Korean Ethnic Identity and Assimilation Levels of High School

Students in an Ethnically Diverse Californian High School

Word Count: 4925

Introduction

Koreans began their waves of immigration into the United States around the early years of the 20th century, with most of the modern Korean Americans appearing after the enactment of the Immigration Act of 1965 (Chan). According to the U.S Bureau of the Census, in 1990, there are currently over one million Koreans residing in the United States of America, making U.S the home of the largest South Korean population globally.

Across the U.S, Koreans are going through a mixture of cultures, American, Korean, and the many others in the country. But, because of the large population centers of Koreans in the United States, many are able to "retain their ethnic customs, values, and practices while concurrently adapting to and living within mainstream society" (Lee), creating a distinct identity from the cultures in many Korean Americans. The specific identity a person identifies with is known as ethnic identity, which is often viewed "as one dimension of a person's cultural orientation….individuals therefore may adopt a bicultural, assimilated, traditional, or marginal cultural orientation toward their own ethnic culture and the dominant culture" (Berry & Sam; Lee; Laframboise, Coleman & Gerton).

Moreover, with the increasing amount of Korean immigrants and their later generations in the United States, it becomes difficult to ignore Korea's growing influence, such as through food and music. This begs the question: has the United States influenced Koreans as much as Koreans have influenced the U.S? Do these Korean immigrants still feel more ethnically Korean, or do they now refer to themselves as Korean American? There have been studies that focus on the the ethnic identity of Koreans by using surveys, for example, the Multigroup Ethnic Identity Measure (MEIM). My research, the SHS study, was conducted to **find Korean ethnic identity and assimilation levels of high school students in an ethnically diverse Californian high school**.

Academic Literature Review

The SHS study was divided into three Findings Groups:

- Findings 1: Generational Status and Gender
- Findings 2: Language Fluency

- Findings 3: Assimilation and Ethnic Identity

Throughout the paper, I will be referring to specific studies by the last name of the main researcher (ex. Lee's Study).

The survey used in my research was the Multi-Ethnic Identity Measure, which is widely used by other researchers to measure ethnic identity. Created by Jean Phinney, the survey has had multiple revisions throughout the years, but I will be using the 1992 version, which was aligns with the survey used by Richard M. Lee, the author of whom my research is based off of. The survey best measures two items: (1) ethnic identity and (2) affirmation, belonging, and commitment.

The majority of my research style will be based of the work of Richard M. Lee, who wrote: *The Korean Diaspora Experience: Measuring Ethnic Identity in the United States and China* (2001). Currently, he is the professor of psychology in the University of Minnesota and was the founding member of the Asian Caucus of the Society for Research on Child Development. This research was conducted during his time at the University of Texas, Austin as the professor of psychology. His paper on ethnic identity introduces the idea of varying ethnic identities based on a country's responses to immigrants, for example: the United States welcomes migrants and encourages assimilation leading to a bicultural group of Korean Americans, while China advocates for a multinational country, allowing Koreans to retain their heritage. His piece concluded that in the United States, Koreans were more likely to be bicultural, implying Korean Americans' ability to "retain their cultural heritage and identity while incorporating aspects of the dominant host culture into their identity and lifestyle" (Lee 207). For his method, he used the method of Sample and Procedure, more specifically the Multigroup Ethnic Identity Measure (MEIM) 1992. The differential item function analysis used revealed no cultural item bias among the retained MEIM items, which allows the conclusion to be as objective and unbiased as possible. In Lee's work, Korean Americans were more likely to be classified as bicultural than the Korean Chinese. The latter were classified as assimilated, traditional, or marginalized in their cultural orientation.

In Lee's work, a over half of the participants identified their Korean speaking skills as 'excellent' (12%), 'good' (29%) and 'fair' (36%), and as previously mentioned, were found to be

bicultural, showing interest in both their native and new culture. But, in Clara Lee Brown's *Heritage Language and Ethnic Identity: A Case Study of Korean-American College Students*, she raises the idea of dual identity, ethnic identity of two different cultures (ex. Korean-American vs. simply Korean), is not necessarily a personal choice.. Moreover, although Lee's study showed that fluency in Korean may be connected with the respondents identifying mainly as bicultural, Brown's study reveals high fluency of one's heritage language, in this case Korean, cannot always be positively correlated strong ethnic identity.

Along with many stereotypes faced by the participants today in the Brown study, in the first wave of Korean immigrants into American, many faced discrimination but still managed to assimilate into the country.

In Migration and the Korean Diaspora: A Comparative Description of Five Cases (2012), by In-Jin Yoon, Yoon describes the main reasons for Korean immigration into America. After the United States assisted during World War II, large waves of Korean women and children began immigration to the United States after many U.S troops and Korean women were romantically involved. Moreover, during the Korean War, many Koreans began migration to foreign countries, but in a 'refugee migration', which includes marriage migration, but was mostly Koreans feeling from danger due to the fear rampaging the state during the war (Yuh) Many Koreans continued migration to America as the U.S further assisted Korea during the Korean war, by becoming "Korea's primary supplier of capital...as well as its largest overseas market, helping Korea to build an economic infrastructure and the foundation for a free market economy" (Yoon).

With the tremendous help offered by the United States, many Koreans took this opportunity to move to the United States for another reason: globalization. Josh DeWind, in *Korean Development and Migration*, found that soon after moving internationally, Korean "overseas professionals and self-employed businessmen have become committed to their host societies and begun a process of assimilation" (DeWind). This idea from DeWind's study aligns with that was Lee's, who found that Korean Americans were more likely to be bicultural because America encourages Koreans to assimilate rather than supporting a multinational country such as China.

Methods Section

The Korean Diasporic Experience: Measuring Ethnic Identity in the United States and China by Richard M. Lee, found the ethnic identity of Koreans in the University of Austin, Texas, an area with a relatively small Korean population. My study, the SHS study, aligns with Lee's study as we both sought to find the assimilation and ethnic identities of Koreans in a certain area with similar research methods.

R.M Lee recruited 122 students at the University of Austin, Texas to take the survey and offered $2 for their participation. All of the respondents completed a questionnaire that asked questions from Jean Phinney's 1992 MEIM survey along demographic questions such as: sex, age, generation, language proficiency, parents' ethnicity, and personal ethnic identification. Although ethnic identity measures only on dimension of a person's cultural orientation, "The MEIM measured three major dimensions of ethnic identity: identity achievement, affirmation and belonging, and ethnic behaviors" (Lee 211). Throughout the paper, the researcher performed many tests, such as principal-component analysis and examining psychometric equivalence across cultures. With the information gathered from the tests, Lee eliminated components of the 1992 MEIM to reduce item bias, which may be caused by poor translation of the text. Because the translations were from English to Korean, I did not have to consider this bias in my survey. But, even after contacting the researcher, I was unable to receive information on the order of the questions or the specific questions and could not use the exact same study as the researcher's.

As a high school student with limited resources and minimal understanding of statistics, I was unable to perform many of the tests my foundational source used. Moreover, because I lacked information about the survey and the data from Lee's survey, my SHS survey was modeled around the information provided in the text along with Phinney's 1992 MEIM. From my total data, I received 42 usable data from Korean students in a standard high school. Although I will be using the results from the SHS survey, the data will be compared to multiple foundational sources with only the method based solely around Lee's paper. In Lee's work, Korean Americans at the University of Austin, Texas averly identified themselves as bicultural and with the five point likert scale used in my survey, I will be comparing my means and

averages against Korean ethnic identification in Lee's research. Moreover, because my research is conducted in a neighborhood with a prominent Korean presence, I expect a difference in assimilation between my research and Lee's.

Setting: The SHS study was conducted on the campus of a high school located in a large, suburban area. The high school, according to the 2015 fall enrollment, is comprised of 4,478 students: 38% Hispanic, 27% Asian, 27% White, and 4% African American. Located in a suburban neighborhood with middle to upper middle class residents, the school represents a standard high school with an ethnically diverse student population in California. My survey was conducted in a contrived setting to mimic the research style of my foundational source.

Subjects: All of my participants were Korean students because my sources only interviewed and studied Korean students' ethnic identity. So, it is believed that the high school can be a proxy for Koreans who have grown up in a fairly Korean dominated neighborhood. SHS was also chosen because its location was cost and time effective than other locations especially because I currently attend SHS.

Survey Design: Data for my research was gathered in a contrived setting for the target SHS population of Koreans in SHS to mimic the setting from my foundational source (Richard M. Lee). The data was collected between 7:25-8:20AM, when the majority of students entered campus for Period 1. I conducted the research on my own and went out to the different school gates in the morning. In order to find as many Koreans possible, I asked the ethnicity of asians who were possibly Korean, and if they were, I introduced myself and my research situation, If they agreed to participate, I emailed my survey (made on Google Forms) to their school email for their convenience. In order to protect the identity of the subjects, the subjects will be anonymous. The survey will be non-disguised and subjects will be aware of the data collection process.

Study Design Proposal: After a couple weeks of thinking, my research question became: "Does a larger Korean community affect the assimilation and ethnic identity of Koreans?". My survey is a mixture of the demographic questions modeled after Lee's paper and Phinney's 1992 MEIN in order to ensure maximum connections with the foundational source and my paper. There were two types of questions in the survey: Categorical (What is your gender?), and Quantitative (I

have spent time trying to find out more about my ethnic group, such as its history, traditions, and customs). All of the questions were divided into three different areas: relationships between heritage language and ethnic identity (How fluent are you in Korean?, In terms of ethnic group I consider myself to be…), generational status and other percentages compared (What is your generational status?), and level of assimilation (I have a strong sense of belonging to my own ethnic group).

Proposed Setting of Data Collection: A stratified random sampling was chosen to ensure that all Korean students of the SHS student population were equally likely to be selected in my SHS study. The Korean population at SHS was subdivided based on entry into the school. We studied the access of students to the school at different gate areas and discovered that students can be exclusively distributed to a single gates of initial entry. The population was divided into 7 heterogenous stratas (the 7 gates):

Random Selection Of Subjects From Target Population: Random selection of subjects within each strata was conducted. Originally, I set out to conduct a stratified selection of students, but because the non-response rate was higher than expected, I accepted any Koreans. This degree of self-selection is not expected to have impacted the responses from the survey takers. In the span of two weeks, I went to all seven gates and asked Asians who seemed potentially Korean their ethnicity to confirm if they were Korean. From there, they either accepted or denied my request to take my survey. I attempted to ask all seemingly Koreans, as asking every other or every third could decrease my sample population. After gathering data, the survey responses were directly downloaded from Google Forms and into the spreadsheet, then analyzed in Excel spreadsheet.

Potential Sources of Bias/Proposed Mitigation Measures:

Three potential sources of bias and measures taken to deter students from being biased are:

- Selection Bias: Although the SHS study initially used stratified sampling, the low response rates led me to abandon stratified sampling and use random sampling instead. This type of self selection is not expected to have impacted my responses.
- Undercoverage Bias: Although I did receive a small number of respondents, to ensure that each gate was properly represented, I matched the percentage of respondents from

each gate to the number of students who entered the campus from that specific gate.

- Nonresponse bias: Because of low response rates, as mentioned above, I did use random sampling rather than stratified. But, to ensure a proper representation of Koreans in the SHS Study, I proportioned the students in the study to the number of students who entered the school from specific areas.

Findings

Before discussing the findings, it's important to note that there were some limitations in my research. As mentioned in the Methods Section, my research process mimics that of Richard M. Lee (who also used Phinney's 1992 MEIM Survey) and because of that, comparing and contrasting his data from mine would have been ideal. Unfortunately, his literature contained no specific data and findings from his survey, making it difficult to compare my findings. I e-mailed Lee a few times in hopes of receiving additional data, but he admitted to the difficulty in acquiring the data from his research and was unable to provide more information.

With that in consideration: my findings are separated into three different groups which allowed me to compare information primarily from Lee and Brown:

- Preliminary Analyses:
  - Findings 1: Generational Status and Gender (demographic information)
  - Findings 2: Language Fluency (demographic information)
- Survey:
  - Findings 3: Assimilation and Ethnic Identity (MEIM 1992 Survey)

Findings 1: Generational Status and Gender

Both Lee and I included questions about demographical questions about gender and generational status in the paper with similar results.

For gender, the respondents were predominantly male in both the SHS Study and the Lee Study. In the SHS, 59.5% of respondents were male and 40.5% were female. In Lee's Study, 55.7% were male and 44.4% were female, as shown below:
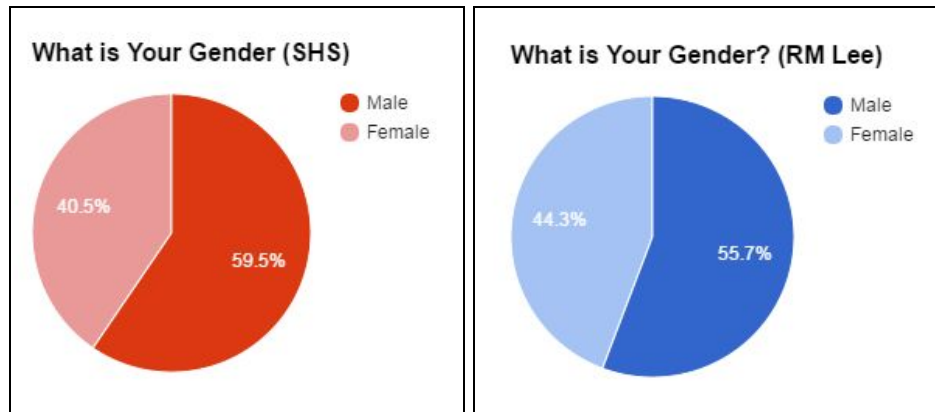
The surveys then asked for the generational status of the participants. The survey clearly defined the meaning of each term, as so:

- First Generation: you immigrated into the U.S
- Second Generation: parents immigrated, you were born in the U.S
- Third Generation: grandparents immigrated, you and parents were born in the U.S

Both surveys demonstrated a similar pattern: respondents were most likely to classify as first or second generation. As visualized below, in the SHS Study, 23.8% of participants classified as first generation, 73.8% as second generation, and 2.4% as third generation. In Lee's Study, 49% of students identified themselves as first generation, 46% as second generation, and 5% in third generation.

The responses between the SHS Study and the Lee's Study both had small amounts of respondents as third generation, but there were differences, as while nearly 75% of SHS's respondents reported to be second generation, there was a fairly even distribution between first and second generation in Lee's survey.
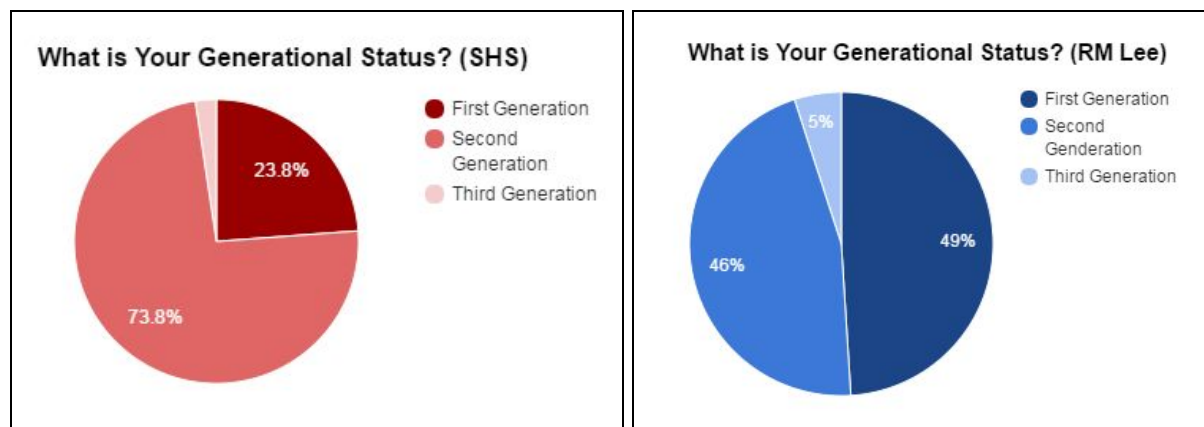
Findings 2: Language Fluency

To determine the language fluency of the respondents, both Lee and I offered five answer choices in the order of no fluency to complete fluency of Korean:

1. No Practical Fluency
2. Elementary Fluency
3. Limited Working Fluency
4. Professional Working Proficiency
5. Native or Bilingual Proficiency

In the SHS Study, more than 40% considered themselves to be at Professional Working Proficiency and higher, with 4.8% at No Practical Fluency, 26.2% at Elementary Proficiency, 31% at Limited Working Proficiency, 21.4% at Professional Working Proficiency, and 16.7% at Native or Bilingual Proficiency.

In the Lee Study, 2% considered themselves at No Practice Fluency, 21% at Elementary Proficiency, 35% at Limited Working Proficiency, 29% at Professional Working Proficiency, and 12% at Native or Bilingual Proficiency.

Between the two graphs, both have a small percentages of respondents in the No Practical Fluency category and similar percentages in both elementary Proficiency and Limited Working Proficiency. The SHS Study and Lee Study differ in the top two categories, as in the SHS study, there were more students with Korean fluency levels at Native or Bilingual Proficiency than Professional Working Proficiency, while in the Lee Study, the results were flipped.
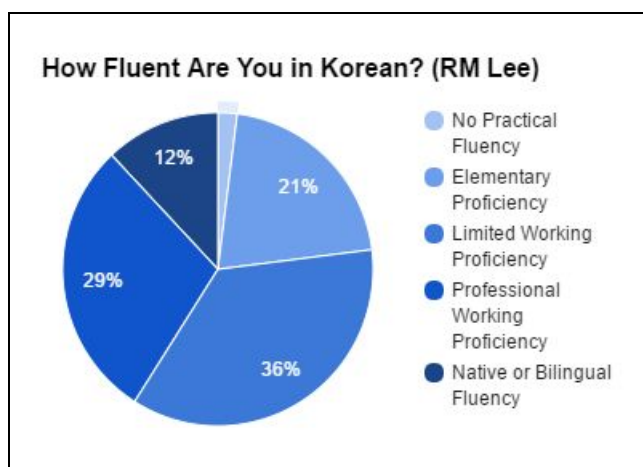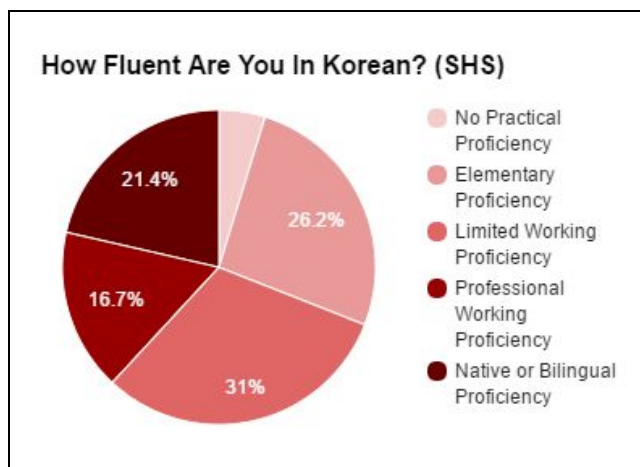
Findings 3: Assimilation and Ethnic Identity

In both the SHS Study and the Lee Study, Phinney's 1992 MEIM Survey was utilized to find the assimilation levels and ethnic identity of the survey participants. As aforementioned, in this findings section, I did not have access to Lee's specific questions list and his data from the survey, making it impossible to compare findings directly.

For the first question in this finding both Lee and the SHS Study asked participants to identify which ethnic group they consider themselves to be in: Korean, Korean American, or Asian American.

In the SHS Study, 83% of students identified as Korean American, 16.7% as Korean, and 0% as Asian American, whereas in Lee's Study, 53.6% of students identified themselves as Korean American, 26.4% as Korean, and 20% as Asian American.
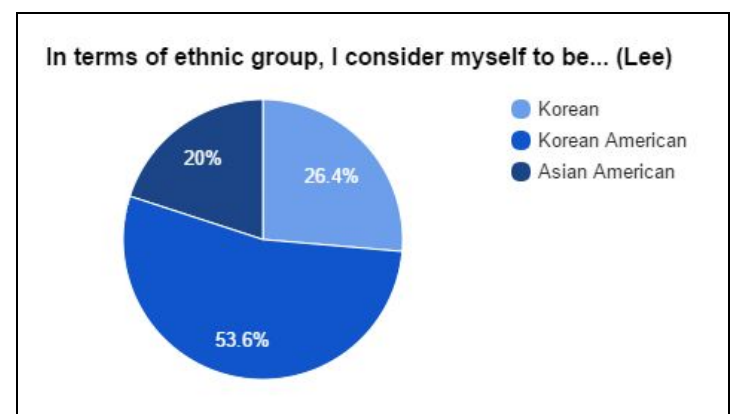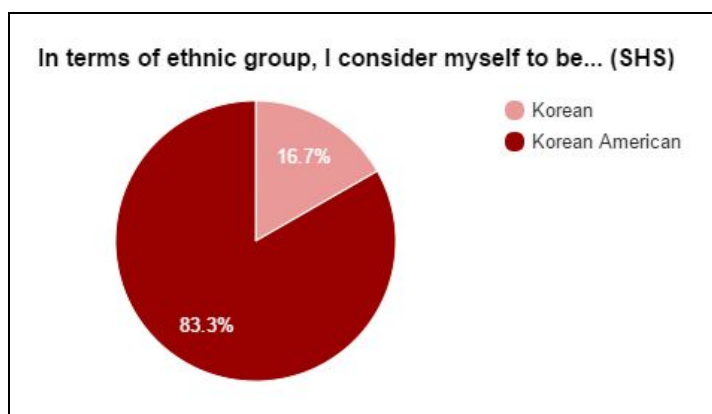
For Phinney's 1992 MEIM Survey, the questions in Lee's survey were scored on a four-point Likert scale, while the SHS survey was based on a five-point Likert Scale. In both the scales, 1 represented strongly disagree, while 4 (Lee's Study) or 5 (SHS Study) represented strongly agree.

The Phinney's 1992 MEIM contains the 12 questions below. In the next two columns are the means and standard deviations from my survey:

#	Question	Mean	Stnd Dev
1	I have spent time trying to find out more about my ethnic group, such as its history, traditions, and customs.	3.4	1.23
2	I am active in organizations or social groups that include mostly members of my own ethnic group	3.21	1.47

3	I have a clear sense of my ethnic background and what it means for me.	3.98	0.90
4	I think a lot about how my life will be affected by my ethnic group membership.	3.60	1.31
5	I am happy that I am a member of the group I belong to.	4.40	0.91
6	I have a strong sense of belonging to my own ethnic group.	4.05	1.15
7	I understand pretty well what my ethnic group membership means to me.	3.81	1.17
8	In order to learn more about my ethnic background, I have often talked to other people about my ethnic group.	3.12	1.15
9	I have a lot of pride in my ethnic group.	4.14	1.12
10	I participate in cultural practices of my own group, such as special food, music, or customs.	4.24	1.01
11	I feel a strong attachment towards my own ethnic group.	4.14	1.07
12	I feel good about my cultural or ethnic background.	4.38	0.91

Then, the findings for each question:
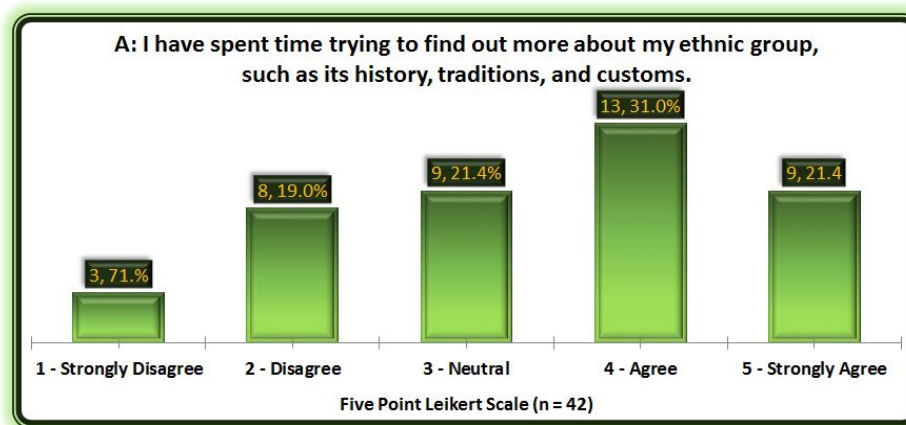
The Fisher skew statistic confirmed that distribution's shape was nearly symmetric. The best measure of central tendency is the median. We are 95% confident that the mean for SHS students spending time trying to find out more about their ethnic group in the population of Koreans fall between 3.08 and 3.72. More than 50% of respondents are personally interested in learning more about their ethnicity.
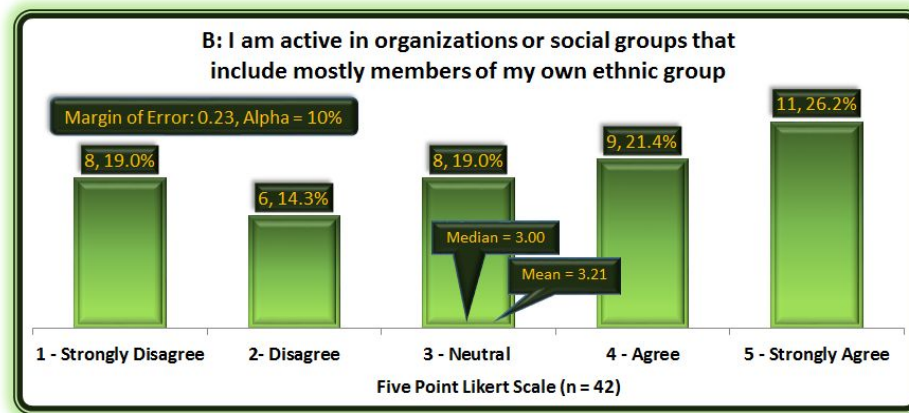
B: I am active in organizations or social groups that include mostly members of my own ethnic group

Margin of Error: 0.23, Alpha = 10%

8, 19.0%

6, 14.3%

8, 19.0%

Median = 3.00

Mean = 3.21

9, 21.4%

11, 26.2%

| 1 - Strongly Disagree | 2- Disagree | 3 - Neutral | 4 - Agree | 5 - Strongly Agree |

Five Point Likert Scale (n = 42)

The Fisher skew statistic confirmed that the distribution's shape was nearly symmetric. The best measure of central tendency is the mean. We are 95% confident that the mean for students active in organizations or social groups that include mostly members of their own ethnic group in the population of Koreans in the SHS study (N) fall between 3.59 and 2.83. Respondents were fairly neutral, almost equal numbers who were in organizations and who were not in organizations.

C: I have a clear sense of my ethnic background and what it means for me

Margin of Error = 0.14, Alpha = 10%

20, 47.6%

12, 28.6%

8, 19.0%

1, 2.4%

1, 2.4%

| 1 - Strongly Disagree | 2 - Disagree | 3 - Neutral | 4 - Agree | 5 - Strongly Agree |

Five Point Likert Scale (n = 42)
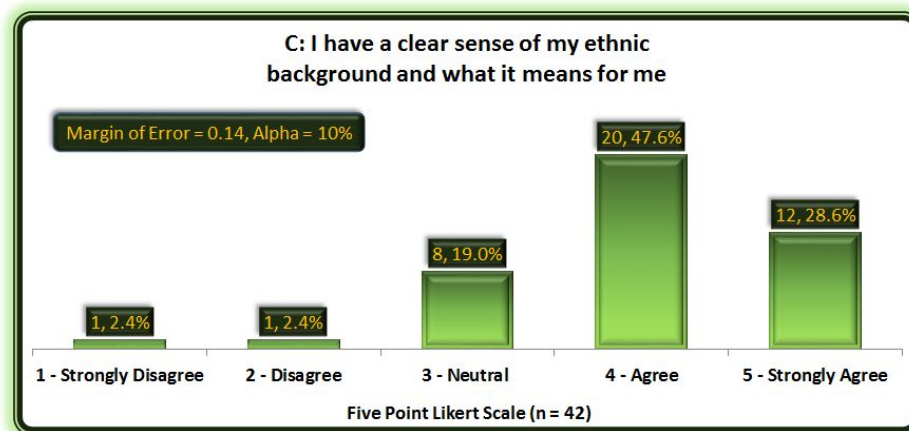
The Fisher skew statistic confirmed that the distribution's shape was skewed left. The best measure of central tendency is the median. We are 95% confident that the mean for students with a clear sense of their ethnic background and what it means to them in the population of Koreans in the SHS study (N) fall between 4.21 and 3.75. More than 75% of respondents agreed strongly agreed they had a clear sense of their ethnic identity and its meaning.

D: I think a lot about how my life will be affected by my ethnic group membership.

Margin of Error = 0.20, Alpha = 10%

13, 31.0%
12, 28.6%
8, 19.0%
5, 11.9%
4, 9.5%

Mean = 3.60   Median = 4.00

1 - Strongly Disagree   2 - Disagree   3 - Neutral   4 - Agree   5 - Strongly Agree
Five Point Likert Scale (n = 42)

The Fisher skew statistic confirmed that the distribution's shape was highly skewed left. The best measure of central tendency is the median. We are 95% confident that the mean for students thinking a lot about how their life will be affected by their ethnic group membership in the population of Koreans in the SHS study (N)fall between 3.94 and 3.26. More than 50% thought of being a Korean American/ Korean in their lives, whether it be professional, personal, or social.

E: I am happy that I am a member of the group I belong to.

26, 61.9%
9, 21.4
6, 14.3%
1, 2.4%
0, 0.0%

1 - Strongly Disagree   2 - Disagree   3 - Neutral   4 - Agree   5 - Strongly Agree
Five Point Likert Scale (n = 42)
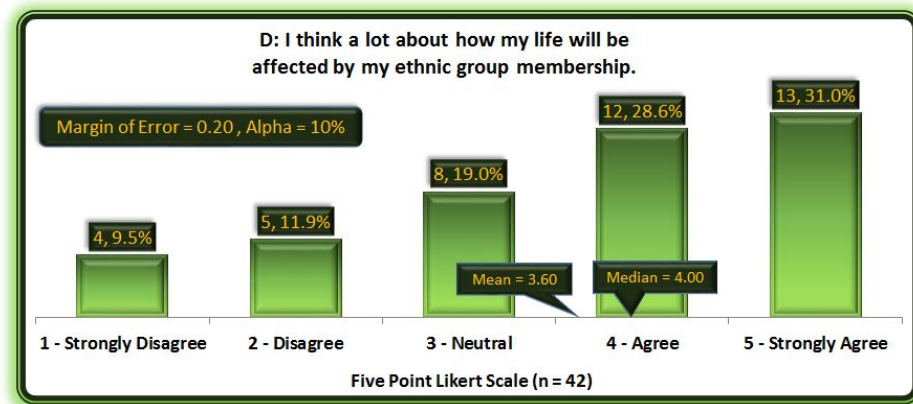
The Fisher skew statistic confirmed that the distribution's shape was slightly skew left. The best measure of central tendency is the median. We are 95% confident that the mean for students who are happy that they are members of the group they belong to in the population of Koreans in the SHS study (N) fall between 4.64 and 4.17. More than 75% of respondents were happy about their ethnic group membership.

F: I have a strong sense of belonging to my own ethnic group.

Margin of Error = 0.18 , Alpha = 10%

2, 4.8% | 3, 7.1% | 5, 11.9% | 13, 31.0% | 19, 45.2%

Median = 4.00

Mean = 4.05

1 - Strongly Disagree | 2 - Disagree | 3 - Neutral | 4 - Agree | 5 - Strongly Agree
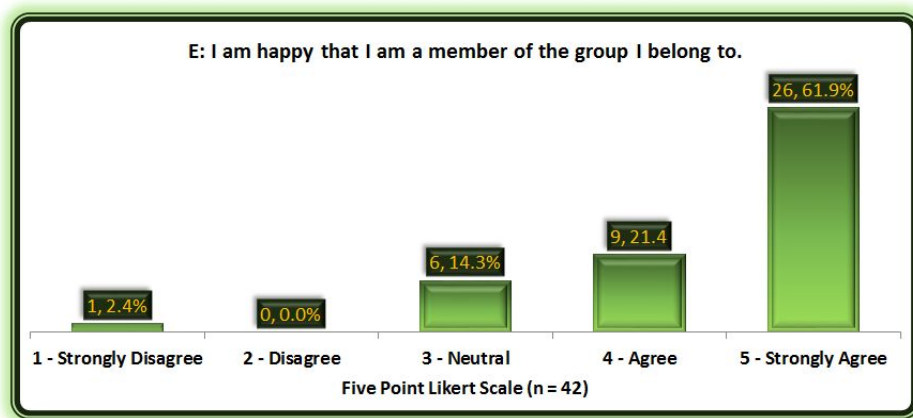
Fiver Point Likert Scale (n = 42)

The Fisher skew statistic confirmed that the distribution's shape was highly skewed left. The best measure of central tendency is the median. We are 95% confident that the mean for students with strong senses of belonging to their own ethnic group in the population of Koreans in the SHS study (N) fall between 4.35 and 3.75. More than 75% of respondents agreed they felt a strong sense of belonging to their own ethnic group.

G: I understand pretty well what my ethnic group membership means to me.

2, 4.8% | 4, 9.5% | 9, 21.4% | 12, 28.6% | 15, 35.7%

1 - Strongly Disagree | 2 - Disagree | 3 - Neutral | 4 - Agree | 5 - Strongly Agree

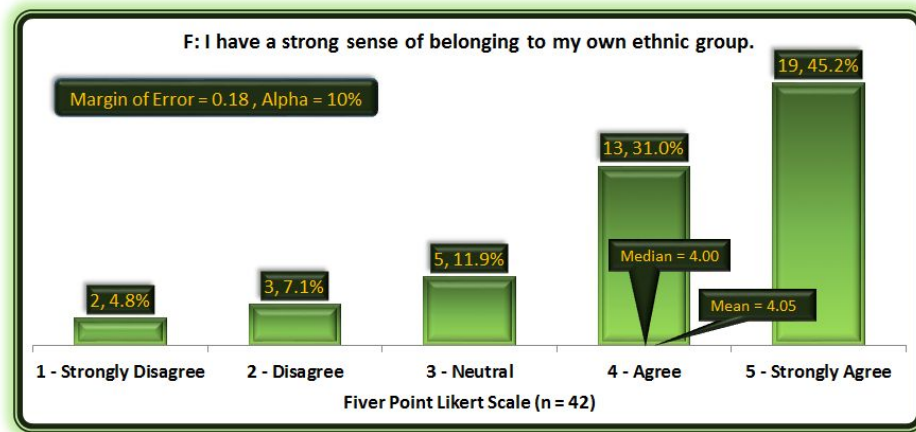Five Point Leikert Scale (n = 42)

The Fisher skew statistic confirmed that the distribution's shape was slightly skew left. The best measure of central tendency is the median. We are 95% confident that the mean for students with pretty well understanding of what their ethnic group membership means to them in the population of Koreans in the SHS study (N) fall between 4.11 and 3.51. About 64% of respondents were aware of what their ethnic group membership means to them.

H: In order to learn more about my ethnic background, I have often talked to other people about my ethnic group.

2, 4.8%	13, 31.0%	11, 26.2%	10, 23.8%	6, 14.3%
1 - Strongly Disagree	2 - Disagree	3 - Neutral	4 - Agree	5 - Strongly Agree

Five Point Leikert Scale (n = 42)

The Fisher skew statistic confirmed that the distribution's shape was slightly skew right. The best measure of central tendency is the median. We are 95% confident that the mean for students who often talk to other people about their ethnic group to learn more about their ethnic background in the population of Koreans in the SHS study (N) fall between 3.42 and 2.82. Respondents were fairly neutral in talking to other people about their ethnic group to learn more about their background.

I: I have a lot of pride in my ethnic group.

1, 2.4%	4, 9.5%	5, 11.9%	10, 23.8%	22, 52.4%
1 - Strongly Disagree	2 - Disagree	3 - Neutral	4 - Agree Mean = 4.14	5 - Strongly Agree

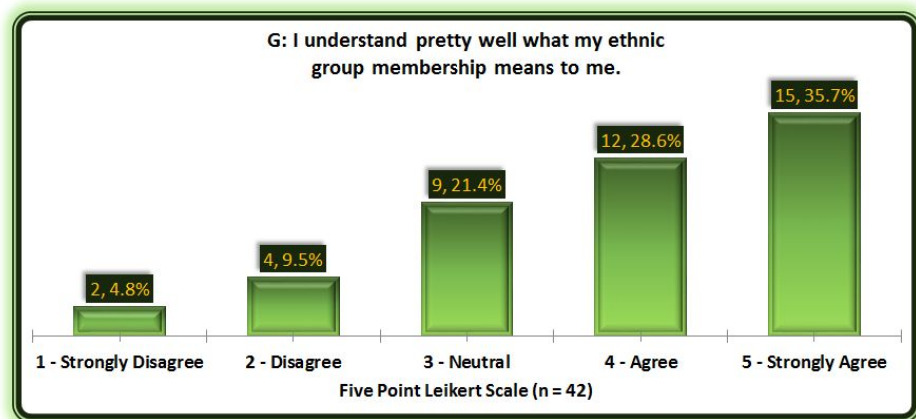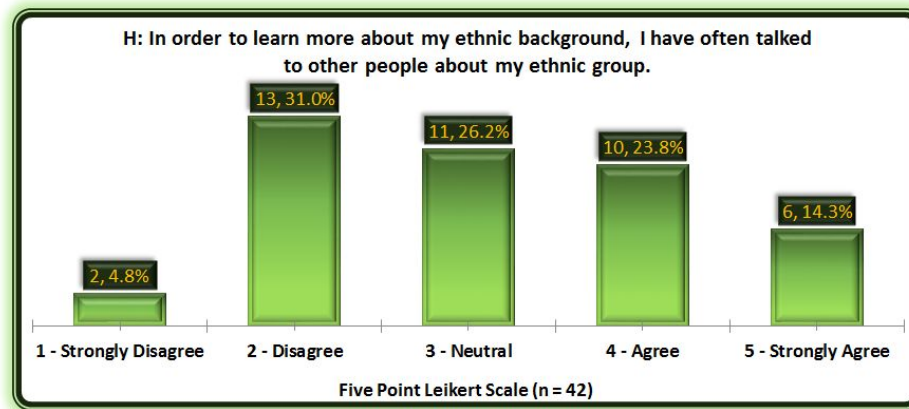Five Point Leikert Scale (n = 42)

The Fisher skew statistic confirmed that the distribution's shape was highly skewed left. The best measure of central tendency is the median. We are 95% confident that the mean for students with a lot of pride in their ethnic group in the population of Koreans in the SHS study (N) fall between 3.85 and 4.43. More than 75% of respondents agreed they have a lot of pride in their group.
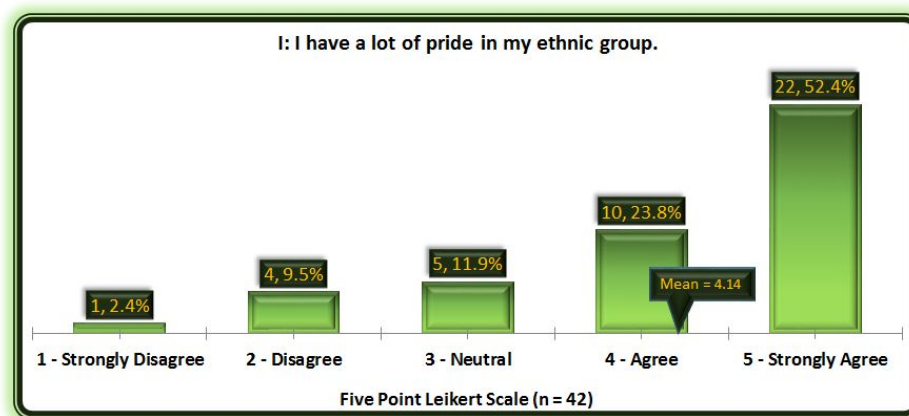
The Fisher skew statistic confirmed that the distribution's shape was highly skewed left. The best measure of central tendency is the median. We are 95% confident that the mean for students who participate in cultural practices of their own group in the population of Koreans in the SHS study (N) fall between 3.98 and 4.50. More than 83% of respondents participate in cultural practices of their own group.

The Fisher skew statistic confirmed that the distribution's shape was highly skewed left. The best measure of central tendency is the median. We are 95% confident that the mean for students who feel strong attachments towards their own ethnic group in the population of Koreans in the SHS study (N) fall between 3.86 and 4.42. More than 75% of respondents feel a strong attachment towards their own ethnic group.

L: I feel good about my cultural or ethnic background.
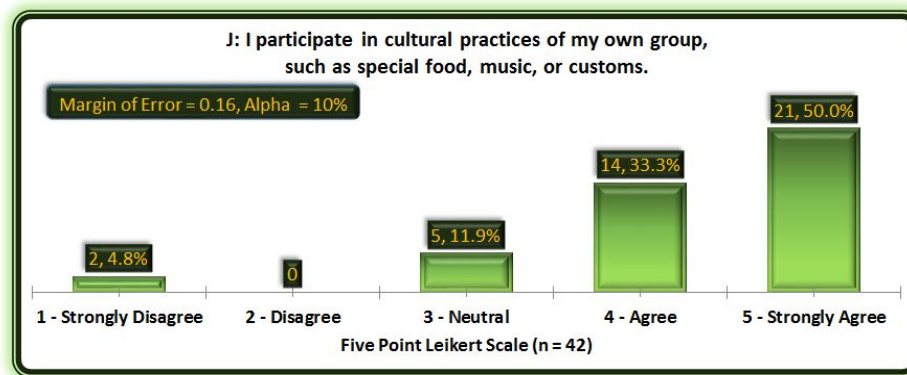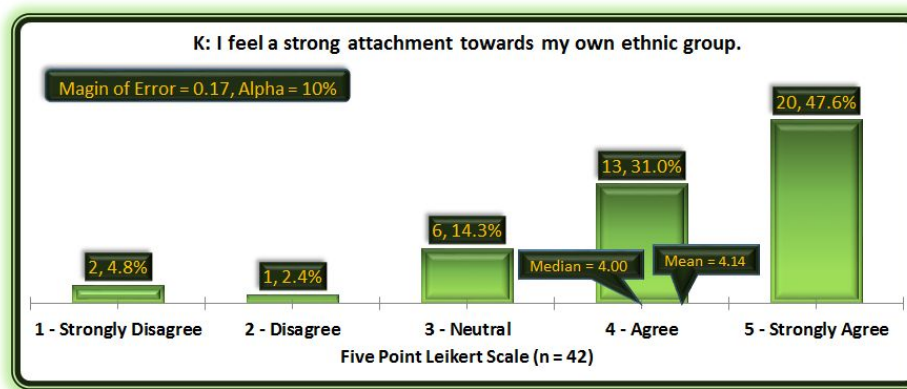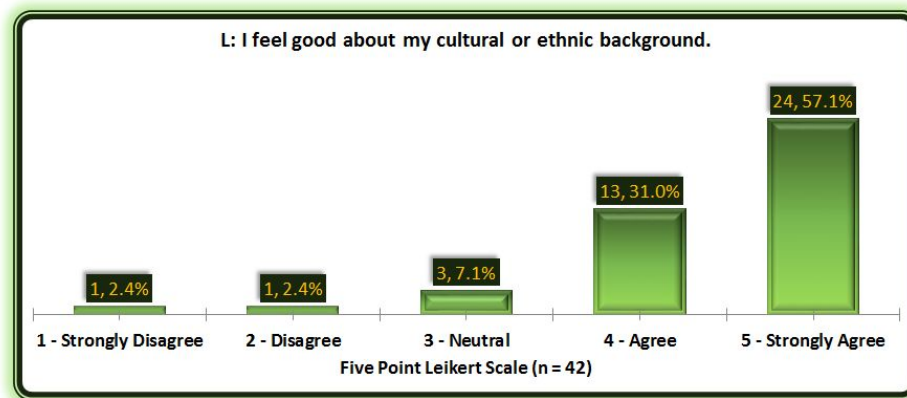Five Point Leikert Scale (n = 42)

The Fisher skew statistic confirmed that the distribution's shape was highly skewed left. The best measure of central tendency is the median. We are 95% confident that the mean for students who feel good about their cultural or ethnic background in the population of Koreans in the SHS study (N) fall between 4.41 and 4.62. More than 88% of respondents feel good about their cultural or ethnic background.

Conclusion

Through comparing and analyzing results between my study and that of Richard M. Lee's and Clara Lee Brown's, I determined that the ethnic identity and assimilation levels of high school students in an ethnically diverse California high school was: **bicultural**.

From Findings 1, more than 75% of students were second or third generation, meaning the students were mostly likely surround by American culture throughout their lives. The effect of American influence is also revealed in Findings 3 as almost 75% of students identified themselves as bicultural by declaring their ethnic identity as "Korean American" rather than "Korean". In Lee's work, 46% of students identified as second generation and 53.6% considered themselves to be Korean American. Although these are not the only factors that determined the ethnic identity of Koreans in Lee's Study, it is easy to see that in the SHS Study, the students were more inclined to assimilation in American through their generational status and self-ethnic identification, allowing me to assume the respondents were bicultural.

Moreover, when focusing on the data from Phinney's MEIM 1992, Brown's concern of forced dual identity was not apparent in my findings. In Brown's study, her participants raised

frustrations of being attached to Korea, a culture they felt unfamiliar with. Brown discovered that "high levels of heritage language proficiency were not necessarily associated with a heightened sense of ethnic identity" (Brown) and because of the Korean students' physical appearance, they were pressured to identify themselves as 'Korean American' despite their want to be simply 'American'.

In the SHS Study, I specifically asked the students to evaluate their Korean language proficiency, which revealed that 38.1% of respondents felt their Korean was at Professional Working Proficiency or Native or Bilingual Proficiency, the two highest measures of language fluency. Then, the MEIM Survey asked questions relating to the participants' sense of belonging to their ethnic identities. As discussed in Findings 3, the survey revealed that **75%** of students were **happy** with their ethnic group membership, **75%** felt a **strong sense of belonging** to their ethnic group, **75%** felt **a lot of pride** in their ethnic group, **75%** felt a **strong attachment** towards their ethnic group, and **88%** of students **felt good** about their cultural background. The SHS Study, rather than agreeing with Brown's Study, contradicted it. The SHS Study found that high levels of Korean language proficiency in SHS high school students were positively correlated with their self-ethnic identity.

By comparing generational status and and self-ethnic identification between the Lee Study and the SHS Study, it is revealed that SHS students have assimilated into the United States, as they identity themselves more as 'Korean American' than 'Korean'. Moreover, when including the responses from Phinney's MEIM 1992 Survey, we see that the students do enjoy and feel a sense of belonging to their Korean culture, demonstrating their balance in appreciating and living between both Korean and American cultures, allowing me to assume that their ethnic identity is bicultural.

The SHS Study researched into the gap of Korean ethnic identity, as it found the ethnic identity of Korean American high school students in an ethnically diverse neighborhood, while many researchers focused on college students in Southern regions of the United States. From the SHS Study, we can see that high schoolers are fairly confident about their ethnic identity, but other researchers can argue that the results can depend on the neighborhood and family setting.

For me, this research was an eye-opening experience. As someone who was born in a foreign country and later immigrated into the United States, I was often struggling with identifying myself as bicultural, as I spent about 12 years of my life in the United States. From this research, I realized that yes, I am bicultural and that bicultural does not mean taking halves of each culture, but being able to completely appreciate and be a part of two different cultures.

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Appendix #1

Inventory of Survey Questions

Research Analyst: EL
Study: Korean Ethnic Identity and Assimilation
Survey Design: Stratefied Random Sample
Sample Size: n = 42
Inventory of Survery Questions

1. Which gate did you come through (in the morning)?
2. What time did you enter school?
3. What is your gender?
4. What grade are you in?
5. Languages spoken at home (check all that apply):
6. How fluent are you in Korean?
7. What is your generational status?
8. In terms of ethnic group, I consider myself to be…

Q1. I have spent time trying to find out more about my ethnic group, such as its history, traditions, and customs.
Q2. I am active in organizations or social groups that include mostly members of my own ethnic group.
Q3. I have a clear sense of my ethnic background and what it means for me.
Q4. I think a lot about how my life will be affected by my ethnic group membership.
Q5. I am happy that I am a member of the group I belong to.
Q6. I have a strong sense of belonging to my own ethnic group.
Q7. I understand pretty well what my ethnic group membership means to me.
Q8. In order to learn more about my ethnic background, I have often talked to other people about my ethnic group.
Q9. I have a lot of pride in my ethnic group.
Q10. I participate in cultural practices of my own group, such as special food, music, or customs.
Q11. I feel a strong attachment towards my own ethnic group.
Q12. I feel good about my cultural or ethnic background.

Appendix #2

Data As Presented In Excel

(Data file available upon request.)

Research Analyst: EL
Study: Korean Ethnic Identity and Assimilation
Survey Design: Stratefied Random Sample
Sample Size: n = 42

Timestamp	Email Address	Number assigned:	Which gate did you come	What time did you enter	What is your gender?	What grade are you in?	Languages spoken at ho
1/23/2017 7:59:24	j27324@student.ghchs.cor	14	Flagpole	7:22:00 AM	Female	Senior	Korean, English
1/25/2017 8:57:03	p30851@student.ghchs.co	34	Flagpole	8:18:00 AM	Male	Sophomore	English
1/25/2017 9:35:52	p28741@student.ghchs.co	35	Flagpole	8:10:00 AM	Male	Junior	English
1/25/2017 12:19:27	m29013@student.ghchs.cc	43	Flagpole	7:10:00 AM	Male	Senior	Korean, English
1/25/2017 12:26:22	l27312@student.ghchs.cor	49	Flagpole	7:30:00 AM	Male	Senior	Korean, English
1/25/2017 14:53:58	j33139@student.ghchs.cor	39	Flagpole	7:30:00 AM	Female	Freshman	Korean, English
1/25/2017 23:55:25	d27610@student.ghchs.co	26	Flagpole	8:20:00 AM	Female	Senior	Korean, English
1/26/2017 19:30:19	y32342@student.ghchs.co	31	Flagpole	7:15:00 AM	Female	Freshman	English
1/27/2017 14:31:16	l30638@student.ghchs.cor	46	Flagpole	7:05:00 AM	Male	Sophomore	English, Other
1/19/2017 8:39:00	j27309@student.ghchs.cor	6	Hiawatha		Male	Senior	Korean, English
1/23/2017 9:22:21	b27131@student.ghchs.co	15	Hiawatha	7:55:00 AM	Male	Senior	Korean, English
1/24/2017 8:28:45	t27515@student.ghchs.cor	22	Hiawatha	7:15:00 AM	Female	Senior	Korean, English
1/25/2017 12:27:02	n27304@student.ghchs.co	51	J Gate	8:20:00 AM	Female	Senior	Korean, English
1/25/2017 12:32:19	m27534@student.ghchs.cc	50	J Gate	8:20:00 AM	Male	Senior	Korean, English
1/20/2017 16:38:52	k26914@student.ghchs.co	8	Kingsbury Gate	8:15:00 AM	Female	Senior	Korean, English
1/24/2017 22:03:55	j33379@student.ghchs.cor	36	Kingsbury Gate	8:00:00 AM	Female	Freshman	Korean, English
1/25/2017 10:11:09	b27894@student.ghchs.co	23	Kingsbury Gate	6:50:00 AM	Male	Senior	Korean, English
1/25/2017 11:15:32	j28689@student.ghchs.cor	40	Kingsbury Gate	7:45:00 AM	Female	Junior	Korean, English
1/25/2017 11:52:31	e32212@student.ghchs.co	32	Kingsbury Gate	7:15:00 AM	Male	Freshman	Korean, English
1/27/2017 21:16:04	j30157@student.ghchs.cor	48	Kingsbury Gate	8:15:00 AM	Male	Junior	Korean, English
1/23/2017 9:41:16	a27318@student.ghchs.co	21	Kingsbury Gate	7:10:00 AM	Female	Senior	Korean, English
1/24/2017 18:18:57	j33077@student.ghchs.cor	38	Kingsbury Gate	9:01:00 AM	Male	Freshman	English
1/23/2017 8:31:28	l26967@student.ghchs.cor	6	Surface Road East (C Buil	8:00:00 AM	Male	Senior	Korean, English
1/23/2017 20:22:20	j30925@student.ghchs.cor	20	Surface Road East (C Buil	8:05:00 AM	Male	Sophomore	Korean
1/24/2017 9:40:12	w27530@student.ghchs.cc	19	Surface Road East (C Buil	7:50:00 AM	Male	Senior	Korean
1/25/2017 9:56:39	n32467@student.ghchs.co	37	Surface Road East (C Buil	8:00:00 AM	Male	Freshman	Korean, English
1/25/2017 9:40:38	h27323@student.ghchs.co	29	Surface Road East (C Buil	8:25:00 AM	Female	Senior	Korean, English
1/31/2017 14:16:13	s27374@student.ghchs.co	13	Surface Road East (C Buil	8:00:00 AM	Female	Senior	Korean, English
1/18/2017 11:15:19	h32536@student.ghchs.co	2	Surface Road West (Next t		Female	Freshman	Korean, English
1/18/2017 11:40:55	j28172@student.ghchs.cor	4	Surface Road West (Next t		Male	Senior	Korean, English
1/20/2017 17:29:56	t29192@student.ghchs.cor	9	Zelzah Parking	7:20:00 AM	Male	Junior	Korean, English
1/23/2017 7:43:27	c29650@student.ghchs.co	11	Zelzah Parking	7:35:00 AM	Male	Junior	Korean, English
1/23/2017 8:37:32	j28541@student.ghchs.cor	10	Zelzah Parking	7:30:00 AM	Male	Junior	Korean, English
1/23/2017 9:04:35	n30777@student.ghchs.co	18	Zelzah Parking	7:55:00 AM	Female	Sophomore	Korean, English, Other
1/23/2017 10:24:01	b31256@student.ghchs.co	16	Zelzah Parking	7:50:00 AM	Male	Sophomore	Korean, English
1/23/2017 12:23:48	r28422@student.ghchs.cor	12	Zelzah Parking	7:22:00 AM	Female	Senior	Korean, English
1/24/2017 13:54:48	j27949@student.ghchs.cor	24	Zelzah Parking	8:00:00 AM	Male	Senior	Korean, English
1/24/2017 17:30:39	r27314@student.ghchs.cor	30	Zelzah Parking	9:14:00 AM	Male	Senior	Korean, English
1/24/2017 23:29:34	o31257@student.ghchs.co	17	Zelzah Parking	8:18:00 AM	Male	Sophomore	Korean, English
1/25/2017 7:27:28	c31392@student.ghchs.co	27	Zelzah Parking	7:10:00 AM	Male	Sophomore	English
1/25/2017 10:45:24	s32219@student.ghchs.co	28	Zelzah Parking	8:10:00 AM	Female	Freshman	Korean, English
1/27/2017 13:36:20	e27805@student.ghchs.co	45	Zelzah Parking	7:10:00 AM	Female	Senior	Korean, English

How fluent are you in Ko	What is your generation	In terms of ethnic group,	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Q12
Native or Bilingual Proficie	First Generation: immigrat	Korean American	5	5	5	4	5	5	5	5	5	5	5	5
Elementary Proficiency	Second Generation: paren	Korean American	4	1	4	2	5	4	3	3	5	3	4	5
Elementary Proficiency	Second Generation: paren	Korean American	4	2	3	1	5	4	3	3	5	3	4	5
Limited Working Proficienc	Second Generation: paren	Korean American	2	2	3	3	4	4	3	4	5	4	4	4
Native or Bilingual Proficie	Second Generation: paren	Korean American	4	5	5	5	5	5	5	4	5	5	5	5
Elementary Proficiency	First Generation: immigrat	Korean	1	1	1	1	3	2	1	1	3	3	1	2
Limited Working Proficienc	Second Generation: paren	Korean American	4	1	4	5	5	5	5	4	5	4	5	5
Elementary Proficiency	Second Generation: paren	Korean	4	4	4	2	4	4	3	3	3	4	4	4
Minimum Professional Pro	First Generation: immigrat	Korean American	5	2	5	5	5	5	5	4	5	5	5	5
Elementary Proficiency	Second Generation: paren	Korean American	2	4	5	2	3	2	4	2	2	4	2	3
Limited Working Proficienc	Second Generation: paren	Korean American	5	5	5	5	5	5	5	5	5	5	5	5
Native or Bilingual Proficie	Second Generation: paren	Korean American	4	5	5	5	4	5	5	5	5	5	5	5
Elementary Proficiency	Second Generation: paren	Korean American	2	1	3	3	4	3	3	2	4	4	3	4
Minimum Professional Pro	Second Generation: paren	Korean American	5	4	4	5	5	5	5	4	4	5	5	5
Minimum Professional Pro	Second Generation: paren	Korean American	2	5	3	1	5	4	2	1	3	5	4	5
Limited Working Proficienc	Second Generation: paren	Korean American	4	3	4	3	4	4	4	3	3	4	5	4
Limited Working Proficienc	Second Generation: paren	Korean American	2	2	2	4	3	1	2	2	2	4	3	3
Limited Working Proficienc	Second Generation: paren	Korean American	1	1	3	5	1	1	1	2	1	1	1	1
No Practical Proficiency	Second Generation: paren	Korean American	3	2	4	3	4	2	3	4	4	4	5	4
Limited Working Proficienc	Second Generation: paren	Korean American	4	3	4	4	5	4	4	2	5	4	5	5
Minimum Professional Pro	First Generation: immigrat	Korean American	3	1	4	4	5	3	4	3	5	5	5	5
No Practical Proficiency	Second Generation: paren	Korean	3	4	5	3	5	5	5	3	5	4	5	5
Limited Working Proficienc	Second Generation: paren	Korean American	3	4	4	4	4	4	4	3	4	4	4	4
Native or Bilingual Proficie	First Generation: immigrat	Korean American	4	3	4	4	5	4	5	5	5	5	5	5
Elementary Proficiency	Second Generation: paren	Korean American	2	3	3	2	5	5	3	2	5	5	5	5
Limited Working Proficienc	Second Generation: paren	Korean American	1	5	5	1	3	3	4	2	5	5	3	3
Native or Bilingual Proficie	First Generation: immigrat	Korean American	5	5	5	5	5	5	5	5	5	5	5	5
Minimum Professional Pro	First Generation: immigrat	Korean American	3	3	4	4	4	4	4	4	4	5	4	5
Native or Bilingual Proficie	First Generation: immigrat	Korean	5	4	5	5	5	5	5	3	5	5	5	5
Elementary Proficiency	Second Generation: paren	Korean American	5	2	4	4	5	5	4	2	4	1	4	5
Native or Bilingual Proficie	Second Generation: paren	Korean American	4	5	5	5	5	5	4	3	5	4	4	5
Elementary Proficiency	Second Generation: paren	Korean American	4	5	4	5	5	5	4	2	4	4	4	4
Native or Bilingual Proficie	First Generation: immigrat	Korean American	3	3	3	4	5	5	5	3	5	5	5	5
Elementary Proficiency	Second Generation: paren	Korean	5	1	3	4	3	3	3	4	3	5	3	4
Limited Working Proficienc	Third Generation: grandpa	Korean American	3	3	4	4	5	4	4	4	4	3	4	4
Native or Bilingual Proficie	Second Generation: paren	Korean American	5	5	4	5	5	5	5	5	5	5	5	5
Limited Working Proficienc	First Generation: immigrat	Korean	3	4	4	3	5	5	3	3	4	5	4	4
Limited Working Proficienc	Second Generation: paren	Korean	4	3	4	3	5	4	5	2	5	5	5	5
Limited Working Proficienc	Second Generation: paren	Korean American	3	4	4	3	4	4	4	2	4	3	3	4
Elementary Proficiency	Second Generation: paren	Korean American	2	5	5	5	5	5	5	2	2	4	4	4
Minimum Professional Pro	Second Generation: paren	Korean American	4	1	4	2	3	3	2	4	2	5	3	4
Minimum Professional Pro	Second Generation: paren	Korean American	2	4	4	4	5	5	2	2	5	5	5	5

Appendix #3

Statistical Analyses in Excel

(Data file available upon request.)

Question 1		Question 2		Question 3		Question 4	
Mean	3.40	Mean	3.21	Mean	3.98	Mean	3.60
Standard E	0.19	Standard E	0.23	Standard E	0.14	Standard E	0.20
Median	4.00	Median	3.00	Median	4.00	Median	4.00
Mode	4.00	Mode	5.00	Mode	4.00	Mode	5.00
Standard D	1.23	Standard D	1.47	Standard D	0.90	Standard D	1.31
Sample Va	1.52	Sample Va	2.17	Sample Va	0.80	Sample Va	1.71
Kurtosis	-0.88	Kurtosis	-1.31	Kurtosis	1.75	Kurtosis	-0.67
Skewness	-0.35	Skewness	-0.25	Skewness	-1.02	Skewness	-0.63
Range	4.00	Range	4.00	Range	4.00	Range	4.00
Minimum	1.00	Minimum	1.00	Minimum	1.00	Minimum	1.00
Maximum	5.00	Maximum	5.00	Maximum	5.00	Maximum	5.00
Sum	143.00	Sum	135.00	Sum	167.00	Sum	151.00
Count	42.00	Count	42.00	Count	42.00	Count	42.00
Confidence	0.32	Confidence	0.38	Confidence	0.23	Confidence	0.34

Question 5		Question 6		Questiom 7		Question 8	
Mean	4.40	Mean	4.05	Mean	3.81	Mean	3.12
Standard E	0.14	Standard E	0.18	Standard E	0.18	Standard E	0.18
Median	5.00	Median	4.00	Median	4.00	Median	3.00
Mode	5.00	Mode	5.00	Mode	5.00	Mode	2.00
Standard D	0.91	Standard D	1.15	Standard D	1.17	Standard D	1.15
Sample Va	0.83	Sample Va	1.31	Sample Va	1.38	Sample Va	1.33
Kurtosis	3.34	Kurtosis	0.80	Kurtosis	-0.23	Kurtosis	-0.96
Skewness	-1.73	Skewness	-1.22	Skewness	-0.75	Skewness	0.16
Range	4.00	Range	4.00	Range	4.00	Range	4.00
Minimum	1.00	Minimum	1.00	Minimum	1.00	Minimum	1.00
Maximum	5.00	Maximum	5.00	Maximum	5.00	Maximum	5.00
Sum	185.00	Sum	170.00	Sum	160.00	Sum	131.00
Count	42.00	Count	42.00	Count	42.00	Count	42.00
Confidence	0.24	Confidence	0.30	Confidence	0.30	Confidence	0.30

Question 9		Question 10		Question 11		Question 12	
Mean	4.14	Mean	4.24	Mean	4.14	Mean	4.38
Standard E	0.17	Standard E	0.16	Standard E	0.17	Standard E	0.14
Median	5.00	Median	4.50	Median	4.00	Median	5.00
Mode	5.00	Mode	5.00	Mode	5.00	Mode	5.00
Standard D	1.12	Standard D	1.01	Standard D	1.07	Standard D	0.91
Sample Va	1.25	Sample Va	1.02	Sample Va	1.15	Sample Va	0.83
Kurtosis	0.44	Kurtosis	3.31	Kurtosis	1.83	Kurtosis	4.10
Skewness	-1.18	Skewness	-1.71	Skewness	-1.42	Skewness	-1.88
Range	4.00	Range	4.00	Range	4.00	Range	4.00
Minimum	1.00	Minimum	1.00	Minimum	1.00	Minimum	1.00
Maximum	5.00	Maximum	5.00	Maximum	5.00	Maximum	5.00
Sum	174.00	Sum	178.00	Sum	174.00	Sum	184.00
Count	42.00	Count	42.00	Count	42.00	Count	42.00
Confidence	0.29	Confidence	0.26	Confidence	0.28	Confidence	0.24

Male	25	59.5%
Female	17	40.5%
	42	100.0%

Freshma	8	19.0%
Sophom	7	16.7%
Junior	6	14.3%
Senior	21	50.0%
	42	100.0%

Korean	2	4.8%
Korean,	33	78.6%
English	5	11.9%
Korean,	1	2.4%
English,	1	2.4%
	42	100.0%

Element	11	26.2%
Limited	13	31.0%
Native o	9	21.4%
Minimum	7	16.7%
No Pract	2	4.8%
	42	100.0%

First Ge	10	23.8%
Second	31	73.8%
Third Ge	1	2.4%
	42	100.0%

Korean	7	16.7%
Korean	35	83.3%
	42	100.0%

Question 1		
1	3	7.1%
2	8	19.0%
3	9	21.4%
4	13	31.0%
5	9	21.4%
	42	100.0%

Question 2		
1	8	19.0%
2	6	14.3%
3	8	19.0%
4	9	21.4%
5	11	26.2%
	42	100.0%

Question 3		
1	1	2.4%
2	1	2.4%
3	8	19.0%
4	20	47.6%
5	12	28.6%
	42	100.0%

Question 4		
1	4	9.5%
2	5	11.9%
3	8	19.0%
4	12	28.6%
5	13	31.0%
	42	100.0%

Question 5		
1	1	2.4%
2	0	0.0%
3	6	14.3%
4	9	21.4%
5	26	61.9%
	42	100.0%

Question 6		
1	2	4.8%
2	3	7.1%
3	5	11.9%
4	13	31.0%
5	19	45.2%
	42	100.0%

Question 7		
1	2	4.8%
2	4	9.5%
3	9	21.4%
4	12	28.6%
5	15	35.7%
	42	100.0%

Question 8		
1	2	4.8%
2	13	31.0%
3	11	26.2%
4	10	23.8%
5	6	14.3%
	42	100.0%

Question 9		
1	1	2.4%
2	4	9.5%
3	5	11.9%
4	10	23.8%
5	22	52.4%
	42	100.0%

Questiom 10		
1	2	4.8%
2	0	0.0%
3	5	11.9%
4	14	33.3%
5	21	50.0%
	42	100.0%

Question 11		
1	2	4.8%
2	1	2.4%
3	6	14.3%
4	13	31.0%
5	20	47.6%
	42	100.0%

Question 12		
1	1	2.4%
2	1	2.4%
3	3	7.1%
4	13	31.0%
5	24	57.1%
	42	100.0%