

学位論文の要旨 (論文の内容の要旨)
Summary of the Dissertation (Summary of Dissertation Contents)

論 文 題 目
Dissertation title

A STUDY OF STUDENT ACHIEVEMENT IN THE FIRST-YEAR OF UNIVERSITY IN
CAMBODIA USING MULTI-LEVEL MODELING

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This research explored factors influencing the academic achievement of first-year university students in Cambodia, using modified concepts of student engagement and faculty behaviors as the guiding framework. Data were based on a survey of 923 first-year university students selected from nine universities in Phnom Penh City and analyzed using a three-level hierarchical linear model (HLM). Supplementary interview data from students' and faculty's perspectives were also considered to provide a deeper understanding of teaching and learning realities in the Cambodian higher education context beyond what would be explained by the survey data.

The HLM analyses, when tested at the student level and after controlling for a host of student characteristics and institutional conditions, revealed that three student engagement factors in educationally purposeful activities—class participation, class preparation, and homework/tasks—added significant values to Cambodian student achievement. At the class and school levels, results were mixed. Only the relationship between class participation and student achievement was likely to vary across classes, whereas homework/tasks and time spent doing course-related tasks outside class were the only two measures that had varying influences on student achievement across institutions. Other student engagement factors appeared to have fixed effects on student achievement. The institutional type where students were enrolled also played a key role in explaining differences in student achievement.

Contrary to the extensive student engagement literature in developed countries, student engagement in peer learning and student-faculty interaction did not make any meaningful impacts on student achievement in the present study when observed in general terms. When taking into account group differences, these two factors, however, had significant, compensatory effects on the academic achievement of female and low-academic profile students and those from the provinces, respectively. A more pronounced effect of class participation was also observed among low-academic profile students and those from the provinces.

Results further indicated that faculty behavior, namely their support and feedback to students, was a unique

factor that had a strong and positive influence on students' academic achievement. Its effect was the same for all students regardless of their gender, precollege academic experience, and geographical origin and partially moderated by student engagement in homework/tasks, class participation, and class preparation. Contrary to existing findings from faculty impact studies, no relationships were found for faculty's organization and clarity and class practices to challenge students academically on student achievement.

This study concluded by highlighting critical inputs for the understanding of what constituted effective learning and teaching and its impact on students' desired learning outcomes through the lens of a college student success perspective. Practical implications for assessment policies and institutional practices are discussed with a call for solid programs to enhance student quality, especially among the academically disadvantaged students.

備考 論文の要旨はA 4判用紙を使用し、4,000字以内とする。ただし、英文の場合は1,500語以内とする。

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