

訂 正 確 認 報 告 書

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題名	What is Higher Education for?: Educational Aspirations and Career Prospects of Women in the Arab Gulf		
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本論文は、学位規則第23条第1項に照らし、学位の取消には該当しないが、訂正を要する箇所が認められたため、これに対して著者によりなされた訂正について確認した結果を下表の通り報告する。

下記について訂正前、訂正後、訂正理由を記す。

#	頁	訂正前	訂正後	訂正理由
第2章				
1	33	The population in 1950 was only four million people in total for all GCC countries (Maeda, 2000). However, by 2020 this population is predicted to increase by one-third, to 53 million people (Abyad, 2018).	The population in 1950 was only four million people in total for all GCC countries (Maeda, 2000). However, by 2020 this population is predicted to increase by 13-fold, to 53 million people (Abyad, 2018).	英語ミスの修正 one-third→13-fold
2	38	Figure 2.1 Source: Derived 10 August 2019, from: Population of world, “populationpyramid.net” webpage, 15 August 2018.	Source: Derived from: Population of world, “populationpyramid.net” webpage, 15 August 2018.	誤記を削除した。
3	38	Based on the huge income from oil and gas extraction, generally, all GCC have economies that are wealthy compared to other Middle Eastern countries as well as world the average (Table 2.2)	Based on the substantial income from oil and gas extraction, the GCC economies are generally wealthier compared to the average in the Middle East and North Africa, and even comparable to advanced economies. (Table 2.2)	<ul style="list-style-type: none"> Table 2.2 の旧バージョンのデータが web 上で確認できなくなっていたため IMF のデータベースから当該年度のデータを確認し表を再作成し、タイトルを変更した。 (https://www.imf.org/en/Publications/WEO/weo-database/2018/April)
	40	Table 2.2 The Gulf states’ GDP performance and indicators in 2018 Source: World Economic Outlook (IMF, 2018)	Table 2.2 Gross domestic product per capita, current prices (US dollars) Source: Based on data from International Monetary Fund, World Economic Outlook Database, April 2018 World Economic Outlook (IMF, 2018) Note: Advanced economies composed of 39 countries; Australia, Austria, Belgium, Canada, Cyprus, Czech Republic, Denmark, Estonia,	<ul style="list-style-type: none"> その際、世界平均 (world the average) は確認できなかったため、代わりに advanced economies を比較指標として用いた。 出典を修正し、note に Advanced Economies の定義を追加した。 いずれも GCC 諸国の高い経済力を説明しておりコンテキストに変更はない。

			Finland, France, Germany, Greece, Hong Kong SAR, Iceland, Ireland, Israel, Italy, Japan, Korea, Latvia, Lithuania, Luxembourg, Macao SAR, Malta, Netherlands, New Zealand, Norway, Portugal, Puerto Rico, San Marino, Singapore, Slovak Republic, Slovenia, Spain, Sweden, Switzerland, Taiwan Province of China, United Kingdom, and United States.	
4	49	<p>Table 2.7 Structure of K-12 Education in GCC countries</p> <p>UAE の欄 Secondary education in Saudi Arabia</p> <p>Qatar の欄 Secondary education in Saudi Arabia</p>	<p>Table 2.7 Structure of K-12 Education in GCC countries</p> <p>UAE の欄 Secondary education in the UAE</p> <p>Qatar の欄 Secondary education in Qatar</p>	<p>各国ごとの情報をみやすくするため下記の web サイトをもとに、表を統合・整理した。UAE とカタール欄の誤記を修正した。</p> <p>各国の web サイトは</p> <ul style="list-style-type: none"> ・ サウジアラビア https://www.moe.gov.sa/en/Pages/default.aspx https://www.saudiarabiaeducation.info/K12/Saudi-Arabia-K-12-Education-System.html ・ UAE http://www.uaecd.org/k-12-education ・ クウェート https://e.gov.kw/sites/kgoenglish/Pages/CitizensResidents/InfoSubPages/Education.asp http://www.kuwaiteducation.info/K12/Kuwait-K-12-Education-System.html ・ バーレーン https://www.bahrain.bh/wps/portal/!ut/p/a1/pVJNU8IwFPwreuDYyWsa23CMgChSEBckvTCxS

				<p>WqYNi20Bf33FhgPHvjSd3pvZt_O7s6iEM1RaPhGx7zUmeHJ7g7dxeMQXBtT3APH6QAbut6LN2tiNrNrQFADAPst-4nUAN8HYPR</p> <p>3H99aAFQ_L__rnPu_w2FKIxMmZcfKJBxtsmzdcMThTQN0EbojRYVT4oGVIVUVXKjjcrW6d5eA6Soov26I8l5LIUsdHy4li1QIEhEPEyp5aqmYxHVFBZXXFg2OIJTanvg4h8LR4bBRRbOhHgSsEvpADih4beKYeeO1Qwzv91tE4ARQUHtwjsmc0QATa6M5TTh8_WEvQu6pJerVcjqRmSmIJ8lmv9EhNpUJ5Opyldqr477qjBwOLv9MvZsttvSm_GTQ!!/dl5/d5/L2dBISEvZ0FBIS9nQSEh/</p> <p>・ カタール</p> <p>https://www.edu.gov.qa/en/Pages/AboutMinistry/AboutMinistry.aspx?ItemID=72</p> <p>http://www.qatareducation.info/K12/Qatar-K-12-Education-System.html</p> <p>・ オマーン</p> <p>https://www.educouncil.gov.om/en/page.php?scrollto=start&id=15</p>
5	54	<p>Although there is no pass or fail on the test, the students get percentage results (see Table 2.10).</p> <p>Table 2.10 Grading system of Qiyas</p>	<p>Although the test does not have a pass or fail criterion, students receive a score ranging from 0 to 100</p> <p>削除</p>	<p>Table 2.10 の出典は「http://qiyas.sa/ar/pages/default.aspx, accessed 19 August 2018.」であったが、既にアクセスができなくなっていた。サウジアラビア国内の組織統廃合の影響であると思われる。そこで出典が現時点で確認できない Table 2.10 を削除し、p. 54 の文章を修正。</p>

6	57	Table 2.11 First university and total number of universities in the GCC Table 2.12	Table 2.10 First university and total number of universities in the GCC Table 2.11	表 2.10 削除に付き、表番号 2.11 を 2.10 に、2.12 を 2.11 に変更した。
7	59	UNESCO Education Statistics; World Development Indicators; UNESCO, 2008; Statistics authorities of respective countries latest year of period available as of June 2018.	UNESCO Institute for Statistics * Estimates based on total tertiary population assumptions; World Development Indicators; EFA Global Monitoring Report 2008; CRS online database; Federal Competitiveness and Statistics Authority (UAE 2015-2014); Qatar Ministry of Development and Planning; Kuwait Central Statistics Bureau, latest year of period available as of June 2018.	Table 2.12 (Table 2.11 に変更) Higher education gross enrollment ratios (both sexes) in GCC from 1990-2016 に出典を追記した。
8	60	This chapter reviewed the ligature and simultaneously too,	This chapter reviewed the literature and simultaneously too,	スペルミスの修正 ligature→ literature
第 3 章				
9	74	Source: Derived from data on “Federal Reserve Bank of Atlanta” webpage, (accessed 10 August 2019)	Source: Derived from data on “Federal Reserve Bank of Atlanta” webpage, (accessed 10 August 2019) and supplemented with author's annotations.	筆者が加工したものであると追記した。
10	77	For instance, Young (2017, p. 6) has described this situation as there are “young women who hold higher education or other advanced degrees are more likely to be unemployed” in the region, and auguede that	For instance, Young (2017, p. 6) has described this situation as there are “young women who hold higher education or other advanced degrees are more likely to be unemployed” in the region, and augued that	スペルミスの修正、 auguede→ argued
11	81	Islam patriarchy and value systems, which characterizes the region, is the major subject of criticism by the Western societies because it is the complete opposite of the West, where it is considered to most	Islam patriarchy and value systems, which characterizes the region, is the major subject of criticism by the Western societies because it is the complete opposite the West, where women's rights and	英語ミスの修正、 it is considered to most guarantee women's rights and freedom→women's rights and freedom are considered to be most guaranteed (Abu-Lughod 2013)

		guarantee women's rights and freedom.	freedom are considered to be most guaranteed (Abu-Lughod 2013).	
12	85	For instance, when considering the importance that the region laces on family, including marriage,...	For instance, when considering the importance that the region places on family, including marriage,...	スperlミスの修正、 laces→ places
13	79	It is consistent with Duru-Bellet (1990) asserts that the choice of personal career path or life course is defined by the objective social structure surrounding the individual.	It is consistent with Duru-Bellet (1990/1993, as translated by Nakano) asserts that the choice of personal career path or life course is defined by the objective social structure surrounding the individual.	Duru-Bellat, 1990 の翻訳版の情報を追記した。 併せて p. 199 の参考文献リストも下記のように修正した。 Duru-Bellet, 1990/1993, as translated by Nakano, Duru-Bellet, M. (1990). L'école des filles : quelle formation pour quels rôles sociaux? (Girls' school: what training for which social roles?), L'Harmattan (=1993, 中野知律訳『娘の学校—性差の社会的再生産』藤原書店).
14	90	Second, GCC women's educational attainment has outpaced that of men, clashing with status expression theory, which argues that women attain higher educational levels to signify their value on the marriage market, portraying themselves as qualified to be a good wife and wise mother (Nakayama, 1985, Duru-Bellet, 1991).	Second, GCC women's educational attainment has outpaced that of men, clashing with status expression theory, which argues that women attain higher educational levels to signify their value on the marriage market, portraying themselves as qualified to be a good wife and wise mother (Nakayama, 1985, Duru-Bellet, 1990/1993, as translated by Nakano).	
第 4 章				
15	100	the questionnaire design was based on research questions, relevant literature, the IPO Model and the IEO model with focus on steps I and O. The survey contained 33 items and was divided into four major parts: (1) personal data, (2) educational awareness, (3) life value, and (4) career prospects (Appendix A). Moreover, to minimize non-responses and to	the questionnaire design was based on research questions, relevant literature, the IPO Model and the IEO model with focus on steps I and O. The survey contained 41 items and was divided into four major parts: (1) personal data, (2) educational awareness, (3) life value, and (4) career prospects (Appendix A). Moreover, to minimize non-responses and to	アンケートを 33 問（サブクエスチョン除く）で設計したが、SurveyMonkey のアンケートビューではサブクエスチョンをも含む通し番号で記されるため 41 問となった。そこで本文は Appendix A に合わせて、サブクエスチョンも含む数字に変更した。

		make the survey easier to answer, pre-coded questions were applied to most of the survey questions.	make the survey easier to answer, pre-coded questions were applied to most of the survey questions.	
16	98	Thus, to considering research ethics and to moderating the weakness of online survey, data were collected using Snowball sampling methods.	Thus, in this study, snowball sampling was deemed the most appropriate method for identifying and recruiting participants, considering research ethics and addressing the limitations of online surveys in the region.	スノーボールサンプリングが適切な方法であることを説明した。 スノーボールサンプリングの適切性の根拠として参考文献を追加した (p. 197)。 Atkinson, R., & Flint, J. (2001). Accessing hidden and hard-to-
17	98		Snowball sampling is commonly used in both qualitative and quantitative research to reach populations that may otherwise be difficult to engage (Atkinson & Flint, 2001). Moreover, in this study, the primary aim of the quantitative data collection was to identify overarching trends and patterns, which could then inform more detailed follow-up through semi-structured qualitative interviews. Given the exploratory nature of this research and its focus on understanding broad responses within specific communities, snowball sampling provided a practical and effective means of identifying relevant respondents.	reach populations: Snowball research strategies. Social Research Update, 33, 1-4.
18	99	Thus, it was very important to select sources to spread the URL of the online questionnaire. The survey URL of the online survey spread through e-mail and SNS to university professors, education officials, researchers and university	The survey URL was disseminated via email and social media to university professors, education officials, researchers, and university students, as well as through their respective online communities across various Gulf countries,	サンプルの収集方法について詳細に説明した。

		<p>students as well as their online community of each country to share it to multiple referrals. To prevent unintentional participation in the survey, the preface of the survey contains opt-out opportunity. Thus, receipt of responses from the candidates can be considered as consent from the respective participants.</p> <p>Survey Monkey is a web-based approach commonly used with the Google.Docs survey systems (Knezek & Christensen, 2014). Since the survey needs to cover women across the Gulf, a large-scale, fee-based version of Survey Monkey was adopted.</p>	<p>encouraging multiple referrals. To prevent unintentional participation, the preface of the survey included an opt-out option, and the receipt of responses was considered implicit consent. Additionally, at Kuwait University and a university in Bahrain, institutional approval was obtained to place printed materials featuring the survey URL in visible areas, such as cafeterias. Printed copies of the questionnaire were also distributed directly to students at the university in Bahrain to facilitate response collection. SurveyMonkey is a web-based platform commonly used alongside Google.Docs survey systems (Knezek & Christensen, 2014). Given the need to reach women across the Gulf, a large-scale, fee-based version of SurveyMonkey was employed.</p>	
19	114		<p>Furthermore, considering ethical aspects, identifying details were altered to ensure anonymity, and personal attributes were obscured. All interviews were conducted in person and in English. As neither the interviewer nor the interviewees were native English speakers, minor grammatical corrections and adjustments were made without compromising the original context. The interview data were systematically</p>	<p>インタビューは、発話内容の論理的なつながりを重視して、必要に応じて冗長な部分を削除するなどして掲載したことを説明した。</p>

			organized, with relevant sections extracted, revised, and edited to maintain a logical flow of content. All possible efforts were made to ensure that these modifications did not compromise the analytical integrity of the data.	
20	114		Omitted segments of the dialogue have been indicated with “[...],” and moments of silence from the interviewees have been shown with “...”.	インタビュー内容の記載法についての凡例を記した。
21	104	Following the online questionnaire collection and analysis, semi-structured interviews were conducted from October 2016 to May 2017 in the UAE, Bahrain, Oman, Qatar, and Kuwait.	Following the online questionnaire collection and analysis, semi-structured interviews were conducted from September 2016 to May 2017 in the UAE, Bahrain, Oman, Qatar, and Kuwait.	3 件のインタビューがそれぞれ 2016 年 9 月 27 日(UW2)、2016 年 9 月 29 日(KW7、BM1)に行われたため、October を September に修正した。
22	116	<p>Table 4.4 Description of interview participants</p> <p>UW7 Female UAE Employed Master/ Event (L)</p>	<p>Table 4.4 Description of interview participants</p> <p>UW7 Female UAE Employed Master/ Science in Organizational Excellence (L)</p>	<p>ラベリングミスを修正し番号を整理した。</p> <p>UW7 本人希望により、専門をより詳細なものに修正した。</p> <p>誤記により KW2 が 2 つあったのを、KW2 と KW 7 に修正した。</p> <p>SAW2、KW 4, KW 4 に関しては、本人の希望により録音記録を破棄したため、本文からすべて削除した。しかしインタビューを行ったことは確かであるので、Table4.4 のリストには、そのまま掲載した。</p> <p>インタビューデータは破棄したが、本人と連絡が取れ、文中に使われた内容を確認してくれた UW7 については本人</p>

				の希望する部分の修正のみで そのまま使用している
第5章 インタビューのいくつかの発話を論旨を損ねない形でまとめているため、クォーテーションマークを外し、省略記号などを追加した。個別対応に関しては下記参照（#23, 25, 26, 27, 28, 31, 32, 33, 34, 36, 40, 41）。				
23	120	“I will work first after I graduate” (KW4)	資料削除	本人が確認できないため
24	126	Table 5.4 The principal component analysis of the reasons for career self-efficacy Component 1 Component2	Table 5.4 The principal component analysis of the reasons for career self-efficacy Internal External	各 component の内容を明確にするためにそれぞれに適切なネーミングをした。
25	133	“I don’t like surgery so maybe I will study dentistry. (why do you want to be a doctor?) Because I like to help people so I think doctor will be [a] good idea. It’s good for me, too. I like to care about the people so I think that’s a good job. I want to study something good for me.”(UW1)	I don’t like surgery... so maybe I will study dentistry. (why do you want to be a doctor?)...Because I like to help people so I think doctor will be [a] good idea. It’s good for me, too. I like to care about the people so I think that’s a good job. (UW1)	クォーテーションマークを外し、省略記号などを追加した。
26	133	“I don’t know - maybe a chef, maybe a makeup artist. I like makeup so I don’t know. I just do makeup for myself and for my friends every day. (but then why do you want to study dentistry in university? To become a makeup artist or a chef, you don’t need to study dentistry) No, but I don’t know the future of what I will be doing. ” (UW1)	I don’t know - maybe a chef, maybe a makeup artist...I like makeup so I don’t know. I just do makeup for myself and for my friends every day. (but then why do you want to study dentistry in university? To become a makeup artist or a chef, you don’t need to study dentistry)... No, but I don’t know the future of what I will be doing. (UW1)	クォーテーションマークを外し、省略記号などを追加した。
27	134	“I want to be a nutritionist... [but] I actually don’t know how can I find a job. I still don’t know any information but in my final year of university, the university will tell us more about it and will bring us some	I want to be a nutritionist... [but] I actually don’t know how can I find a job. ... I still don’t know any information but in my final year of university, the university will tell us more about it and will bring us some companies to the	クォーテーションマークを外し、省略記号などを追加した。

		companies to the university. ” (UW5)	university. (UW5)	
28	136	“There are two way to get a job. One is individual individual...y, and other is using career supports from government. But I'm thinking about searching a job individually by myself and most of my friends do the same. Because, I want a job that I want to do. Those career supports are only being used for people who are really urgent to find a job because they really need them. Or the people who are too lazy to look by themselves. They don't know where to go and what to do. They don't have a good idea of what is best for them. ”(UW2)	…There are two way to get a job. One is individual individual...y, and other is using career supports from government... I'm thinking about searching a job individually by myself and most of my friends do the same. Because, I want a job that I want to do... Those career supports are only being used for people who are really urgent to find a job because they really need them. Or the people who are too lazy to look by themselves. They don't know where to go and what to do. They don't have a good idea of what is best for them. (UW2)	クォーテーションマークを外し、省略記号などを追加した。
29	137	Similarly, there was a number of women who also hoped to have a ‘good job’. KW4, a Kuwaiti 3rd year student majoring in special education, said: “[A] degree is necessary to get a ‘good job.’ (What is a ‘good job’?) Interesting work with a personal office, good colleagues, and [a] good salary. Also, location is important, close [to] home. (how about the salary?) about 1000KWD (about 3,300 USD)” (KW4)	削除	本人希望により発言削除
30	137	Another interviewee from the UAE emphasized the role of benefits in ‘a good job’: “[A good job is]...a place that would...provide you [with] your car, your home....and benefits.	Another interviewee from the UAE added another points emphasized the role of benefits in ‘a good job’: It would be really good if it was close to my home. In a place I feel	UW2 の発言であったため、ラベリング修正した。

		And for your kids, money for the studies.” (K)	comfortable there...I really care about the people who I will work with them. So I expect them to work with good people and friendly people. And to talk about the salary. I don't want a really high salary. I just want good enough in general. (UW2)	
31	137	UW4 added another voice: [Good job is] a job where you can give, learn, and be successful. A job where you can feel stable and a place where you can enjoy what you're doing. “[For me salary and position are] less important, but I want to have the average salary of the place. If people around me who are fresh graduates are receiving this amount of money, I want to be the same.” (UW4)	UW4 reiterated a similar voice: [Good job is] a job where you can give, learn, and be successful. A job where you can feel stable and a place where you can enjoy what you're doing...[For me salary and position are] less important, but I want to have the average salary of the place. If people around me who are fresh graduates are receiving this amount of money, I want to be the same. (UW4)	クォーテーションマークを外し、省略記号などを追加した。
32	139	“I don’t know when I am going to get married yet, I didn't set the age yet, but surely not right now. I just want to first get a job, then help my family, settle my family, then okay, then I would think about marriage. But before everything I just want my brother to grow up and work. Then that would be better for me then to think about marriage. I want to get married before 30. 30 is okay. Till 30. But in our society 30 is not okay.” (UW2)	[I don’t know when I am going to get married yet] I didn't set the age yet, but surely not right now. I just want to first get a job, then help my family, settle my family, then okay, then I would think about marriage... But before everything I just want my brother to grow up and work. Then that would be better for me then to think about marriage...[I want to get married before 30] 30 is okay. Till 30. But in our society 30 is not okay. (UW2)	クォーテーションマークを外し、省略記号などを追加した。
33	140	“No. I can't say to my mom, that ‘I like this boy and I want to marry.’ No, oh my God, no. If he likes me, he wants to marry me, then it's okay, my turn... You	…No. I can't say to my mom, that ‘I like this boy and I want to marry.’ No, oh my God, no. If he likes me, he wants to marry me, then it's okay, [my turn]... You	クォーテーションマークを外し、省略記号などを追加した。

		have to get to know each other, that when he came to ask your hand. That's when you have some period to know to each other if you felt comfortable you can continue with the marriage. If not you can say, "No, I don't want him". (But still you have to wait someone to propose you.) Yeah.” (UW2)	have to get to know each other, that when he came to ask your hand. That's when you have some period to know to each other if you felt comfortable you can continue with the marriage. If not you can say, "No, I don't want him". (But still you have to wait someone to propose you.) Yeah. (UW2)	
34	140	“We have to discuss everything and get to one conclusion before we get married, for example continue to work and do my PhD later on. And then he has to say either yes or no, and we can decide on this before getting married. For those important stuff, like the very life decision stuff. ”	We have to discuss everything... and get to one conclusion before we get married..., for example continue to work and do my PhD later on. And then he has to say either yes or no, and we can decide on this before getting married. For those important stuff, like the very life decision stuff.	クォーテーションマークを外し、省略記号などを追加した。
35	140	UW1, a high school student, talked about the following: “I wasn't thinking that much about working and marriage. I was always living in the moment. I don't think about the future that much. I have to wait for the right guy propose me.” (UW1)	削除	多区間にわたっている内容をまとめたものであるため削除したが、論旨や結論には影響を及ぼさない。
36	142	“My father is doing everything for me - driving me to university and buying all stuff I need, for more than 20 years. So at least I want buy my stuff by my own. But when I get married and have a baby, my main job is taking care of husband and the kids. And the man is the person who is going to spend the money on the	Female takes care of the kids and all [house stuff]...[when I get married and have a baby,] my main job is taking care of husband and the kids. And the man is the person who is going to spend the money on the house...(KW1)	クォーテーションマークを外し、省略記号などを追加した。手元に残っているデータから確認できない部分は削除した。

		house and... You know, for me, it [have a working experience] is kind of preparation...if I didn't get married, or any problem happened, a divorce, hopefully not or anything, you have an experience, you are secured.” (KW1)		
37	142	SAW2, who is working at a school and doing a master's degree at the same time, particularly embodied this point: “I wanted have a job, experience it well and develop myself, before getting married...I don't know when [I will get a married] ... but you want to live your life, you want to enjoy your freedom before.” (SAW2)	削除	本人確認が取れず削除。
38	142	“I've studied hard at my university and earned good grade. So, if I don't go work after graduate, just staying at home, it is a waste of time. I rather want to be productive.” (KW6)	削除	本人確認が取れず削除。
39	145	Table 5.7 The principal component analysis and life value (n = 1,448) Component1 Component2 Component3 Component4	Table 5.7 The principal component analysis and life value (n =1,343) Given role performance Professional and financial pursuit Self-expression Social approval	GCC 女性のみ限定して再分析した。分析傾向に変化はない。 Component の内容を明確にするためそれぞれに適切なネーミングをした。

40	148	<p>“To me, [continuing with my job] is not very essential for me...I would say my priority is children. [If I have] a child, I'm ready to commit to raising him, and choosing him over my job, if the job would contradict with my [role] as a mother. Especially, after I studied early childhood, I know what a child needs, and how important a mother is.”</p> <p>(SAW1)</p>	<p>To me, [continuing with my job] is not very essential for me...I would say my priority is children...[If I have] a child, I'm ready to commit to raising him, and choosing him over my job, if the job would contradict with my [role] as a mother. Especially, after I studied early childhood, I know what a child needs, and how important a mother is.</p> <p>(SAW1)</p>	クォーテーションマークを外した。
41	149	<p>“I want continue my work, like my [older]sister. She delivered her baby so she stopped [working] and now she's looking for a job again. It is normal. No one would say anything about it.” (UW4)</p>	<p>I want continue my work... [like my [older]sister]... She delivered her baby so she stopped [working] and now she's looking for a job again... It is normal. No one would say anything about it. (UW4)</p>	クォーテーションマークを外し、省略記号などを追加した。
42	149	<p>“All of them (her two older sisters) got married and my brother is working right now and two of my sisters a year ago. [My sisters] used to work but since they had children...they stopped working for the time being. Probably in the future, they will complete their education and start working again. (SAW2)”</p>	削除	本人確認が取れず削除。
<p>第6章 インタビューのいくつかの発話を論旨を損ねない形でまとめているため、クォーテーションマークを外し、省略記号などを追加した。個別対応に関しては下記参照（#48, 49, 51, 52, 53, 54, 55, 57, 58, 59）。</p>				
43	154	<p>Figure 6.1 Current academic degree and planed future academic degree of GCC female (%) (n=1,604)</p>	<p>Figure 6.1 Current academic degree and planed future academic degree of GCC female (%) (n=1,342)</p>	n=1604 が欠損値を含む数字であったため n=1,342 に修正した。
44	155	<p>Table 6.1 Descriptive statistics of desired years of schooling by</p>	<p>Table 6.1 Descriptive statistics of desired years of schooling by</p>	数値の誤記、再計算により 18.87 を 18.84 に修正した。

		major、GCC female total の AVG. 18.87	major 、GCC female total の AVG. 18.84	
45	159	Table 6.3 Statistical abstract of the students by academic periods 2015-2016 academic year、 <i>Source</i> : Kingdom of Saudi Arabia Ministry of Education	Table 6.3 Statistical abstract of the students by academic periods 2016-2017 academic year、 <i>Source</i> : Ministry of Education, Kingdom of Saudi Arabia	データを 2015-16 年度のもの から 2016-17 年度のものにア ップデートし、出典も修正し た。
46	162	Table 6.5 The principal component analysis and purpose for attending university (n = 1,439) Component1 Component2 Component3 Component4	Table 6.5 The principal component analysis and purpose for attending university (n = 1,142) Career-minded reasons Family related reasons Social environment related reasons Personal growth reason	欠損値を除く GCC 国籍女性 のみのものに修正した。 Component の内容を明確にす るためそれぞれに適切なネー ミングをした。
47	161	Component1 の α Component2 の α Component3 の α	$\alpha = .824$ $\alpha = .760$ $\alpha = .561$	GCC の女性に限定して α を再 計算して修正した (Component4 に関しては、 Component が 1 つであるため 計算不可)。
48	165	“[After graduating] I want to work. Surely, I would work, but I've been thinking about [getting a] masters degree, or other degrees. So, maybe I will choose work and study for a masters at the same time... and PhD in the future, Inshallah.” (UW2)	[After graduating] I want to work. Surely, I would work, but I've been thinking about [getting a] masters degree, or other degrees (PhD). So, maybe I will choose work and study for a masters at the same time... [and PhD in the future], Inshallah. (UW2)	クォーテーションマークを外 し、省略記号などを追加し た。
49	166	“I want to have a masters and a PhD... [but first] I want to save up some money so I can support yourself...so I want to work first'. [Then I will be] married and... working as well, working and... by then (after about 20 years from now on), I achieve... I [will have] my Master's and my PhD.” (UW4)	I want to have a masters and a PhD... [but first] I want to save up some money [so I can support yourself]...so I want to work [first]... (after about 12 years from now on) married and... working as well, working and..., by then I achieve... I [will have] my Master's and my PhD. (UW4)	クォーテーションマークを外 し、省略記号などを追加し た。

50	166	<p>UW1, an Emirati high school student, reiterated a similar point:</p> <p>“I want to get married, but not now [i.e., not yet]. I want to have work experience first and think [about marriage] after taking my Masters [program]. I want to marry someone who understands my [passion to receive a PhD level] and work.” (UW1)</p>	削除	<p>多区間にわたっている内容をまとめたものであるため削除した。</p>
51	167	<p>“Generally, if it’s higher than [a] Master’s, [a degree] is not very advantageous [for marriage]. (But you still went to school for a Master’s?) I went into the Master’s [program], because I really wanted to study event management.” (UW7)</p>	<p>Generally, if it’s higher than [a] Master’s, [a degree] is not very advantageous [for marriage]. (But you still went to school for a Master’s?) I went into the Master’s [program (Master of Science in Organizational Excellence)], because I really wanted to study event management. (UW7)</p>	<p>クォーテーションマークを外した。本人希望により専門を追記した。</p>
52	168	<p>“I have to go to university or...I'll waste my time.” (UW4)</p>	<p>I have to go to university or...I'll waste my time. (UW 5)</p>	<p>クォーテーションマークを外した。UW4 と UW5 の発言を取り違えていたことを確認し、ラベリングミスを修正した。</p>
53	168	<p>“(I think that if a female doesn't have their education, that's fine because she's the female. She's going to be taking care of the kids and all. So, her main job when she gets married is taking care of her husband and the kids. And the man is the person who is going to spend the money on the house and family. (then why you went to university?) ... because I am up to it, instead of just staying home, especially this time, everyone's going to</p>	<p>(why you went to university?) ... because I am up to it, instead of just staying home, especially this time, everyone's going to university and I am no less than them...I was best student in high school so I can do it and I am more than capable and I have proven myself... one of my main goals for entering university is to prove myself for myself. I can do it and I am up to this. (KW2)</p>	<p>クォーテーションマークを外し、省略記号などを追加した。重複する部分は削除した。</p>

		university and I am no less than them...I was best student in high school so I can do it and I am more than capable and I have proven myself... one of my main goals for entering university is to prove myself for myself. I can do it and I am up to this.” (KW2)		
54	169	“Also, my country...is giving me everything I want and... I want to give back some of what they gave me. Because they are giving everything to us for free. By studying and being effective person in my community...I want to work. So, I can be a part of my community.” (UW4)	Also, my country...is giving me everything I want and... [I want to give back some of what they gave me]...Because they are giving everything to us for free. By studying and being effective person in my community...I want to work. So, I can be a part of my community. (UW5)	クォーテーションマークを外し、省略記号などを追加した。ラベリングミスを修正した。
55	171	KW1 reiterated this point: “Except university, I don’t like to go outside by myself... there are times when I’m walking in a mall you see a group of guys are looking at you. They didn’t say or do anything to me but I feel uncomfortable with their looks and stares...even my father said, “I prefer that you don’t go [to the mall alone]. I really don’t recommend you going” ...I respect my dad and I was completely with his opinion because I know he cares for our own safety and it is for our own benefit.” (KW1)	KW2 reiterated this point: Except university, I don’t like to go outside by myself... there are times when I’m walking in a mall you see a group of guys are looking at you. They didn’t say or do anything to me but I feel uncomfortable with their looks and stares...even my father said, “I prefer that you don’t go [to the mall alone]. I really don’t recommend you going” ...I respect my dad and I was completely with his opinion... [because I know] he cares for our own safety and it is for our own benefit. (KW2)	クォーテーションマークを外し、省略記号などを追加した。ラベリングミス修正した。
56	171	Tujigami	Tsujigami	日本人の通常の氏名表記に変更した。
57	172	“I want to be a doctor (Doctora), so maybe I will do PhD. (PhD of what?) I don’t know. I haven’t decided my major until now.	I want to be a doctor (<i>Doctora</i>), so maybe I will do PhD. (PhD of what?) I don’t know. I haven’t decided my major until now...	クォーテーションマークを外し、省略記号などを追加した。Doctora を <i>Doctora</i> (イタリック) に変更した。

		(then why you want to have a doctorate degree?) I want to study, this thing [studying] it good for me, the study is like something good for me, for my future you know. ” (UW1)	(then why you want to have a doctorate degree?)...I want to study, this thing [studying] it good for me, the study is like something good for me, for my future you know. (UW1)	
58	174	“Maybe I want to be a university instructor...(why not a professor?) it is ok with instructor with a PhD, a doctora. [chuckle]. [because] It's more of self-realization, probably achievement. Like, you think of yourself as more successful, to be a successful person.” (UW4)	Maybe [I want to be] a university instructor...it is ok with instructor with a PhD, a doctora. [chuckle]... (why not a professor?) [because] It's more of self-realization, probably achievement... Like, you think of yourself as more successful, [to be] a successful person. (UW4)	クォーテーションマークを外し、省略記号などを追加した。
59	177	“She didn't continue her middle school [when she got married]... She had to stop studying for more than 10 years. ...And then suddenly she decided to continue studying. And now she's planning to take her PhD soon... (when she got married) She studied 'til middle school and she stopped, then after a couple of years she got married... she started [her education again] in 2004...She was 27... She studied Islamic and Arabic for her Bachelor. And she studied something in the Islamic, like the parchment for her Master's. She wants to [start her Ph.D.] but she started her job [Middle school teacher] two years ago and she's still new to the job. And she wants get used to the job first and then apply for the PhD.” (UW3)	She didn't continue her middle school [when she got married]... She had to stop studying for more than 10 years. ...And then suddenly she decided to continue studying. And now she's planning to take her PhD soon... (when she got married) She studied 'til middle school and she stopped, then after a couple of years she got married... she started [her education again] in 2004...She was 27... She studied Islamic and Arabic for her Bachelor. And she studied something in the Islamic, like the parchment for her Master's. She wants to [start her Ph.D.] but she started her job [Middle school teacher] two years ago and she's still new to the job. And she wants get used to the job first and then apply for the PhD. (UW3)	クォーテーションマークを外した。

60		<p>インタビューの引用において…と標記されている部分が、インタビューの省略なのか、インタビューの沈黙なのか判断ができない。</p> <p>(具体的には、p. 133、p. 134、p. 136、p. 137、p. 139、p. 140、p. 142、p. 148、p. 149、p. 165、p. 166、p. 168、p. 169、p. 171、p. 172、p. 174、p. 177)</p>	<p>インタビュー内容の記載法についての凡例を論文冒頭に記し (p. 114 Omitted segments of the dialogue have been indicated with “[...],” and moments of silence from the interviewees have been shown with “...”).)、省略箇所は[…], インタビューの沈黙箇所については…として記載した。</p> <p>左記のページのインタビューの記載について上記のように変更。</p>	<p>インタビューの省略と、インタビューの沈黙とを区別するため。</p>
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