

## Abstract

学位論文題目 Paternal Depression and Pre-schoolers' Socioemotional Difficulties:  
Comparing Japan and the U.K. from Developmental Psychopathology Perspectives  
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This dissertation examined the effects and the mechanism of transmission of paternal depression to their children's socioemotional development during the preschool stages. The matching data obtained from parents of Japanese preschoolers (T1: N = 311, T2: N = 135) and the subsample of the U.K. Millennium Cohort Study (MCS) (T1: N = 311, T2: N = 135) were investigated from developmental psychopathological perspectives.

In the field of developmental psychopathology, child psychopathology is considered deviant from the normal developmental norms. Hence, the manifestation of psychopathology is considered to be resulting from the dynamic interaction between an individual and his or her environment. Although parental depression has been suggested to be a significant risk factor in a child's socioemotional development, depression in fathers (i.e. paternal depression) has attracted disproportionately little attention in research till date. To elucidate its function in relation to child development, a longitudinal cross-cultural comparison was conducted utilizing data from Japan and the U.K., two nations that are broadly similar in socioeconomic background but different in father-child involvement. A parental survey was conducted when the children were aged three years (T1) and again when they reached five years of age (T2). Study 1 investigated the symptom levels of paternal depression using a standardized screening scale (Kessler 6). Results revealed that Japanese fathers reported a significantly higher level of depressive symptoms than their U.K. counterparts. Study 2 explored the mechanism of the association of paternal depression and children's socioemotional difficulties by employing the Emotional Security Theory (Davies & Cummings, 1994). The simultaneous multi-group structural equation modeling was tested, and the results confirmed the mediational role of children's emotional insecurity, linking father-child transmission paths in the above-mentioned two contexts. Furthermore, the results indicated divergence in the Japanese context where negative influence was associated with a child's socioemotional difficulties through father-mother-child transmission paths. In addition, the causal relation of paternal depression with a child's socioemotional difficulties was examined utilizing cross-lagged panel design (study 3). The findings suggested that T1's paternal depression affected T2's socioemotional difficulties in the context of U.K., whereas T1's socioemotional difficulties affected the T2 level of paternal depression

in the Japanese context. These findings implied divergent causal relations between paternal depression and a child's socioemotional difficulties in the family sub-system. Finally, study 4 focused on the Japanese sample and tested the causal relation between paternal depression, father-child relationships, and children's socioemotional difficulties utilizing the cross lagged model. The study revealed that Japanese fathers' depression at T1 affected T2 father-child relationships but not the child's socioemotional difficulties, whereas the child socioemotional difficulty at T1 affected the paternal depressive symptom levels at T2. The effects of paternal depression on father-child relationships proved that paternal depression at T1 predicted lesser closeness and higher conflict in father-child relationships at T2. Moreover, the results indicated a transactional relation between risk factors of father and children, implicating the complex mechanism of the interaction in the development of children's socioemotional difficulty during preschool stages.

This longitudinal cross-cultural comparison demonstrated the risk of paternal depression and its common mechanism of being associated with preschoolers' socioemotional difficulties; however, it also exhibited some divergent effects and transmission links in the two contexts. The findings were discussed from developmental psychopathology perspectives.