学 位 論 文 の 要 旨

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1　論　文　題　目

Academic Culture Shock of Turkish International Students During Cross-Cultural Transition to Japan

2　論　文　の　要　旨

Purpose. The purpose of this research is to explore the academic and cross-cultural adjustment experiences and cross-cultural social skills of Turkish graduate students in Japan to generate a substantive theory of how Turkish graduate students adjusted to the Japanese academic and cultural contexts.

Background. Although Turkish international students go through similar academic adjustment and cross-cultural adjustment processes those other international students do, they demonstrate distinct cultural traits regarding individualistic and collectivistic values. Although this cultural profile shows an interesting case, there are few studies available in the accessible psychology literature that investigated the academic adjustment and cross-cultural adjustment of Turkish international students. In addition, there is no other available research that investigates academic culture shock and academic adjustment and cross-cultural adjustment experiences of Turkish graduate students in Japan in the accessible psychology literature. Also, there is no available research that investigates the social skills of Turkish students in Japan. In other words, research on Turkish students in a Japanese intercultural context are very limited. Understanding these students' adjustment issues is important to interpret their unique difficulties in a new academic setting and culture, and to offer support for improved adjustment to both the academic and social context.

Methods. Data were collected through semi-structured interviews with 20 participants (ages 25–37) who were either in graduate education or had already obtained a degree from a graduate institution in Japan. Therefore, two individual studies were conducted to investigate the participants' academic adjustment (Study 1) and cross-cultural adjustment (Study 2). Grounded theory was followed as a research method for each study. In Study 1 and Study 2, a grounded theory design was followed to guide the collecting and coding of interview data to identify emerging categories and generate substantive theories. Additionally, the data from Study 1 and Study 2 are combined and treated as one data set (Study 3) to explore the cross-cultural social skills of these participants to examine if and how they maintain, avoid, or obtain various social skills in Japan. Steps for qualitative research were followed to analyze the data set, and the participants' cross-cultural social skills were identified.

Results. Study 1 study aims to explore, identify, and theorize academic adjustment processes experienced by Turkish graduate students in Japan. Semi-structured interviews were chosen for data collection method, and 20 participants (25-37 years) participated in the study. Grounded theory was followed as the research method. The analysis suggested a grounded theory of *academic culture Shock experiences during adjustment to Japanese academic system*. The explanatory model comprises nine categories: (1) prior academic experiences and pre-arrival notion of Japanese academic system, (2) academic experiences at Japanese universities, (3) development of a learning mode as an essential graduate skill, (4) academic gains, (5) academic context, (6) academic conditions that influence academic transition, (7) academic conditions that toughen academic transition, (8) interpersonal conditions that influence academic adjustment, and (9) and tackling approaches to difficulties during adjustment process.

Implications were derived from the theory to promote graduate skills essential to Japanese graduate education, which significantly influenced the academic adjustment of Turkish participants. The results revealed that Turkish students in Japan experienced difficulties and faced academic culture shock when they encountered the Japanese supervision practices, which the participants stated as one of the most significant differences between the Turkish and the Japanese academic system. They described the Japanese supervision practices as passive, and some stated that they expected active guidance such as providing knowledge on a certain topic or teaching research methodology. Some students had problems understanding if it was the cultural difference in the supervision style or the neglect of their supervisors. I observed that difficulties in understanding the Japanese academic system resulted in frustration and wrong attribution to the attitudes of supervisors leading to academic culture shock. In addition, students with lower levels of autonomous learning skills who expected more guidance and feedback had experienced a decrease in motivation and an increase in stress levels leading to adjustment strain to the Japanese academic system. Conversely, students with higher levels of autonomous learning skills or students who realized the Japanese academic system require autonomous learning experienced lower levels of academic culture shock and adjusted more quickly to the system. To sum up, the results suggested that due to the cultural differences in educational background, which led to academic culture shock, students experienced difficulties during their transition to Japanese academic system. Recommendations were generated to reduce academic stress, facilitate academic self-reliance, and develop graduate skills essential to Japanese academic culture. Study 2 aims to explore, identify, and theorize cross-cultural adjustment processes experienced by Turkish graduate students in Japan. Data were collected via semi-structured interviews, and 20 participants (ages 25–37) answered the questions. Grounded theory was followed as the research method, and the analysis suggested a grounded theory of *dynamics of transitioning to Japanese culture*. The explanatory model comprises nine categories: (1) culturally centered expectations, (2) interpersonal experiences in socialization, (3) intervening conditions that promote adjustment, (4) transitional conditions that toughen adjustment, (5) interpersonal conditions that influence adjustment, (6) sociocultural context, (7) skills for interpersonal relationships and culture-specific behaviors, (8) resolution strategies for difficulties during adjustment process, and (9) relational outcomes. I observed that participants had interpersonal expectations based on their past experiences in their native culture but acquired behaviors specific to Japanese culture or avoided certain behaviors specific to Turkish culture. Moreover, their initial interpersonal strategies mostly failed during their transition to Japanese interpersonal relationships, and participants subsequently reduced their effort to form new friendships, with withdrawal suggesting an impaired transition to Japanese interpersonal processes from a Turkish cultural perspective. However, many students eventually adjusted the way they related to others to a more Japanese style, which was not necessarily a negative outcome. Thus, I distinguish between expectations (i.e., forming close relationships) and outcome (i.e., adjusting to Japanese interpersonal relations) to clarify the distinction between adjustment and well-being. Study 3 aims to explore and identify cross-cultural social skills of Turkish students in Japan. The analysis revealed that Turkish students tend to use different types of social skills in different settings, which are labeled "social skills specific to the academic culture in Japan" and "culture-specific social skills." Additionally, the cross-cultural social skills of Turkish students are classified in respect of their use (i.e., acquired skills, avoided skills, and maintained skills) based on previous research on social skills of international students in Japan.

Conclusions. The purpose of this research was to explore the adjustment experiences of Turkish graduate students in Japan and help facilitate the adjustment while reducing the difficulties and challenges. The conclusions drawn from the data analyses reveal both negative and positive experiences of the participants as international students in graduate schools. Most students appeared fulfilled with the overall quality of their graduate programs. The present research corroborates some of the results of the previous studies, and it may also provide new perspectives on those results to better understand the crucial factors that influence the adjustment of Turkish graduate students in Japan.

（注）　2,000 字程度にまとめること。