

2020年度

大学院文学研究科博士課程前期2年の課程入学試験

( 秋期・社会人特別選抜 ) 問題

筆記試験           行動科学           専攻分野

試験開始の合図があるまで、この問題冊子を開いてはいけない。

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**注意** 問題用紙は2枚ある。解答の順序は自由であるが、どの問題の解答であるかが分かるように、問題番号を間違いなく記入すること。

- 問題1. 下の英文を読んで、次の問いに答えなさい。
- 問1 下線部(A)を日本語に訳しなさい。
- 問2 本研究は先行研究とはいかなる違いがあるのか。簡潔な日本語で答えなさい。
- 問3 なぜ著者たちは下線部(B)で”The Japanese context is distinctive”だと主張しているのか。簡潔な日本語で答えなさい。

In a meritocratic society, individuals’ merit is regarded as a combination of their ability and effort (Young, 1958). According to studies on effort (e.g., Carbonaro, 2005; Kariya, 2000, 2013), while a meritocracy presumes that particular conditions such as parents’ social class do not affect “merit” (i.e., ability and effort), how much effort one applies is, in fact, influenced by individual and school-related factors such as family socioeconomic status (SES) and ability grouping or tracking. It is critically important to investigate the differences in effort especially in a society such as Japan where, as Kariya (2000, 2013) notes, hard work is emphasized and embraced more than ability as a determinant of educational attainment. More specifically, the Japanese-style meritocracy is based on “the premise that ability is distributed equally among classes and effort (is) entirely a matter of individual freewill” (Kariya, 2013, p. 127). Kariya (2000, 2013) seeks to demonstrate that this belief is a mere ideological construct by empirically showing social-class differentials in effort among high school students; he contends that the disparity in educational attainment is not solely a consequence of differences in ability, but of hidden influences of social class through disparity in effort. Therefore, failing to consider the influence of social class on disparity in effort obscures the relationship between social class and educational attainment (Kariya, 2000, 2013).

Given that the inequality in effort conceals that of educational attainment (Kariya, 2000, 2013), previous studies in Japan have attempted to disentangle relationships between students’ SES, students’ effort, and school-related factors by using lower and upper secondary education data. However, whether and how the effort gap emerges in the early years of compulsory education have not been researched. Therefore, this study attempts to deepen our understanding of social class inequality in effort by shedding light on the beginning stage of compulsory education, using four waves (from first- to fourth-grade students) of the Longitudinal Survey of Babies in the 21st Century, which was conducted by the Japanese Ministry of Health, Labour and Welfare between 2001 and 2011. This study first identifies whether parents’ level of education relates to their parenting practices that directly and indirectly shape children’s learning time outside school. Second, it investigates whether parenting practices influence children’s learning time, so as to discover whether and how the inequality in effort emerges and increases in the early years of compulsory education.

<sup>(B)</sup> The Japanese context is distinctive in that it helps add new insight to processes of social reproduction because social-class differences in parenting practices are considered a source of inequality in educational attainment (e.g., Honda, 2008). Unlike the US, Japanese compulsory education is progressively funded across 47 prefectures; economically backward prefectures spend more per student based on financial support from the central government (Kariya, 2009). Presumably because of this progressive investment in public education, between-school differences are small in elementary education in terms of financing level and teacher qualification (e.g., Cummings, 1980); this means that students who attend public schools (about 99% of the student population) receive relatively similar learning experiences within the formal education system. Thus, the achievement gap along socioeconomic lines likely emerges outside the formal school system, rather than inside classrooms, and is based on differences in parenting practices including whether to use outside-school educational services. This examination with Japanese data is intended to be a rigorous test case to reveal how parental advantages are transmitted to their children through outside-school education in a seemingly egalitarian education system.

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出典:Matsuoka, Ryoji, Makiko Nakamuro, and Tomohiko Inui. 2015. "Emerging inequality in effort: A longitudinal investigation of parental involvement and early elementary school-aged children's learning time in Japan." *Social Science Research* 54: 159-176.

問題 2. 近年では、インターネット調査会社の登録モニターに対するウェブ調査が、学術研究の分野でも広く利用されるようになった。ウェブ調査について、以下の二つの問いに答えなさい。

- (1) 調査会社に登録しているモニターを母集団と見なせば、ウェブ調査のサンプルはそこからの無作為抽出であると見なせる、という主張に対するあなたの考えを論述しなさい。
  - (2) ウェブ調査はどのような目的に適しているか、具体的に記述しなさい。
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