker's children in Seoul, Gyeonggi area. *Journal of the Korean Society of Child Welfare, 22*, 127-159.
<https://www.dbpia.co.kr/journal/articleDetail?nodeId=NODE07113649>
Pan, W. (2001). Akaike's information criterion in generalized estimating equations. *Biometrics, 57*(1), 120-125.
<https://doi.org/10.1111/j.0006-341x.2001.00120.x>
Park, S. O., & Bae, S. M. (2021). The verification of causal relationship between acculturative stress and bicultural acceptance attitude using autoregressive cross-lagged modeling. *Current Psychology, 40*(11), 5691-5697.
<https://doi.org/10.1007/s12144-021-02177-6>
Pekár, S., & Brabec, M. (2018). Generalized estimating equations: A pragmatic and flexible approach to the marginal GLM modelling of correlated data in the behavioural sciences. *Ethology, 124*(2), 86-93.
<https://doi.org/10.1007/s12144-021-02177-6>
Romero, A. J., Piña-Watson, B., & Toomey, R. B. (2018). When is bicultural stress associated with loss of hope and depressive symptoms? Variation by ethnic identity status among Mexican descent youth. *Journal of Latina/o Psychology, 6*(1), 49-63.
<https://doi.org/10.1037/lat0000078>
Ryou, B., Choi, Y., Hong, J. S., & Kim, K. (2019). Cultural orientation and psychosocial adjustment among immigrant adolescents in South Korea. *Journal of Immigrant and Minority Health, 21*(4), 767-777.
<https://doi.org/10.1007/s10903-018-0808-4>
Ryou B., & Kim, K. Y. (2015). The factors affecting vocational identity: Comparing Korean immigrant adolescents and non-immigrant adolescents(Korean parents

- family). *Korean Journal of Social Welfare*, 67(1), 5-29.
<https://koreascience.kr/article/JAKO201509957115354.page>
- Sánchez-Castelló, M., Navas, M., Ordóñez-Carrasco, J. L., & Rojas, A. J. (2020). Acculturation and adaptation of adolescents with immigrant backgrounds in Spain: Psychosocial profiles of latent classes. *International Journal of Social Psychology*, 35(3), 560-588.
<https://doi.org/10.1080/02134748.2020.1783836>
- Sam, D. L. (2000). Psychological adaptation of adolescents with immigrant backgrounds. *The Journal of Social Psychology*, 140(1), 5-25.
<https://doi.org/10.1080/00224540009600442>
- Seong, H. G. (2001). Development of Korean social identification scale. *The Korean Journal of Social and Personality Psychology*, 15(3), 33-48.
<https://kiss.kstudy.com/Detail/Ar?key=1832781>
- Spiegler, O., Wölfer, R., & Hewstone, M. (2019). Dual identity development and adjustment in Muslim minority adolescents. *Journal of Youth and Adolescence*, 48(10), 1924-1937.
<https://doi.org/10.1007/s10964-019-01117-9>
- Theiss-Morse, E. (2009). *Who counts as an American?: The boundaries of national identity*. Cambridge University Press.
<https://doi.org/10.1017/cbo9780511750717>
- Tikhonov, A. A., Espinosa, A., Huynh, Q. L., & Anglin, D. M. (2019). Bicultural identity harmony and American identity are associated with positive mental health in US racial and ethnic minority immigrants. *Cultural Diversity and Ethnic Minority Psychology*, 25(4), 494-504.
<https://doi.org/10.1037/cdp0000268>
- Whaley, A. L., & Francis, K. (2006). Behavioral health in multiracial adolescents: The role of Hispanic/Latino ethnicity. *Public Health Reports*, 121(2), 169-174.
<https://doi.org/10.1177/003335490612100211>
- Woo, H. J. (2015). Effects of acculturative stress and emotional control on depression/anxiety in children from multicultural families: Mediating effects of social support. *The Korean Journal of Community Living Science*, 20(3), 551-563.
<https://koreascience.kr/article/JAKO201528652395137.page>
- Yang, K. M., Jang, Y. S., Jung, Y. M., & Han, J. H. (2021). *A longitudinal study in multicultural youths: Summary report* (Research Report No. 21 R14) [Research report]. National Youth Policy Institute.
<https://www.dbpia.co.kr/journal/articleDetail?nodeId=NODE11055249>
- Yu, H. Y., & Paik, J. (2022). The effect of bicultural acceptance attitude on depression of multicultural adolescent: Mediating effect of social withdrawal. *Journal of Industrial Convergence*, 20(10), 113-120.
<https://doi.org/10.22678/JIC.2022.20.10.113>
- Yu, J. H., & Hwang, S. Y. (2018). The effect of discrimination experiences on the depression of adolescents of the multicultural family: Focusing on the moderating effect of time of parent-child conversation. *Journal of Youth Welfare*, 20(4), 169-193.
<https://doi.org/10.19034/KAYW.2018.20.4.07>

원고접수일 : 2025. 03. 15.

수정원고접수일 : 2025. 05. 08.

게재확정일 : 2025. 05. 12.

다문화청소년의 국가정체성과 이중문화수용태도가 우울에 미치는 영향: 일반화추정방정식(GEE)을 활용한 종단 연구*

정 채 윤

단국대학교
일반대학원 심리학과
석사 졸업

배 성 만[†]

단국대학교
심리학과 및 심리치료학과
부교수

다문화 청소년의 문화적 배경은 정체성 형성과 심리적 적응에 중요한 영향을 미친다. 스트레스-취약성 모형에 따르면 또래 관계나 학교 적응과 같은 심리사회적 스트레스 요인 또한 청소년 우울에 중요한 역할을 한다. 다문화 청소년의 우울을 연구할 때 일반적인 스트레스 요인뿐만 아니라 문화적 요인도 함께 고려해야 한다. 본 연구는 한국 다문화 청소년을 대상으로 국가 정체성과 이중문화 수용 태도가 우울에 미치는 장기적인 영향을 분석하였다. 이를 위해 2012년부터 2019년까지 수집된 다문화청소년패널조사(MAPS) 데이터를 활용하여, 1,500명의 한국 다문화 청소년을 대상으로 일반화 추정 방정식(GEE) 분석을 실시하였다. 분석 결과, 국가 정체성과 이중문화 수용 태도가 우울 수준과 부적 관계를 가지는 것으로 나타났으며, 이러한 경향은 연령, 성별, 학업 성취도 등 인구학적 변수를 통제한 이후에도 유지되었다. 본 연구 결과는 다문화 청소년의 정신건강을 보호하는 요인으로서 국가 정체성과 이중문화 수용 태도의 중요성을 시사하며, 이러한 문화적 요인을 고려한 적절한 심리사회적 개입의 필요성을 강조한다.

주요어 : 다문화청소년, 국가정체성, 이중문화수용태도, 우울, 종단연구

* 감사의 글: 이 연구는 어떠한 재정적 지원도 받지 않았습니다. 저자들은 한국청소년정책연구원과 다문화청소년패널조사(MAPS)에 참여해주신 모든 참여자분들께 감사를 표합니다.

* 이해관계: 본 연구의 저자들은 연구, 저작, 출판 과정에서 이해관계의 충돌이 없음을 명시합니다.

† 교신저자: 배성만 / 단국대학교 심리치료학과 부교수 / (31116) 충청남도 천안시 동남구 단대로 119 /
Tel: 041-550-8142 / E-mail: spirit73@hanmail.net