

科学研究費助成事業 研究成果報告書

令和 2 年 7 月 15 日現在

機関番号：23901
 研究種目：挑戦的萌芽研究
 研究期間：2016～2019
 課題番号：16K13556
 研究課題名(和文) Mental Health Needs and Support for Multicultural/International Adolescents in Japan
 研究課題名(英文) Mental Health Needs and Support for Multicultural/International Adolescents in Japan
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 交付決定額(研究期間全体)：(直接経費) 1,500,000円

研究成果の概要(和文)：この研究は2つの部分から構成される。最初に、インターナショナルスクールに通う80人の中高生徒を対象に、心配していることの種類についてのアンケート調査を実施した。結果は限定的だが、自分の心身の健康について深く心配している生徒がいることが示された。研究の第2部では、学校に対し生徒へのメンタルヘルスと心理的危機に関する取り組みについての調査を行った。学校によって取り組んでいるサポートはさまざまであり、一部の学校は財政的、地理的、および言語的な障壁に直面している事が判明した。

研究成果の学術的意義や社会的意義

The findings highlight the need for schools to gather information from students about their emotional wellbeing and the importance of mental health literacy and targeted prevention programs, diversity-sensitive mental health provision, and relationships with mental health professionals.

研究成果の概要(英文)：This exploratory study consisted of two parts. In the first, 80 secondary students attending an international school completed a questionnaire about the types of things they worry about. The results, although limited, indicate that there are some students who worry deeply about their own physical and emotional wellbeing. In the second part of the study, schools were invited to answer a survey about their mental health and psychological crisis provision. Schools appear to vary in the support they provide, with some schools being challenged by financial, geographical, and linguistic barriers.

研究分野：Educational Psychology

キーワード：multicultural youth psychological crisis international schools mental health emotional wellbeing diversity interventions student support staff

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様式 C - 19、F - 19 - 1、Z - 19 (共通)

1. 研究開始当初の背景

Because of the prevalence of mental health problems in children and young people and because of the amount of time they spend in school, the role of the school in supporting families in navigating psychosocial support has come to be seen as essential in recent years. In the case of families with diverse linguistic and cultural backgrounds, the school may be a particularly important resource for psychosocial support, both in terms of provision available at the school and through the school acting as a liaison to mental health professionals and others in the local or wider community. The importance of this role may also be critical in international schools or other schools with large numbers of multicultural students as a number of families may be relatively new to the country and therefore not yet steeped in the language and culture, and perhaps not aware of options regarding psychosocial support in the local community.

Little is known about issues related to the mental health of culturally-diverse students attending Japanese schools or regarding students attending other types of schools, such as international schools or heritage language schools. This dearth of information about the emotional wellbeing of culturally diverse children and youth in Japan is significant in that it has ramifications for our ability to prepare and deliver diversity-sensitive support in schools and the wider community. This is perhaps particularly relevant to international schools as student support staff tend to come from outside Japan and may, therefore, lack knowledge of the mental health support system in their local communities and may experience cultural and linguistic barriers in referring students to mental health professionals outside the school (Inman, 2009).

2. 研究の目的

The study described here is an exploratory, qualitative investigation of mental health needs and support in international schools in Japan. The first phase of the research focuses on the types of issues a group of secondary school students at an international school in an urban area in Japan are most worried about. The first aim of this part of the study was to gain a sense of trends in one international school in order to compare the results with those of a similar study carried out in 2006 by Tokyo English Lifeline (TELL) of Tokyo area international schools in (TELL, 2008). The second aim was to use the findings to inform the next part of the research, an investigation of mental health provision and psychological crisis planning at international schools in Japan, specifically focusing on:

1. What policies, organizational structure, curriculum, support systems, and professional development do schools have in place to promote student emotional wellbeing and provide support for their mental health?
2. What plans do schools have in place to prevent and respond to psychological crises, such as suicide, abuse, trauma, bullying, and natural disasters?
3. What relationships do schools have with mental health professionals and organizations in their local communities?

3. 研究の方法

In the first part of this research, with permission from school leadership, middle school and high school students at one international school were invited to answer a questionnaire about the types of things they may worry about. To participate, written informed consent was obtained from both parents/guardians and students.

50 Middle School students from grades 6, 7, 8, and 9 answered the questionnaire. Of these students, 33 were female and 17 were male. 13 students were Japanese, 12 students were mixed-heritage Japanese, and 25 students identified themselves as international. 30 High School students from grades 10, 11, and 12 answered the questionnaire. Of these students, 17 were female and 13 were male. 9 students were Japanese, 8 students were mixed-heritage Japanese, and 13 students identified themselves as international.

The questionnaire, adapted from an instrument developed by the Tokyo English Lifeline in 2006, asked students forced choice and open-ended questions. In Part One of the questionnaire, students indicated on a five point Likert scale how often they worry

about 38 issues, including academic success, the future, cyberbullying, relationships, family problems, sexual orientation, body image, cultural identity, gender identity, depression, eating concerns, anxiety, self-esteem and suicide. In Part Two, students answered the questions: 'What are your biggest worries at the moment?', 'What causes you the most stress?' and 'Are there any issues you would find hard talking to your teacher, parents or school counselor about?'

The TELL questionnaire was updated and expanded to include ten additional items, including cyberbullying, social media pressures, sleep problems, and mental illness. For each question, students were asked to choose one of the following responses: (1) Never; (2) Not Often; (3) Sometimes; (4) Frequently; and (5) Always.

In the second part of the study, heads of schools at the 27 Japan Council of International Schools were invited to give permission for an administrator or a student support staff member to answer an online survey about mental health provision and psychological crisis planning in their school. The questionnaire was developed from existing instruments (Annandale et al, 2011; Patalay et al, 2017) and included 63 Likert-style questions and 15 open-ended questions. The survey was online, and used the Qualtrics platform.

4. 研究成果

In analyzing data for the student responses, to maintain consistency with the TELL 2006 study, answers of (3) 'Sometimes', (4) 'Frequently', and (5) 'Always' were grouped as "worried".

Findings from the first part of the research:

Finding 1: Students were most worried about the future and academic issues

As was the case in the TELL study, students reported that they are most worried about the future and academic concerns, followed by relationships with friends, body image, romantic relationships, appearance, and family problems. This result is very similar to findings from research with adolescents in Japan (Japanese Cabinet White Paper on Children and Youth, 2015) and other countries (Vassallo and Swami, 2019), and has implications both for students' learning and for their physical and emotional wellbeing (Pascoe et al, 2020).

Finding 2: Female students were more worried than male students

Female students worried more than their male peers about a number of items, which is also in line with the TELL study (2008) and other research. Deserving particular attention is that 46% of female students were worried about 'Depression' and 42% about 'Anxiety', which is consistent with research reporting gender differences related to psychological distress, anxiety and depression, with girls having a greater tendency to develop cognitive vulnerabilities, such as rumination (Jose and Brown, 2008).

Finding 3: High school students were more worried than middle school students

High school students being more worried than middle school students is also consistent with the TELL study (TELL, 2008) and with research finding that older adolescents have higher rates of worry and of mental health issues than younger adolescents (McCarthy et al, 2011).

Finding 4: Some students were very concerned about issues related to physical and emotional wellbeing

Consistent with the TELL study (2008), a number of students are worried, some deeply, about aspects of their physical and mental health. 37% of all students reported worrying about 'Anxiety', and of those 13% responded that they *always* worry about this issue. 43% of students worry about 'Sleep', 38% about 'Depression', 41% about 'Self-esteem', 25% about 'Eating Disorders', 24% about 'Mental Illness', 21% about 'Emotional Abuse', 12% about 'Suicide', and 15% about 'Self-harm'. In addition, in response to open-ended item 3, 'What issues, if any, would you find it hard to

talk to your teachers, parents, or school counselor about?’ students most often described issues which were personal in nature, such as anxiety, depression, suicide, financial concerns, family problems, and concerns about coming out as LGBTQ+.

Finding 5: Unlike the 2006 TELL study, there were some differences regarding what students from different backgrounds worried about

Mixed-Heritage Japanese’ students were generally more worried than ‘Japanese’ and ‘International’ students about ‘Money’, ‘Family Problems’, ‘Sleep Problems’, ‘Self-harm’, ‘Suicide’, ‘Sexual Orientation’, and ‘Gender Identity’. The differences between the three groups draws attention to the possible role that lived experience might play in student worries and to the need to provide culturally-sensitive, targeted support to students from different backgrounds.

Findings from the second part of the research:

This is an ongoing investigation, and preliminary results indicate that there is variation in the mental health support schools currently provide their communities. A few schools report having an extensive range of services available to support student mental health and emotional wellbeing, while other schools describe being challenged by financial, geographical, and linguistic barriers. Almost all schools report struggling, to varying degrees, with developing relationships with community mental health providers. Most schools reported that they do not regularly gather information about student mental health. A majority of schools report that they do not have a school counselor, and have little or nothing in place in regard to programs for mental health literacy, diversity awareness, and suicide awareness or prevention. Just under half of schools described having little or no LGBTQ+ & Allies support or anti-bullying program in place at present.

The final stage of this research, interviews with student support staff at international schools, was delayed due to concerns about COVID-19. Interviews will be held during July and August 2020.

The findings, although very limited due to the size and exploratory nature of this study, point to the importance of schools regularly gathering information from students about their worries and concerns and to the value of incorporating age-appropriate, culturally-sensitive mental health literacy programs into the curriculum. The findings also highlight a need for schools to have in place evidence-based programs for early, targeted prevention (van Loon et al, 2020; Werner-Seidler et al, 2017) and diversity-sensitive mental health provision, along with strong ties with specialist mental health support in the wider community. Larger scale and more in-depth research is needed regarding the mental health of culturally-diverse youth and the availability of psychosocial support in schools and the wider community.

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掲載論文のDOI（デジタルオブジェクト識別子） なし	査読の有無 無
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〔図書〕 計0件

〔産業財産権〕

〔その他〕

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6. 研究組織

	氏名 (ローマ字氏名) (研究者番号)	所属研究機関・部局・職 (機関番号)	備考
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