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Author(s)	大谷, 碧
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論 文 内 容 の 要 旨

氏 名 (大 谷 碧)	
論文題名	Empirical Studies of Child Well-being and Education (子どものウェルビーイングと教育に関する実証分析)
論文内容の要旨	
<p>This dissertation consists of three chapters that explore factors that influence children's education. The first chapter investigates how schools influence parents in order to get them more involved in their children's education. Samples of elementary and middle school children were analysed separately using a weighted multilevel model and results show that associations are different according to the school level. For the sample of elementary school children, informing about school is positively associated with home-based parental involvement. On the other hand, informing about children's learning progress is positively associated with it for eighth grade.</p> <p>The second chapter investigates the effects of parental involvement on academic achievement. It also examines how students' attitude towards subjects and educational aspiration mediate the relationships between parental involvement and achievement. Samples were analysed by school level, by gender, and by subject (mathematics and science). The analyses were conducted by using a weighted generalised multilevel structural equation model. Results showed that students' attitude and aspiration mediate associations between parental involvement and academic achievement at both elementary and middle school. Also, associations between parental involvement and academic achievement vary according to school level, gender, and subjects. Notable differences are that, in elementary school, monitoring types of involvements are associated with achievements both directly and indirectly. On the other hand, in middle school, those types of involvements influence achievement indirectly rather than directly.</p> <p>The third chapter investigates the independent effects of maternal and paternal involvement on adolescents' achievement. Also, it examines how adolescents' educational aspiration mediates the relationships between parental involvement and grades. Samples of middle school students were analysed separately according to adolescents' gender. The analyses were conducted by using a generalised structural equation modelling. Results show that both maternal and paternal involvement influences adolescent's academic outcome independently. Adolescent's educational aspirations mediate the association between parental involvement and academic grade. Also, discussion topics that are related to adolescents' schooling are more significantly associated with grades.</p>	

論文審査の結果の要旨及び担当者

氏 名 (大 谷 碧)	
	(職) 氏 名
論文審査担当者	主 査 松繁 寿和 教授
	副 査 松林 哲也 准教授
	副 査 大槻 恒裕 教授

論文審査の結果の要旨

This dissertation, “Empirical Studies of Child Well-being and Education”, consists of three main chapters of statistical analysis that explore the factors that influence children’s education. The first chapter investigates how schools can influence parents so as to get them more involved in their children’s education. The level of parental involvement at elementary school and that at middle school are statistically compared using a weighted multilevel model. One of main findings is the fact that parents’ responses to the actions of schools differ among school year. For elementary school children, informing about school is positively associated with home-based parental involvement. On the other hand, for eighth grade students, informing about children’s learning progress is positively associated with parental involvement.

The second chapter investigates the effects of parental involvement on student academic achievement. It also examines how students’ attitude towards subjects and educational aspiration mediate the relationships between parental involvement and their achievement. Weighted generalised multilevel structural equation model analysis is applied to both of elementary school and eighth grade at middle school by gender and also by subject (mathematics and science). The analysis concludes that students’ attitude and aspiration influence the associations between parental involvement and academic achievement at both elementary and middle school, but the power of influence varies with respect to school level, gender, and subjects. It is worth to be noticed that, in elementary school, some types of monitoring involvements changes students’ achievements straightforward. On the other hand, in middle school, those types of involvements do not have clear and direct influence on their achievement.

The third chapter investigates the each effect of maternal and paternal involvement on adolescents’ achievement and also examines how adolescents’ educational aspiration affects the significance of relationships between parental involvement and their children’s’ academic grade. A generalised structural equation model is applied to the samples of middle school students. It is then founded that, first, maternal and paternal involvement has different influences on their adolescent’s academic outcome. Second, adolescent’s educational aspirations mediate the association between parental involvement and academic grade. Third, the topics discussed at home that are related to adolescents’ schooling are more significantly associated with their grades.

On the basis of not only the value of new academic findings and contributions but also the quality of dissertation mentioned above, the assessors all agreed that the dissertation deserves the Ph.D. (International Public Policy).