

It is when we begin to narrow our focus of what motivation is and isn't through the study of very discrete behaviors that we begin to see some recognizable characteristics emerge.

This paper attempts to explore one of these discrete areas of behavior, the acquisition of a second or foreign language and the motivational characteristics of the learners of that language. More specifically, this study looks at Japanese learners of English in Japan at the university and senmon gakko level.

Previous Studies

Motivation has been identified as "the learner's orientation with regard to the goal of learning a second language" (Crookes and Schmidt, 1991 cited in Norris-Holt, 2001).

The idea is that students are successful at learning a target language when they like the target culture, like the people who speak the language and have a desire to integrate, to some extent, into the society where the target language is used (Falk, 1978 cited in Norris-Holt).

In an EFL context, such as the one in the current study, "integrative" can be difficult conceptually and in a real world sense to understand from perspective of the L2 language learner. It may simply be the desire of the EFL learner to become bilingual and also bicultural. In Japan opportunities to use the target language are quite restricted and opportunities to become a part of a target language community are limited (Benson, 1991 cited in Norris-Holt).

Gardner and Lambert (1959, cited in Hashimoto, 2002) have influenced L2 motivation studies and were responsible for looking at the differences between two types of motivation, integrative and instrumental.

Integrative motivation is characterized as having positive attributes toward the target language group and a desire to integrate into the target language community. Instrumental motivation, on the other hand, has far more practical orientations such as getting a job, getting a better job, gaining social recognition or graduating from an educational institution (Gardner and Lambert, cited in Hashimoto).

Clearly our everyday lives consist of both types of motivation (and possibly other types also) and both are necessary to some degree or another for the successful attainment of goals and desires. Integrative motivation has been found to promote the sustainability and success of learning a second language (Taylor, Maynard and Rheault, 1977; Ellis, 1997; Crookes et al, 1991 cited in Norris-Holt).

While integrative motivation has often been linked to success in second language acquisition, instrumental motivation has only found support in some research. One of these areas where instrumental motivation can help the second language learner is in the context where the learner has little opportunity to access the target language or culture (Norris-Holt). This is the situation in Japan. In a study by Berwick and Ross (1989) Japanese university students, “were found to possess instrumental motivation, with the underlying reason for studying English being the entrance exam requirements for university. Typically, upon entrance to the desired establishment, the student’s interest to continue study declined” (Berwick and Ross, cited in Norris-Holt).

The distribution of motivational factors into instrumental and integrative, originally proposed by Gardner and Lambert, has had a strong influence on studies in L2 motivation. “Although it is clear that Gardner’s theory has made a large contribution to this area, many studies calling for a reconceptualization of motivation have emerged”(Baker and Macintyre, 2000, as cited in Hashimoto). In Gardner’s original model instrumental motivation is not discussed a great deal whereas integrative motivation is a key concept (Macintyre, MacMaster and Baker, 2001, as cited in Hashimoto). Gardner (2001) “acknowledges that there are factors other than integrative motivation that affect motivation such as instrumental motivation and attitudes toward a teacher and a course. Although the focus of the model is on integrative motivation, Gardner also maintains that there might be other factors that have direct effects on language achievement such as language learning strategies, language anxiety, and self-confidence with the language” (Hashimoto).

More recent studies have added to the research concerning Gardner’s model. Macintyre et al. (2001) “provided empirical evidence that Gardner’s model deals with attitudinal motivation which might be separate from action motivation” (Hashimoto). Macintyre found that by doing a factor analysis on Gardner’s socio-educational model’s

Attitude Motivation Test Battery (AMTB), “the variables loaded heavily on a factor called attitudinal motivation, rather than on two other factors called action motivation and self-confidence” (Macintyre et al., cited in Hashimoto).

As research continues into motivational constructs new models will certainly crop up. Schumann (1986) states that, “... although instrumental and integrative motivations are useful ways to think about success in second language learning, motivations are complex constructs that interact with social and other variables” (Hashimoto). Clement and Kruidenier (1983) have proposed four orientations which include instrumental orientation and add three others, “the acquisition of knowledge, travel and friendship in their study based on factor analysis suggesting that these four orientations should be considered as independent orientations in future research in place of the integrative/instrumental distinction” (Hashimoto).

While I am using a form of the integrative/instrumental model in this current study I do acknowledge that there must be many other orientations involved in motivational characteristics. Possibly this study can contribute to the building of other orientations.

Method

Participants

The participants in this study were 75 learners, 55 university students and 20 senmon gakko students, all of whom are currently taking one or more English language classes at their selected Education institutions.

The 55 university students who participated in the study are all current students at Tokai University’s Shonan campus in Hiratsuka, Kanagawa, Japan. Tokai is one of the largest private universities in Japan with enrollments totaling some 30,000 students. Tokai offers a variety of academic majors and minors to its students at a number of different campuses in Japan.

The 20 senmon gakko students who participated in the study are all current students at Tokyo Gaigo Senmon Gakko which is located in Shinjuku-ku, Tokyo, Japan. The senmon gakko in the Japanese educational system is somewhat equivalent to the vocational college system in North America. It is a two-year college with an emphasis on

preparing students to enter specific career fields. They offer vocational tracks such as an Airline Business course, a Japanese-Korean interpreter training course, a Japanese language instructor training course and a number of other vocational tracks.

The university students who participated in this study were between the ages of 18-22 and from a variety of academic majors. These students came from three classes I taught in the fall semester, 2005. The first group of students was from a 1st year English Communication: Speaking class. Twenty-three of those students participated in the survey. They are mainly from majors within the Liberal Arts and are streamed by English language proficiency into their English taught classes. This is accomplished through a placement examination. They were classes as mid-level Intermediate students. The second group of Tokai students was from an English Communication: Discussion and Presentation class. There were 3rd year students of mixed English proficiency levels who were all Political Science majors. There were 19 students from this group who participated in the study. The third group of university students were in an elementary TOEIC® elective class. These students again were of mixed English proficiency levels and had a variety of academic majors. There were 13 students from this group who participated in the study.

The senmon gakko students from Tokyo Gaigo Senmon Gakko were of mixed year, either 1st or 2nd year, mixed major and mixed proficiency levels. They ranged in age from 18-25 years of age. Their mean TOEIC score, which they had all taken at least once, as it's an institutional requirement, was 525.

All students, both university and senmon gakko, were Japanese and came from a number of different hometowns in Japan.

Survey

The survey used in this study was based on one by Hasegawa (2003) which in turn was based on one by Nuibe, Karino and Ito (1995), which has 40 statements about learning reasons (see appendix). Nuibe et al.'s questionnaire was based on previous studies (Aschoff, 1992; Gardner and Lambert 1959 cited in Nuibe et al, 1995).

The survey Hasegawa employed was for learners of Japanese at five high schools in the Midwestern United States. That study hoped to measure a correlation between

responses to the questionnaire and the respondent's inclination to continue their study of Japanese the following year. I found the survey to be comprehensive and I adapted it to the current study because of the similar foreign language context of participants in Hasegawa's study and this current one.

In Hasegawa's research, the participants were American high school students studying Japanese in America. In this study the participants were Japanese college and university students studying English in Japan.

In adapting the survey, I replaced the contextual markers in statements regarding Japanese language and culture with English language and cultural markers. For example, Hasegawa's questionnaire includes statements such as, "I enjoy Japanese language study" and "I am interested in Japanese literature". I adapted those statements respectively to, "I enjoy English language study" and "I am interested in English literature". In this way I had an appropriate tool in which to measure the motivational tendencies and interest areas of my research population. The statements were developed to correspond to a Likert-like response scale. A Likert scale (pronounced 'lick-ert') is "a type of psychometric scale often used in questionnaires. It asks respondents to specify their level of agreement to each of a list of statements. It was named after Rensis Likert who invented the scale in 1932" (wikipedia). I employed a 4..1 scale where 4 signifies strong agreement and 1 signifies strong disagreement with each statement. I wanted positive responses to be more heavily weighted than negative responses.

The statements themselves attempt to elicit a mix of motivational attributes. For example, "I want..." statements are generally meant to ascertain intrinsic or integrative motivational tendencies whereas statements with, "I will need to...", "I was influenced by...", or "It will be useful..." are generally meant to elicit extrinsic or instrumental motivational tendencies. Many other statements are aimed at identifying areas of interest for students without necessarily showing an integrative or instrumental tendency. However, these statements may provide insight into areas of content interest for learners of English.

All statements and instructions in the questionnaire were translated into Japanese from the English and both the English and the Japanese translation appear on the questionnaire.

Data analysis

As stated earlier, responses to the questionnaire were coded onto a Likert-like scale. I say Likert-like because a true Likert scale is generally a 5 or 10 point scale. I decided that I wanted more of a forced choice instrument considering a tendency I've noticed of Japanese students to choose a 3 on a five point scale if it is available. A '3' provides little information to the researcher. On the response scale I've employed, 4= Strongly agree, 3= Agree, 2= Disagree and 1= Strongly disagree. In this way positive responses get a heavier weighting than negative responses. This helps in an analysis of motivation. All data was input into the Statistical Package for the Social Sciences (SPSS 11.0 for windows) for analysis.

Results

Instrumental factors

One of the first items I wanted to analyze was my initial hypothesis. As stated at the beginning of this paper I had claimed that senmon gakko students would have a greater tendency toward instrumental motivational factors because of the nature of Senmon Gakkos as learning institutions for the development of direct workplace skills which can be immediately utilized after two years of study. The instrumental motivation is getting a job and earning money as soon as possible.

To determine the degree of instrumental motivation in the selected research populations I identified 8 statements in the questionnaire which seemed most clearly to elicit instrumental tendencies. These statements are numbers 6,8,9,28,30,34,36 and 40. I then looked at the group means for these statements and then at the total mean and standard deviation for those eight statements. The results are shown below in figure 1. 1st year, 3rd year and Elective all refer to the Tokai University students. T.F.L.C. refers to the senmon gakko students. V6, V8, V9 and so on are the numbered statements in the questionnaire. Again, 4 = strong agreement and 1 = strong disagreement with the statement. The full questionnaire can be found in the appendix.

Case Summaries

CASE	V6	V8	V9	V28	V30	V34	V36	V40
1st year N	1	1	1	1	1	1	1	1
Mean	1.8700	2.8700	2.9600	3.2600	2.9100	3.4300	2.4800	3.2200
Std. Deviation	.	.	.	.	.	.	.	.
3rd year N	1	1	1	1	1	1	1	1
Mean	1.6300	2.4700	2.7900	3.2600	2.0000	3.7400	2.1100	3.2600
Std. Deviation	.	.	.	.	.	.	.	.
Elective N	1	1	1	1	1	1	1	1
Mean	2.0000	2.0800	1.7700	3.3100	1.9200	3.6900	2.6900	3.5400
Std. Deviation	.	.	.	.	.	.	.	.
TFLC N	1	1	1	1	1	1	1	1
Mean	2.2500	2.0000	1.6500	3.0500	1.7500	3.7000	2.5500	3.7000
Std. Deviation	.	.	.	.	.	.	.	.
Total N	4	4	4	4	4	4	4	4
Mean	1.9375	2.3550	2.2925	3.2200	2.1450	3.6400	2.4575	3.4300
Std. Deviation	.25863	.40004	.67796	.11576	.52054	.14166	.24757	.22949

Figure 1

As can be seen, the senmon gakko students show a group mean higher than the total mean in four of the statements. The elective class students show a higher mean than the total mean on five statements. The third year students show a higher mean on four of the statements and the 1st year students are above the total mean on 5 of the 8 statements. In total, 5 of the 8 statements show a total mean below 2.5. The three statements which have a total mean above 3.0 are the following statements:

28. “I feel it is shameful not to learn English in this era”.

34. “It will be advantageous to learn English”.

40. “English will be useful for my future career”.

Running contrary to my hypothesis, the senmon gakko students had a higher mean score than the other three groups on only one item, “English will be useful for my future career”. The combined means for each group are shown below.

1st year – 2.88

3rd year – 2.66

Elective – 2.63

TFLC – 2.58

Total – 2.69 Standard Deviation - .324

It's interesting to note that the group of senmon gakko students actually had a combined mean below the other three groups. First year students seem to be slightly more instrumentally motivated than the other groups as they are the only group above the total mean. However, the total mean shows no real inclination toward being instrumentally motivated. It is clear however, that all the learners view English ability as an important future consideration in general. How deeply that is felt on a personal level is up to debate.

There was one other statement which I didn't include as an instrumental factor but which some might like to include. Statement 7 states, "I want to get good grades on tests". This could be intrinsic/integrative or extrinsic/instrumental. It really depends on the individual. However, it was fairly heavily loaded to the positive side with a total mean of 3.36. The elective students had a mean of 3.61, the highest of the 4 groups, with the first year students in at 3.43, the 3rd years at 3.05 and the senmon gakko students at 3.35.

Integrative factors

Integrative or intrinsic statements from the questionnaire were identified as numbers 12, 13, 14, 15, 16, 19, 21, 23, 24, 25, 26, 37, 38 and 39. First year students show an average mean across the statements of 2.86. The 3rd year students show an average mean of 2.63 while the elective class shows a mean across all statements of 3.23. The senmon gakko students show an average mean of 3.15. The total mean across all statements is 2.97. The standard deviation is .292. The results are shown below in figure 2.

Case Summaries

CASE	V12	V13	V14	V15	V16	V19	V21	V23	V24	V25	V26	V38
1st year N	1	1	1	1	1	1	1	1	1	1	1	1
Mean	2.9600	2.6100	3.0000	3.3000	3.4300	3.0000	2.1300	2.70	2.5700	2.3000	2.7400	3.2200
Std. Deviat	.	.	.	.	.	.	.	.	.	.	.	.
3rd yea N	1	1	1	1	1	1	1	1	1	1	1	1
Mean	2.6800	2.2600	2.7900	3.3200	3.1600	2.4700	2.0500	2.32	2.2100	2.1600	2.6800	2.8400
Std. Deviat	.	.	.	.	.	.	.	.	.	.	.	.
Elective N	1	1	1	1	1	1	1	1	1	1	1	1
Mean	3.3100	2.9200	3.5400	3.7700	3.5400	2.9200	2.1500	3.00	3.0000	2.9200	3.1500	3.6200
Std. Deviat	.	.	.	.	.	.	.	.	.	.	.	.
TFLC N	1	1	1	1	1	1	1	1	1	1	1	1
Mean	3.0500	2.8000	3.4500	3.6000	3.3500	2.8500	2.2000	3.00	3.2000	3.0500	3.3000	3.4500
Std. Deviat	.	.	.	.	.	.	.	.	.	.	.	.
Total N	4	4	4	4	4	4	4	4	4	4	4	4
Mean	3.0000	2.6475	3.1950	3.4975	3.3700	2.8100	2.1325	2.76	2.7450	2.6075	2.9675	3.2825
Std. Deviat	.25987	.28814	.35875	.22750	.16021	.23480	.06238	.323	.44306	.44282	.30456	.33748

Figure 2

It is interesting that the senmon gakko students have a much higher group mean on the identified integrative statements than they did on the instrumentally identified items. What is also interesting here is that the 1st year and 3rd year students show little difference between the two sets of statements while the elective class and TFLC students show a much higher mean on the integrated statements.

An additional statement I wanted to look at was one which was embedded with the other statements but which has a slightly different function. The statement number 29, “I am not very confident in the English language”, will elicit a lower score the more confident the student is with English while a higher score signifies less confidence. This statement reveals marked differences between the senmon gakko students and the three groups of Tokai students. With a total mean of 3.35 for the statement, only the elective class students are slightly below this figure. However, the overall mean is lower because the TFLC mean is below 3. What accounts for this significant difference needs to be explored in future research. In the next section of this paper I will discuss possible reasons for this difference and implications for curricula and classroom.

One last area of research data I would like to discuss are those statements where the highest means were reported. Eliminating the confidence statement which is scored differently, there were 12 statements which elicited means above 3.25 and 4 statements with means above 3.50. The total mean for all 40 questions on the questionnaire was

2.92. The standard deviation was .2995. The four statements with the highest means were:

Statement 4 – “I like my English language teachers”

*I’m tempted to throw this one out because the students may have felt instrumentally motivated to agree with this☺

Statement 15 – “I want to understand English language films, T.V. and radio”.

Statement 27 – “English is an important international language”.

Statement 34 – “It will be advantageous to learn English”.

The other 8 statements over with a mean over 3.25.

2. – “I like the English language”.

7. – “I want to get good grades on tests”.

16. – “I want to listen to English songs”.

32. – “I want to travel to English speaking countries”.

35. – “I want to enhance my culture”.

38. – “I want to be friendly with English speaking people”.

39. – “I want to learn a language other than my own”.

40. – “It will be useful for my future career”.

What seems interesting about the above list, if you were to categorize the items, many of them would fall into a category which might be loosely labeled “cultural understanding” or “cultural awareness”. However, if we go back to the questionnaire, item 18, “I am interested in intercultural differences” and item 19, “I want to have a deeper understanding of another culture” were scored right about at the total mean. In any case, the statements in the above list were heavily loaded to the positive side and may indicate that we, as teachers, need to look how we might be able to incorporate these factors into our classroom lessons.

Classroom Implications

From the results, previous studies and from my own observations of Japanese learners of English in Japan, it seems clear that students *want* to be more involved with English language cultural symbols and objects, be more involved with English speakers and want to enhance their own career prospects and their own culture.

As we learned from the previous research, students are more successful in acquiring a second language when they, “like the target culture, like the people who speak the target language and have a desire to integrate into the target society” (Falk). From the results of the current study again we have the following statements with the highest means:

- 4 – “I like my English language teachers”
- 15 – “I want to understand English language films, T.V. and radio”.
- 27 – “English is an important international language”.
- 34 – “It will be advantageous to learn English”.
- 2. – “I like the English language”.
- 7. – “I want to get good grades on tests”.
- 16. – “I want to listen to English songs”.
- 32. – “I want to travel to English speaking countries”.
- 35. – “I want to enhance my culture”.
- 38. – “I want to be friendly with English speaking people”.
- 39. – “I want to learn a language other than my own”.
- 40. – “It will be useful for my future career”.

The problem we have in Japan with Japanese learners of English is creating sufficient opportunities for expression of these “likes” and “wants” given the EFL context. As teachers we somehow need to re-create, as much as possible, an English community. Creating an English community in the classroom is rather difficult in that there is only one native of that English-speaking community. The teacher. However, given that rather large constraint we do, at least, have our own first-hand experience with the language and the culture. If we can effectively promote real-life communication by bringing in

the objects and symbols of our personal cultures; photos, post-cards, music and other things which connect us to our English-speaking culture, it's possible that our students will begin to feel more a part of an English community in the classroom.

It's also possible to make the students more a part of the English community in the classroom by asking them to choose an English-speaking country, make up a detailed persona of someone living in that country (examples of how to do that given by the instructor), do some background research on the city they are from, and they become that person for a couple of weeks or longer. In this way every member of the class is transformed, on a surface level anyway, into someone from an English-speaking country for a short time. They write letters to each other, call each other on the phone, have face-to-face conversations, introduce each other to their favorite types of music and movies, cut out photos from magazines of people who then become their family members, etc. As they interact with one another they will necessarily need to 'make-up' additional information on the spot. The instructor can model how to do this through having fairly narrow communicative tasks that the students need to accomplish in each lesson. If the students branch out from this, fine. The students also keep a communicative notebook or journal to reflect on and add to their persona. The instructor again will need to give examples of how to do this. This type of activity should be done after students have gotten to know each other fairly well as themselves.

There are, of course, many ideas and activities where the English classroom community can be enhanced.

Another factor that is very important and came out of the current research is the difference in "confidence in the language" statement. Here the lower score equates with a higher confidence level in English. Here were the result of the research population:

Statement 29 – "I am not very confident in the English language"

1st year students – 3.61

3rd year students – 3.53

elective students – 3.31

T.F.L.C. students – 2.95

These figures representing confidence with the language can be attributable to many factors. Even though all groups except for the 1st year students were of mixed English proficiency levels the particular psychological and social make-up of any group of students will vary. It may be revealing, however, that the senmon gakko students had a mean quite a bit lower, meaning a higher confidence level with the language, than did the university students.

As I stated earlier, there could be many reasons for this difference. And it would make for an interesting research project to dealve into what these reasons might be. For now, I believe that the senmon gakko students have a much clearer idea of their direction and goals than do the university students. I think the clearer objectives of what a senmon gakko is for helps in this regard.

The educational system promotes knowledge-based learning to a large extent and the university entrance exams are an example of that. It would be much to ask if students did not expect the same thing once they got into the university. Skill-based learning, in the past, has been in short supply. However, things are changing in the Japanese educational system and the way English is taught in the secondary schools is leaning toward a more skill-based approach.

As teachers of English in Japan there is probably no more important task than to build confidence with the language in our students. By creating a helpful community in the classroom and by promoting self-perceptions of competence with clearly identifiable skill-based tasks, we may be able to offer students what they want. A community of cultural explorers.

Limitations of the Study

The findings of the present study should be considered within the limitations that suggest directions for further research. First, this study is an initial study where the variables were not controlled. Affective variables are difficult to clearly define or explain and many studies into motivational tendencies are limited by this constraint. Studies which control external variables are necessary to clearly understand motivational systems. Secondly, the self-reporting or self-perception type of questionnaire or

assessment tool which was used in this study may not be reliable. More detailed and observable measurement systems should be developed and used for future studies. Finally, the number of study participants, length of the study, and variety of classroom settings should all be increased so that a more generalized picture of motivational characteristics can be understood. The author would like to address these points in future studies concerning this important area of research.

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Appendix 1

English Survey

1. I enjoy English language study (英語の勉強が楽しい)
2. I like the English language (英語が好きだ)
3. I enjoy English classes (英語の授業が好きだ)
4. I like my English language teacher (s) (英語の先生が好きだ)
5. English is an easy language to begin learning (英語は勉強しやすい言葉だ)
6. I was influenced by my friend (s) to learn English
(友人がいるのでその影響で英語を学んでいる)
7. I want to get good grades on tests (試験でよい結果を出したい)
8. I needed it to be permitted to enter higher education (入学試験のために勉強した)
9. I will need it as a requisite for graduation (卒業のために単位が必要だから)
10. I studied English at middle school (中・高校で英語を勉強してきたから)
11. It happens to be one of the subjects offered at school (学校の教科なので)
12. I want to read English articles and I don't know how

(英語で書かれたものを読みたいのに読めないから)

13. I want to write English papers and articles

(英文レポートや文書を書きたいから)

14. I want to read magazines, newspapers and novels in English

(英語で雑誌・新聞・小説を読みたいから)

15. I want to understand English language films, TV and radio

(映画・テレビ・ラジオなどの英語を理解したいから)

16. I want to listen to English songs (英語の歌を聴きたいから)

17. I am interested in English literature (英文学に興味があるから)

18. I am interested in intercultural differences (文化の違いに興味があるから)

19. I want to have deeper understanding of another culture

(異文化をよく理解したいから)

20. I am interested in linguistic differences between English and Japanese

(日本語と英語の言語的な違いに関心があるから)

21. I want to have deeper understanding of Japanese

(日本語をよりよく理解するため)

22. I am interested in English language study itself

(英語の勉強そのものに関心がある)

23. I want to study in an English speaking country in the future

(将来英語圏で勉強してみたいから)

24. I want to live in an English speaking country in the future

(将来英語圏で暮らしてみたいから)

25. I want to get a job in an English speaking company

(将来英語圏で仕事につきたいから)

26. I want to challenge English language study (英語の勉強はやりがいがあるから)

27. English is an important international language (英語が重要な国際語だから)

28. I feel it is shameful not to learn English in this era

(今の時代、英語を学ばないわけにはいかないと感じるから)

29. I am not very confident in the English language (英語にはあまり自信がない)

30. My parents urge me to learn English (親から英語を学ぶよう勧められている)

31. I want to be superior in my grades in English (英語でよい成績をとりたいから)

32. I want to travel to an English speaking country (英語圏へ旅行をしたいから)

33. I want to write a letter/E-mail to my English speaking friend (s)

(英語を話す友人に英文の手紙・メールを書きたい)

34. It will be advantageous to learn English

(英語を学んでおけばメリットがあると思う)

35. I want to enhance my culture (自分を高めたいから)

36. I want to be considered a cultured person (教養のある人だと思われたいから)

37. I want to communicate with an English speaking friend (s)

(英語を話す友人とコミュニケーションをとりたいから)

38. I want to be friendly with English speaking people

(英語を話す人たちと友達になりたいから)

39. I want to learn a language other than my own

(自分の母語以外の言語をマスターしたいから)

40. English will be useful for my future career

(将来の仕事に役立つと思われるから)

Appendix 2: Answer sheet

Answer sheet – Survey 回答用紙

Please circle the answer that best describes your feeling about each statement.

回答方法: 質問ごとに 4・3・2・1の中から、自分に最も当てはまる数字を選んで ○をつけてください。

Question 質問	Strongly agree ぴったり当てはまる	Agree まあそうだ	Disagree そうとは言えない	Strongly disagree 全く当てはまらない
	4	3	2	1
1.	4	3	2	1
2.	4	3	2	1
3.	4	3	2	1
4.	4	3	2	1
5.	4	3	2	1
6.	4	3	2	1
7.	4	3	2	1
8.	4	3	2	1
9.	4	3	2	1
10.	4	3	2	1
11.	4	3	2	1
12.	4	3	2	1
13.	4	3	2	1
14.	4	3	2	1
15.	4	3	2	1
16.	4	3	2	1
17.	4	3	2	1
18.	4	3	2	1

19.	4	3	2	1
20.	4	3	2	1
Question 質問	Strongly agree ぴったり当てはまる 4	Agree まあそうだ 3	Disagree そうとは言えない 2	Strongly disagree 全く当てはまらない 1
21.	4	3	2	1
22.	4	3	2	1
23.	4	3	2	1
24.	4	3	2	1
25.	4	3	2	1
26.	4	3	2	1
27.	4	3	2	1
28.	4	3	2	1
29.	4	3	2	1
30.	4	3	2	1
31.	4	3	2	1
32.	4	3	2	1
33.	4	3	2	1
34.	4	3	2	1
35.	4	3	2	1
36.	4	3	2	1
37.	4	3	2	1
38.	4	3	2	1
39.	4	3	2	1
40.	4	3	2	1

Thank you for your time !

ご協力ありがとうございました !

Appendix 3

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
V1	4	2.7	3.4	3.068	.3300
V2	4	3.00	3.55	3.2525	.29387
V3	4	3.05	3.25	3.1550	.09983
V4	4	3.20	3.68	3.5050	.21378
V5	4	2.30	2.95	2.6425	.26725
V6	4	1.63	2.25	1.9375	.25863
V7	4	3.05	3.61	3.3600	.23352
V8	4	2.00	2.87	2.3550	.40004
V9	4	1.65	2.96	2.2925	.67796
V10	4	2.15	2.47	2.3200	.15449
V11	4	1.600	3.100	2.37250	.725322
V12	4	2.68	3.31	3.0000	.25987
V13	4	2.26	2.92	2.6475	.28814
V14	4	2.79	3.54	3.1950	.35875
V15	4	3.30	3.77	3.4975	.22750
V16	4	3.16	3.54	3.3700	.16021
V17	4	2.16	2.92	2.5900	.34157
V18	4	2.79	2.95	2.8725	.07500
V19	4	2.47	3.00	2.8100	.23480
V20	4	2.11	2.75	2.3850	.26839
V21	4	2.05	2.20	2.1325	.06238
V22	4	2.21	3.25	2.7725	.50744
V23	4	2	3	2.76	.323
V24	4	2.21	3.20	2.7450	.44306
V25	4	2.16	3.05	2.6075	.44282
V26	4	2.68	3.30	2.9675	.30456
V27	4	3.21	3.75	3.5100	.25456
V28	4	3.05	3.31	3.2200	.11576
V29	4	2.95	3.61	3.3500	.29530
V30	4	1.75	2.91	2.1450	.52054
V31	4	2.6	3.3	2.973	.3019
V32	4	3.2	3.7	3.367	.2175
V33	4	2.16	3.23	2.7875	.45036
V34	4	3.43	3.74	3.6400	.14166
V35	4	2.95	3.77	3.3850	.38897
V36	4	2.11	2.69	2.4575	.24757
V37	4	2.79	3.69	3.1725	.39382
V38	4	2.84	3.62	3.2825	.33748
V39	4	3.11	3.62	3.3525	.27011
V40	4	3.22	3.70	3.4300	.22949
Valid N (listwise)	4				

