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Form 3

Abstract of Thesis

Name (Yan LI)	
Title	Intrafamily class differences and interrelationships between class, gender and ethnicity in parental involvement in education: A case of middle-class Chinese-Japanese interethnic families in Japan (家庭内階級差及び階級、ジェンダー、エスニシティの相互作用と親の教育的関与：日本に住む中流階級の日中国際結婚家庭を例に)

Abstract of Thesis

The purpose of this study is to examine how parental involvement in children's education shapes parents' experiences and practices depending on class, gender, and ethnic differences between parents of a child, as well as exploring the interrelationships between class, gender, and ethnicity of parents when they are involved in children's education.

In order to gain a better understanding of how parental involvement shapes parents' experiences and practices, the study focuses on middle-class families, which are more likely to be involved in their children's education. In order to shed light on social differences between parents of a child within a family, this study explores the kinds of parental involvement that can be considered compulsory or quasi-mandatory for all families with children in Japan, namely parental involvement in compulsory public choice decision-making for their children and parental involvement in PTAs at their children's preschools and/or primary schools. The study examines Chinese/Japanese heterosexual intermarried couples in Japan as an example of parents with multiple social differences within their family, as a way to illuminate class, gender and ethnic differences between parents within their families.

The contributions of the study begin by establishing a theoretical framework for understanding class differences between parents of a child by conceptualising the family as a relational unit of individuals with relational forms of capital, drawing largely on Bourdieu's sociological theories. In contrast to existing studies that examine how parental involvement shapes class differences between children from different families in different classes, this theoretical framework allows the current study to examine how parental involvement shapes class differences between parents of a child. As a result of identifying class differences between parents of a child, the study is able to demonstrate how parental class differences within a family shape the ways in which they experience parental involvement and how these differences are constructed as parents become involved in their children's education. As such, the study contributes to understanding the social processes of class in fulfilling family obligations within and beyond family institutions.

By focusing on a case of middle-class Chinese-Japanese interethnic families, the study is able to show that multidimensional social differences between parents do not shape their negotiations over family educational duty in an additive manner, but rather in a situated and interrelated way. It is also important to note that the social differences that influence parents' decisions and practices and that are articulated by parents are not necessarily consistent. As such, the study provides a nuanced understanding of the impact of parents' class, gender, and ethnicity on parental involvement and vice versa, as well as a novel understanding of the interrelationship between parents' class, gender, and ethnicity when they are involved in their children's education, in contrast to intersectional approaches to multiple social differences.

Despite previous studies consistently showing that middle-class parents' involvement is beneficial to children's educational and occupational outcomes, this study demonstrates that parental involvement in education entails economic or emotional costs on the part of middle-class parents, regardless of their social differences within the family. Therefore, this study poses questions and stimulates further discussion on the benefits and costs of parental involvement.

Moreover, the current study argues that it is important to distinguish between the role of parents in supporting their children (family duty) and giving their children a voice (citizen rights) to better understand parental involvement. It is hoped that the study will better equip policymakers and parents to employ parental involvement as a public voice to help parents address the diverse needs of families, and to make sure that all students have equal access to educational opportunities and ensure the economic and emotional wellbeing of all parents.

様式 7

論文審査の結果の要旨及び担当者

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論文審査の結果の要旨

Title: Intrafamily class differences and interrelationships between class, gender and ethnicity in parental involvement in education: A case of middle-class Chinese-Japanese interethnic families in Japan

In this study, Yan Li set out to ‘examine the impact of the class differences of parents on their involvement in their child’s education and understand how parental involvement shapes family class structure’. A second objective was to ‘explore the interrelationships between class, gender, and ethnicity when parents with class, gender, and ethnic differences are involved in their children’s education’ (p5).

The approach taken was resulted from in-depth reading of the educational and sociological literature on parental involvement in children’s education (chapter 2) in English, Japanese and Chinese. Li had already been established in Chapter 1 that the Japanese government was pursuing policies to ‘to raise the educational capabilities of Japanese families’. We learn from this that current policies are very much in-line with a trend in high income countries to further promote parental involvement given the links of such activities with school success.

The literature review chapter revealed three gaps in knowledge: (1) a lack of empirical work evidencing the impact of parental involvement on the parents; (2) a neglect to account for possible class differences between parents; (3) a missing analysis of the interrelationship between class, gender and ethnicity in distribution of responsibilities for parental involvement.
This study focused on seemingly middle-class couples, where one parent is Japanese and the other Chinese. The literature shows that middle-class have a higher level of involvement in their children’s education that working class families. Chinese nationals account for the largest group of foreign spouses marrying Japanese at this time, making this partnership a salient one to study.

Two research questions were developed to address the two aims of the study:
1) In what ways do class differences between parents of a child shape parents’ involvement? In turn, how does parental involvement shape the class differences of parents in a family?
2) How are class, gender and ethnic differences between parents interrelated in the process of parental involvement?
The concept of parental involvement was operationalized by focusing on parental involvement in the choice of schools for the children and in Parental Teacher Association (PTA) activities which are de facto compulsory in the Japanese context.

An important part of this study was the theoretical work that was done around class position (chapters 3

and 4). In chapter 3, Li developed a theoretical critique of the class position of married women based on an adaption of Pierre Bourdieu's theory of cultural capital. She drew attention to the way in which this issue had been approached and resolved in stratification theory to-date, and critiqued those resolutions that assign class on the basis of the family unit or the individual, instead calling for a relational concept taking into account both economic and cultural capital.
In chapter 4, Li developed her own theoretical framework that allowed her to classify the class differences between husband and wife in the family drawing on an adapted version of Bourdieu's cultural capital theory. This allowed her to measure class based on two proxy variables, current occupation (a simple measure of economic capital) and years of completed education (a simple measure of cultural capital) of each parent, which allowed her to classify the class differences between husband and wife in the family based on these two measures. A stay-at-home parent would have a lower position on the measure of economic capital, but may have a higher position based on cultural capital. The class position is a combination of these four data points. To classify class by occupation Li used the model of Hashimoto, that placed a parent without an occupation due to childcare responsibilities in an 'under-class position, which was something that raised debate in Li's viva.

Li recruited 22 parents into her study representing 16 different families (see Table 1 chapter 5). Ten of the sixteen families had a Chinese mother and a Japanese father, and six had a Japanese mother and a Chinese father. The study included thirteen Chinese and nine Japanese parents; twelve mothers and ten fathers. Recruiting was done during the first year of the COVID-19 pandemic and this had a dampening effect, leaving her with fewer participants than expected.

Consistent with her theoretical approach, Li applied Bourdieu's praxeology as her methodological foundation (chapter 5). This made it possible to analyze both the objective assessed class position of women in the families interviewed as well as the subjective interpretations (or justifications) of the distribution of responsibility between husband and wife in relation to their children's education. It is important to emphasize that only the logical consistent application of Bourdieu's theory and methodology made this possible. This achievement is remarkable for its very high level of theorizing, alongside in-depth empirical research.
Chapters 6-8 reported on the empirical findings through the application of Bourdieu's theory and methodology. Chapter 6 looked at mother's involvement in school choice, chapter 7 at mother's involvement or non-involvement in PTA activities, and chapter 8 father's involvement or non-involvement in PTA activities. Despite the rather low number of participants in her study, Li was able to find clear patterns. Three of the results deserve to be highlighted. First, in DMOFs (dual middle-class occupation families) mothers (with equal cultural capital) were torn by their desire to choose a good school (private or international for example) for their children and their own career. Here the parent's involvement in their child's education would have had a negative impact on the parent if a local school was not chosen. This was not the case for MMOFs (male middle-class occupation families) or for families, in which the mothers had more cultural capital than their husbands. Second, the decision of which parent was taking over the responsibility to fulfil the PTA duties depended in MMOFs on class and gender (mothers participated in PTAs), whereas in DMOFs on class and ethnicity (Japanese parents participated in PTAs). This is a very interesting result, because in no case were all three investigated variables (class, gender, and ethnicity) relevant. Third, most of the participants provided explanations for the distribution of duties in the family which contradicted the objective (economic and social capital) analysis. Only the Chinese mothers made statements which were consistent with the objective findings.

To conclude, the committee agreed that this was an innovative and well executed study that produced not only interesting results, but also should be noted for its development of Bourdieu's theories to measure the relative class position of husband and wife in a family. Li also found a way to operationalize the

investigation of three important variables (class, gender, and ethnicity) in a way that was logically consistent. We conclude that Li's study is highly relevant both for research and policy making. We judge the thesis to be of a very high standard and at a doctoral level.

Based on the high quality of the research and the relevance of the topic, the committee was in strong agreement that this thesis had reached the level necessary to be awarded a PhD in Human Sciences.