



A Study on Factors Affecting the Multicultural Acceptance of College Students—Taking Foreign Spouses as Example and Discussing the Cognitive Gap between College Students and Foreign Spouses

Cheng-Chung Cho¹ & Rui-Hsin Kao²

¹Assistant Professor, Department of Ocean and Border Governance, National Quemoy University
University Rd Jinning Township, Kinmen 892 Taiwan (R.O.C)
E-mail: ccho3@yahoo.com

²Associate Professor, Department of Ocean and Border Governance, National Quemoy University
University Rd Jinning Township, Kinmen 892 Taiwan (R.O.C)
Tel: +886-82-355990 Email: toptop074@yahoo.com.tw (corresponding author)

ABSTRACT

This study explored the multicultural acceptance of foreign spouses (including Mainland China) of college students and the corresponding factors and the cognitive gap between college students and foreign spouses. In order to determine the statistical analyses, t-test and hierarchical regression analysis were used and the following results were observed. Firstly, the stereotype of college students to foreign spouses was found to be relatively positive. Besides, college students were found to have high multicultural acceptance to foreign spouses. Secondly, when looking at the contact experience, only direct contact has a significant influence on the social distance of foreign spouses. Thirdly, the result also verified the hypothesis that stereotype and prejudice have a significant influence on social distance.

Keywords: New immigrants, contacting frequency, social distance, multicultural acceptance, cognitive gap.

INTRODUCTION

Taiwan is the major importing country of foreign laborers and marital immigrants. Until December 2016, there were 521,136 marital immigrants in Taiwan. The population was almost the same as the aborigine, occupying around 2.2% of the population. Most of them came from Mainland China, Hong Kong, and Macau, where the population reached 350,309, occupying 67.2%. Of this population, 96,446 were from Vietnam, occupying 18.5%. In early time, most of the marital immigrants were females and were called “foreign brides”. They mainly come from economic developing countries in Southeast Asia. They were considered to be coming from poor families and are not well educated. They get married to males in Taiwan and were considered as disadvantaged groups in marriage (Hsia, 2001), such as labor or peasant class with “low level of education” or “low income”. Therefore, their marriage was usually simplified as “mercenary marriage” (Hsia, 2001). This situation reflects the stereotype and prejudice of certain people in Taiwan society.

As mentioned earlier, most of the foreign spouses in Taiwan are females and are disadvantaged groups. Therefore, the subjective feeling of most of the people in Taiwan to them is low ranking, because they belong to alienated ethnic group. Some of them even have prejudice, animosity, and ostracizing. The attitude of people towards the marriage model matches with the concept of social distance (Goff et al., 2008). Furthermore, since Chinese is a traditional paternal society, the impact of getting a daughter-in-law is more obvious than marrying off their daughters. The attitude of the parents about their sons marrying foreign spouses or females from Mainland China does not only represents the acceptability of the families, but it also reflects the possible point of view of the society. This also reveals the situation of what the foreign spouses must face after getting married (Yi & Chang, 2006). From the social distance perspective about the people getting a daughter-in-law, the

acceptability or preference of individual family to foreign spouse was revealed. When the non-Taiwan citizen is involved in the marriage, higher social distance has already occurred. Therefore, studying this construct and the possible factors will help in predicting the trend of marriage in the future. It may also provide guidance to the immigrant guidance strategy that helps in merging the foreign spouses to Taiwan society (Yi & Chang, 2006).

Social structure, races, and idea are changing gradually. The Chinese culture of Taiwan is also changing gradually. However, Taiwan society does not welcome the new immigrants and new culture nicely. Instead, there are a lot of prejudice and discrimination (Kim, 2017). The public media are full of the negative reports about the females “fake marriage with the purpose of prostitution”. People are worried about reducing the population quality and deriving various social problems. However, according to the newborn baby investigation from National Health Insurance Administration, it was found out that underweight of newborn baby, premature delivery, caesarean birth, and congenital defect occur more frequently in local mothers than foreign mothers and mothers from Mainland China. Apparently, it is innocence saying the children of immigrants are “low quality” and “developmental delay”. This cannot rule out the possibility that the reports from social media reinforce the prejudice and stereotype of people to foreign spouses. It further affects the intention of action of Taiwanese people and creates the social distance between the ethnic groups. This forms the discrepancy in the cognition of multi-culture (Kim, 2017). If the foreign spouses and their children are not able to enjoy fair treatment in the society, how can we say Taiwan is a civilized and multi-cultural society?

The academic circles have carried out many researches on the foreign spouses. However, the object of this study is focused on the foreign spouses or their children. These topics focused on problems such as adapting to new life, communication, human rights, and education of children. The study is rarely related to the point of view of people. College students become the mainstay of the society; but there is in particular little investigation on the cognition of marital immigrants. It is obvious that most of the studies focused on the immigrants and there is little study exploring the point of view of compatriots on marital immigrants.

This study would focus on these topics (questions): What is the attitude of college students to the marital immigrants? How does it affect the social distance of foreign spouses and multicultural acceptance of college students? From foreign spouses’ point of view, how do they think Taiwan people are treating them? For example, do Taiwan people treat them with prejudice? Do they have negative stereotype or higher social distance?

Generally, this study would explore the multicultural acceptance of foreign spouses (including from Mainland China) of the college students and the corresponding factors, and the cognitive gap between college students and foreign spouses. This would in turn help the foreign spouses to get along with the new life in Taiwan. This study is expected to aid readers in understanding the implication of multi-culture correctly, because it will help Taiwan people improve the stereotype, prejudice, and social distance, and promote Taiwan in becoming the real multi-cultural society. These are the main objectives and contribution of this study.

Literature review and hypothesis development

Social distance

Content of social distance

Social distance can be defined as the attachment or intimacy between others and us (McKerrell, 2015). The concept of social distance was proposed by Borgardus (1925). In the paper “Social Distance and Its Origins”, social distance was defined as “the grades and degrees of understanding and intimacy which characterize pre-social and social relations generally” (Ringdal & Simkus, 2012). From the actual situation, the distance of social distance of the ethnic groups can be regarded as a special form of discrimination of the ethnic groups (McKerrell, 2015). It is the actual expression of close and distant between the ethnic groups. The prejudice, animosity, and ostracizing are always involved in distant relationship of ethnic groups (Goff et al., 2008). Therefore, social distance can be defined as the predicted cooperative behavior under specific social situation. This can further be defined as compassion and intelligibility of individuals, groups, and between individuals and groups.

Social distance has been widely used in studies such as race, class, gender, religion, peace, conflict, and other social relationship (Nyaupane et al., 2008). In addition, Tasci (2009) pointed out that the concept of social distance is commonly used to explain prejudice, stereotype, and attitude of the race.

Scale and relevant study The existing studies showed that social distance will affect the fairness of people appraising others behavior (Chen et al., 2017). The results of studies on social distance of different ethnic groups are always regarded as the ranking of different ethnic groups in the multi-ethnic society (Snellman & Ekehammar, 2005) or the attitude index of ethnic groups (Evans & Need, 2002). It may even be regarded as the level of prejudice of the specific ethnic group (Tasci, 2009). Besides, the study of social distance is also described as modern racism (Hagendoor, 1993). Revealing this is to avoid contact with other groups and is known as “aversive racism” (Dovidio & Gaertner, 1986). Therefore, it is a good starting point to explore how new immigrants think the local people are treating them from social distance. It is also an important topic, because many local and foreign scholars think highly of it. For example, Evans and Need (2002) studied the two opposing extremes of the attitude of people in Eastern European countries using the strategies and rights of the minority groups. The study proves that the social distance is the only attitude index of the ethnic group, but also has certain influence on strategies and rights of the minority groups. Moreover, Chai (2016) used social distance to explore national social work practice of the minority group in Xinjiang, Mainland China. Practical suggestions were also provided on the forming factors of some social distances.

Regarding the social distance scale, after studying many literatures, researchers believed that social distance measuring, roughly includes the following three types: (1) Bogardus Social Distance Scale: Bogardus (1925) believed that almost all social problems were related to social distance. He firmly believed that measuring the social distance could explain the misunderstanding between people. He designed the technique of measuring the relationship between the races, and it was called “Bogardus Social Distance Scale”. In this scale, the subjects are required to select the option that matches his/her attitude to other ethnic groups (Bogardus, 1925). They include: would marry, would have as regular friends, would work beside in an office, would have several families in my neighborhood, would have merely as speaking acquaintances, would have live outside my neighborhood, and would have live outside my country. (2) The Reverse Social Distance Scale: Lee et al. (1996) designed a reverse social distance scale according to the feeling of the small ethnic group and provided a comprehensive test tool for studying social distance. (3) Two-Way Social Distance Scale: one dimension is only the social distance from A to B or social distance from B to A. Two dimensions include the social distance from A to B and from B to A. From this view, the scale of Bogardus (1925) and Lee et al. (1996) belong to one-dimensional scale. Most of the local and foreign studies were conducted according to the earlier mentioned two scales (Yi & Chang, 2006). Regarding the two-dimensional study in Chinese society, Zhang (2004) conducted the first study of two-dimensional social distance between local and foreign people. He used and adjusted the scales from Bogardus (1925) and Lee et al. (1996). The result shows that the social distance between local and foreign people is skew. Besides, Chang and Yi (2006) used two-dimensional measurement method to study the change of ethnic groups in Taiwan. To date, it is only few studies that have been found in literature that used two-dimensional social distance of Chinese. Studies from Zhang (2004) and Chang and Yi (2006) have compensated for the past studies of social distance that focused on large group or in-group and attempted to explore the social distance using two dimensions.

Factors affecting social distance Social distance has been widely used to study ethnic groups and it is always tested with intermarriage. In recent years, some studies focused on the intermarriage of different ethnic groups in order to represent the social distance between these ethnic groups, and describe the affinity or acceptability of the ethnic groups (Pagnini & Morgan, 1990). Therefore, the social distance was used on intermarriage of the ethnic groups. The only difference is that the test index becomes the consistence of the immigrants.

Stereotype and prejudice

“In Unites States, race relationship is a fixed and custom social distance. It assures Blacks are contented with their lot. Provided they stay in the same position and keep the distance, they can form a warm atmosphere between the upper and lower layer” (Coser, 1971). This phrase involves three constructs, including cognitive stereotype, conscious prejudice, and behavioral discrimination. Park (1950) believes that prejudice is more or least an instinct and people tend to keep the social distance

on their initiative (Goldschmidt & Rydgren, 2015). For each individual, people would ascertain his/her position from the established matter and order, and make classification and appraisal (Coser, 1971) and form social distance.

In a study, Hagendoor and Kleinpenning (1991) proposed that the stereotype to minority groups varied from different situations and this would affect the social distance of the minority groups. Most of these studies found that neglecting the measurement method used to measure the stereotype of specific team or member, results in certain correlation with prejudice (Schneider, 2004). In general, stereotype is the cognitive faith to the specific social group or member while prejudice is a negative attitude. The former is the basic attitude of cognition and the latter is the negative attitude of emotion. They correlate with each other (Chai, 2016).

In conclusion, there is correlation between stereotype and prejudice. It is well understood that stereotype will affect the emotional prejudice. Gordijn et al. (2001) found that people with higher level of prejudice would have deeper negative stereotype, and vice versa. Therefore, stereotype, prejudice, and social distance are closely related and could be the measuring index of each other.

Contact experience

When considering the factors affecting the social distance, interpersonal contact is believed to be the key to eliminate opinions and resolve discrepancy, and minimize the social distance. It is also known as “contact hypothesis” (Gaertner et al., 1996). The study by Hwuang (2010) also found that generally children have lower social distance to new immigrant families. Their corresponding study shows that social distance is affected by stereotype, prejudice, and contact experience.

Contact experience includes different approaches, such as direct, indirect, and virtual contact (network), temporary and permanent (Crisp & Turner, 2012). Most of the studies affirm that contact could minimize the social distance. According to the studies from Allport (1979) and Powers and Ellison (1995), it was found that under suitable situation, through the frequent interpersonal contact between the members of two antagonistic teams, the antipathy towards the team could be reduced and the prejudice could be eliminated. However, some studies also pointed out that social contact may increase or expand the social distance, especially the shallow social contact (Cosmides et al., 2003). In summary, whether contact could minimize social distance, it is affected by contact experience, such as direct or indirect, or time. Therefore, the following two points were drawn: firstly, contact experience may have positive, negative or no effect on social distance. Besides, direct or indirect, and permanent or temporary may also affect the social distance.

In summary, this study proposes the following hypotheses:

H1: Stereotype, prejudice and contact experience have significant influence on the cognition of social distance of foreign spouses.

H1-1: Stereotype has significant influence on the cognition of social distance of foreign spouses.

H1-2: Prejudice has significant influence on the cognition of social distance of foreign spouses.

H1-3: Different contact experience has significant influence on the cognition of social distance of foreign spouses.

Concept of multicultural acceptance

Multi-culture involves the concept of advantage, disadvantage, similarities, and dissimilarities. In social structure, the equality of ethnic groups, classes and gender are the focus of the study (Asada et al., 2003). The implication of “multicultural acceptance” includes there factors. They include: (1) the cognitive factor of identifying cultural difference without prejudice; (2) the emotional factor of keeping aggressive attitude and empathy with those whom I am not familiar with, and who have different cultural background with “me”, and (3) the behavioral factor for proper interaction (Kim, 2010). Therefore, the multicultural acceptance can be defined as the value orientation of understanding multi-culture, accepting multi-culture and coexistence with those who have different cultural background (Kim, 2013). Thus, accepting “multi-culture” is an attitude, which includes emotion, cognition, and the behavioral intention based on the two items above.

Content of multicultural acceptance: The word multicultural acceptance is divided into cross-cultural adaptability (Kelley & Meyers, 1995), intercultural competence, intercultural communication competence (Chen & Starosta, 2000; Jeong & Jeong, 2012), multicultural effectiveness (Van Der Zee & Oudenhoven, 2000), and intercultural sensitivity. However, from the studies of many scholars

(Kelley & Meyers, 1995; Van Der Zee & Van Oudenhoven, 2000; Jeong & Jeong, 2012), it was found that in actual situation, no matter the word used, the three attitudinal factors including cognition, emotion and behavioral intention are covered. Therefore, “multicultural acceptance” could be defined as attitude, for which there is sufficient understanding on cultural phenomenon, customs and habit that has difference or conflict to “my” culture, and accept and adapt based on this foundation (Ahn, 2007). According to the information specified, considering the concept of multicultural acceptance, this study used cognition, emotion, and behavioral intention of “attitude” as the three constructs of multicultural acceptance. The three constructs include the cognition of multi-culture, openness, and empathy of multi-culture of emotion, and communication ability of multi-culture of behavioral intention.

Factors affecting multicultural acceptance There are many factors affecting multicultural acceptance. In the study of “Investigation and Analysis of Intercultural Communication Competence of Chinese College Students” by Kao (2014), the variables include social population variable (including gender, age, specialty and foreign language ability), going abroad experience, and contact experience. The overall intercultural communication competence of Chinese college students is in good condition. The intercultural communication competence of college students with different background has significant difference. Considering gender, females have better performance than males in any construct. Considering the experience of going abroad, students with that experience have advantage over those without that experience. Considering the intercultural contact experience, students with that experience have advantage over those without that experience. The aforementioned literature explained how the contact experience affects the acceptability of students and people. Furthermore, in the study “Affecting Factors of Multicultural acceptance of Teenagers” by Jeong (2014), the social population variable (gender, grade, with or without intercultural friend) and contact experience were used as variables. It was found that stereotype and prejudice affected the social distance and it was concluded that they would further affect the multicultural acceptance of teenagers. Besides, teenagers with intercultural friend have higher acceptability than those without intercultural friend. Considering the contact experience, whether it is formally (intercultural education in school) or informally (community activity, contact from media, etc.), it will affect the multicultural acceptance of teenagers. Furthermore, the study by Kim and An (2014) pointed out that the stereotype of prejudice of male and female college students to South-East Asia laborers is the major factor affecting the multicultural acceptance. Moreover, the study by Pak and Lee (2013) showed that the essential factor affecting the multicultural acceptance is social distance. The lower social distance would have higher multicultural acceptance.

In general, there is no systematic theoretical framework about the multicultural acceptance. There are multiple and complicated affecting factors. However, according to the existing literatures, it could be deduced that background variable, stereotype, prejudice, and social distance would affect the multicultural acceptance. Thus, this study used background variable as control variable and took factors including contact experience, stereotype, prejudice, and social distance to explore the multicultural acceptance of college students. In line with these factors, the following hypotheses were proposed:

H2: Stereotype, prejudice, and contact experience have significant influence on cognition of multicultural acceptance of foreign spouses.

H2-1: Stereotype has significant influence on cognition of multicultural acceptance of foreign spouses.

H2-2: Prejudice has significant influence on cognition of multicultural acceptance of foreign spouses.

H2-3: Contact experience has significant influence on cognition of multicultural acceptance of foreign spouses.

H3: Social distance has significant influence on cognition of multicultural acceptance of foreign spouses.

METHOD

Research framework

The construct of this study is as shown in Figure 1 and it discusses the relationship between student perceived stereotypes, prejudice, contact experiences, social distance, and multicultural acceptance and examines the perceived differences between college students and foreign spouses in Taiwan to

research variables (excess for contact experiences).

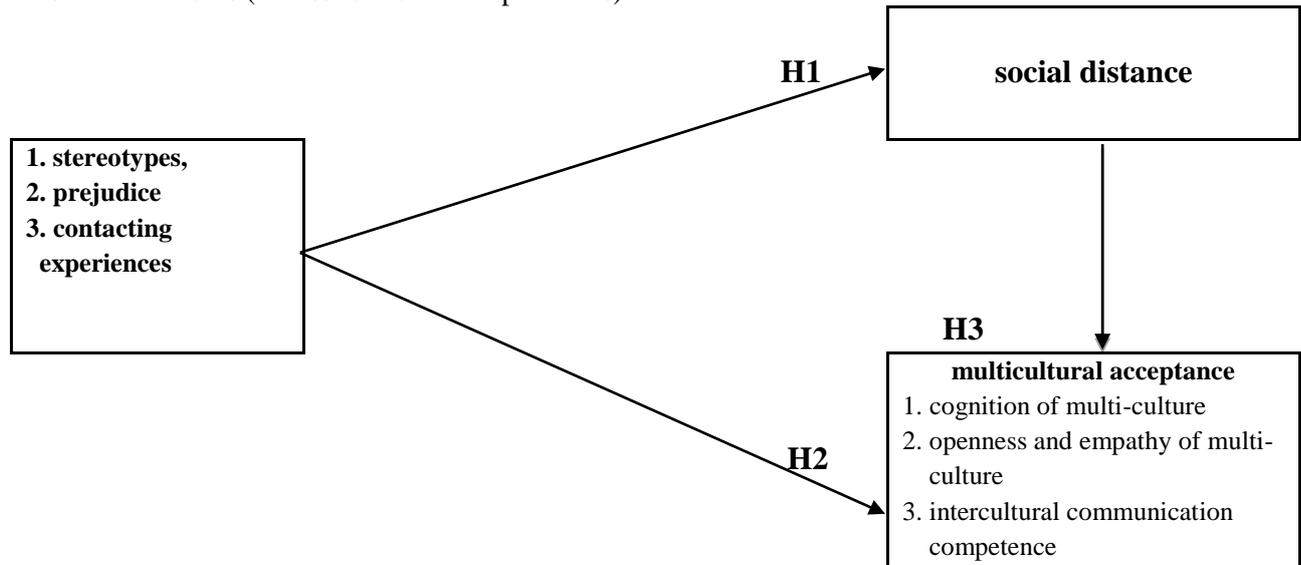


Figure 1. Research Model

Analysis strategy

Based on the research objective and hypotheses, first, a frequency distribution was used to understand the distribution of the samples and the mean of the variables and scores of the question items; then Pearson correlation and reliability analyses were conducted to understand the correlations between the variables and their Cronbach’s α coefficient. Thereafter, a confirmatory factor analysis was conducted to examine the validity of each research variable (Chen & Kao, 2012). Moreover, regression analysis was adopted to discuss the relationship between the variables and to determine whether differences have been observed between the college students and foreign spouses in Taiwan of the research variables? Lastly, the “Harman’s single-factor post hoc analysis” proposed by Podsakoff and Organ (1986) was used to determine whether the questionnaire has the issue of common method variance, in order to avoid the issue of common method variance, before analyzing the information (Chen & Kao, 2012). The result of exploratory factor analysis shows that the maximum variance that could be explained by a single factor was only 19.56%, indicating this issue was insignificant in our study.

Participants, sampling, data collection, and informed consent

The research subjects of this study were students of the Taiwan’s college and foreign spouses. In order to increase the sampling regions, the students of Quemoy University of Taiwan were also chosen as the sampling population. The reason is that 90% of students of Quemoy University came from Taiwan. It can relatively reflect the cognition of variables of this study about the Taiwan college students to the foreign spouses. The undergraduate of Quemoy University have around 4000 students. According to the suggestion from literature (Krejcie & Morgan, 1970), this study samples 1/10 of the students, that is, 400 students. Two major groups of students who enrolled in 2012-2016 were selected as our samples for the purpose of increasing heterogeneity of the questionnaire-respondents and reducing the issue of common method variance (Chen & Kao, 2012). These students included those in the Day Division and the Continuing Education Department program. In terms of the method of sampling, the method of quota-based convenient sampling was adopted, since the ratio of Day Division to Continuing Education Department was 4.25: 1; the Day Division students were sampled in this study and a total of 324 individuals were selected; of whom, 142 were males and 182 were females. As for the Continuing Education Department, 43 were males and 31 were females. In addition to sampling of 1/10 of the college students, this study also sampled 1/10 of foreign spouses of Kinmen County, with around 140 people; of whom 6 were males and 134 were females. The participants were asked to complete the questionnaires onsite. The questionnaires were collected immediately upon completion to encourage responses. To obtain informed consent from the participants, research associates provided a complete explanation of the objectives and procedure of

this research. All questions from the participants were answered. The participants were assured that their responses would be confidential and anonymous (Chen & Kao, 2012). There were 388 valid questionnaires received from the college students. These included 316 questionnaires from the Day Division and 72 questionnaires from the Division of Continuing Education. In total, 122 valid questionnaires were received from the foreign spouses.

Survey measurements

The variables measured in this study were measured on a 5-point Likert-type scale, in which a respondent is asked to check off an answer that he/she deems most appropriate. The five points on the scale under each variable are respectively “strongly disagree,” “disagree,” “neither disagree nor agree,” “agree,” and “strongly agree” (Chen & Kao, 2012). Further, the implications of the variables in the study represent our subjects’ stereotypes, prejudice, contacting experiences, their perceived level of social distance, and the multicultural acceptance. For each variable, higher score represents the subject has higher recognition to the test item. The scoring is counted from the overall scores. All questions were scored positively (reverse question is converted to positive score). After summing up the scores of all questions, higher score represents subject has higher recognition. After the test, item analysis was used to remove question with critical ratio not reaching the significant level. After the test, it was observed that all the questions of the questionnaire reached the significant level. Each variable was explained as the following.

Stereotypes Stereotype referred to the Counselor Rating Form (CRM) developed by Corrigan and Schmidt (1983) and it followed the revised adjective from the study of Lee (2007, 2014). It also referred to the study by Jeon and Jeon (2010), where the stereotype of new female immigrants was described by 70 college students. From these studies, three stems were selected: “Poor”, “Capable and talented”, and “Hardworking”. The first stem was a reversed question. The characteristics of new immigrants in Taiwan were considered (such as spouses from Mainland China and South-east Asia) and there were six sub-items for each stem. They were South-East Asia, Mainland China, Hong Kong and Macau, Japan and Korea, United States, Australia and Europe, and other nationalities. The reliability of the chart is as follows: poor (Cronbach’s $\alpha= 0.87$); capable and talented (Cronbach’s $\alpha= 0.96$), and hardworking (Cronbach’s $\alpha= 0.86$).

Prejudice Prejudice is an essential factor of attitude. It refers to favor or despise to the appearance, behavior, or life of specific target groundless (Yun, 2010). This study referred to the prejudice scale developed by Stephan et al. (1998). This includes three stems: “High humanism quality”, “Economic marriage (reversed item)”, and “Amicable”. The reliability of the chart is as follows: high humanism quality (Cronbach’s $\alpha= 0.90$); economic marriage (Cronbach’s $\alpha= 0.94$), and amicable (Cronbach’s $\alpha= 0.93$).

Contacting experiences There were five questions about the contact experience, including contact approach and time. Contact approach included direct and indirect contact. The direct contact involved two questions, including “Contact with friend or relative” and “Going abroad, studying tour”. While the indirect contact involved two questions, including “Contact from media (news, network)” and “Contact from virtual network (SNS, game)”. One question about contact duration was added and the unit is month. The reliability of the chart is as follows: direct contact (Cronbach’s $\alpha= 0.71$), indirect contact (Cronbach’s $\alpha= 0.78$).

Social distance According to the objective of researches and literature mentioned earlier, this study used “Social Distance Scale” by Borgardus (1925) to test the willingness of intermarriage in order to understand the social distance of college students to foreign spouses with different nationalities. Besides, Wu (1992) used the Social Distance Scale by Borgardue (1925) to study the attitude of Americans to Orientals, Blacks, and Jews. It was found that there was different social distance for subjects to different ethnic groups. Therefore, the original nationality of the foreign spouses was added to the social distance test. Thus, the stem was: are you willing to accept you or your family to get intermarry with the following people? And there were six sub-items for each stem. They were South-East Asia, Mainland China, Hong Kong and Macau, Japan and Korea, United States, Australia and Europe, and other nationalities. Since this construct has only one question, the reliability has not been tested.

Multicultural acceptance For the evaluation of multicultural acceptance, reference was made to the “Development and Validation of the Multicultural Acceptance inventory of Korean Children” scale developed by Kim (2010) and it was modified after reviewing the characteristics of the foreign

spouses in order to ensure the questionnaire fits our subjects. The questionnaire had three attitude factors, including cognition of multi-culture, emotion about the openness and empathy, and behavioral intention about intercultural communication competence. The items were: six questions about cognition of multi-culture (such as nationality, race, nation, and religion should be neglected for making friend). Three questions were about openness of multi-culture (I hope the population of new immigrants continues to increase). Three questions were about empathy of multi-culture (I hate to hear someone giving negative command of new immigrants). Six questions were about intercultural communication competence. They were totally 18 questions. The reliability of the chart is as follows: cognition of multi-culture (Cronbach's $\alpha = 0.77$), openness and empathy (Cronbach's $\alpha = 0.79$), and intercultural communication competence (Cronbach's $\alpha = 0.91$).

Control variables Based on past research (Hainmueller & Hiscox, 2007; Hwuang, 2012; Jones & Smith, 2001; Munroe & Pcarson, 2006), in the present study, background variables such as gender, age, school-system, and grade were included. The purpose of doing this is to verify the aforementioned relationship between an individual's background variables and research variables (Chen & Kao, 2012). Furthermore, since gender and educational system were nominal variables, this study used t-test to verify the difference between the variables. The age and grade were brought into regression analysis model.

Foreign spouses' measurement for stereotypes, prejudice, social distance, and multicultural acceptance This part focused on exploring the cognition of foreign spouses to the variables. The objective is to verify whether there is difference between cognition for college students and foreign spouses to the variables. Besides, since the contact experience belongs to actual experience, it was not introduced to the test. The scale was based on the questionnaire of the college students and the original questions were revised. For example, in the stereotype scale, the first question of the questionnaire of college students was: do you think the foreign spouses from South-East Asia, Mainland China, Hong Kong and Macau, Japan and Korea, United States, Australia and Europe, and other countries are poor? In the questionnaire for foreign spouses, it was revised as: do you think Taiwanese believe that foreign spouses from South-East Asia, Mainland China, Hong Kong and Macau, Japan and Korea, United States, Australia and Europe, and other countries are poor? In prejudice scale, the first question of the questionnaire of college students was: do you think the humanism quality of foreign spouses from South-East Asia, Mainland China, Hong Kong and Macau, Japan and Korea, United States, Australia and Europe, and other countries is high? In the questionnaire for foreign spouses, it was revised as: do you think Taiwanese believe that the humanism quality of foreign spouses from South-East Asia, Mainland China, Hong Kong and Macau, Japan and Korea, United States, Australia and Europe, and other countries is high? In social distance scale, the first question of the questionnaire of college students was: are you or your family willing intermarry with foreign spouses from South-East Asia, Mainland China, Hong Kong and Macau, Japan and Korea, United States, Australia and Europe, and other countries? Is nationality, race, nation, and religion be neglected for making friend? In the questionnaire for multicultural acceptance, the first question of the questionnaire of college students was: should nationality, race, nation, and religion be neglected for making friend? In the questionnaire for foreign spouses, it was revised as: do you think Taiwanese believe that nationality, race, nation, and religion should be neglected for making friend?

RESULTS

Basic analysis

This study involved population variables. When considering gender, there were 181 males occupying 46.6% while there were 207 females occupying 53.4%. When considering age, the average was 21.4 and the youngest was 18, while the oldest was 51. When considering educational system and grade, there were 316 students (81.4%) in Day Division and 72 students (18.6%) in Division of Continuing Education. This conformed to the ratio of educational system of the study population. When considering grade, there were 111 freshmen that occupied 28.6% (Day Division occupied 86 students and Division of Continuing Education occupied 25 students). There were 112 sophomores occupying 28.9% (Day Division occupied 87 students and Division of Continuing Education occupied 25 students). There were 104 juniors occupying 26.8% (Day Division occupied 88 students and Division of Continuing Education occupied 16 students). There were 61 seniors occupying 15% (Day Division

occupied 55 students and Division of Continuing Education occupied 6 students). The ratio of grade generally conformed to the ratio of the study population. For the foreign spouses, regarding to gender, there were 2 males and 120 females, this generally conformed to the ration of gender of the study population. Regarding to age, the average age was 40.38, the youngest was 23 and the oldest was 67. The average duration of living in Taiwan was 11.80 years. The average income was US\$1,000. Table 1 shows the mean, standard deviation, correlation coefficient, and Cronbach's α coefficient of each variable in this study, and the relevant coefficients between variables. As shown in Table 1, stereotype and prejudice of college students to foreign were observed to be relatively positive. Besides, the social distance is not big and the multicultural acceptance is high. Moreover, to test whether stereotypes, prejudice, contacting experiences, social distance, and multicultural acceptance are of different underlying constructs, in this study, LISREL maximum likelihood was used to compare them in a confirmatory factor analysis. The confirmatory factor analysis results are shown in Table 2. Table 2 shows that the five constructs are of different underlying constructs. In addition, this study used regression analysis to analyze the relationships between variables.

Table 1. Descriptive Statistics, Correlation and Cronbach's α Coefficient

	Mean	SD	1	2	3	4	5	6	7
1. Stereotypes	3.491	.438	.93						
2. Prejudice	3.304	.387	.517***	.89					
<i>Contacting way experiences</i>	3.direct contact	2.861	1.498	.022	.030	.71			
	4.indirect contact	1.196	.954	.116*	.011	.328***	.78		
	5.time (month)	12.255	11.330	.038	.032	.428***	.379***		
6. Social distance	3.683	.679	.422***	.339***	.200***	.09	.114*		
7. Multicultural acceptance	4.050	.490	.426***	.307***	.488***	.039	.90	.488***	.90

Note: n=388; ***= $p < .001$; Since social distance and *contacting experiences* all have only one question, the reliability have not been tested.

Table 2. Goodness of Fit Indicators for Research Variables

Research Variable	χ^2/df		GFI		NNFI		PGFI		RMSEA	
	Observed value	Ideal value	Observed value	Ideal value	Observed value	Ideal value	Observed value	Ideal value	Observed value	Ideal value
Stereotypes	3.23		.96		.97		.72		.062	
Prejudice	3.42		.95		.95		.69		.066	
<i>Contacting experiences</i>	4.47	1.00 ~5.00	.93	>.8	.93	>.9	.58	$\geq .5$.071	$\leq .08$
Social distance	4.59		.93		.92		.52		.076	
Multicultural acceptance	Schumacker & Lomax (1996)		Jöreskog & Sörbom (1988)		Bagozzi & Yi (1988)				Baumgartner & Homburg (1996)	

The difference analysis of stereotype, prejudice, contacting experiences, social distance, and multicultural acceptance for gender and school-system

Gender From the t-test and Table 3, it was found that the stereotype, prejudice, and social distance of subjects to new immigrants had no significant difference. However, direct contact had a significant difference ($t=1.98, p<0.05$) and the average score of males was higher than that of females. The direct contact has reached significant difference ($t=-3.03, p <0.05$) and the average score of females was higher than that of males. Furthermore, the multicultural acceptance had a significant difference ($t=-3.61, p <0.001$). In addition, the sub-items including cognition of multi-culture ($t=-3.56, p <0.001$), openness and empathy of multi-culture ($t=-2.31, p <0.05$), and intercultural communication competence ($t=-3.35, p <0.01$) all had a significant difference and the average scores of males in all constructs were lower than that of females.

School-system As shown in Table 3, it was found that the stereotype, prejudice, any item of contact experience, social distance, and overall items of multicultural acceptance of subjects in different educational system had no significant difference. However, the openness and empathy of multicultural acceptance had a significant difference ($t=3.45, p <0.01$) and the average score of subjects in Day Division was higher than that in Division of Continuing Education.

In total, the variables of overall constructs of educational system in this study had no significant difference. Therefore, this study combined the questionnaires from Day Division and Division of Continuing Education to test the relationship between the variables.

Table 3. t-test Indicators of Gender and School-system for Research Variables

Construct	Gender	School-system	Construct	Gender	School-system		
Stereotype	-.35	.10	multicultural acceptance	-3.61***	1.08		
Prejudice	.79	.24	Cognition of multi-culture	-3.56***	.58		
Social distance	-.95	-.22	openness and empathy of multi-culture	-2.31*	3.45**		
<i>Contacting experiences</i>	way	direct contact	intercultural communication competence	-3.35**	-.44		
		indirect contact				1.981*	-705
		time (month)				-.770	-.231

Note: n=388; *= $p < .05$; **= $p < .01$; ***= $p < .001$

Regression analysis

This study used hierarchical regression to test the relationship between the variables. The results are shown in Tables 4 and 5. Besides, in order to avoid collinearity affecting the result, this study checked if the VIF values of the variables were significantly less than 10 (between 1.018 and 1.559) from regression analysis before further analysis. The result shows that the regression models of this study do not have the collinearity issue.

The influence of stereotype, prejudice, and contacting experiences on social distance In order to explore the effect of stereotype, prejudice, and contact experience to social distance, age and grade were used as control variables first and social distance was the dependent variable (Table 4, Model 1). Thereafter, the three independent variables, including stereotype, prejudice, and contact experience were added to Model 2. According to Table 4 (Model 1), it was found that age and grade had no significant influence on stereotype and prejudice. After excluding the explanatory power of the control variable, according to Table 4 (Model 2), it was found that stereotype, prejudice, and direct contact have significant influence on social distance ($\beta=0.337, p<0.001$; $\beta=0.163, p<0.05$; $\beta=0.182, p<0.001$). Therefore, H1-1 and 1-2 are supported while H1-3 is partially supported.

The influence of stereotype, prejudice, contacting experiences, and social distance on multicultural acceptance In order to explore the effect of stereotype, prejudice, contact experience, and social distance on multicultural acceptance, this study followed the aforementioned regression analysis process to analyze the data. According to Table 3 (Model 4), it was found that grade has negative influence on multicultural acceptance ($\beta = -0.144, p < 0.05$). The stereotype and prejudice have positive influence on multicultural acceptance ($\beta = 0.358, p < 0.001$; $\beta = 0.138, p < 0.05$). Therefore, H2-1 and 2-2 are supported but H2-3 is not supported. In addition, according to Table 3 (Model 5), it was found that social distance has positive influence on multicultural acceptance ($\beta = 0.349, p < 0.001$). Therefore, H3 is supported.

In total, the hypothesis of contact experience to social distance is partially supported (only direct contact is supported) and the multicultural acceptance is not supported. Other hypotheses of this study are supported.

The influence of stereotype, prejudice, contacting experiences, and social distance on multicultural acceptance (cognition, emotion, and communication)

In order to further explore the effect of stereotype, prejudice, contact experience, and social distance on the cognition, emotion, and communication of multicultural acceptance, this study followed the aforementioned regression analysis process to analyze the data. According to Table 4 (Models 1 to 3), it was found that stereotype and social distance have positive influence on cognition ($\beta = 0.297, p < 0.001$; $\beta = 0.267, p < 0.001$), emotion ($\beta = 0.350, p < 0.001$; $\beta = 0.268, p < 0.001$) and communication ($\beta = 0.311, p < 0.001$; $\beta = 0.382, p < 0.001$). However, prejudice only has positive influence on emotion ($\beta = 0.129, p < 0.05$), communication ($\beta = 0.131, p < 0.05$), and direct contact only has positive influence on communication ($\beta = 0.135, p < 0.001$).

Table 4 Regression analysis Indicators of stereotype, prejudice, contacting experiences and social distance for multicultural acceptance

Dependence variables	M1	M 2	M 3	M 4	M 5	VIF value	
age	.052	.031	.064	.044	.033	1.068	
grade	.014	-.029	-.102	-.144*	-.134	1.018	
stereotype		.337***		.358***	.240***	1.559	
prejudice		.163*		.138*	.082	1.426	
contacting experiences	way	direct contact	.182***		.070	.007	1.361
		indirect contact	.017		.023	.017	1.286
		time (month)	.025		.054	.045	1.334
social distance					.349***	1.308	
F	.556	16.038***	8.090**	17.813***	24.407***		
Adj.R ²	-.002	.221	.035	.233	.326		

Independence variables: social distance (M1, 2); multicultural acceptance (M3,4,5)

Note: n=388; * = $p < .05$; ** = $p < .01$; *** = $p < .001$.

Table 5 Regression analysis Indicators of stereotype, prejudice, contacting experiences and social distance for multicultural acceptance (cognition, emotion, and communication)

Dependence variables	M 1	M 2	M 3	M4	M5	M6		
age	.029	-.0698	.001	.025	-.073	-.004		
grade	-.040	-.0989	.038	-.046	-.105*	.029		
stereotype	.297***	.350***	.311***	.206***	.259***	.182**		
prejudice	.057	.129*	.131*	.018	.087	.064		
contacting experiences	way	direct contact	.017	.47	.135**	.013	.002	.021
		indirect contact	.021	.050	.030	.044	.051	.012
	time (month)		.026	.050	.060	.020	.046	.050
social distance				.267***	.268***	.382***		
F	6.018***	16.956***	12.294***	8.646***	17.342***	19.945***		
Adj.R ²	.083	.198	.170	.136	.253	.281		

Independence variables: multicultural acceptance (M1,4= cognition ; M2,5= emotion ;M3,6= communication)

Note; n=388; * = $p < .05$; ** = $p < .01$; *** = $p < .001$.

Difference of cognition of variables between college students and foreign spouses

According to t-test and Table 6, it was found that the cognition of prejudice between college students and foreign spouses had no significant difference. However, the stereotype ($t=2.65, p<0.05$), social distance ($t=2.36, p<0.05$), and multicultural acceptance ($t=12.63, p<0.001$) have significant difference, and the average score of college students are higher than that of the foreign spouses.

Table 6 t-test Indicators of College Student and foreign spouses for Research Variables

Construct	College Student		foreign spouses		t	F
	Mea	SD	Mea	SD		
Stereotype	3.49	.44	3.33	.59	2.65*	1.523*
Prejudice	3.30	.38	3.22	.51	.173	.290
Social distance	3.68	.68	3.51	.73	2.36*	2.037*
Multicultural acceptance	4.05	.49	3.44	.45	12.63**	5.283***

Note; n1=388 (College Student); n2=122 (foreign spouses); * = $p < .05$; ** = $p < .01$; *** = $p < .001$.

Conclusions and suggestions

Conclusion and discussion

Conclusion and discussion on the basic information of the subjects Firstly, this study found that the stereotype of college students to foreign spouses is relatively positive. College students have the most positive effects as compared to foreign spouses from Japan and Korea (e.g. hardworking), followed by United States, Australia, Europe, Hong Kong and Macau, South-East Asia and Mainland China. Next, the college students have relatively positive prejudice attitude as compared to foreign spouses (e.g. high humanism quality). They have the most positive prejudice as compared to foreign spouses from Japan and Korea, followed by United States, Australia, Europe, Hong Kong and Macau, South-East Asia and Mainland China. Besides, college students have small social distance as compared to foreign spouses. They have minimum social distance to Japan and Korea, followed by United States, Australia, and Europe. They have the greatest social distance to foreign spouses from Mainland China. Furthermore, this study found that college students have high multicultural acceptance to foreign spouses. Cognition is the highest, followed by communication competence and emotion.

The study found that college students have relatively positive stereotype and prejudice as compared to foreign spouses, and the social distance is not high. Simultaneously, the acceptability of culture is also high. However, from the analysis of cognition variances between college students and foreign spouses, it was found that apart from the prejudice, the cognition of all other variables have significant difference and the cognition of college students are higher than that of foreign spouses. In

this study, it was believed that the possible reason could be related to the samples of this study. For example, Taiwan Government has promoted multi-cultural education aggressively. The new generation of young students has relatively higher ethnic identity and tolerance. The hint of this deduction would be found from the studies by Kim (2010) and Lee (2014) that the young college students have relatively positive stereotype and prejudice as compared to foreign spouses, and the social distance is relatively small. This may show that the multi-cultural education in Taiwan is effective. Therefore, Taiwan should keep on spending effort on this construct. Besides, multiple channels, such as community education, multiple media, and holding activities should be used on older and employed citizens in order to bridge the cognitive difference of the studied variables to increase the chances for citizens interacting with foreign spouses. Besides, the attitude to foreign spouses from different countries is different. The result of this study is in agreement with the results of studies from Lee (2007) and Yun (2010) that the attitude of people to different races of human has significant difference. College students show high multicultural acceptance. This study believes that this is related to the recent multi-cultural education in Taiwan.

Secondly, the multicultural acceptance of females is significantly higher than that of males. This includes cognition, emotion, and communication competence. This agrees with the results of the studies by Kim (2010) and Kao (2014) and this observation may be from the social perceptiveness. For example, females are generally expected to be warm and empathetic. In the oriental society, people are educated with different reasons. Furthermore, it is generally believed that females are more tolerant and sympathetic; they have more perception of humanistic solicitude than males do. Therefore, this led to the difference of attitude of multi-culture between males and females (Chen et al., 2017). In addition, literature also pointed out that regarding the multi-cultural quality or ethnic acculturation, males and females show different level of quality (Gurung & Mehta, 2001). The difference between males and females found in this study was equally proven from the aforementioned literature.

Thirdly, the result of this study shows that the emotional cognition of multi-culture of students in Day Division is higher than that of Division of Continuing Education. This discovery responds to the results of studies by Zhang (2004) and Yi and Chang (2006) that different ethnic groups have asymmetric social distance. Researchers believed that the reason may be related to the fact that the working experience of subjects from Day Division and Division of Continuing Education has relatively big difference. Therefore, their life experience, educational background, way of thinking, and social experience are different. Their cognition of openness and empathy of multi-culture would be different.

Conclusion and discussion on the research hypothesis

Firstly, regarding to the contact experience, only the direct contact has significant influence on the social distance of the foreign spouses. The result of this study shows that direct contact experience is more important than indirect contact. Even indirect contact for a longer time, the effect would be limited. This result would be understood from the "contact hypothesis". It is believed that interpersonal contact is the essential factor to eliminate opinion, reconcile differences, and lower the social distance. The result of this study supports contact hypothesis and simultaneously equally proves the studies of "whether contact benefits to lower the social distance, is related to the contact approach (direct or indirect)" (Dovidio et al., 2003; Yi & Chang, 2006). Besides, the result of this study shows that travelling abroad or working experience for the non-experienced students has significant influence on communication competence since they have the chance for direct intercultural contact. This discovery equally proves the contact hypothesis.

Next, the result of this study also verified the hypothesis that stereotype and prejudice have significant influence on social distance, which is in agreement with the theory. Besides, this study also proves that positive stereotype and prejudice would minimize the social distance of college students to the foreign spouses. This result of the present study agrees with the results of the studies by Schneider (2004) and Chai (2016). Furthermore, the result also shows that the cognition of stereotype and prejudice of the same person is quite consistent, that is, stereotype would affect the emotional prejudice. The people with lower prejudice would also have lower negative stereotype.

In addition, the result of this study shows that the stereotype, prejudice, and social distance of college students as compared to foreign spouses have positive significant influence on the multicultural acceptance. This study verifies that college students with positive stereotype and prejudice would lead

to lower social distance. Besides, the overall constructs of multicultural acceptance, cognition, emotion, and interpersonal competence of the college students would be higher. This study agrees with the studies by Jeong (2014) and Yun (2010). Furthermore, the result of this study also shows that college students have correct cognition to cultural situation, customs, and habit when they face difference or impact to “my” culture. Therefore, they do not show negative stereotype or prejudice and minimize the social distance to the foreign spouses and accept and get along with the multi-culture of the foreign spouses.

Research suggestions

According to the discoveries and discussion, this study has the following suggestions.

Firstly, in line with the discoveries of this study and contact hypothesis, it is believed that Taiwan people should increase the chance to contact with foreign spouses in order to lower the incorrect or negative stereotype or prejudice of people or students to foreign spouses. Thus, this study suggests that the relevant departments in Taiwan, such as Ministry of Education, Ministry of Culture, or National Immigration Agency should not only hold activities for the families of the foreign spouses or parenting, but also pay attention to the interaction between foreign spouses and people. Next, although this study found that most of the subjects have relatively positive stereotype and prejudice to foreign spouses, they should develop different attitude and social distance to foreign spouses from different countries. This shows that the Taiwan college students still have specific cognition to countries or regions. Thus, this study suggests that the Taiwan Government authorities, schools, or organizations should increase relevant educational contents and activities related to multi-culture. It has been noticed that the cognition of subjects to the spouses from South-East Asia and Mainland China is lower than that from other countries. It is suggested that the cases showing the aggressive and positive life of spouses from South-East Asia and Mainland in Taiwan, such as happy and satisfied marriage, harmonic family relationship, spirit of courage, and the contribution of spouses from South-East Asia to Taiwan should be increased.

Next, contact experience of different ethnic groups are regarded as the mechanism eliminating ethnic discrimination and general contact or actual contact and are proven to lower the social distance of the marriage. Therefore, increasing social contact opportunities across the ethnic groups should be able to improve the relationship of ethnic groups of Taiwan in the future (Yi & Chang, 2006). In addition to the direct contact between people and foreign spouses, the government authority, or organizations should pay attention to the influence of the media and publicize proper attitude facing the foreign spouses to avoid the hasty generalization and wrong cognition.

Besides, in the growing up process of the children of the foreign spouses, they have much more chances to interact with local students when compared with their foreign parents. Therefore, the children of foreign spouses are the best bridges to reduce the social distance between local students and foreign spouses and increase the multicultural acceptance of Taiwan people. Thus, this study suggests that the relevant units of Taiwan Government should increase the chances of communication and interaction in order to guide the local family members of foreign spouses to correctly understand the countries of the foreign spouses and their cultures and increase the effect of the bridges. Finally, this study used college students as the object of the study. In order to enhance the understanding of multi-culture in college, the general and professional courses on ethnic history and culture should not only be increased, but the educational unit should also arrange counseling and learning for the teachers in order to increase their cognition of new immigrants. In total, the sensitivity of the teachers to the multi-culture should also be enhanced. In addition, the relevant propagandistic information and teaching plan with the topics of new immigrants should be studied and developed in order to benefit the education and establish the foundation of respecting multi-culture.

Research limitations and future research suggestions

Firstly, this study was restricted by time, environment, and traffic, so the study participants were restricted to Taiwan college students. Whether the result could be deduced to general Taiwan people or not should further be considered. Thus, future studies may extend to the Taiwan people in different industries. Besides, regarding the research tool, this study used questionnaire as the quantitative tool. The questionnaire used belonged to self-report and the hidden attitude of the subjects was not assessed (Greenwald et al., 1998). Therefore, future studies are suggested to increase the heterogeneity of

subjects and both quantitative and qualitative studies should be conducted.

REFERENCES

- Ahn, J. H. (2007). *Acceptance and rejection of multicultural discourse in Korea* (Unpublished master's thesis). Department of Media Communication, Yonsei University, Korean (in Korean).
- Allport, G. W. (1979). *The nature of prejudice*. Cambridge, MA: Perseus Books.
- Asada, H., Swank, E., & Goldey, G. T. (2003). The acceptance of a multicultural education among Appalachian college students. *Research in Higher Education, 44* (1), 99-120.
- Bagozzi, R. P., & Yi, Y. (1988). On the use of structural equation model in experimental designs. *Journal of Marketing Research, 26* (3), 271-284.
- Ringdal, K., & Simkus, A. (2012). *The aftermath of war: Experiences and social attitudes in the Western Balkans*. Surrey, England: Ashgate.
- Bogardus, E. S. (1925). Social distance and its origin. *Journal of Applied Sociology, 9*, 216-226.
- Baumgartner, H., & Homburg, C. (1996). Applications of structural equation modeling in marketing and consumer research: A review. *International Journal of Research in Marketing, 13* (2), 139-161.
- Chang, Y. H., & Yi, C. C. (2006). Attitude of social distance reflecting the relationship of ethnic groups: Further study of Taiwan information. In S. L. Lau (Eds.), *Trend and challenge of social development: Experience of Hong Kong and Taiwan* (pp. 341-369). Hong Kong: Chinese University of Hong Kong (in Chinese).
- Chai, X. (2017). A study of social distance in the implementation of the national minority social work in Xinjiang. *China Journal of Social Work, 9* (3), 278-290.
- Chen, G. M., & Starosta, W. J. (2000). The development and validation of the intercultural communication sensitivity scale. *Human Communication, 3*, 1-15.
- Chen, C. H., & Kao, R. H. (2012). Work values and service-oriented organizational citizenship behaviors: the mediation of psychological contract and professional commitment: a case of students in Taiwan Police College. *Social Indicators Research, 107* (1), 149-169.
- Chen Y., Lu, J., Wang, Y., Feng, Z., & Yuan, B. (2017). Social distance influences the outcome evaluation of cooperation and conflict: Evidence from event-related potentials. *Neuroscience Letters, 647*, 78-84.
- Corrigan, J. D., & Schmidt, L. D. (1983). Development and validation of revisions in the Counselor Rating Form. *Journal of Counseling Psychology, 30*, 64-75.
- Coser, L. A. (1971). *Masters of sociological thought: Ideas in historical and social context*. New York, NY: Harcourt Brace Jovanovich.
- Cosmides, L., Tooby, J., & Kurzban, R. (2003). Perceptions of race. *Trends in Cognitive Sciences, 7*, 173-179.
- Crisp, R. J., & Turner, R. N. (2012). Imagined intergroup contact. In G. Hodson & M. Hewstone (Eds.), *Advances in intergroup contact* (pp. 135-151). Hove: Psychology Press (Taylor & Francis).
- Dovidio, J. F., Gaertner, S. L., & Kawakami, K. (2003). Intergroup contact: The past, present, and the future. *Group processes & intergroup relations, 6* (1), 5-21.
- Evans, G., & Need, A. (2002). Explaining ethnic polarization over attitudes towards minority rights in eastern Europe: A multilevel analysis. *Social Science Research, 31*, 653-680.
- Gaertner, S. L., Rust, M. C., Dovidio, J. F., Bachman, B. A., & Anastasio, P. A. (1996). The contact hypothesis: The role of a common ingroup identity on reducing intergroup bias among majority and minority group members. In J. L. Nye & A. M. Brower (Eds.), *What's social about social cognition?* (pp. 230-360). Newbury Park, CA: Sage Publications.
- Goff, P. A., Steele, C. M., & Davies, P. G. (2008). The space between us: Stereotype threat and distance in interracial contexts. *Journal of Personality and Social Psychology, 94*, 91-107.
- Goldschmidt, T. & Rydgren, J. (2015, June 19). Social distance, immigrant integration, and welfare chauvinism in Sweden. Retrieved from <http://su.diva-portal.org/smash/record.jsf?pid=diva2%3A1086784&dswid=3453#sthash.A6qTbdbT.dpbs>.
- Gordijn, E. H., Koomen, W., & Stapel, D. A. (2001). Level of prejudice in relation to knowledge of

- culture stereotype. *Journal of Experimental Social Psychology*, 37, 150-157.
- Greenwald, A. G., McGhee, D. E., & Schwartz, J. L. K. (1998). Measuring individual differences in implicit cognition: The implicit association test. *Journal of Personality and Social Psychology*, 74, 1464-1480.
- Gurung, R. A., & Mehta, V. (2001). Relating ethnic identity, acculturation, and attitudes toward treating minority clients. *Cultural Diversity & Ethnic Minority Psychology*, 7, 139-151.
- Hagendoorn, L., & Kleinpenning, G. (1991). The contribution of domain- specific stereotypes to ethnic social distance. *British Journal of Social Psychology*, 30 (1), 63-78.
- Hainmueller J., & Hiscox, M. J. (2007). Educated preferences: Explaining individual attitudes toward immigration in Europe. *International Organization*, 61 (2), 399-442.
- Hagendoorn, L. (1993). Ethnic categorization and outgroup exclusion: Culture values and social stereotypes in the construction of ethnic hierarchies. *Ethnic and Racial Studies*, 16 (1), 26-51.
- Hsia, H. C. (2001). The media construction of the “foreign brides” phenomenon. *Taiwan : A Radical Quarterly in Social Studies*, 43, 153-196 (in Chinese).
- Hwuang, J. M. (2012). The factors affecting ordinary children’s sense of social distance from those in multicultural family. *Contemporary Society and Multiculture*, 2 (1), 174-210 (in Korea).
- Jeon, Y. J., & Jeon, Y. H. (2010). Influences of stereotypes and emotions toward women immigrants by marriage on social distances. *Korean Journal of Human Ecology*, 19 (1), 1-13 (in Korea).
- Jeong, S. W., & Jeong, J. CH. (2012). The effects of multicultural educational experience and social distance on the multicultural acceptance of adolescents. *The Korean association for multicultural education*, 5 (1), 51-68 (in Korea).
- Jeong, S. Y. (2014). *Affecting factors on the multicultural acceptance of adolescents*. (Unpublished doctoral dissertation). Department of social studies education, Graduate school of Kongju National University, Korea (in Korean).
- Jones F. L., & Smith, P. (2001). Diversity and commonality in national identities: An exploratory analysis of cross-national patterns. *Journal of Sociology* 37, 45-63.
- Jöreskog, K. G., & Sörbom D. (1988). *PRELIS a program for multivariate data screening and data summarization. A Preprocessor for LISREL*. Mooresville: Scientific Software, Inc.
- Kaiser, H. F. (1974). An index of factorial simplicity. *Psychometrika*, 39, 31-36.
- Kao, Y. C. (2014). Building the theoretical framework of evaluation system for intercultural communication competence of Chinese university students. *Foreign Language world*, 4, 80-88 (in Chinese).
- Kelley, C., & Meyers, J. (1995). *The cross-cultural adaptability inventory*. Minneapolis: National Computer Systems.
- Kim, K. H. (2013). Effects of intercultural sensitivity on multicultural acceptance among social work students: Mediating effect of social familiarity to foreigners. *Social welfare and education in south Korea*, 22, 77-104 (in Korea).
- Kim, K. M., & An, S. S. (2014). The factors influencing receptive behavior towards the migrant workers from south east Asia. *The Korean Journal of Developmental Psychology*, 19, (3), 315-338 (in Korea).
- Kim, M. J. (2010). *Development and Validation of the Multicultural Acceptance inventory of Korean Children*. (Unpublished doctoral dissertation). Department of Home Economics Graduate School, Korea University (in Korean).
- Kim, Y. H. (2017). *A study on the multicultural acceptance and its influencing factors to new immigrants-Take the new immigrants as the object of study*. (Unpublished master’s thesis). Department of Ocean and Border Governance, National Quemoy University, Taiwan (in Chinese).
- Krejcie, R. V., & Morgan, D. W. (1970). Determining sample size for research activities. *Educational and Psychological Measurement*, 30, 607-610.
- Lee, M. Y., Sapp, S. G., & Ray, M. C. (1996). The reverse social distance scale. *Journal of Social Psychology*, 136 (1), 17-24.
- Lee, H. L. (2007). *Study on social prejudice towards race -centering on the relationship of social distance to stereotypes and emotions*. (Unpublished master’s thesis). Department of general social studies, Graduate school of Hanyang University, Korea (in Korean).

- Lee, S. Y. (2014). *The relationship between nursing students' social distance and attitudes toward the mentally disabled individuals*. (Unpublished master's thesis). Department of nursing graduate school Keimyung University, Korea (in Korean).
- McKerrell, S. (2015). Social distance and the multimodal construction of the other in sectarian song. *Social Semiotics*, 25 (5), 614-632.
- Munroe, A., & Pearson, C. (2006). The Munroe multicultural attitude scale questionnaire a new instrument for multicultural studies. *Educational and Psychological Measurement*, 66 (5), 819-834.
- Nyaupane, G. P., Teye, V., & Paris, C. (2008). Innocents abroad: attitude change toward hosts'. *Annals of Tourism Research*, 35 (3), 650-667.
- Pagnini, D. L., & Morgan, S. P. (1990). Inter-marriage and social distance among U.S. immigrants at the turn of the century. *American Journal of Sociology*, 96 (2): 405-432.
- Park, R. E. (1950). *Race and culture*. Glencoe, III: The Free Press.
- Pak, Y. J., & Lee, J. E. (2013). Factors that have impacts on the multi-culture acceptance of juveniles, *Korean academy of social welfare*, 24, 285-310 (in Korea).
- Podsakoff, P. M., & Organ, D. W. (1986). Self-reports in organizational research: Problems and prospects. *Journal of management*, 12 (4), 531-544.
- Powers, D., & Ellison, C. (1995). Interracial contact and black racial attitudes: The contact hypothesis and selectivity bias. *Social Forces*, 74 (1), 205-226.
- Schumacker, R. E., & Lomax, R. G. (1996). *A beginner's guide to structural equation modeling*. Hillsdale, NJ: Lawrence Erlbaum Associates Inc.
- Schneider, D. J. (2004). *The Psychology of Stereotyping*. New York, NY: Guilford.
- Snellman, A., & Ekehammar, B. (2005). Ethnic hierarchies, ethnic prejudice, and social dominance orientation. *Journal of Community & Applied Social Psychology*, 15 (2), 83-94.
- Stephan, W. G., Ybarra, O., Martinez, C., Schwarzwald, J., & Tur-Kaspa, M. (1998). Prejudice toward immigrants to Spain and Israel: An integrated threat theory analysis. *Journal of Cross-Cultural Psychology*, 29, 559-576.
- Tasci, A. D. A. (2009). Social distance: the missing link in the loop of movies, destination image, and tourist behavior? *Journal of Travel Research*, 47 (4), 494-507.
- Van Der Zee, K. I., & Van Oudenhoven, J. P. (2000). The multicultural personality questionnaire: a multidimensional instrument of multicultural effectiveness. *European journal of personality*, 14 (4), 291-309.
- Wu, Z. L. (1992). *The attitude of Americans to Blacks, Jew, and Orientals*. Beijing: Minzu University of China (in Chinese).
- Yi, C. C., & Chang, Y. H. (2006). Attitudes toward having a foreign daughter-in-law: The importance of social contact. *Taiwanese Sociology*, 12, 191-232 (in Chinese).
- Yun, I. S. (2010). *Children's social distance with multicultural background children*. (Unpublished master's thesis). Department of social welfare graduate school Keimyung University, Korean (in Korean).
- Zhang, Y. H. (2004). *A dissymmetrical social distance-A study of natives and outlanders social distance in Suchou*. (Unpublished master's thesis). Department of Social Work, Tsinghua University, Chinese. (in Chinese).