

2024年度大学院博士前期課程一般入学試験（第I期）問題

研究科名	科目名
教育学研究科 教育学専攻 臨床心理学専修	英語 (No.1)

次の問いに答えなさい。

(1) いじめに関する以下の英文を和訳しなさい。

Bullying is a ubiquitous form of antisocial behavior that, unfortunately, many school-aged children and adolescents experience during development. Although there has been debate over the definition of bullying, it is most widely regarded as a type of aggression that is characterized by its goal-directed and typically repetitive nature. Critically, the harmful or distressing behavior is inflicted on a victim of lesser power or strength. Three main subtypes of face-to-face bullying in children and adolescents have been identified: Physical bullying involves direct bodily attacks (e.g., hitting, kicking, shoving). Verbal bullying includes oral and/or written communications designed to harm (e.g., insults, teasing, and name calling). Relational bullying takes the form of indirect psychological attacks that aim to sabotage the victims' relationships or social standing (e.g., exclusion, humiliation, spreading rumors).

The problem of bullying is worldwide and remains an issue throughout development. It is found in all countries where it has been investigated, beginning in children as young as preschool age, continuing through the teens, and even into adulthood. A meta-analysis based on 80 studies that reported the prevalence of bullying found that, on average, around 35% of adolescents are involved in bullying situations either as the perpetrator or the victim.

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Furthermore, in up to 85% of episodes, bullying occurs in group settings where multiple individuals are present. Therefore, an even larger proportion of children and adolescents are involved in bullying situations beyond the roles of the perpetrator and the victim. For a comprehensive understanding of the dynamics of bullying behavior, it is essential to study children and adolescents who adopt each of the various roles in bullying situations. To do so, Salmivalli et al. (1996) originally identified six different roles: The bully, sometimes referred to as “ringleader bully,” is the lead perpetrator of the harmful behavior toward the victim. The assistant joins and aids the bully's efforts, but is not the instigator of the harmful acts. The reinforcer encourages the bullying behavior by providing positive feedback (e.g., through laughing or cheering). The victim is the target of the harmful behavior. Defenders are those who attempt to help the victim by shielding, mediating, or consoling. Finally, outsiders witness the bullying episode but choose not to get involved in the bullying situation as the perpetrator or supporter of the bully, victim, or defender.

出典) Imuta K., Song S., Henry J.D., Ruffman T., Peterson C., & Slaughter V. (2022). A Meta-Analytic Review on the Social-Emotional Intelligence Correlates of the Six Bullying Roles: Bullies, Followers, Victims, Bully-Victims, Defenders, and Outsiders. *Psychological Bulletin*, 148, 199-226.

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研究科名	科目名
教育学研究科 教育学専攻 臨床心理学専修	英語 (No.2)

(2) 以下の英文を全訳しなさい。

Positive experiences have an important protective and promotive role in reducing the possible effects of negative childhood experiences and other negative environmental conditions in individuals' lives. Positive childhood experiences include, for example, being in a positive interactive environment with parents, growing up in a safe environment, having opportunities for social engagement, and learning emotional competencies. Research shows that positive childhood behaviours are associated with decreased emotional problems in adulthood and increased wellbeing. Furthermore, positive childhood experiences are associated with job satisfaction, positive relationships with family and friends, and engagement in social activities. Therefore, individuals who have healthy childhoods are more likely to have positive reflections of these experiences in later years. Additionally, childhood experiences are positively associated with middle-age wellbeing and happiness, which help individuals to cope with mental health problems.

Individuals who spend their childhood under difficult conditions can experience adversities and challenges during their adolescence and adulthood. Negative childhood events, including trauma and losses, are often the focal point of studies examining childhood experiences and their effects on various psychological structures. More broadly, the effects of physical, social, emotional, cognitive and behavioural traumas, and negative experiences in lifelong development are associated with various factors such as social support, emotional competence, coping, social attachment, and optimism. Similarly, the contribution of positive experiences of childhood to adulthood should be evaluated from a positive psychology perspective to gain a more comprehensive insight regarding psychological health. Focusing on positive childhood experiences may be important in terms of examining the possible effects of positive conditions of childhood to mental health outcomes.

出典) Kocatürk, M., & Çiçek, İ. (2023). Relationship between positive childhood experiences and psychological resilience in university students: The mediating role of self-esteem. *Journal of Psychologists and Counsellors in Schools*, 33(1), 78-89.