

外国語要旨

学位論文題目 Career choices of Chinese international students in Japanese language schools using their career decision-making self-efficacy: Focusing on Japanese language teachers' career support

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Some international students go on to universities in Japan from Japanese language schools. Most of them are Chinese, and some of them do not know why they are studying at universities and how to plan for their future career. This research focused on career support, their career decision-making self-efficacy, and their career explanations.

Chapter 1 explained the social situation in China and investigated why young people born in the 1980's and 1990's go to Japan to study. The results showed that this was caused by the reform in the Chinese higher education system, the difficulty of finding employment in China, and parents' advice based on their educational values.

Chapter 2 explained the situation that Chinese international students in Japanese language schools encounter and their problems. In addition, research on social support was reviewed. The results showed that they had problems concerning their career path which is different from Chinese international students in universities in Japan.

Chapter 3 reviewed theories about self-efficacy. Also the chapter reviewed research on career decision-making self-efficacy and related primary factors; career indecision and time perspective. In addition, the chapter reviewed research on social support and their effect on career decision-making self-efficacy of Japanese students and Chinese students. These educational interventions were deemed effective.

Chapter 4 described study 1. The purpose of this study was to examine the resources of career support utilized by Chinese international students in Japanese language schools and the image of ideal Japanese language teachers. This data was collected through interviews. The results showed their resources of career support were Japanese and Chinese people. The Japanese were mainly Japanese language teachers. Furthermore, the image of the ideal Japanese language teacher could be categorized as "mental helping professional", "asset", and "expert."

Chapter 5 described study 2. The purpose of this study was to examine the structure of career decision-making self-efficacy of Chinese international students in Japanese language schools and career support by factor analysis and the influences of career support on their career decision-making self-efficacy by multiple regression analysis. By factor analysis, career decision-making self-efficacy was divided into "future designing", "information gathering", "goal selection", and "accomplishment of plan." Career support was divided into "mental and directive support",

“subsidiary informational support”, “basic informational support”, and “offered opportunity support.” Furthermore, multiple regression analysis was employed to examine career support influence on career decision-making self-efficacy. The results showed “mental and directive support”, clarity for one’s future job, and Japanese ability had significant influences on their career decision-making self-efficacy.

Chapter 6 described study 3. This study examined the structure of career explanations by factor analysis and Pearson's correlation coefficient between career decision-making self-efficacy and career explanations. By factor analysis, career explanations were divided into “environment explanation” and “self- explanation.” Also, there were correlations between “future designing” and “environment explanation”, and “accomplishment of plan” and “environment explanation.”

Chapter 7 described study 4. This study observed the effects of the program based on “mental and directive support” on Chinese international students in Japanese language schools by analysis of variance. After the program, the participating group’s mean values were significantly higher than the non-participating group’s in “self- explanation”. In addition, this study clarified what the participating group learned from the program itself. Their learning could be categorized as “gaining a new viewpoint” and “making a target base.”

Chapter 8 discussed a general overview focused on Chinese international students in Japanese language schools’ attitudes toward work and Japanese ability. This paper suggests that in order to help Chinese international students in Japanese language schools identify suitable career paths, it is important to focus on career decision-making self-efficacy and give appropriate career support. Limitations and future research were also discussed.