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学位論文題目 Social Class Disparities in Academic Achievement and Learning Motivation:
Primary Education in Kenya

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This study examines empirical evidence regarding social class disparities in academic achievement and learning motivation in Kenyan primary schools. For this purpose, it uses statistical methods to focus on two aspects: (1) the factors influencing the academic achievement of students with low socioeconomic status (SES) and (2) the effects of SES and parental involvement on students' learning motivation. The results provide insights into how the academic achievement and learning motivation of students with low SES can be increased.

This study is organized as follows. Chapter 1 outlines the causes of the disparities in academic achievement from both educational sociology and social-psychological perspectives and presents the analysis framework, while Chapter 2 provides an overview of previous research. Chapter 3 outlines Kenya's economic and social contexts, while Chapter 4 discusses the country's educational system and government policies. Chapter 5 examines the factors contributing to disparities in academic achievement among Kenyan primary schools by analyzing data from the Southern and Eastern Africa Consortium for Monitoring Educational Quality II (SACMEQ-II). The findings show that, among schools with low average SES, SES has a lower impact on average scores than other school-related factors. However, among schools with middle or high average SES, SES is the strongest predictor of average scores. Based on students' place of residence and SES, Chapter 6 further analyzes the SACMEQ-III data to determine the influence of school-related factors on academic achievement. The results indicate that, for students from rural areas with low SES, teachers' qualifications, improving teachers' behaviors, in-service training, and school meals can improve their academic achievement. On the other hand, for those from urban areas with low SES,

a qualified school headmaster, feedback on mathematical performance and other homework, school meals, improving teachers' behaviors, a school library, and well-maintained school buildings are all associated with significantly higher academic achievement. Chapter 7 examines the relationship between parental involvement, academic achievement, and learning motivation, based on 194 households in Uasin Gishu County, Kenya. It is discovered that early childhood parental involvement and after-school study hours of students significantly affect academic achievement, after controlling for SES. Frequent conversations between the students and their parents directly influence levels of autonomous academic motivation. Parents who are more involved in "holding conversations," "teaching basic lifestyle habits," and "encouraging learning" greatly increase students' curiosity and interest in learning. Chapter 8 discusses the influence of SES and parental involvement on five attribution factors affecting the students' perceptions of mathematical success/failure, based on 245 eighth graders in the city of Eldoret. The findings indicate that the causal attributions of academic achievement differ according to parental involvement among the students with lower SES. In addition, the students from a low social class who receive a high level of parental support tend to make attributions that promote achievement behavior. Finally, Chapter 9 examines the influence of SES and parental involvement on students' self-efficacy by collecting data from 214 eighth graders in the city of Eldoret and using structural equation modeling. The results show that the effect of SES on students' self-efficacy is positively mediated by parental involvement and that parental involvement directly influences students' self-efficacy. The findings suggest that various factors should be considered to improve the academic achievement and learning motivation of students from a low SES background. Such factors include improvements in teacher training courses, parental involvement, preschool education, afterschool study programs, complete free primary education, the provision of school meals, in-service training programs for teachers, school infrastructures, and supporting programs for disadvantaged families.