

The Comparison of the Influence of School Factors and Family-Related Factors on Learning Achievements – Confirmation and Policy Implication of HL Effect in Low-Incom Countries from MALP Example in Malawi –

Maki, TOMITA

*Ph. D. Candidate, Tokyo Institute of Technology,
Graduate School of Decision Science and Technology*

Hiromitsu, MUTA

Tokyo Institute of Technology, Professor Emeritus

This paper, based on the report from Tomita & Muta (2010), re-examined the influence of school factors and family-related factors on learning achievements in Malawi, which is one of the very low-income countries, and confirmed Heyneman and Loxley's finding (1983) : School factors are more influential and family-related factors are less influential on learning achievements in low-income countries (called HL effect) in more comprehensive manner. Two different statistical methodologies were employed: 1) separate analyses of school- and pupil-level variables based on linear regression and structural equation modeling (SEM), and 2) simultaneous analyses of school- and pupil-level variables based on hierarchical linear modeling (HLM). Results from both methodologies confirmed HL effect in the case of Malawi. Finally, the policy implication of the result was discussed.