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Multidimensional Approaches to Understanding Influencing Factors on Learners' Motivation
(学習者の動機に影響を与える要因の多面的アプローチによる考察)

大学院総合生存学館 総合生存学専攻 氏名 石田 菖

学位論文内容要旨

Learning motivation is a key determinant of educational success, influenced by psychological, social, and environmental factors. Despite extensive research on student motivation, significant gaps remain in understanding how motivation operates across diverse educational contexts and under varying systemic, cultural, and environmental conditions. Much of the existing literature focuses on individual aspects of motivation, such as psychological traits or socio-economic influences, but rarely integrates these factors into a comprehensive framework. Furthermore, studies often prioritize generalized or homogeneous educational settings, neglecting the ways in which localized conditions uniquely shape learners' experiences and motivational drivers.

This thesis seeks to address these gaps by adopting a multidimensional approach and focusing on three case studies: (1) English language learning among elementary students in Japan, (2) an intercultural summer education program in Japan's southern islands, and (3) female students' educational resilience in Madagascar's Androy region. Using a mixed-methods approach, the study examines how internal and external influences shape engagement and persistence in education.

Chapter 1 introduces the research framework, emphasizing the role of motivation in education as a bridge between external influences and internal dynamics. It discusses how social support, economic conditions, and environmental factors influence learning engagement, setting the foundation for understanding motivation from multiple perspectives.

Chapter 2 presents a comprehensive literature review, synthesizing findings from 84 empirical studies published between 2017 and 2023. This chapter identifies key trends and gaps in research on learning motivation, emphasizing the importance of integrating psychological, sociocultural, and systemic perspectives to fully understand the factors shaping educational engagement. It highlights that while previous studies have extensively examined motivation in higher education, research on younger learners and resource-constrained environments remains limited.

Chapter 3 explores motivation in English language learning among Japanese elementary school students, focusing on how external factors, such as family influence, school environment, and prior foreign exposure, shape students' ideal L2 self. The study finds that structured social and institutional support significantly enhances language learning motivation, reinforcing the importance of early educational experiences in developing long-term learning engagement.

Chapter 4 examines the impact of experiential learning in an intercultural summer program in Japan's southern islands. This chapter investigates how informal educational settings foster, socioemotional learning, and global citizenship. Findings suggested that community-based educational initiatives, despite logistical challenges such as financial barriers and environmental disruptions, play a crucial role in sustaining student engagement.

Chapter 5 investigates the educational resilience of female students in Madagascar's Androy region, where economic hardship, gender disparities, and environmental challenges create significant barriers to learning. The study reveals that social support structures, including family, NGOs, and peer networks, play a vital role in maintaining students' motivation to continue education. Extrinsic

motivation—particularly the aspiration to escape poverty and improve family circumstances—emerges as a key driver of educational persistence.

Chapter 6 synthesizes the findings from all case studies, emphasizing the commonalities and distinctions in motivational drivers across different educational contexts. The findings of the studies emphasize the importance of both internal and external motivators in sustaining engagement, even in under-resourced settings. The research highlights that while intrinsic motivation is essential, external support systems, such as family, teachers, and community initiatives, play a crucial role in fostering learning engagement. Furthermore, the study underscores the impact of systemic factors, including educational policies, economic conditions, and cultural values, in shaping motivation and learning outcomes. The findings also indicate that psychological, social, and environmental conditions profoundly influence learning persistence. It underscores the need for context-sensitive, multidimensional interventions to foster resilience and long-term academic success.

By integrating self-determination theory and the bioecological model to analyze motivation in diverse educational contexts, this research contributes not only to educational psychology but also to practical implications for education policy and pedagogical design. By implementing approaches that were responsive to local conditions, experiential in nature, and supported by strong social networks, educators and policymakers could create sustainable and effective learning environments, even in contexts where material resources were limited. Practical implications include enhancing teacher training in social-emotional learning (SEL), expanding access to experiential education, and improving policy frameworks to support marginalized learners. The study highlights the need for adaptive, inclusive educational strategies that empower students to thrive in dynamic global environments.

(注) 字数は 2000 字程度（英語の場合は 800 語程度）とし、明朝体（英語の場合は Times New Roman）、11 ポイントで作成すること。続紙可。