

**2010 Global Focus on Knowledge Lecture Series  
(Winter) Sociology Wonderland**

# **Comparison as a Method to Challenge Common Knowledge: the Case of Modern China**

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Studies/ Institute for Advanced Studies on Asia)**

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# Brainstorming

**Do you think people with higher education or graduates of well-known universities deserve a high income? Discuss your opinion and explain why.**

# Lecture Content

1. Strong Orientation towards Elite Universities: East Asian dreams?

2. Why do You Go to University? What is the Driving Force?

3. Comparison of “Credential Society”: Japan and China

4. Why are Chinese People Generous toward Income Gap by Educational Level?

5. Summary

# **1. Strong Orientation towards Elite Universities: East Asian Dreams?**

# Japan

合格者インタビュー | 河合塾 | 合格実績 | 東京大学受験や医学部受験・京大・早大慶ブ JP

http://prep.kawai-juku.ac.jp/jisseki/interview.html

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合格者インタビュー | 河合塾 | 合格実績 | 東京大学...

- 大学受験科案内 (高卒生対象)
- 高校グリーンコース案内 (高校生対象)
- 講習案内 (高校生・高卒生対象)
- 公開単科ゼミ案内 (高3生・高卒生対象)

お申し込みはこちら

- インターネット申込
- 資料請求

## 合格者インタビュー 2010

志望大学合格を手にした河合塾の先輩たち。これから受験する後輩のキミにぜひ伝えたいこと、河合塾で得たものや、合格した今だから話せることなどを熱く語ってくれました。

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Media Player 500K

自分で考え、自分を信じる  
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合格 東京大学 理科三類

高校グリーンコース  
合格 東京大学 理科三類

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http://www3.stream.co.jp/www11/kawaijuku/meta/100330/4\_tsubu

インターネット 100%

スタート Y... 原... 全... 文... 学... IT... 新... 岩... 合... 21:47

<http://prep.kawai-juku.ac.jp/jisseki/goukakusya.php?open>

<http://prep.kawai-juku.ac.jp/jisseki/interview.htm>

† Kawaiijuku Educational Institution

# Taiwan

陳偉文教機構 - 陳偉研究所補習班 - Windows Internet Explorer

http://www.chenwei.com.tw/rweb/news/Detail.asp?Tag=...

印刷 (Alt+R)

上榜學校	系所	組別	姓名	錄取別	原學校科系
國立台灣大學	財務金融所	甲組	蔡欣樺	正取	政大財政
國立台灣大學	財務金融所	丙組	賴逸桓	正取	政大經濟
國立台灣大學	財務金融所	丙組	張旅揚	初試	政大風保
國立台灣大學	財務金融所	丙組	劉致宏	初試	政大經濟
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國立台灣大學	商學研究所	甲組	蔡亞婷	初試	台北經濟
國立台灣大學	商學研究所	甲組	蔡欣樺	初試	政大財政
國立台灣大學	商學研究所	甲組	陳韋丞	初試	政大財管
國立台灣大學	商學研究所	乙組	林芳源	採花	政大經濟

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インターネット 100%

スタート 附 21:55



# China

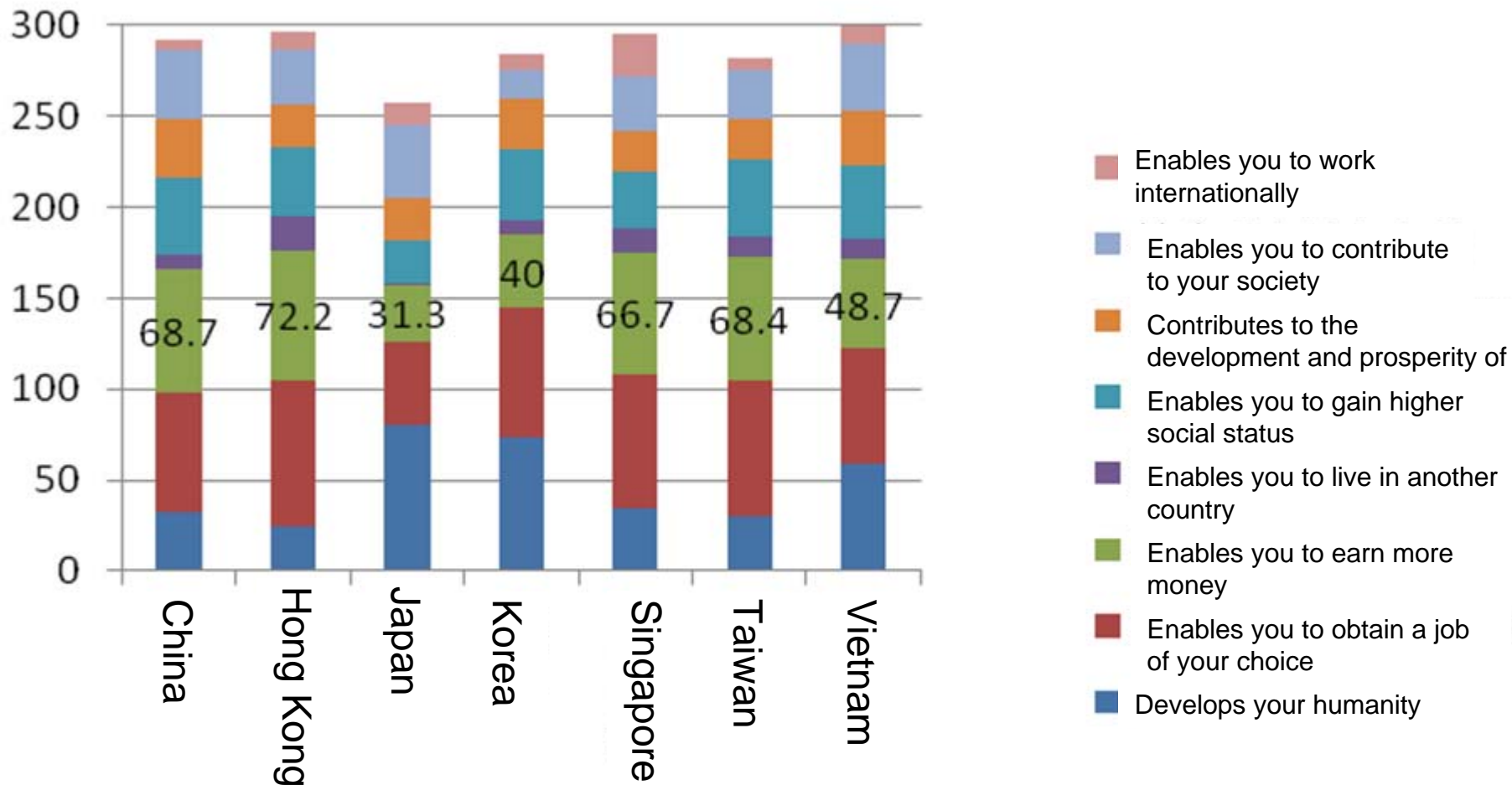
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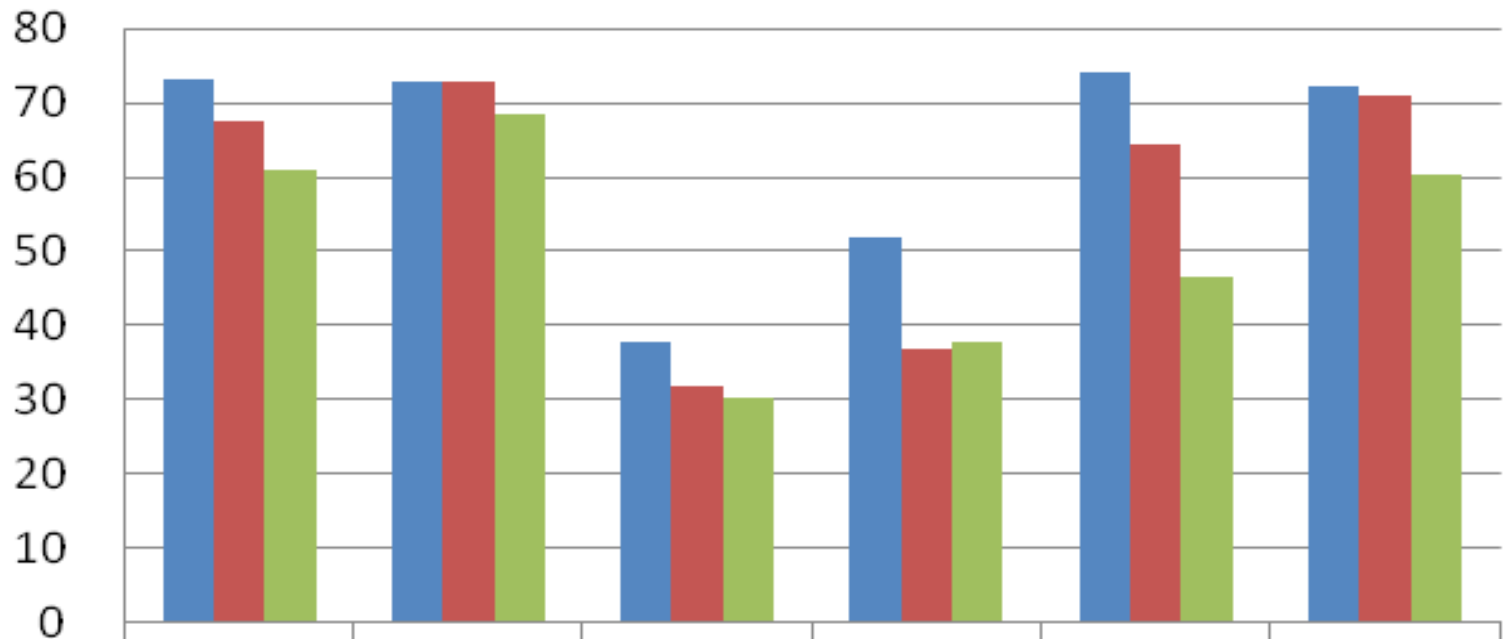
## **2. . Why do You Go to University? What is the Driving Force?**



# Figure 1 Benefits of Education (AsiaBarometer 2006)



# Figure 2 Education to Earn High Income: Classified by Educational Level (AsiaBarometer 2006)

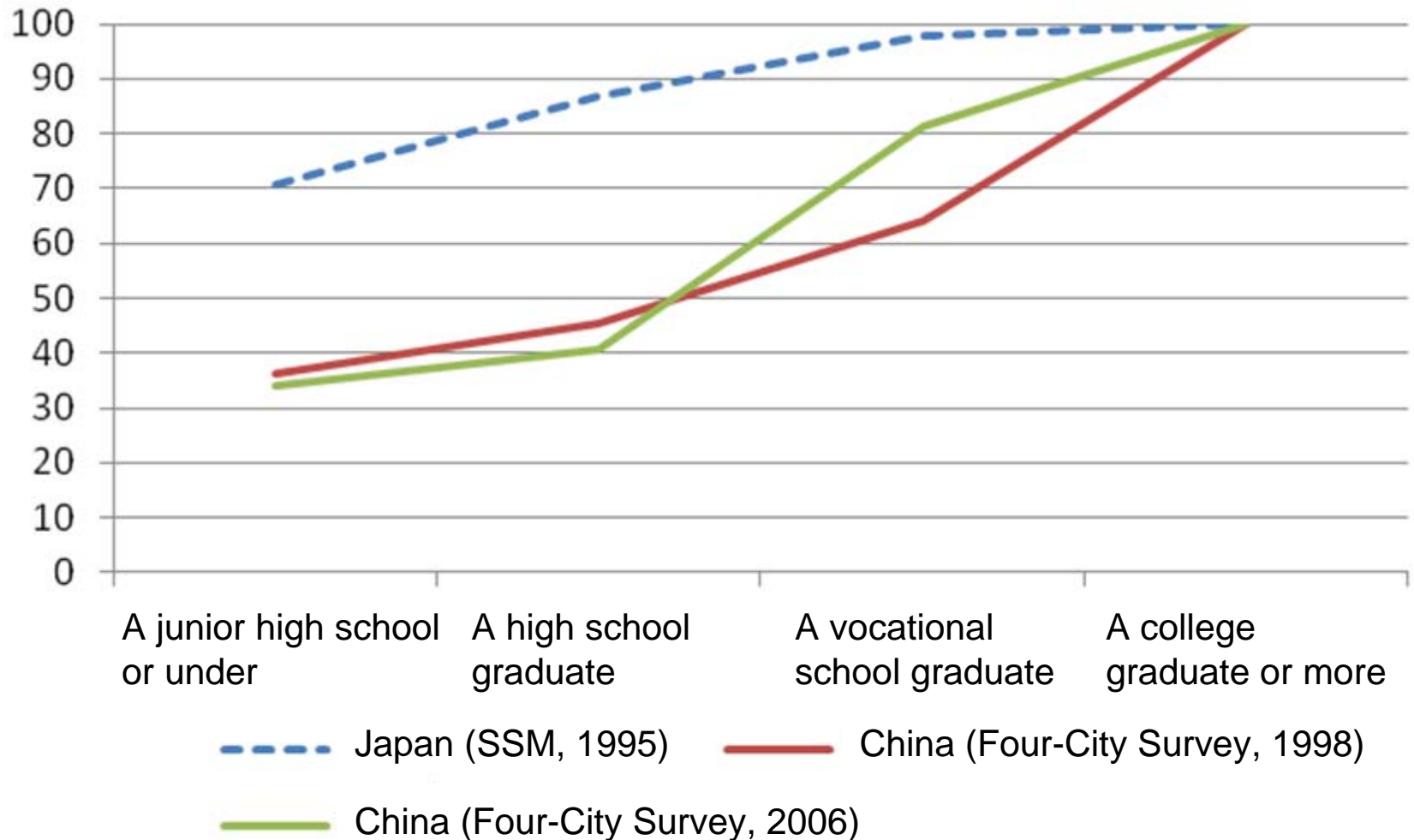


■ Lower Education  
■ Middle Education  
■ Higher Education

	China	Hong Kong	Japan	South Korea	Singapore	Taiwan
Lower Education	73.1	72.9	37.8	51.8	74.0	72.3
Middle Education	67.6	72.8	31.7	36.7	64.3	70.9
Higher Education	61.1	68.6	30.2	37.8	46.6	60.5

### **3. Comparison of “Credential Society”: Japan and China**

# Figure 3 Income Gap by Educational Level in Japan and China (Four-City Survey, SSM Survey)



# Table 1 Income Determination in Japan: 2005 (SSM Survey)

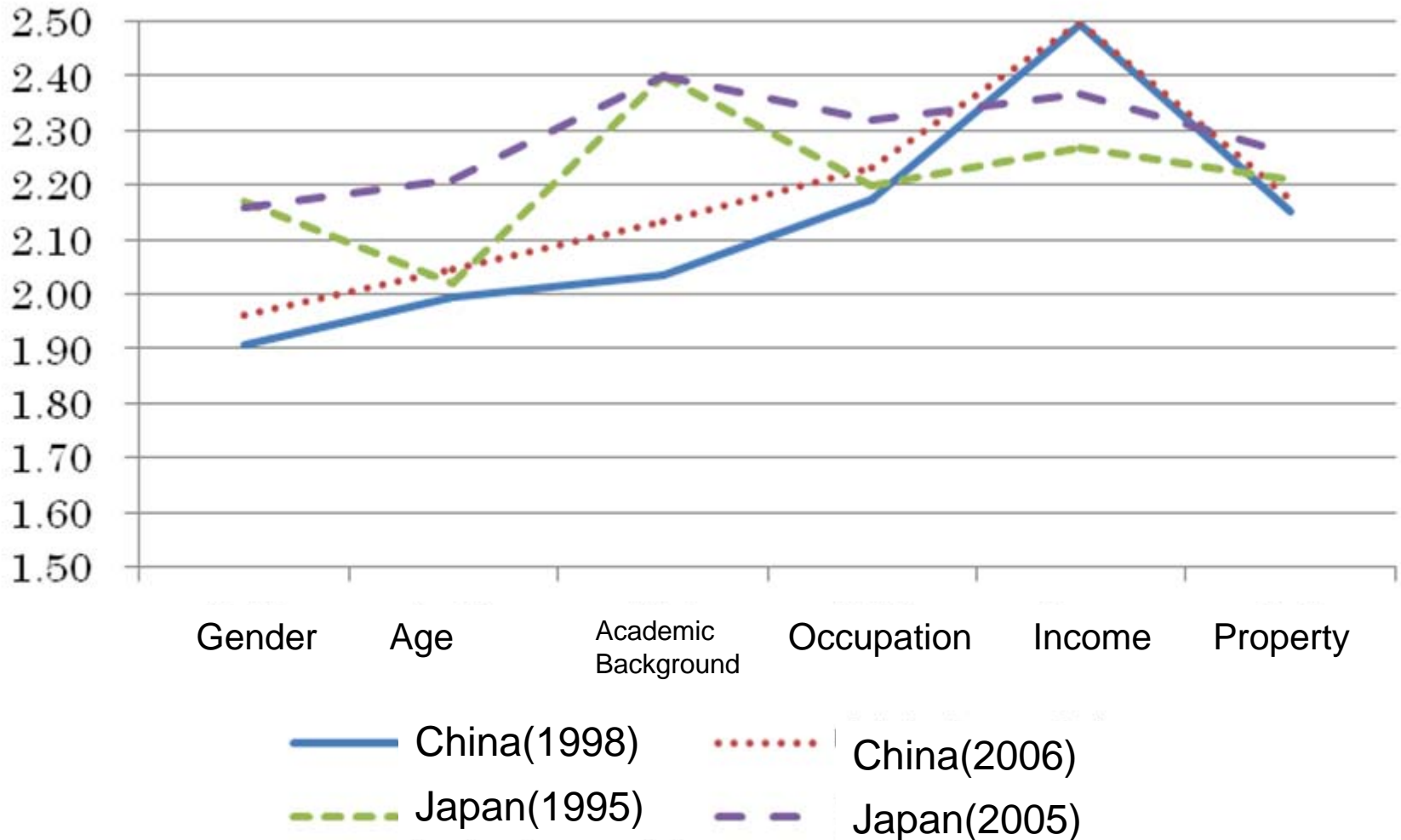
	Non- standardised coefficient		Standardised coefficient	t	Significant probability
	B	Standard error	Beta		
Constant	3.14	0.09		35.14	0.00
Academic background	0.23	0.02	0.14	10.21	0.00
Gender	-0.95	0.03	-0.42	-32.97	0.00
Age	0.07	0.01	0.08	5.66	0.00

Source) Sonoda (2008:66, 2010:81)

# Table 2 Income Determination in China: 2006 (Four-City Survey)

	Non- standardised coefficient		Standardised coefficient	t	Significant probability
	B	Standard error	Beta		
Constant	1.29	0.14		8.99	0.00
Academic background	0.53	0.02	0.38	21.44	0.00
Gender	-0.18	0.04	-0.08	-4.47	0.00
Age	0.12	0.03	0.07	4.03	0.00

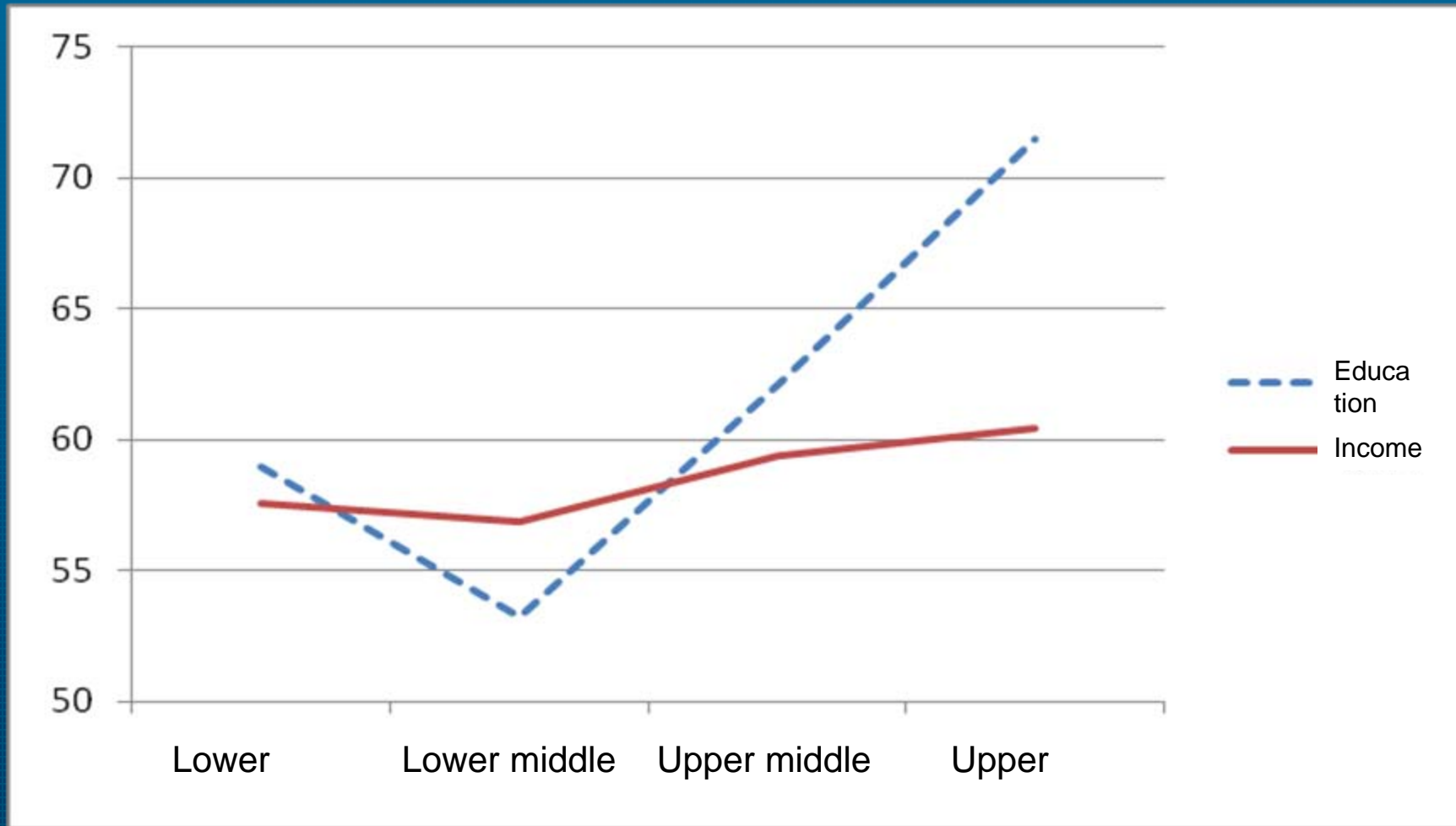
# Figure 4 Consciousness on Social Inequality: China and Japan (Four-City Survey, SSM Survey)



Source) Sonoda and Shimbo(2008:69, 2010:84)



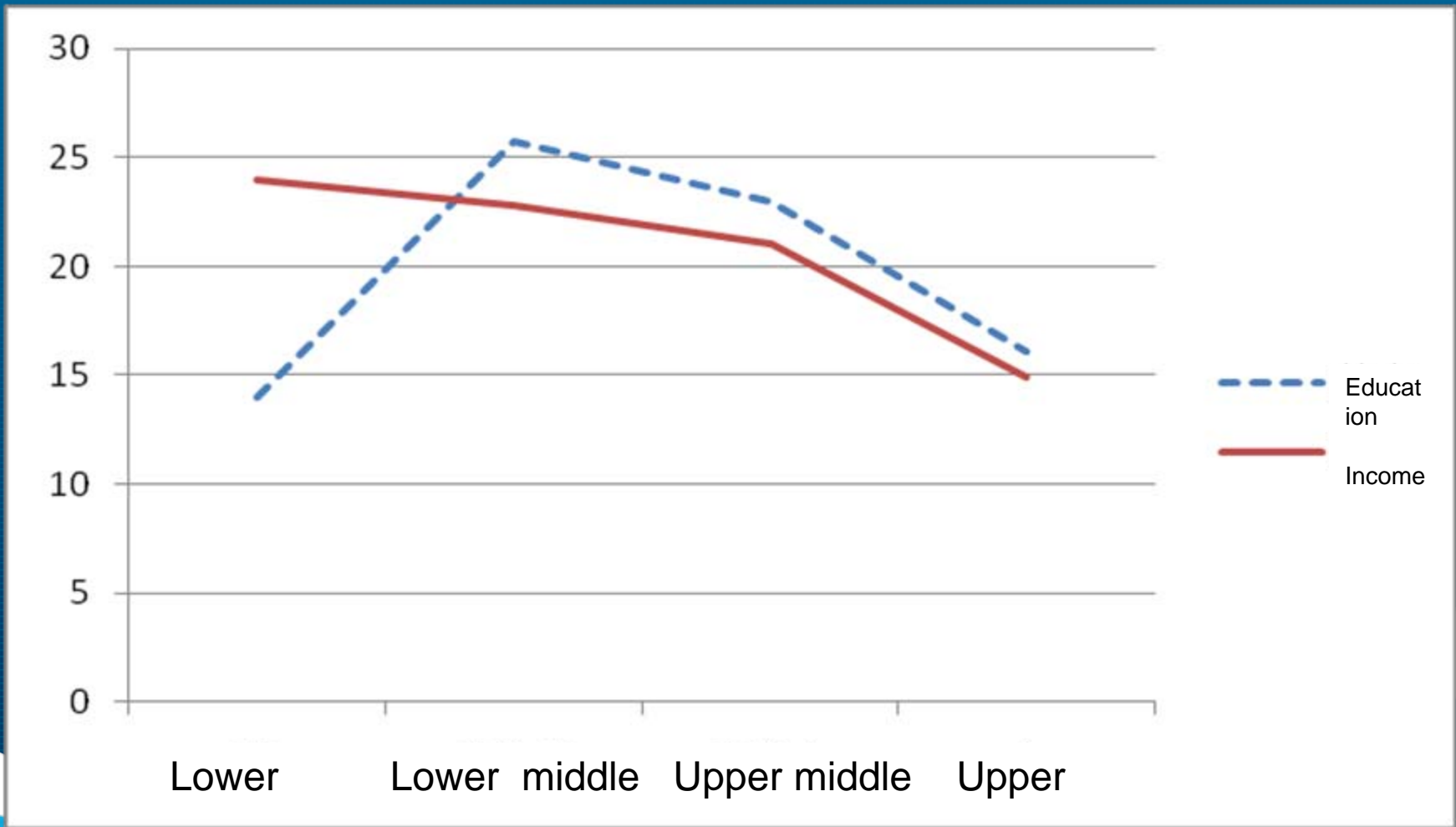
# Figure 5 Aspiration for Education for Children by Educational and Income Level: Japan (SSM Survey in 1995)



†

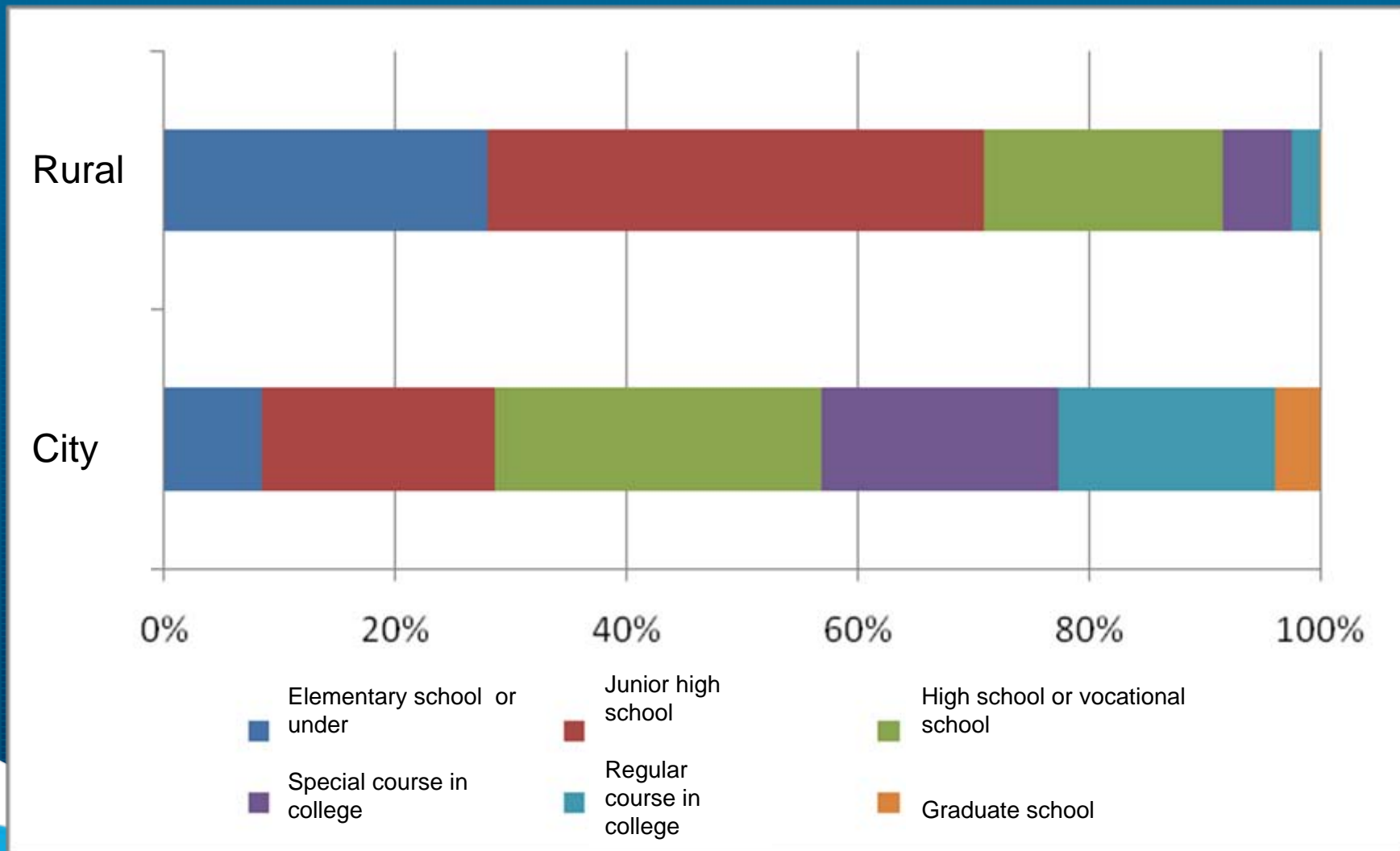
Notes) Regarding education, the following criteria are used: college graduate or more, vocational school, high school graduate and junior high school graduate, and income is divided into four levels. The above table shows the average percentage of people in these categories who answered "agree" or "agree somewhat" in response to the statement "Children should get the highest education." (2010:89)

# Figure 6 Aspiration for Education for Children by Educational and Income Level: China (First Four-City Survey)



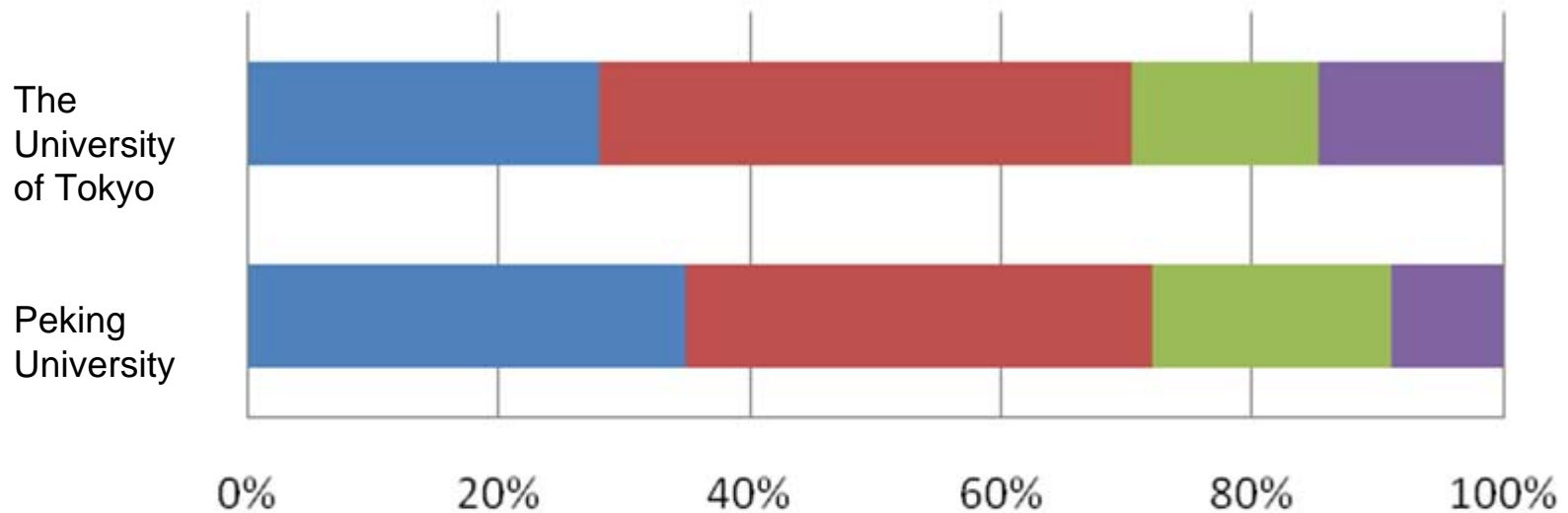
Notes) The above table shows the average of percentage people who answer "education for sons and daughters", when they asked "How would you use your disposable income?" (2010:90)

# Figure 7 Educational Level by Region: China (AsiaBarometer 2006)



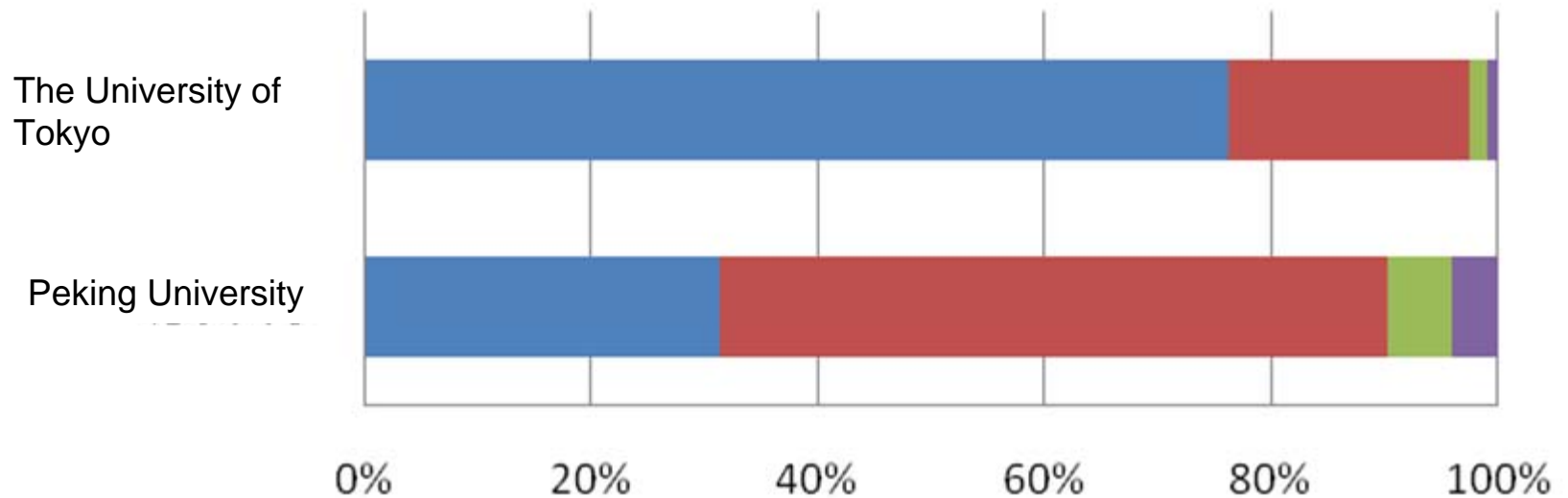
Source) Sonoda/Jinbo (2010:78)

# Figure 8 Interest of Elite University Students in Studying Abroad (Asia Student Survey in 2008)



	Peking University	The University of Tokyo
High interest	35.00%	28.04%
Partial interest	37.00%	42.33%
Law interest	19.00%	14.81%
No interest	9.00%	14.81%

# Figure 9 Post-Graduation Career Choice of Elite Students Abroad (Asian Student Survey 2008)



	Peking University	The University of Tokyo
Return immediately to their country	31.25%	76.27%
Return to their country after a few years	59.09%	21.19%
Return to their country after 10 years	5.68%	1.69%
No interest	3.98%	0.85%

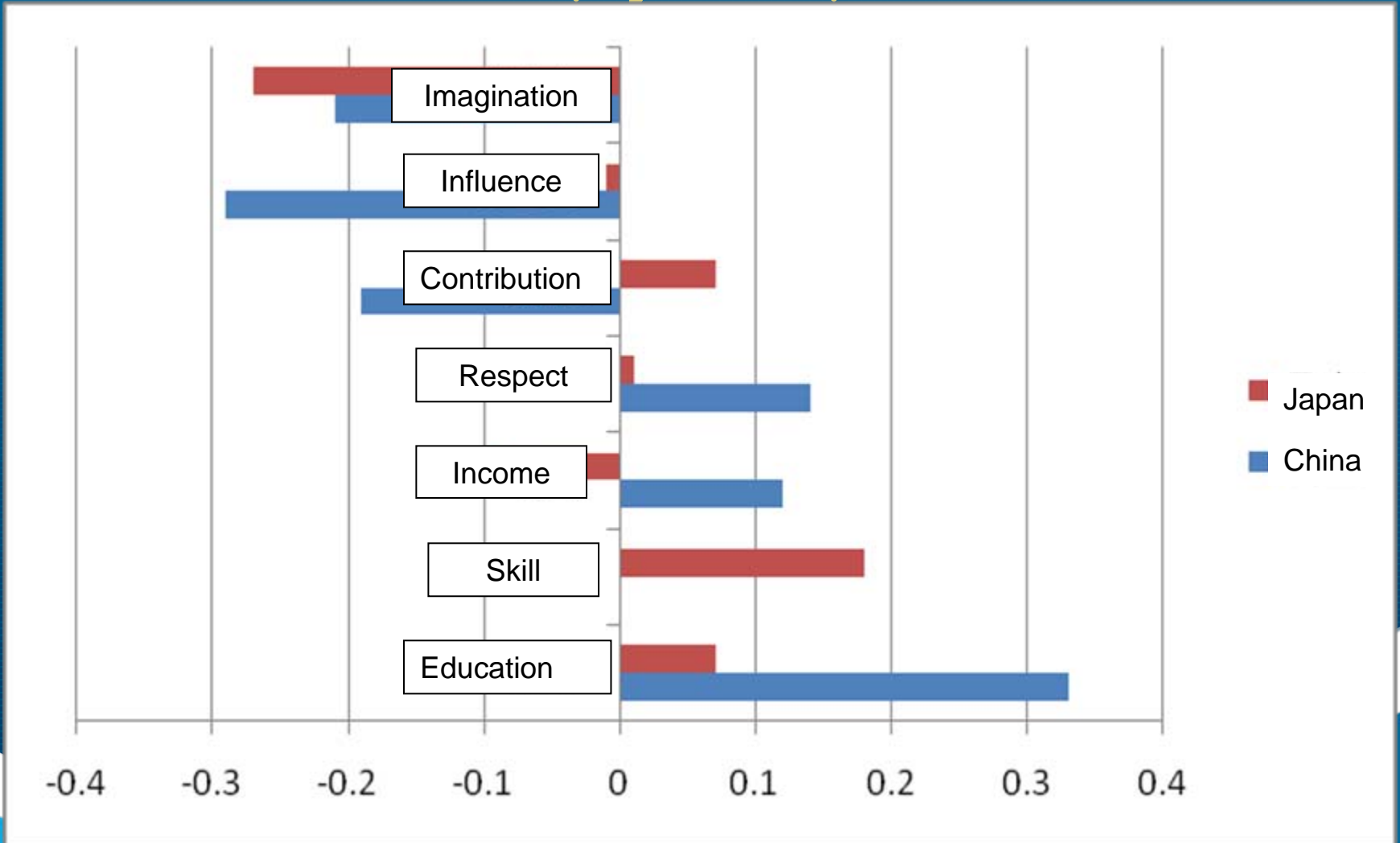
## 4. Why Are Chinese People Generous toward Income Gap by Educational Level?

# (1) Historical Factors

- \* *Keju* (Traditional examination system for government officials): Its disconnection and connection
  - : High risk, high return China dream
  - : Myth of equal competition
  - : Cultural model of achievement through education (Figure 10)
- \* Emergence of passion for education and destroyed higher education system by Cultural Revolution (Figure 11)
- \* Birth of over-competitive society as a result of resistance against anti-discrimination liberalism in self-denial



# Figure 10 Important Factors to Evaluate Occupations: China and Japan (By Point)

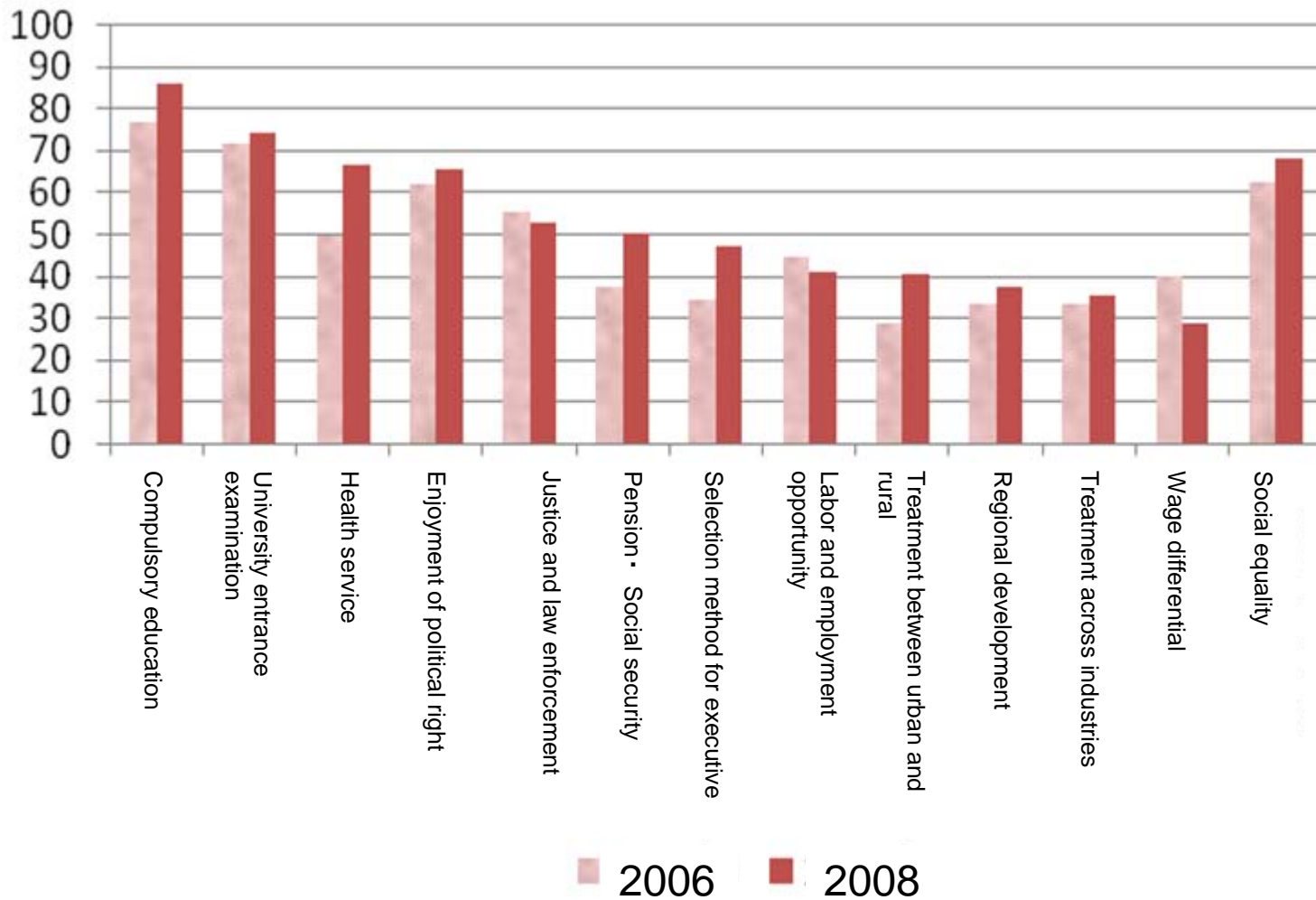


Notes) Japanese data is from the survey in 1995, while Chinese data comes from the Halpin Survey  
Source) Edited by Sonoda (2005: 13)

## **(2) Institutional Factors**

- \*Transition from socialist regime to market economy: Inequality embedded in many areas of institutional management**
- \* Expected high value and fairness in public education**

# Figure 12 Consciousness of Urban Residents With Regard to Social Equality (by %)

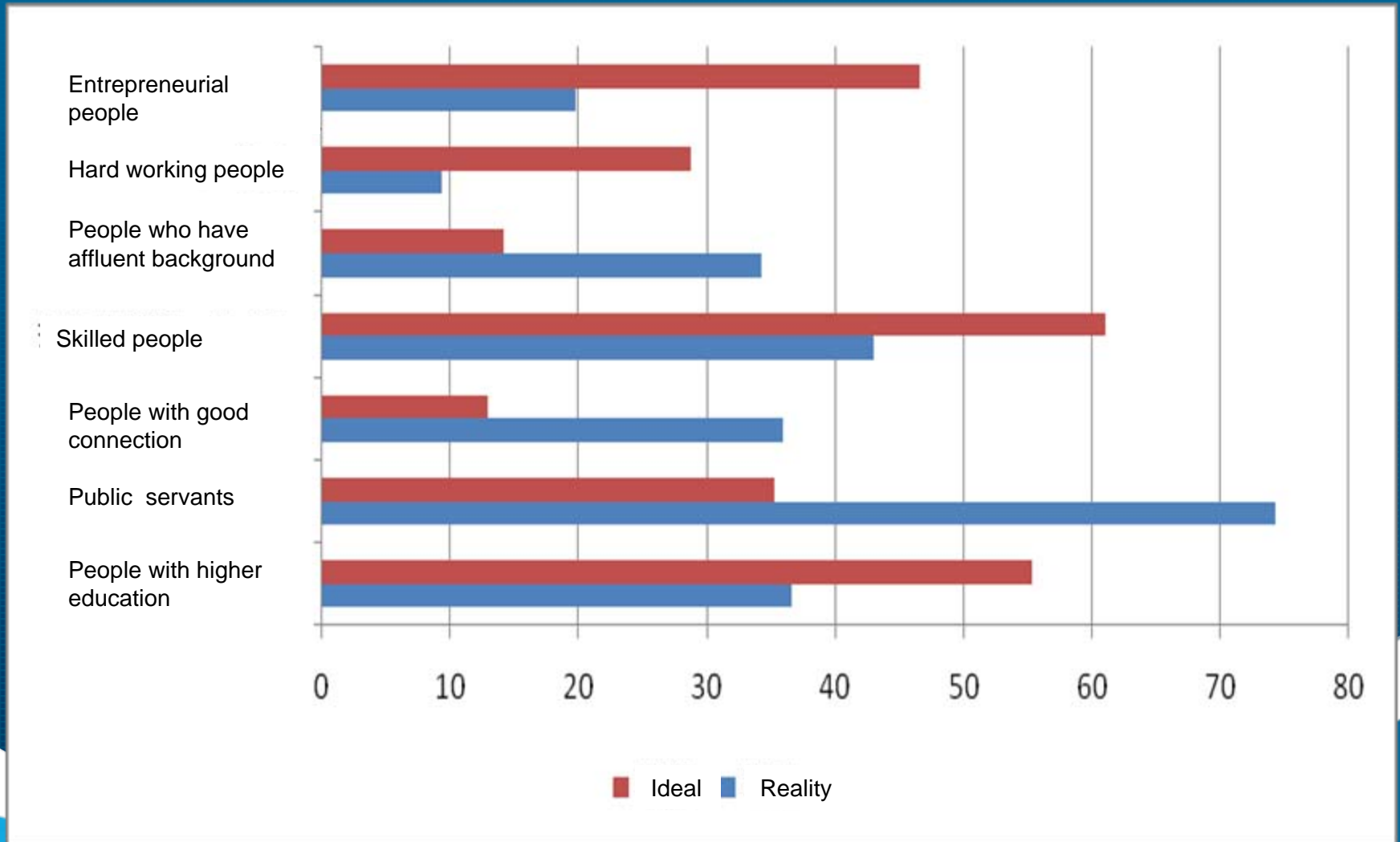


The value shows the total number of people who answer "very fair" or "basically fair". Originally, this data was gathered by Chinese Social Academy. (Source) Sonoda/ Jimbou(2010.87)

## **(3) Normative Factors**

- \* Affirmation of income gap by uprising “education = self responsibility” discourse (Figure 13)**
- \* Education as meritocracy index: Ideal gap and un-ideal gap (Figure 14)**

# Figure 14 Ideal and Reality of High Income in China (by %)



Source) Sonoda (2008:70, 2010:85)

# 5. Summary

- \* Why does China affirm income gap by educational level?: Analysis from historical, institutional and normative perspectives is necessary**
- \* Comparison as a method to challenge common knowledge: Importance of reflection in sociology**
- \* Balance between theory and practice is essential to undertake meaningful comparative research**



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