

## Abstract

### Self-awareness regarding Application of Cross-cultural Experience among Returnee Students and Related Factors - Focusing on reception provisions -

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The purpose of this study is to empirically examine what returnee children of middle and high school ages think of their cross-cultural experiences and what is their thinking regarding applying those characteristics. In part I, Theory Section (chapters 1 to 5), the history of Japanese business representatives and their families living in overseas countries is overviewed, focusing on what has been changing, in terms, especially, of children's education. In part II, Empirical Study Section (chapters 6 to 10), the characteristics thoughts of returnees on what they had gained through cross-cultural experience were identified and their thinking regarding the application of those characteristics was investigated by a survey targeting such students. In analyzing the data, attention was paid to the reception provision with which the students were received on returning to Japan, from a community psychology perspective.

In Chapter 1 of Theoretical Study Section, the historical background of Japanese business representatives living in overseas countries for certain periods of time with families, that subsequently generated 'returnees' children, was reviewed, describing findings such as the number of Japanese nationals living overseas on long-term bases increased 3.5 times in 30 years since 1980s and the top countries of residence have shifted from North America to Asia since 2006.

In Chapter 2, situations of Japanese children learning in foreign countries were reviewed, describing findings such as the number of children learning overseas increased 10 times since 1971 to the present day; the top countries with large numbers of Japanese children have also shifted from North America to Asia, and Japanese Schools and Japanese Supplementary Schools are falling out of favor, with increasing numbers of children going to local schools and Japanese-run cram schools ('Juku'), globally.

In Chapter 3, reception provisions for returnee children to schools in Japan are reviewed, taking changes of the children's social and economical situation into consideration. It laid out the findings including that there are 3 types of classes where returnees would be received; (1) all returnees' class, (2) provisional mixed class aiming to be fully integrated and (3) ordinary class, and although about 90% in primary and 60% in middle school age children went back to public schools, only a small number of these has any special provision for returnees.

In Chapter 4, the history of academic studies with regard to returnees was reviewed along with studies regarding adaptation and identity-forming of such children, development of characteristics of such

children, education for promoting international understanding and a new trend of seeing returnees as a 'global human resource', discussing the necessity of empirical study supporting the trend.

In Chapter 5, theories contributing to the analytical framework of this present study were described, including Bronfenbrenner's 'Ecological Systems Theory of Development' in community psychology, 'Developmental Stages' described by Erikson and Sullivan, 'Group Pressure Studies' by Asch, 'Hidden Curriculum' theory by Jackson and others, Social 'Learning Theory' by Bandura and Krumboltz.

In the Empirical Study Section from Chapter 6, a questionnaire survey for returnees in middle schools was used to investigate their impression on classes in which they were placed after coming back to Japan. A factor analysis identified 7 factors regarding their impression on receiving classes that were 'relationships with friends', 'competence to handle', 'happiness, comfortable feeling', 'positive involvement', 'free self-expression', 'positive application of experience overseas' and 'recognition from teacher and friend'. Among these factors, 'positive application of overseas experience' aroused the least interest among the students surveyed, suggesting that they feel happy and comfortable in the classes regardless of their cross-cultural experiences.

In Chapter 7, a questionnaire survey for returnees in high schools was used to analyze characteristics of strengths the returnees thought they had gained from their cross-cultural experiences. A factor analysis yielded 6 factors that were 'attitude as an international person', 'foreign language competency', 'interpersonal skill', 'international knowledge and experience', 'self-expression capability', 'awareness as a Japanese'. The correlation with the attributes showed that a returnee who has higher awareness of the characteristics are those who returned relatively recently and started going to a school with special provision for returnees, and had stayed in English speaking countries for a relatively long time and gone to a local school. It was also observed that greater the support a returnee gets from family or school, the higher the points of characteristics factors become.

In Chapter 8, self-awareness in applying cross-cultural experience among the returnees in high schools and its related factors were examined. Five factors were extracted by a factor analysis that they think they would apply their experience for, that were 'career and social contribution', 'contribution to school', 'integration', 'non-application' and 'privilege'. It was suggested that more affirmation they felt as being a person who is learning/who has experience of learning in a foreign country, more positive awareness they have in applying cross-cultural experience.

In Chapter 9, intention for future career among the returnees of high school ages was analyzed with 3 factors extracted; that were 'international career', 'domestic career' and 'either'. An examination into correlation between 6 factors of gained strengths from foreign experience and career factors revealed that those returnees who has greater awareness of having obtained strengths that directly lead to career choices, such as

'foreign language competency' and 'international knowledge and experience' have also greater intention of having an 'international career'.

In Chapter 10, discussion was made on the findings in each chapter, referring to previous studies and theories. The study suggests that it seems difficult for middle school age returnees to positively apply cross-cultural experience in school due to the peer pressure and the 'hidden curriculum', however, returnees in high school ages have self-awareness of what they have gained from cross-cultural experience and are trying to use the experience in various ways. The significance of the present study is that it has demonstrated the awareness towards cross-cultural experience and motivation for using the experience increase if a returnee is provided support from family and school when returning to Japan, and if he/she has affirmative feeling for their experience, while in overseas or after returning to Japan. This finding raises a question on the government policy that has decided 'educational special provision for returnees is no longer needed'. Meanwhile it is also important that returnees are to engage in all systems in the community from 'their side' and the applications of cross-cultural experiences by returnees have the potential to change the Japanese education system and the society as a whole to a more multicultural and symbiotic society. In this accelerating trend of globalization, to understand returnees as individuals who have the potential to become democratic cosmopolitans, and clearly unlike those who go and study abroad 'strategically' by their own choice, suggests one direction in defining 'global human resource' in Japanese society.