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Title	児童養護施設職員の多文化パーソナリティが異文化間感受性に与える影響 文化的コンピテンス教育プログラムへの示唆
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【Research Theme】

Influence of child and family services workers' multicultural personality on intercultural sensitivity —Implications for a cultural competence educational program—

【1. Overview of the problem】

In recent years, children who have experienced abuse and neglect make up about half of those admitted to children's homes, and facility staff members are asked to provide assessment and support through psychotherapy and everyday life support (Ministry of Health, Labour and Welfare, 2014; Okumura and Funabashi, 2013). At the same time, we must also note the presence of children with foreign roots, who make up roughly 10% of the children admitted to children's homes in Tokyo area (Tokyo Council of Social Welfare, 2009).

The issue of trauma among these children, particularly for those who have undergone cultural transitions, has been pointed out as exhibiting different symptoms depending on their cultural background and requiring consideration for the treatment (Bronsterin & Montgomery, 2011; Dogra, Karim & Ronzoni, 2011; Ehntholt & Yule, 2006; Heumer, Karnik & Voelkl-Kernstock, 2009; Suzuki, 2016; World Health Organization, 1996). Furthermore, in multiethnic countries, such as those in North America, the interpretation of psychiatric symptoms and illness behaviors of cultural minorities have been found to differ from those of white, middle class population, and that cultural minorities suffer various disadvantages due to the insufficiency and lack of cultural perspectives in their support staff (Kleinman, 1977; Miyaji, 2013; Sue & Sue, 1999; Thomas & Sillen, 1972).

Also in the context of Japanese children's homes, the above communicates the need for facility staff members, who provide psychological support to children with foreign roots, to acquire cultural perspectives. In other words they must acquire cultural competence, which is "one's ability to understand and respond to cultures that should be acquired by human services professionals" (Kuhn & Wintrob, 2008; Watanabe and Noda transl. 2008; Sue & Sue, 1999 ; Suzuki, 2011; 2016).

The clinical practice and research of cultural competence began back in the 1950s (Spitzberg & Changnon, 2009). Nonetheless, the concept of cultural competence, which has developed along with the needs of societal conditions, lacks academic rigor and it is

difficult to say that there is a unanimous consensus (Deardorff, 2006; Spitzberg & Cupach, 2002).

Therefore, the present study highlights the concept of multicultural personality, which plays an important role in the acquisition of cultural competence, and intercultural sensitivity, which focuses on emotional aspects of one's cultural competence. Multicultural personality refers to personality characteristics that focus on cultural diversity in intercultural contexts (intercultural effectiveness) and measure,

1. one's ability to carry out tasks; 2. one's sense of psychological well-being in new environments; and 3. one's attitude and competence when interacting with people of different cultural backgrounds, which are needed to better function in different cultural environments (Van der Zee & Van der Oudenhoven, 2000, p.293).

Intercultural sensitivity is deeply associated with emotions and affects when people interact with different cultures or with people of different cultures (Chen, 1997), and it is "a dynamic desire that motivates one to understand, acknowledge and accept different cultures" (Chen & Starosta, 1998, pp.231).

[2. The aim of this study]

1. To reveal the factor structure of multicultural personality and intercultural sensitivity, as well as to shed light on their actual conditions in children's home staff members, through scaling of structural concepts: the shortened Japanese version of multicultural personality and the Japanese version of intercultural sensitivity.

2. To examine what kind of influences multicultural personality –a fundamental element of cultural competence – exert on intercultural sensitivity, which focuses on emotional aspects of cultural competence and is dynamic and trainable. By examining the relationship of these two structural concepts, we cover the fundamental cultural competence of children's home staff members to the core concepts. Moreover, by shedding light on this relationship, it is expected to contribute to the theorization of cultural competence.

3. To investigate factors other than multicultural personality, which is thought to influence intercultural sensitivity, and to examine their influences.

4. To obtain implications for the development of cultural competence education programs, based on the discoveries made in aims 1 to 3.

[3. Efforts to create a Japanese version of multicultural personality questionnaire (Research 1 and 2)]

We targeted undergraduate and graduate students attending Japanese universities in an effort to create a Japanese version of multicultural personality questionnaire. The result of exploratory factor analysis indicated that the factor structure of multicultural personality consists of five factors: "social initiative," "emotional stability," "open mindedness," "regularity," and "cultural empathy." The present study did not find "flexibility," which was a factor considered in the original version. As for the reason, we considered the possibility that the outcome was affected by the problem with the number of scale items and the state of multiculturalism in Japan.

In order to examine criterion-related validity, we studied their relationship with psychological well-being and emotional intelligence. The result showed generally high correlations, except for regularity. Furthermore, as one of the criteria of multiculturalism is one's interest and competency when interacting with people of different cultural backgrounds, we examined their relation to one's friendship with foreigners. The result indicated significant differences in the mean values of multicultural personality scores, depending on the presence or the absence of such friendships. With regards to reliability, we obtained α coefficient values above .70, except for cultural empathy. Thus this generally confirmed their consistency and stability. Research 2 also confirmed their test-retest reliability.

[4. Efforts to create a Japanese version of intercultural sensitivity scale (Research 3 and 4)]

This section examines the factor structure of Chen & Starosta's (2000) intercultural sensitivity scale. Our outcome somewhat differed from the factor structure of the original version, and we found a five-factor structure consisting of "interactional engagement and consideration," "interactional confidence," "interactional tolerance," "interactional low prejudice" and "respect for cultural difference."

With regards to validity, perspective taking, self-esteem and self-monitoring were used to examine the criterion-related validity of intercultural sensitivity. The result generally supported its validity. Furthermore, as intercultural sensitivity is thought to measure one's ability to exchange emotion with others in intercultural contexts, we compared the difference in the mean values for the presence or the absence of foreign friends, for which the result was significant. With regards to reliability, α coefficient was above .7 for the three subscales. The value of test-retest reliability was sufficient; thus, in general, confirmed its consistency and reliability.

Concerning the factor names, which differ from the original version, we considered the following reasons. Japan places an emphasis on cooperation and connectedness with others, and this was considered from the cultural construct of self, in which there is a dominant tendency for one to conform to others in forming an interpersonal relationship. As for the reason that we found the fourth factor, “low prejudice,” in Japan, we assumed a complicated complex of the Japanese people. We consider the possibility that this type of a complex ethnic outlook worked in a defensive manner, and was extracted as “low prejudice” influenced by moral.

【Research 5】 Multicultural personality of children’s home staff members and influence of intercultural experience on intercultural sensitivity —Implications for cultural competence education programs—

5-1. Confirmatory factor analysis for the factor structure of multicultural personality and intercultural sensitivity

We targeted children’s home staff members and carried out confirmatory factor analysis of multicultural personality. Research 1 and this outcome did not demonstrate that the Japanese version of multicultural personality possesses a stable factor structure ($\chi^2(292)=717.888$, $p<.001$, GFI=.846, AGFI=.815, RMSEA=.069, CFI=.794, AIC=835.888). As a result of examining of covariance, correlation coefficient, and standardizing coefficient, it determined the validity of the five-factor structure, consisting of social initiative, cultural empathy, emotional stability, regularity and open mindedness. In general, goodness of fit was also high for each of these types. This outcome (16 items) demonstrates that the Japanese version of multicultural personality possesses a stable factor structure, and it is an effective scale to measure the cultural dimensions of a personality ($\chi^2(96)=168.987$, $p<.001$, GFI=.940, AGFI=.915, RMSEA=.050, CFI=.945, AIC=.248.987).

With regards to intercultural sensitivity, the result of confirmatory factor analysis, similarly to Research 2, determined the validity of the five-factor structure, consisting of interactional engagement and consideration, interactional confidence, interactional tolerance, interactional low prejudice and respect for cultural difference. In general, goodness of fit was high for each of these types ($\chi^2(97)=193.865$, $p<.001$, GFI=.931, AGFI=.903, RMSEA=.057, CFI=.913, AIC=271.865).

5-2. Influence of multicultural personality on intercultural sensitivity

From the results of coefficient of determination, "Engagement and consideration for different cultures", "Self-confidence to interact with different cultures" and "respect for cultural differences" are more influenced by multicultural personality.

"Engagement and consideration for different cultures" is positively influenced by open-mindedness and cultural empathy. A weak negative influence from emotional stability was also seen. These findings suggest that "engagement and consideration for different cultures" includes positive engagement and understanding based on open attitudes and empathy for different cultures; however, a variety of stresses will possibly be experienced during these times.

"Self-confidence to interact with different cultures" is positively influenced by social initiative and cultural empathy.

"Tolerance of different cultures" is positively influenced by open-mindedness and negatively influenced by social initiatives. In recognizing and accepting that there are different ways of thinking and values from our own, some negative emotions and cognitive conflicts arise, and as a coping strategy, there is a negative influence from social initiatives; that is, reserved attitudes and passivity are thought to be potentially related.

"Low prejudice to different cultures" is positively influenced by open-mindedness.

"Respect for cultural differences" is positively influenced by open-mindedness and negatively influenced by social initiatives. That is, these factors suggested the influence of characteristics such as being reserved or passive as well as open attitudes for different cultures.

5-3. Suggestions for cultural competence education programs

Multicultural personality is considered to have characteristics that are rather stable and hard to change. Therefore, when considering a cultural competence education program to enhance intercultural sensitivity, it must be planned to supplement such personality characteristics. For example, in order to supplement characteristics such as "open mindedness" and "cultural empathy," watching movies that depict stories of people or listening to realistic stories based on actual experiences presented the possibility of transforming one's way of thinking about others from different cultures by influencing their emotions. Additionally, in order to enhance "social initiative" and "emotional stability," a variety of learning formats, such as lectures and role plays, should be used to learn how one can better handle negative emotions that arise in

contexts and situations where encountering foreign cultures can cause stress. In this way, there is a need to consider learning designs and methods that supplement these characteristics, even for staff members who do not possess a high degree of multicultural personality.

5-4. Demographic data for intercultural sensitivity and influence of intercultural experience

In order to shed light on the demographic data of children's home staff members and the influence of intercultural experience, we carried out a hierarchical multiple regression analysis. The result suggested that intercultural sensitivity is influenced by one's previous contact with foreign cultures and intercultural experience, as well as one's ability to communicate in foreign languages.

This suggested the need to design educational program content and training for cultural competence, such as intercultural sensitivity, for staff members who may have relatively developed intercultural sensitivity and for those who do not.

[6. The limitations of this study and future challenges]

6-1. With regards to the Japanese version of multicultural personality questionnaire (shortened version) in the present study, there remains the issue concerning the factor "regularity." Hence, we will need to make comparisons with the original versions, such as the 91-item multicultural personality questionnaire (van Oudenhoven & van der Zee, 2001) as well as to examine its relation to the Big 5.

With regards to the Japanese version of intercultural sensitivity, we must also examine its relationship with other sensitivity concepts to determine if the factor structure obtained in the present study would be replicated for other targets.

6-2. In Research 5, we carried out multiple regression analysis and path analysis concerning the relationship between the shortened version of multicultural personality questionnaire and the Japanese version of intercultural sensitivity. Hereafter, we must aim to model the relationship of the two concepts and examine what relationships these two concepts covered in the present study have with other cultural competence concepts (awareness, knowledge and skill, etc.). This is because cultural competence is a discipline made of multiple theories, elements and models (Deardirff, 2009; Bennett, 2015).

6-3. Concerning cultural competence education programs, the outcomes of the present study provided several implications to enhance intercultural sensitivity. Henceforth, it is necessary to use the Japanese version of intercultural sensitivity scale to actually

implement an education program, and examine what effect it would have on intercultural sensitivity.