

異文化適応の過程におけるパーソナリティの変化

—在日中国人留学生を対象に—

孫 怡*

Personality changes during acculturation adaptation: Chinese International Students in Japan

SUN Yi

要 旨

本研究では、在日留学生が日本の文化に適応していく過程のなかで、彼らのパーソナリティに変化が認められるかどうかを明らかにするために、300名の中国人留学生を対象に、来日の前後の1年間のパーソナリティについて追跡調査を行った。CloningerのTemperament and Character Inventory (TCI)を用いて、3時点での測定をおこなった（(Time1=来日1ヵ月前；Time2=来日6ヵ月後；Time3=来日1年後）。300名の中、3回の調査票に有効に回答したのは計72名（年齢=19-26歳）であった。TCIの7次元のうち新奇性追求には有意差が認められなかったものの、損害回避と報償依存、固執、自己志向、自己超越、協調性の6次元において3時点の間に有意差が見られ、留学生のパーソナリティに変化が生じたことが示唆された。そこで、TCIの各次元において見られた変化のパターンとその背景となる日中の文化差異についての考察を行った。

キーワード：留学生 パーソナリティ変化 異文化適応 TCI 縦断研究

Abstract

The study followed up 300 Chinese international students during their first year in Japan to examine whether their personality would change during the process of adaptation to a different culture. The Temperament and Character Inventory (TCI) was used as the personality measure, which was tested for three times (Time1 = one month before they came to Japan; Time2 = after they stayed in Japan for six months; Time3 = after they stayed in Japan for one year). Finally 72 participants (aged 19-26 yrs) among them effectively completed all of the three surveys. The results show that, among the seven dimensions of TCI, there were significant differences between the three times in Harm-Avoidance, Reward-Dependence, Persistence, Self-Directedness, Self-Transcendence and Cooperativeness, while no significant difference was found in Novelty-Seeking. It implicates that some changes happened on the international students' personality during their interaction with a different culture. The specific changing trends on each personality dimensions and the culture differences between Japan and China were discussed.

キーワード：留学生 パーソナリティ変化 異文化適応 TCI 縦断研究

*平成19年度生 人間発達科学専攻

Keywords : International Students, Personality Change, Acculturation Adaptation, TCI, Longitudinal Study

Introduction

Personality is defined as a dynamic and organized set of characteristics possessed by person that uniquely influences his or her cognitions, motivations, and behaviors in various situations (Ryckman, 2004). Usually personality is thought a unique and stable way that an individual reacts to outside world or inside experiences, and most personality theories are based on its static aspect. Recently, however, more and more researches pay attention to personality change, which is the concept that although personality may have some stability throughout the lifespan, some individuals may undergo substantial alteration of their characteristic patterns of adapting to their social and personal environments (Caspi & Roberts, 1999). The interaction with culture has always been regarded as an important factor for personality development (Havighurst, Kuhlen & McGuire, 1947) or personality evolution (Tuckman & Widener, 1997). For immigrants, it is found that their personality, identity and cognition will be influenced by new culture and bilingualism (Boski, et al., 1989; Ervin-Tripp, 2011). However, there are few researches addressing the personality change of international students. Although they stay in a different country for a shorter time compared to immigrants, the impact of a different culture during their adolescent period on their personality is also need to be paid attention to. Stewart (1973) reported that the personality of New Zealand international students changed after they stayed in the U.S.A. for just one year. Sun (2011) also suggested that one of the reasons for Chinese international students' maladjustment after repatriation was their personality change. Japan and China are geographical neighbors and have some common elements of Asian culture, but there are still many differences in culture between the two countries (Qi, 2002), especially under the influences of modernization and economy development (Shwalb, Nakazawa, Yamamoto & Hyun, 2004). In recent years, the high living standards and modern culture of Japan attract many Chinese young people to Japan. Considering experiences in youth period play an important role in personality development, it is assumed that the different culture experiences in Japan will impact the personality of Chinese international students.

This study attempts to examine, during the first year in Japan, whether some change will happen in the personality of Chinese international students, and to explore the changing trend using follow-up investigation.

Method

Participants

Totally 300 new arrival Chinese students from five universities in Tokyo were invited and consented to participate in the follow-up study, which lasted one year and conducted three times. All of them were recruited with the help of teachers in their institutions. However, only 72 of the participants effectively completed all of the surveys in three times, aged 19-26 years (19 males and 53 females, mean age = 21.18 years). All of the 72 ones have passed Japanese Language Proficiency Test (JLPT)-Level 2 or above, which ensured their basic communication ability in Japan to some extent. 35 of them came from Liaoning, 9 from Beijing, 8 from Shanghai, 6 from Shandong, and the left 14 from other different ten cities in China.

Procedure

A self-administered questionnaire was employed in the study. All measures were in Chinese. The questionnaires were sent to the participants by mail or given in person and were collected in the same way after one week. Each time a present (approximately 300 Yen) was given to the respondent in return for cooperation.

The first survey was carried out one month before the students came to Japan so as to get the initial data on their psychological conditions before contacting with a different culture. Participants were visited in class at their school, informed of the instructions, and asked to complete the questionnaire separately in the presence of the researcher. While, the ones could not finish questionnaires in class were allowed to do it at home but bring it back after one week when the researcher comes to make collection.

The second survey was followed up to the 300 students participated in the first survey after they stayed in Japan for 6 months, with the same questionnaire sent by mail/E-mail or given in person. However, it was difficult to contact all the participants, because some of them had changed their residences or E-mail addresses and some were unwilling to continue to participant in this study. Additionally, due to mistakes in answering, only 144 of them completed the questionnaire validly this time.

The third survey was followed up to the students participated in the second survey after they stayed in Japan for 1 year with the same questionnaire. Finally 72 of them completed the questionnaire validly.

Materials

The questionnaire included sections on socio-demographic information and personality.

Socio-demographic information.

The socio-demographic variables included age, sex, home town/city, length of stay in Japan, and Japanese language ability (score of Japanese-Language Proficiency Test and oral Japanese ability).

Personality

The Temperament and Character Inventory (TCI) (Cloninger, Svrakic & Przybeck, 1993) was adopted as the personality measure.

Temperament refers to automatic emotional responses to experience that are moderately heritable (i.e. genetic, biological) and stable throughout life. The four measured Temperament dimensions are Novelty Seeking (NS), Harm Avoidance (HA), Reward Dependence (RD), and Persistence (P).

NS was measured by its four subscales: Exploratory Excitability vs. Stoic Rigidity (NS1), Impulsiveness vs. Reflection (NS2), Extravagance vs. Reserve (NS3), and Disorderliness vs. Regimentation (NS4).

HA consists of four aspects: Anticipatory Worry & Pessimism vs. Uninhibited Optimism (HA1), Fear of Uncertainty (HA2), Shyness with Strangers (HA3), and Fatigability & Asthenia vs. Vigor (HA4).

RD consists of the following three aspects: Sentimentality vs. Tough Mindedness (RD1), Attachment vs. Detachment (RD3), and Dependence vs. Independence (RD4).

The temperament dimension of P is a single scale which describes four distinct behavior paradigms that can explain maintenance of behavior.

Character refers to self-concepts and individual differences in goals and values, which influence voluntary choices, intentions, the meaning and salience of what is experienced in life. Differences

in character are moderately influenced by sociocultural learning and mature in progressive steps throughout life. Character takes into account the psychology of the development of personality. The three measured Character dimensions are Self-Directedness (SD), Cooperativeness (C), and Self-Transcendence (ST).

SD is a higher order character trait consisting of the following five aspects: Responsibility vs. Blaming (SD1), Purposefulness vs. Lack of Goal Direction (SD2), Resourcefulness vs. Inertia (SD3), Self-Acceptance vs. Self-Striving (SD4), and Congruent Second Nature vs. Bad Habits (SD5).

ST includes Creative Self-Forgetfulness vs. Self-Conscious Experience (ST1), Transpersonal Identification vs. Personal Identification (ST2), and Spiritual Acceptance vs. Rational Materialism (ST3).

The dimension of C consists of Social Acceptance vs. Social Intolerance (C1), Empathy vs. Social Disinterest (C2), Helpfulness vs. Unhelpfulness (C3), Compassion vs. Revengefulness (C4), and Pure Hearted Principles vs. Self-Serving Advantage (C5).

The used TCI-55 short version in the study was modified according to the TCI-144 standardized Chinese version and the TCI-125 original English version. The 55 items were rated on a 4-point scale ranging from 1 (*not at all true*) to 4 (*completely true*). Each dimension was composed of several related items, and the score of the dimension was the sum of these items. The Cronbach' α was .83, .72, .81, .73, .85, .82 and .89 respectively for HA, NS, RD, P, SD, ST and C.

Result

Changes in personality during the first year in Japan

Paired T-test was conducted to compare the means of seven dimensions of TCI between the three times (see Table 1). The result shows that there were significant differences between the three times in HA, RD, P, SD, ST and C. After the subjects stayed in Japan for 6 months, their HA and RD became higher than they in China, while their P, SD, ST and C became lower than before. After 1 year, however, SD and ST increased to the level with no significant difference with Time1; HA, P and C had some rebound but still significantly different with Time1; while the score on RD kept the trend of increasing, but no significant difference with Time2. This suggests that some changes happened in their personality during their first year in Japan, especially during the first six months. Figure 1 gives a clearer picture about the changes.

Table 1

Mean differences between the three times of TCI 7 dimensions (N = 72)

	HA	NS	RD	P	SD	ST	C
Time1	17.51 a	26.01	20.24 a	9.19 a	24.74 a	13.64 a	30.72 a
Time2	18.59 b ^{**}	25.92	21.47 b ^{**}	8.31 b ^{**}	23.46 b [*]	12.67 b [*]	28.94 b ^{**}
Time3	18.32 b [*]	25.65	22.46 b ^{**}	8.44 b ^{**}	24.19	12.72	29.88 b [*]

There's significant difference between a and b, ^{**} $p < .01$, ^{*} $p < .05$

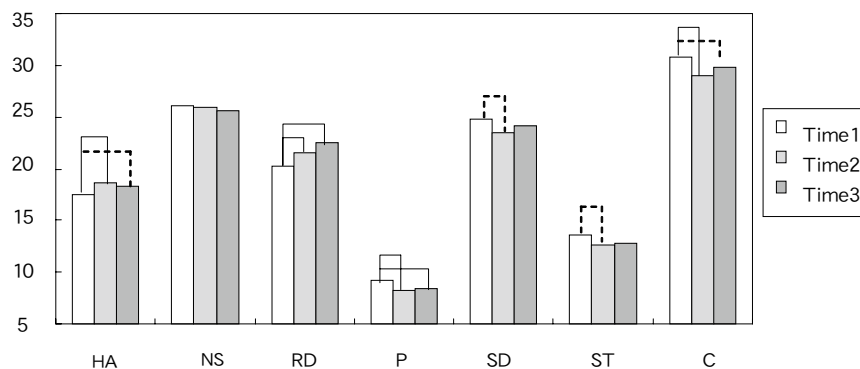


Figure 1. Changes in the seven dimensions of TCI during the first year in Japan.

Solid line: $p < .01$; dotted line: $p < .05$.

Discussion

Changes in Temperament and Character

Through a short longitudinal investigation, the study found that during the first year in Japan, some changes happened in personality of the Chinese international students.

In detailed terms, the students' HA increased at Time2 (after staying in Japan for 6 months), and rebounded a little at Time3 (after 1 year) but still higher than Time1 (before coming to Japan). According to the TCI theory, individuals with high HA tend to be cautious, careful, tense, apprehensive, nervous, timid, doubtful, discouraged, insecure, passive, negativistic, or pessimistic. It is understandable that in a new culture and environment, the overwhelming unclear or unknown things might increase individuals' worry, fear, shyness and consume more energy to make them feel tired than before. However, the decreasing trend of HA from Time2 to Time3 suggests that HA might decrease after a longer stay, with familiar with the new environment and more information available.

RD kept increasing from Time1, Time2 to Time3. It suggests the Chinese international students in Japan became more sentimental, dedicated, attached, dependent and warmer than they in China. Perhaps it comes from the influence of Japanese culture. In Japanese society, people always stress 'consideration for others' feelings' or 'delicate attention to situations'. Japanese people are characterized as sensitive, dedicating as well as less independent (Nakayama, 2004). And Yamaguchi (1994) described Japanese collectivism as 'expectation of rewards and punishments from the ingroup'. However, to some extent, Chinese are more independent than Japanese. Moreover, Chinese people value the family based on blood relationship, whereas Japanese people value public organizations more than private families (Yamamoto, 2007). So under such an environment, which highly stress the relationships with others (not only family members or friends), it is possible that the international students turned to more sensitive, dedicated, attached, and dependent to adapt to the culture.

Persistence of the students became lower than before they came to Japan. It suggests that their eagerness of effort, hardness, ambition and perfectionistic preservation in response to anticipated reward decreased during the first year in Japan. When faced with frustration, criticism, obstacles, and fatigue, they tended to give up more easily than before. Perhaps unpredicted stresses in a new culture and in independent life weakened their eagerness and ambition. Another explanation is that the realistic life pushes them learn to accept imperfect things and to be satisfied with current accomplishments more easily.

Individuals with high SD are described as mature, strong, responsible, purposeful, resourceful, and self-accepted. In contrast, those with low SD are immature, weak, fragile, blaming, ineffective, irresponsible, and poorly integrated. The decrease in SD at the first period (from Time1 to Time2) is considered to be understandable. When coming to a new country, Uncertain things might make new arrivals lost in self, culture shock might cause them lose direction, and difficulties met with in a new society might weaken one's self-efficacy. However, the rebound from Time2 to Time3 suggests that individuals' SD will recover with the regain of resources and adjustment to the new culture.

The decrease in ST from Time1 to Time2 suggests that individuals become more impatient, unimaginative, self-aware, materialistic and unfulfilled during the first half year in Japan. Through additional interview of some participants, we know that when in China most of the students live with parents and do not need to worry about their life. Whereas when leaving parents and living independently in overseas, they have to face a lot of realistic problems in life. Perhaps it is that makes them more rational, objective, and materialistic. But at Time3, the ST rebounded to the level that has no significant difference with Time1 implicates that the change in ST might be temporary but not in nature.

Cooperativeness decreased during the first year. It wasn't predicted that the cooperativeness tendency would come down in such a society that highly values cooperative interpersonal relationship. Perhaps faced with too many different values at once in a new culture, individuals might feel difficult to accept them at beginning. Moreover, most of the Chinese in Japan reported that they had experienced discrimination at different degrees (Sun, 2004), which also might decrease their cooperativeness. On the other hand, through interview with some subjects, it is found that most of the Chinese students were at private expense, and they had to do part-time job to survive in Japanese society, where the expense is much higher than they in China, so most of them were living a busy life filled by study and part-time job. High stresses without enough resource in psychology and lack of communication with others may also cause the decrease of Cooperativeness. Finally, the hardness in economy will limit their ability to help others or consider for more people around. However, an increasing trend for Cooperativeness can be seen from Time2 to Time3, which implicates that the Cooperativeness might rebound after a longer stay, with their settling down in the new society, learning more about the Japanese culture, and gaining more resource in material and psychology.

From a whole view, we can see significant changes happened on participants' temperaments and characters during the first half year. While during the next half year, some changing trends became weak, or even rebounded to the former level. It confirmed the findings of previous researches that the first several months were the most unsteady period for students studying abroad (Inoue, 1997). However, the changes on HA, RD, P and C remained after one year. Perhaps it is a result of adaptation to the new culture and environment. Thus, whether the change in personality for adaptation is temporary or in nature, it is necessary to follow up for a longer time. Furthermore, whether the changes occurred during adaptation to host culture will reversely influence their repatriation adjustment, it should be another interesting research in the future to explore personality evolution during the interaction with culture.

Reference

- Boski, P., Callan, V. J., Callois, C., Mills-Evers, T., Rosenthal, D. A., Thomas, D. R., et al. (1989). Cultural identity. In D. M. Keats, D. Munro & L. Mann (Eds.), *Heterogeneity in cross-cultural psychology: Selected papers from the Ninth International Conference of the International Association for Cross-Cultural Psychology held at Newcastle, Australia* (pp. 124-231). Lisse, Netherlands: Swets &

- Zeitlinger Publishers.
- Caspi, A. & Roberts, B. W. (1999). Personality change and continuity across the life course. In L. A. Pervin & O. P. John (Eds.), *Handbook of Personality Theory and Research* (Vol. 2, pp. 300 - 326). New York: Guilford Press.
- Cloninger, C. R., Svrakic, D. M., & Przybeck, T. R. (1993). A psychobiological model of temperament and character. *Archives of General Psychiatry*, 50, 975-990.
- Cloninger, C. R., Przybeck, T. R., Svrakic, D. M., & Wetzel, R. D. (1994). *The Temperament and Character Inventory (TCI): A Guide to its development and use*. St. Louis, Missouri: Washington University, Center for Psychobiology of Personality.
- Ervin-Tripp, S. (2011). Advances in the study of bilingualism: A personal view. In V. Cook & B. Bassetti (Eds.), *Language and bilingual cognition* (pp. 219-228). New York, NY, US: Psychology Press.
- Gendlin, E. T. (1964). A Theory of Personality Change. In P. Worchel & D. Byrne (Eds.), *Personality Change* (pp. 100-148). New York: John Wiley.
- Havighurst, R. J., Kuhlen, R. G., & McGuire, C (1947). Personality development. *Review of Educational Research*, 17, 333-344.
- Inoue, T., & Ito, T. (1997). Acculturation attitudes and mental health of international students in their first year. *The Japanese Journal of Psychology*, 68(4), 298-304.
- Qi, H. (2002). A study of the social and cultural differences between Japan and China and the problems of intercultural communication. *Journal of the Society for General Academic and Cultural Research* (Asia University), 2, 27-46.
- Nakayama, O. (2004). *Nihonjin no kabe* [The wall of Japanese]. Tokyo, Japan: Yosensha.
- Ryckman, R. (2004). *Theories of Personality*. Belmont, CA: Thomson/Wadsworth.
- Shwalb, D. W., Nakazawa, J., Yamamoto, T., & Hyun, J. H. (2004). Fathering in Japanese, Chinese, and Korean Cultures: A Review of the Research Literature. In M. E. Lamb (Ed.), *The role of the father in child development* (pp. 146-181). Hoboken, NJ, US: John Wiley & Sons Inc.
- Stewart, R. A. (1973). Personality change: The effects on New Zealand adolescents of a scholarship exchange year in the U.S.A. *Journal of Psychological Researches*, 17(1), 28-46.
- Sun, C. (2004). Chinese international students' view of Japan. *Nagoya University, Graduate School of Languages & Cultures, Multicultural Studies*, 4, 217 - 230.
- Sun, Y. (2011). The Subjective and Objective Factors of Repatriation Maladjustment. *China Journal of Health Psychology*. (in press)
- Tuckman, A. & Widener U. (1997). Personal evolution: Change, development, and psychotherapy. *Dissertation Abstracts International: Section B: The Sciences and Engineering*, 58(1-B), p. 0431.
- Yamaguchi, S. (1994). Collectivism among the Japanese: A perspective from the self. In U. Kim, H. C. Triandis, C. Kagitcibasi, S-C. Choi, & G. Yoon (Eds.), *Individualism and collectivism: Theory, method and applications* (pp. 175-188). Thousand Oaks, CA: Sage.
- Yamamoto, C. (2007). *Taka no hito, ryu no hito, sakura no hito* [Eagle people, Dragon people and Sakura people]. Tokyo, Japan: Shueisha.