

英 語(組織心理)

以下の英文を全訳せよ (題目も含む)。

(1) Teacher expectancy effect on achievement

According to the Pygmalion effect, teachers' expectancies affect students' academic progress. Many empirical studies have supported the predictions of the Pygmalion effect, but the effect sizes have tended to be small to moderate. Furthermore, almost all existing studies have examined teacher expectancy effects on students' achievement at the student level only rather than at the classroom level. The present study scrutinized the Pygmalion effect in a longitudinal study by using a large sample in regular classrooms and by differentiating between two achievement outcomes and two levels of analyses. Furthermore, students' self-concept was studied as a possible mediator of the teacher expectancy effect on achievement. Data come from a study with 73 teachers and their 1289 fifth-grade students. Multilevel regression analyses yielded three main results. First, Pygmalion effects were found at the individual level for both achievement outcomes. Second, multilevel mediation analyses showed that teacher expectancy effects were partly mediated by students' self-concept. Third, teachers' average expectancy effects at the class level were found to be nonsignificant when students' prior achievement was controlled.

(2) Sex differences in specific abilities

Males and females score about the same on intelligence tests. Most intelligence tests have been constructed to minimize sex differences either by deleting items showing large sex differences or by balancing items advantageous to females with those advantageous to males.

Until recently, however, tests of specific abilities have shown some sex differences. Females have scored higher than males on tests of verbal ability; males have scored higher than females on tests of mathematical reasoning and visual-spatial skills. Visual-spatial skills are required in tasks such as conceptualizing how an object in space would look from a different perspective and reading maps.

These sex differences in cognitive abilities, which have been observed almost since the beginning of systematic in testing, appear to be vanishing. An analysis of more than three decades of scores on tests of specific abilities given to high-school students nationwide found that differences between boys and girls decreased progressively over that period.

A recent analysis that looked at hundreds of studies of sex differences in ability conducted during the last 20 years reached similar conclusions: male verbal proficiency has been increasing over the years to match that of females, while female ability on tests of mathematical reasoning has been increasing to match that of males.

(3) Cognitive dissonance after purchase

The concept of cognitive dissonance has been discussed widely in the consumer behavior literature, yet paradoxically, there is no well-established scale to measure it. This article describes the development of a 22-item scale for assessing cognitive dissonance immediately after purchase. First, the article discusses the conceptualization of the construct, recognizing that dissonance is not only cognitive in nature, but also has an emotional component, consistent with Festinger's early description of dissonance as a psychologically uncomfortable state. The procedures used to develop and refine the scale are subsequently described. This included a qualitative study to generate the items and two samples for each stage of the quantitative stages of scale refinement. Evidence of the scale's sound psychometric properties, including its reliability, validity and factor structure is given.