



# The impact of sibling status on chinese college students' quality of life

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【 学位論文題目 】

The Impact of Sibling Status on Chinese College  
Students' Quality of Life

(兄弟の有無が中国大学生のQOLに与える影響)

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### Purpose:

The purpose of this study was to use the World Health Organization Quality of Life (WHOQOL-100), the Self-Rating Anxiety Scale and Self Rating Depression Scale to determine the basic holistic aspects of quality of life; namely, emotional well-being, physical state, and social functioning between children from one child families and sibling children. This paper addressed the following research question: Do only Chinese college students perceive their quality of life to be significantly different from that expressed by sibling Chinese college students?"

### Subjects and Method:

One thousand one hundred and thirty four college students from Wuhan University in China completed the World Health Organization Quality of Life Questionnaire (WHOQOL-100) (Power, Harper, Bullinger & WHOIQLG, 1999) the Self-Rating Anxiety Scale (SAS) (Zhang (1993) and the Self-Rating Depression Scale (SDS) Zhang (1993). The WHOQOL-100 was used to assess student perceptions of their overall quality of life while the SAS and SDS were used to collect perceptions of students' emotional well-being. After excluding defective questionnaires, the final sample consisted of 538 males and 596 females. Students ranged in age from 18 to 20 years ( $M = 20.34$  with the majority of students (43.7%) falling in the 20 year old age category.

The majority of students' parents (29.3%) graduated from senior high school while 24.1 % completed college or some other post high school training. Twenty-six percent of parents completed junior high school followed by 17.8% completing elementary school.

### Results:

Results indicate sibling students exhibited significantly higher mean scores than only students on the Psychological and Environment domains. Only students, however, scored significantly higher than sibling students on the Independence domain. The second analysis involved comparing gender on each of the six WHOQOL-100 domains. Results show female students scored significantly higher than male students on the Social domain. The effects of parental support (i.e., parent's occupation and education) across sibling status on students' general quality of life did not reveal any significant differences between only and sibling students for any occupational groups.

A simple effects analysis of the Social domain found that sibling students of parents who completed only an elementary education scored significantly higher than only students of parents with the same education level. However, when considering parents with no formal education, only students scored significantly higher on the Social domain than sibling students.

### Discussion:

Overall our study found the majority of differences between only and sibling college students were small, several were moderately small. Our findings showed sibling college students having higher scores than only students on psychological and environmental domains. Differences in our study were in part attributed to the differences in age. Psychosocial and economic mechanisms were also given as influencing factors (Falbo et al. 1989).

Psychosocial and economic influence was also considered contributing factors to the moderate and small differences found showing females rated themselves higher on the social domain when compared to males. One plausible explanation for the higher

scores by females on the social domain was female students in this study could be benefiting from increased social support and more flexible relationships resulting from rapid social and economic change in China. Others like Chen et al. (2002) suggest greater acceptance of the female participation in the workforce; Wang et al. (2002) suggested differences are the result of greater motivation by females to be responsible for differences while Morris and Kratochwill (1983) claim differences in the social domain may simply be due to females being more socialized.

For the domain of independence only students rated their perceptions of significantly higher than sibling students. This outcome was also found to be true with gender comparisons where male students reported more positive perceptions of their levels of independence. The disparity between findings of other research and results from our study may be partly explained by the characteristics of students surveyed. Findings from our research were based on self-report data from older students whereas, Wang et al. (2000) based their findings on quality of life perceptions from teacher ratings of younger children. An explanation for our findings of higher independence reported by only students may also be found in family size. Here it was postulated only children would need to fend for themselves or indeed entertain themselves compared to siblings.

In reviewing results from only and sibling comparisons across parent's level of education, we find only children whose parents have no formal education, scored high on the social domain. A similar outcome was found for students whose parents have elementary education. Our findings related to parents' education are similar to those of Jiao et al. (1986) who concluded the education and occupational background of parents are not decisive in determining developmental outcomes. The emphasis of conforming to

societal norms and fear of social isolation were given as important factors that override the importance of parental educational influences in our study.

Comparisons undertaken between only and sibling students' on the SAS and SDS evidenced no sibling or gender differences. Reasoning for the unremarkable differences between this study and that of Wang et al. (2002) was our study reasoned the one-child policy has been in effect long enough for society to more readily accept sibling without discrimination that often leads to anxiety and depression. The issue of stigmatization was also put forward to explain the differences between studies.

Differences in the research methodology also help explain outcomes found in this study. Surveying older (or college age students) students, and the use of valid, reliable and culturally sensitive self-reporting instruments distinguishes this research from most other studies conducted to examine only children in China. These important methodological differences may be responsible for the sharp contrast in the outcomes of this study as compared to those of prior research in this area.

In concluding, our research has added to the literature that demonstrates outcomes of only children are similar to those of children with siblings. By looking at an older age group of college students, it is hoped this study will contribute significantly to breaking down the negative stereotype of only children that continue to persist. Further this conclusion has implications for policy makers in an increasing number of countries where the one child family is gaining prominence. Understanding a more holistic aspect of the quality of life will assist in preventative outcomes of medical, social and psychological interventions in a health cost conscious environment that now prevails.

論文審査の結果の要旨			
受付番号	乙 第 1937 号	氏 名	John David Edwards
論文題目	<p>The Impact of Sibling Status on Chinese College Students' Quality of Life</p> <p>兄弟の有無が中国大学生のQOLに与える影響</p>		
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中国政府は、1979年に、爆発的な成長を続けており、抑制しないでしたら2080年には21億人に達すると予想されていた（Tseng 他1988, Wang 他2000）人口をコントロールするために、一人っ子政策を導入した。プログラムは人口の急成長を抑えるのに成功したことを証明しているが、一人っ子として育った子ども達自身に対する好ましくない影響について、無視できない問題が起ってきた。

この問題は、数百万人の一人っ子が、数年後には甘やかされ、不適応を起こし、そして中国の道徳的価値観に欠けていると容易に特徴付けられるようになるのではないかという懸念を、たくさんの人々に生んでいた。ある人々は、規律の質、モラルや倫理、そして中国社会の集団的価値観が侵食されるのではないかという危惧をしていた。また、他の人々は、仕事に対する熱心さや、家族や国に努力が反映する高い達成度が失われるのではないかと懸念を表明していた。さらに、過去の多くの報道関係の報告では、中国の一人っ子に対して「小さな皇帝」と名づけ、中国の甘やかしに対する語句として言及していた。

この一人っ子に対する否定的な固定概念は、Wang 他（1994）により幅広く行われた考察、一人っ子は、兄弟のある子より自己中心的で、協力的でなく、協調性や適応性もないと報告されたことにより強められた。Belmont（1977）は、その考察に付け加え一人っ子は心理的にノイローゼ兆候があると診断される傾向にあると報告した。

上記のように、今までかなり否定的に考えられていた一人っ子政策を、本研究は違った角度から考察を試みた。一人っ子と兄弟のいる家庭で育った子のQOL（生活の質）の認識度の違いを確定するために、WHOQOL 評価基準100、自己評価不安診断スケール、そして自己評価うつ診断スケールを用いて比較研究した。WHOQOL 診断基準100では、一人っ子と兄弟のいる子を比較したとき、小さくそしてある程度明らかな違いが見つけれられたが、他の不安やうつ診断スケールでは明らかな違いは認められなかった。これらの結果は、生活の質の全体的な認知に関しては、一人っ子が兄弟のある子と大きく変わらないという事を示唆している。この研究の特異な点は、一人っ子政策導入後生まれた最年長である大学生に的を絞っていることであり、自己評価基準が、学生の感情的健康度、身体の状態、社会的機能面をより高度で全体的な理解のために使われたことである。また、この研究の発見に関連したいくつかの方法論的な事項を含んだ心理的、経済的理由も論じられている。

本研究は、中国における一人っ子政策について、その大学生の生活の質について研究したものであるが、従来ほとんど行われなかった、学生を対象として一人っ子学生と兄弟のある学生のQOLの違いについて、重要な知見を得たものとして価値ある集積であると認める。よって、本研究者は、博士（医学）の学位を得る資格があると認める。