

別紙 4

報告番号	※	第	号
------	---	---	---

主 論 文 の 要 旨

論文題目	Emotional Competence, Relational Quality, and Interpersonal Conflict Management Styles of University Students: Cross-Cultural Comparison in Asia
氏 名	May Cho Min

論 文 内 容 の 要 旨

This dissertation presented how emotional competence differs across Asian cultures, and the role of emotional competence in relational quality and interpersonal conflict management. The main purposes were to investigate emotional competence of university students through a cross-cultural comparison amongst Asian cultures, its effect on relational quality in their daily life and its impact on handling interpersonal conflicts based on relational factors such as relational closeness and status.

Although we all experience emotions, individuals differ as to their abilities and dispositions to effectively and efficiently manage with their emotional situations. It has been conceptualized as emotional competence, that is known to be culturally construed. Emotional competence refers to individual differences in the identification, comprehension, expression, regulation, and use of own emotions (intrapersonal emotional competence) and others' emotions (interpersonal emotional competence) (Brasseur, Grégoire, Bourdu, & Mikolajczak, 2013), and is a crosscutting concern that touches many aspects of our daily life. Recently, Mikolajczak (2009) proposed the tripartite model of emotional competence, comprising emotion-related knowledge, abilities, and dispositions. This model has the hierarchical structure that implies knowledge underlies ability, which in turn underlies dispositions. This dissertation tended to focus on the disposition level of emotional competence; they consistently deal with emotions in their real-world situations. Individuals who have high emotional competence have been found to be effective in successful resolution of interpersonal conflicts, and consequently, enjoy more satisfying relationship and strengthen relational quality. Therefore, developing emotional competence plays a crucial role of relational qualities of social interaction and interpersonal conflict management.

The early cross-cultural studies of emotions have focused their efforts on comparing Western and Eastern cultures, and therefore did not pay as much attention to the cultural differences within Easterners. The majority of cross-cultural comparison has involved only major Eastern countries (Japan, South Korea, China, and Hong Kong) (Oyserman, Coon, & Kimmelmeier, 2002), and few studies have sought to compare other Asian countries. These

cultures are affluent, developed, and open to Western cultural influences, hence it cannot be denied that these cultural features are not necessarily unlike those of Western cultures. Traditionally, most cross-cultural researchers have grouped these diverse Asian cultures into one category of Eastern culture, characterized as being collectivists. In fact, Asian countries have different relational values in their social interaction context even though they exist in the same geographical area. This dissertation viewed them as having distinct issues regarding emotional competence of their youth and was geared to compare such East Asian cultures toward other less studied Southeast and South Asian cultures, as an effort to probe into differences within the Asian cultures.

Chapter 1 reviews theories of emotional competence and cultural differences in emotional competence depending on past research findings. Moreover, existing studies of emotional competence and relational qualities are reported. Furthermore, past studies of emotional competence, relational quality, and interpersonal conflict management, and purposes of this dissertation are presented.

Chapter 2 discusses relational values of Asians based on cross-national social surveys, including the World Values Survey, the International Social Survey Programme, and the AsiaBarometer.

Chapter 3 presents cross-cultural comparison of university students' emotional competence in Asia. This study aimed at confirming the factorial structure of the Profile of Emotional Competence (PEC), testing the measurement invariance of the PEC in Asian cultures, assessing criterion and convergent validity of the PEC, and examining culture and gender effects on intrapersonal and interpersonal emotional competence. This study recruited a total of 1636 university students from four Asian countries: one Southeast Asian country (Myanmar), two East Asian countries (Japan and China), and one South Asian country (Bangladesh). Additionally, we measured Satisfaction with Life Scale, Subjective Happiness Scale, Depression Anxiety Stress Scale, and Trait Emotional Intelligence Questionnaire to assess concurrent validity and convergent validity of the PEC for these countries. The results revealed that the PEC was a robust measure of emotional competence across these countries. Myanmar showed the highest emotional competence, followed by Bangladesh, China, and Japan. Gender main effect was found in one intrapersonal emotional competence (regulation of own emotions) and four interpersonal emotional competence (identification of, listening to, regulation of, and utilization of others' emotions), while gender-culture interaction effects were revealed in two intrapersonal emotional competence (comprehension and expression of own emotions). Specifically, female students had higher scores in comprehension and expression of own emotions than males did in Myanmar and

China, whereas male students had higher than females in Japan and Bangladesh. These findings indicated that the closer examination of cultural differences in the two contrasting cultures (Japan and Myanmar) should contribute greatly to explaining communication and other interpersonal behavior from a cross-cultural perspective.

Chapter 4 describes the effect of emotional competence on relational quality comparing the two contrasting cultures based on the previous study. This study examined cultural influences on relational qualities through intrapersonal and interpersonal emotional competence for friendship networks (same-sex best friend and opposite-sex best friend), romantic partner, and family members (sibling, mother, and father). Positive relational qualities include the supportive qualities of relationships (companionship, intimate disclosure, satisfaction, emotional support, and approval), while negative relational qualities contain the discordant qualities of relationships (pressure, conflict, criticism, dominance, and exclusion). We recruited 721 university students from two cultures: one East Asian country (Japan) and one Southeast Asian and developing country (Myanmar). We found cultural differences of emotional competence and relational qualities for each target (same-sex best friend, opposite-sex best friend, romantic partner, sibling, mother, and father). Moreover, both interpersonal and intrapersonal emotional competence mediated the impact of culture on positive relational qualities for family members. Intrapersonal emotional competence mediated this effect for same-sex best friend and romantic partner, whereas interpersonal emotional competence did so for opposite-sex best friend. Additionally, interpersonal emotional competence mediated the effect between culture and negative relational qualities for father. The findings suggest that emotional competence mediates the effect of culture on relational qualities, and that there are cultural differences regarding this effect. To elucidate cultural influences on emotional competence and relational quality, we need to extend other relationship categories since this study reported only with the intimate group.

Chapter 5 reports emotional competence, conflict management styles, and relational factors comparing two cultures: Japan and Myanmar. Since communication behaviors in Asian cultures are highly contextualized according to interpersonal relations and situations (Markus & Kitayama, 1991). However, very few studies to date have addressed the matter from the perspective of relational factors, while past studies found cultural differences of emotional competence and conflict management styles. This study investigated the influence of emotional competence on conflict management styles in different targets based on relational factors (intimacy and status), comparing Japan and Myanmar. A total of 601 university students participated. Results found cultural differences of intrapersonal and

interpersonal emotional competence, and all conflict management styles. In addition, Myanmar had higher in their preference of integrating and obliging styles in all conditions than Japanese, whereas Japanese had higher compromising style than Myanmar in the high intimacy conditions. Results showed that participants changed their conflict management styles depending on intimacy and status. Culture influences integrating and compromising styles through intrapersonal and interpersonal emotional competence. Moreover, culture exerts obliging style in the high intimacy-high status condition through intrapersonal emotional competence, whereas it does in the low intimacy-high status condition through interpersonal emotional competence. Furthermore, interpersonal emotional competence mediated the relationship between culture and dominating style in most conditions, except the high intimacy-equal status condition.

Overall, while cross-cultural studies typically bundle Asian cultures into one, that of Eastern, we found much variability within them, and they should be deemed independent of one another, especially in terms of emotional competence. Next, this study probes for the mediating role of intrapersonal and interpersonal emotional competence between culture and positive relational qualities of best friends, romantic partner, and family members. This study may shed light on cultural differences in interpersonal conflict management styles depending on relational factors. Moreover, the significant probing of the mediation of emotional competence in the relationship between culture and conflict management styles for each target based on relational factors. The findings enhance our understanding of emotional competence and its effect on relational quality and interpersonal conflict management styles across Asian cultures, in particular with respect to the basis of which interpersonal behavior might differ across these cultures.