

外国語要旨

学位論文題目

A Study on clinical psychological support for children in the Philippines through implementing support programs for preschool education.

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This research aimed at examining how grassroots support could be beneficial and sustainable for preschool education in a community of the Philippines, and the sustainability of support programs. In order to pursue these objectives, three agendas were focused on: first was to establish the support programs, second was to verify the effectiveness, and third was to examine its sustainability.

First, needs assessment surveys were carried out in order to establish support programs appropriate for the children's development and for the local situation. Also in order to understand the children's actual development status, developmental screening tests and home visitation programs were carried out. Moreover, questionnaires were implemented to understand family situation and the needs for preschool education. The results of development tests showed that due to material and environmental insufficiencies, not adequate results were shown in fine motor development although other developmental delays were not observed. From a psychological perspective, it was recognized that social and emotional care for children in poverty and support from caregivers for the children to acquire learning habits and life skills were needed. Even though there was great needs for the children to participate in preschool education, existed services were not available for them to use due to economic problems. Incorporated the results of the surveys into the support programs, play and self-expressive dimensions and family support function were emphasized. These support programs were added to the preschool educational program of the local counterparts which founded a free preschool education for children with poverty.

Second, the effectiveness of the preschool education programs for children was examined by focusing on the level of adaptation after entering elementary schools. A comparative study was carried out whereby control groups were set up consisting of

children who had graduated from other preschool programs (other preschool group) and children who had not experienced any preschool programs (inexperienced group). Data analyses was conducted with teachers' reports on children's academic performances and attitudes in schools. The results indicated that as of the second year of elementary school, the intervention group showed significantly higher level of adaptation than the inexperienced group. Next, a survey was carried out during the fourth year of elementary school using CBCL-TRF with the teachers' reports. The results showed that the scores of the intervention group on social withdrawal, social problems and internalizing scale were significantly lower than those of the inexperienced group, and also when compared to the other preschool group, the intervention group significantly showed lower scores on total problem scale, social withdrawal and physical complaints. Regarding the three scores on the total problem, internalizing and externalizing scales, when the differences were examined in the ratios among the normal level, borderline level and clinical (high-risk) level, a significant difference was observed in the internalizing scale, and the intervention group significantly indicated lager number of children shown in normal level than the comparative control groups.

Third, in order to study sustainability of the support programs, we extracted important points from the perspective of human capacity. First, in order to understand the characteristics of local human capacity, the backgrounds of the five teachers were analyzed as primary sources, such as field notes. Next, the growth process of a teacher who worked for the longest years was studied, and the points contributed to her growth were extracted. This investigation uncovered that as local human capacity, there were unique and distinguished strengths and risks involved in working in a developing country. Furthermore, it was learned that mutually beneficial for relationship both teacher-child and teacher-parent relationships were important for motivating a teacher's orientation to growth.

As an overall consideration regarding the establishment of the support program, by conducting an extensive and careful survey and observing the actual situation, it may be possible to operate on a grassroots level, and that it may be a method capable for building a support program suitable for local needs. Also, it is necessary to put social and emotional care within the scope of preschool education programs, not just providing

"appropriate stimulus for development" or study.

From the verification of the effectiveness, it was confirmed that support for children that attaches importance to promote and care of social and emotional development had a positive and long term effect in the medium. Although it has been claimed that preschool education with long-term effectiveness is limited to adequately funded high-quality programs (Weikart, 2000), it can be said that even the support was relatively small, support that addresses developmental tasks in childhood can be a preventive measure in improving social adjustment in later developmental phases.

The study of sustainability uncovered problems with intergenerational conflict, namely the risks in relationships between teachers and children. Relationships between teachers and children greatly influence the quality of preschool education (OECD, 2011). Providing psychological support for teachers, and promoting mutually beneficial teacher-child relationships, increases the sustainability of the practice and, at the same time, increases the effectiveness of the promotion of childhood social and emotional development. These findings may contribute to how grassroots support, which is characterized by interpersonal involvement and respectful involvement over the long-term, works.