

論文内容の要旨

専攻名 (課程名)	多文化社会学専攻 (博士前期課程)	氏名	Oleksandra Shustval
題名	Impact of War on Primary School Children in Ukraine. Examining Lost Opportunities and Suggestions for Wartime Policy Implications		
<p>Despite the military conflict that has been ongoing in Ukraine since 2022, schoolchildren must continue their education. Even before the war, the Ukrainian school system, especially the primary school system, required thorough transformation and adjustments. Although pupils have been forced to switch to distance learning since the war started, the remaining problems in the education system should be reviewed by the Ministry of Education and Science in Ukraine. The main objectives of the study are: to examine the impact of war conditions on the academic performance of primary school children, with a particular focus on the context of the war in Ukraine.</p> <p>To identify and analyse the key factors that disrupt the learning process of children during wartime, including psychological state, motivation level, and communication with teachers. To investigate the relationship between academic performance and decreased learning motivation among elementary school children under war conditions. To assess whether psychological state of children significantly influences academic performance. To contribute empirical evidence to the existing literature by providing one of the first quantitative studies focused specifically on elementary school children. To propose policy recommendations aimed at improving learning motivation and teacher-student interaction under wartime conditions. The primary focus of this paper is to provide an overview of the crucial issues affecting the academic performance of</p>			

elementary school children under war conditions, to investigate and analyse the main factors that could disturb pupils from their effective learning process. While previous studies focused on psycho-emotional, technical and infrastructure problems which greatly influence the study process of children in the 7- 18 age group in times of war, this study examines closely the challenges of the primary school children due to the fact that this category of pupils is the most vulnerable, and require more detailed inspection and consideration.

This work offers one of the first investigations into the correlation between the academic performance of children and other variables such as psychological state of pupils, lack of communication with a teacher and decrease in motivation among children.

The work examines the impact of war on children's academic performance and aims to suggest some policy recommendations for improving learning motivation and teacher-student interaction under wartime conditions. Additionally, the purpose of this work is to contribute to a deeper understanding of the key factors influencing the academic performance of elementary school children during the war in Ukraine, with particular attention to psychological, communicational, and motivational challenges.

In this paper, a quantitative research approach was implemented, based primarily on numerical data. In order to determine the significance of the relationship between academic performance of pupils and other variables, the Chi-Square Test was used.

The result of this paper indicates that decreased motivation was the sole variable strongly related to academic performance. Although psychological state did not

significantly influence pupils' outcomes, insufficient communication with teachers displayed a marginal tendency toward significance. Furthermore, the findings show a decline in academic performance during the war, as learning difficulties were reported more often than consistent academic performance, and only a small number of pupils demonstrated improvement in their academic achievements.

Overall, this study appears to be one of the first studies to identify that motivation loss constitutes the primary factor influencing academic performance in this vulnerable group of pupils. An unexpected observation reported in the results is that contrary to prior assumptions, psychological states did not significantly affect academic performance of children, while limited communication showed only a marginal tendency.

Key words: war in Ukraine, primary school children, decrease in motivation, psychological state of children, lack of communication between teacher and children.

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