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## Chief Factors in the Reconstruction of Teacher Identity: Analysis of Results of a Questionnaire Survey Conducted at Five Private Middle or High Schools in the Greater Tokyo Area, Japan

**ABSTRACT:** This research is on career formation for teaching personnel at private schools. A questionnaire survey of full-time teachers at five middle schools or high schools was conducted in the Greater Tokyo Area, Japan. Different results based on age (difference between teachers 40 and above, and those under 40) were obtained as a result of this analysis. In the case of teachers under 40, the school where they worked, the quality level of their students, and efforts made by the school did not have a significant effect on their teacher professional identity. The teacher professional identities of those 40 and above, however, were significantly influenced by such factors as student quality levels, school management policies, including positive efforts to activate schools, and teacher enthusiasm for good relationships with students. In other words, it appears that a fixed career as a teacher is necessary in the formation of a teacher's professional identity. However, teacher identity can be reconstructed as professional teaching experience is accumulated, as a result of school development policies, and as a result of teachers' own forward-looking efforts to develop their careers.

**KEY WORD:** Participation in building a school's educational program, teachers' professional identity, and career formation for teaching personnel at private schools.

**IKHTISAR:** "Faktor-faktor Utama dalam Merekonstruksi Identitas Guru: Analisis Hasil Survei Kuesioner terhadap Lima Sekolah Menengah atau Atas Swasta di Wilayah Kota Tokyo Raya, Jepang". Penelitian ini adalah tentang pembentukan karier bagi tenaga pengajar di sekolah-sekolah swasta. Sebuah survei kuesioner guru penuh waktu di lima sekolah menengah atau sekolah atas dilakukan di Kota Tokyo Raya, Jepang. Hasil yang berbeda berdasarkan usia (perbedaan antara guru 40 tahun dan di atasnya, dan mereka yang di bawah 40 tahun) diperoleh sebagai hasil dari analisis ini. Dalam kasus guru di bawah 40 tahun, sekolah dimana mereka bekerja, tingkat kualitas siswanya, dan upaya yang dilakukan oleh sekolah tidak memiliki pengaruh yang signifikan terhadap identitas profesional guru. Identitas profesional guru yang berusia 40 tahun dan di atasnya, bagaimanapun, secara signifikan dipengaruhi oleh faktor-faktor seperti tingkat kualitas siswa, kebijakan manajemen sekolah, termasuk upaya-upaya positif untuk mengaktifkan sekolah, dan antusiasme guru untuk menjalin hubungan baik dengan siswa. Dengan kata lain, tampak bahwa karier yang pasti sebagai guru diperlukan dalam pembentukan identitas profesional guru. Namun, identitas guru dapat direkonstruksi sebagai pengalaman mengajar profesional yang terakumulasi, sebagai akibat dari kebijakan pengembangan sekolah dan akibat dari upaya guru sendiri untuk mengembangkan kariernya di masa depan.

**KATA KUNCI:** Partisipasi dalam membangun program pendidikan sekolah, identitas profesional guru, dan pembentukan karier bagi tenaga pengajar di sekolah-sekolah swasta.

### INTRODUCTION

Establishing the specialization, involved in the teaching profession, is task. Related to task, according to the "Declaration and Recommendations Regarding the Role and

Position of Teachers", issued by UNESCO (United Nations of Education, Scientific, and Cultural Organization) in an International Conference on Education in 1996, asserts that specialist abilities to support autonomy should

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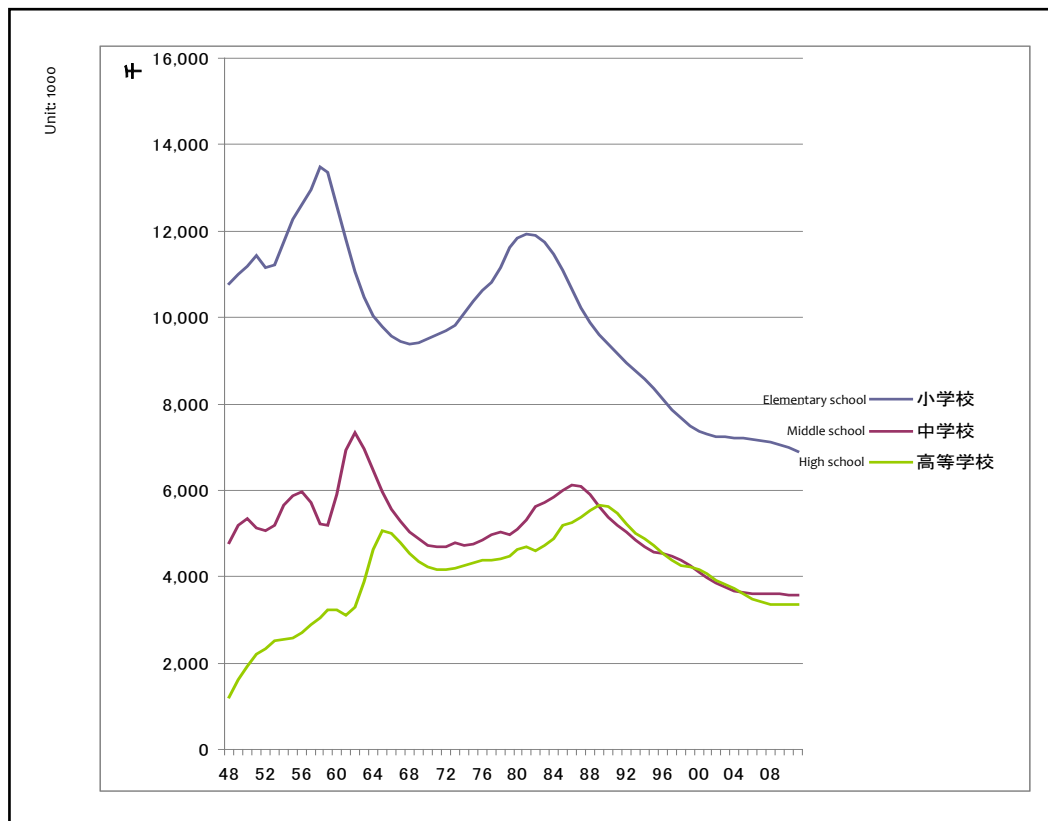


Figure 1:

Trends in Numbers of Pupils at Each Type of School

(Source: Basic school survey by the Ministry of Education, Culture, Sports, Science and Technology)

be nurtured, and the agreement of society for this should be obtained. The legal term for teacher is “educator”. Below, with the exception of the image of a teacher and future reviews, I will use “educator”.

Research on the subject of teaching, as a career, has been on the career of a public school educator. The closing and consolidation of schools, that has accompanied the ongoing social trend toward an aging population and less children, has led to other problems. The progress of the trend toward an aging population with less children is illustrated in figure 1.

Public school teachers have guaranteed work positions as these adjustments proceed. However, private middle schools and high schools (private schools) exist and operate on a basis that differs from that of public schools.<sup>1</sup> The national law on private schools

respects their autonomy, but places them under the jurisdiction of the state or prefecture they are located in. They must adhere to established educational guidelines.<sup>2</sup> As non-profit corporations, the level of profits they are allowed to seek is limited, but they receive public subsidies.

Nationwide, private high schools receive an average of 37.6% of their funds from public support. The same percentage for middle schools is 33.3%.<sup>3</sup> Private schools mainly depend

of Education, and boards of education in each region are in charge of local administration of schools. Private schools are established by educational corporations in accordance with the law on private schools. The autonomy of these corporations is respected in order to allow them to implement their educational doctrines. However, they are under the jurisdiction of prefectural governors.

<sup>2</sup>According to a department of the governor of prefecture A, the problem of non-completion of required courses arose in 2006. Both public and private schools were compelled to provide supplementary instruction. Subsequently, it was assumed that required courses were completed. As Arai Eijiro (2010) points out, the central government administrative authority is fully effective for private schools as well as public schools.

<sup>3</sup>The Japan Federation of Private Middle Schools and High

<sup>1</sup>Arai Eijiro (2010) points out that administration of education in Japan is divided between the national government and regional public agencies. Public schools are established by regional public bodies under the supervision of the Minister

on tuition income to operate. Accordingly, private schools are also faced with the need to survive amid private-market competition.<sup>4</sup> The number of full-time teachers at private schools will not exceed 100. Generally, there are about 45 to 67.<sup>5</sup> They operate on the same scale as a small to medium size enterprise. They will fail as a business and cease to exist if they do not recruit sufficient numbers of pupils.

For the most part, teachers at private schools are not transferred from school to school. Their careers generally begin and end at the same school. Their life courses do not shift due to transfers, as is the case with public school teachers.<sup>6</sup> The purpose of this paper is to learn how educators at private schools in this type of environment view career formation.

## PREVIOUS RESEARCH AND TASKS

**First, Teacher Education Research and School Reform.** Ando Kazuko (2000) researched the subject of teacher growth. Her work mainly covered the 1970s and 1980s. I will try to summarize the results of this research. Research on teachers had been done against a background of changes in the daily lives and growth of children and the severity of a “crisis” being faced by classroom teachers.

Kawahara Shigeo (2003) examined this school “crisis” from the latter half of the

1970s on, discussing such problems as student misconduct, violence, absenteeism, and bullying. He reported that for the teachers having to respond to and deal with these problems; this was a worsening “crisis”, both in the physical and psychological sense.

Funakoshi Masaru (2012) studied school reforms undertaken since the 1990s, which focused on easing of regulations and more free-market competition. He pointed out that this included tendencies to treat parents and guardians as consumers and to give principals more authoritarian power. Under these conditions, collegiality was undermined, and workplace environments in which colleagues learned from one another and helped each other grow as educators tended to disappear.

Tanaka Takahiko (2006) examined the practical challenges educators face and how the image of a teacher has been shaken by changes in school policies and the ways in which schools and teachers are evaluated. This includes moves to state educational goals in quantitative terms. He pointed out that school management has been made stronger and teacher evaluations have become stricter. From the point of view of working educators, he said, these new policies and trends have led to a weakening of teachers’ originality and ability to adopt creative approaches. He also asserted that these changes have had the effect of breaking up working relationships among teachers and creating an estrangement of teachers from students and their parents. Tanaka Takahiko (2006)’s research supports the idea that initiatives must be made to reconstruct the image of a teacher.

In recent years, as the crisis in the schools unfolded, research began on the problem of the process of teachers’ professional growth. This research examined teacher training and evaluation systems and contributed to their development. However, the creation of models for teacher development led to ideal targets for educator growth being set, and this had the effect of fencing teachers in. It was also pointed out that drastic reforms had led to school organizations engendering stronger top-down, vertical relationships that led to teacher alienation. These research efforts supported the movement to reconstruct the

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School Associations conducts an annual survey of conditions at each school. This is according to the federation’s survey report issued in March 2012.

<sup>4</sup>Recruitment is done in accordance with approved standards for private school enrollment. The numbers of persons are determined in this way for public and private high schools. According to the Tokyo Federation of Private Middle Schools and High School Associations, in the 2013 academic year, the allocation of students was set for high schools in the Tokyo Metropolis by a public-private liaison association. Tokyo public high schools were allotted 59.6% of the students attending all-day schools. The remainder were able to attend various private schools. Similar proportions existed in three prefectures in the Greater Tokyo Area.

<sup>5</sup>According to the School Basic Survey conducted by the Ministry of Education, Culture, Sports, Science and Technology or MEXT in 2012 (as of May 1), average numbers of full-time teachers at private schools were 44.1 for high schools and 22.6 for middle schools. In addition, university reports issued at the end of 2012 were used to calculate numbers of students who had graduated from each high school.

<sup>6</sup>Research on life courses has a history. *The Japan Education Academic Association Bulletin*, September 1985, pp. 44-89, carried a report, “Building Teacher Capacity on the Basis of Life Course Research”. In addition, Yamazaki Junji (2002) made public school educators the subject of his research.

image of teachers.

Second, **“Teacher Identity Theory” and Research Trends.** Ando Kazuko (2002) set out to revise the image that had been drawn of teachers. She pointed to the necessity of teacher organizations and said that building teacher self-respect was indispensable. This can be described as “teacher identity” that took the form of each teacher subjectively creating an “image of a teacher”.

Kawahara Shigeo (2003) examined teacher identity in terms of the professional identity adopted by those who take up teaching as a profession. He viewed the severe situation teachers were placed in as the “crisis”, and saw it as including possibilities for positive growth and development. In his view, it could be treated as a “turning point” or “transition period”.

Adachi Satomi & Shibasaki Masayuki (2010) called the periods of discouragement teachers fall into a “shake-up”. They found a strong relationship between the number of years of experience a person had in taking care of children and his or her identity as a children’s educator. They found that over the years, recurring cycles or stages were experienced by teachers—stages of “shake-up” and stages of reconstruction of teacher identity.

Kudomi Yoshiyuki (2008) described “teacher’s professional identity” as the conscious effort on the part of teachers to perform as a teacher should be expected to perform. He pointed out that they think, *“The way I do things is determined by the fact that I am a teacher”*. The various practical difficulties faced in the professional life of a teacher, he said, arise due to inherently indefinite aspects of teaching. On the other hand, he also said it was necessary for society to recognize the educational authority of teachers. He then positioned a culture of educators in Japan, as a medium that could stabilize teacher identity. He made this stabilization part of a “dual strategy” to be used by teachers to avoid a shake-up when faced with actual, fixed classroom difficulties they feel they cannot cope with.

However, Takashima Hiromi (2011) made effective protective measures against difficulties that teachers could take the focus of a discussion of a “dual strategy”. She pointed

out that discussion of the content of the educational activity that could protect teachers was suppressed. She added that the teaching difficulties individual teachers faced differed according to the different environments they found themselves in, and that, as a result, the identities they sought tended to differ. She proposed that specific workplace problems be examined in order to find ways to overcome difficulties.

While developing a “teacher identity theory”, they proposed a “teaching professional identity” theory. The educational reforms carried out in recent years, they said, had shaken teachers’ authority and had transformed collegial relations and the world of educators (cf Kazuko, 2002; Shigeo, 2003; Yoshiyuki, 2008; Satomi & Masayuki, 2010; and Hiromi, 2011).

Another trend in theoretical work undertaken to support teacher identity is to examine and conceptualize issues from the standpoint of the practice of teaching in specific workplaces. However, investigations of issues at individual places of work have not been fully carried out, and a theoretical framework that supports teacher identity has yet to be proposed.

**Third, the Career of a Teacher.** High levels of specialized knowledge and skills are required in the teaching profession. Individually and collectively, teachers have broad autonomy and specialization (cf Furuichi, 2012, 2013a, 2013b, and 2014). Iwata Yasuyuki (2001) has proposed that “teacher specialization” be widely ensured to give schools the ability to appropriately deal with current and future education issues.

However, Yufu Sawako, Kurebayashi Nobuyuki & Kawamura Hikari (2010) commented on new conditions in school environments, including matters discussed at teachers meetings, shorter meeting times, no proposals being made by general instructors, and greater management control of school organizations. They examined how these changes affected “how teachers are viewed”, “teachers’ professional identity”, and “relations between colleagues”; and they pointed out that, rather than educational activities being based on teacher’s own



judgments, teachers were being required to energetically participate in organizational activity. They pointed out that these changes in the teaching profession had the effect of steadily narrowing the scope of the work of the teacher.

Yufu Sawako (2014) pointed out that care of students was being used as an evaluation yardstick – that educators were being put in the position of having to carefully watch what students were doing and having to respond to their difficulties; and that teachers were being evaluated on the basis of how well they were doing this.

J.W. Little (1982) discussed expectations of cooperation and collegiality being a norm as decisive factors leading to successful school reforms. He noted that successful schools were those where educators participated in developing educational activities and where work responsibilities were allocated in the spirit of collegiality.

A. Hargreaves (2007) developed the argument that promoting collegiality and collaboration among teachers can lead to the forming of organizations in which learning takes place. P.J. Burke *et al.* (1987) posited the existence of life cycles in the process of educator career formation, and they worked on the development of a theoretical model to support this idea. E. Wilson & R. Deaney (2010) discussed how teaching as a career and teacher identity are changing as educators are given new roles to perform and new tasks.

They pointed out that a transformation is taking place in the specialized skills required of teachers. They also commented on how collegiality and collaboration among teachers influences their careers. Focusing their discussion on the relationship between school reforms and actual teaching conditions, they said that supporting learning on the job becomes an important task if teacher cooperation declines (*cf* Little, 1982; Burke *et al.*, 1987; Yasuyuki, 2001; Hargreaves, 2007; Sawako, Nobuyuki & Hikari, 2010; Wilson & Deaney, 2010; and Sawako, 2014).

**About the Tasks.** Although a diversity of career concepts exists, the career of an educator has yet to be clearly defined. In this paper, the concept of a “professional career” is

taken to mean the development of capabilities along the lines indicated in *Professional Life*, a publication issued by the Japan Institute for Labor Policy and Training in 2007. By this definition, a teaching career is understood to be “the right of self-realization in specialized work, namely teaching” (JILPT, 2007).

This report is on the subject of career formation of educators at private schools. Research on education, school organizations, teacher education, and teaching careers has mainly been done in the area of public schools. Very little research has been done on educators in private schools. In the case of public schools, which are under the direct jurisdiction of local Boards of Education, very large internal labor markets are created. The employment, personnel affairs, and training of teachers are handled under the direction of these Boards.<sup>7</sup>

Career formation occurs in the context of transfers from one school to another. In the case of private schools, however, an internal labor market is created at each school. There are no transfers between schools, and school principals are in charge of personnel administration.<sup>8</sup> In private schools, where teachers do not transfer out, we can understand how school reform and efforts to strengthen school programs will be important factors in the creation of the professional identity of each individual teacher. The process of change in teachers’ careers is closely interrelated with school reform efforts.

The definition of teacher identity, put forward in previous reviews, does not necessarily match teacher identity as we are now discussing it [in the context of changes occurring in private schools]. Educators working in public schools generally do not participate in long-term efforts to build school programs. As a result, I can assume that teacher identity will be strongly influenced by such as factors as the subject the teacher

<sup>7</sup>Kouzuma Shinjiro (2012) reported that authority on employment and appointments was granted to each state or prefecture and designated municipalities. In addition, an individual with experience as a school principal reports that the board of education of prefecture A uses periods of three to six years as the basis for transfers.

<sup>8</sup>According to an official of the Private Middle Schools and High Schools Association, in the case of private schools, leaving aside a few schools as exceptions, school principals have authority in personnel decisions, including hiring by schools.

teaches, whether the teacher is in a middle school or a high school, and whether or not the teacher faces difficult conditions at his or her school.

Surely, I can assume that the opportunities for reconstruction of teacher identity in private schools differ significantly from those in public schools. In this study, I have tried to approach a definition of teacher identity in the following way:

A teacher asks himself or herself the following question: *“In my school organization, how am I living my life as a teacher?”* And then he or she asks, based on my own philosophy of education, *“Am I performing as a teacher should be performing?”* In other words, they ask, based on my perception of the world surrounding my students, and my total understanding of them, including their feelings and actions, *“What type of teacher should I become?”*

Teacher identity is based on the answers to these questions – on the view of a teacher or image of a teacher that answering these questions brings out. The definition of teacher identity proposed in earlier reviews was *“I am a teacher and I act as a teacher should be expected to act”*. In this research, however, I will define teacher identity as a teacher thinking as an overall evaluation of his or her work: *“In the school organization, I am able to provide guidance to students in a direct relationship with them, and I feel that my work is fulfilling because I am meeting my professional obligations as a teacher”*.

Teacher identity serves as the foundation for learning how to cope with the difficulties faced in the professional life of an educator. This identity may be shaken at times, when teachers are directly confronted with issues related to students and parents, colleagues, and lifestyle questions (cf Furuichi & Koichiro, 2007; and Furuichi 2011). Nevertheless, a teacher’s professional identity serves as an axis for self-affirmation – as a support mechanism and means of settling problems and finding ways to move ahead in his or her career.

The writers (Yuichiro Sato and me as a co-writer) have submitted a paper to The Japan Association for Regional Development and Vitalization, which examines how experiences in middle school and high school affect

students (once they become adults) in their attitudes toward a career and their activity in developing their abilities (Sato & Furuichi, 2013). This work also takes into account regional differences, comparing income levels in states or prefectures – states or prefectures ranked among the top 16 in terms of citizen incomes and those ranked among the lowest 16 on the same basis.<sup>9</sup>

The persons studied were limited to working adults with a university education or higher and analyzed by gender. In regard to the question of whether or not the subjects’ experiences in middle school and high school had positive effects on their adult attitudes toward careers and activities in developing skills, the results of this work indicate that the adults, both men and women, in the top 16 prefectures (or states) in terms of income levels felt that the “learning opportunities and experiences”,<sup>10</sup> they had in middle school and high school had a meaningful and positive effect, among the factors determining adult activity to develop skills. However, they felt that “what was actually learned”,<sup>11</sup> did not

<sup>9</sup>According to a ranking of prefectural citizens’ incomes calculated by the Cabinet Office for 2009.

<sup>10</sup>Experiences in middle school and high school education, include daily life at school and “what was actually learned”, was learning acquired on an ongoing daily basis. Experiences in middle school and high school education regarded positively is an indication of the respondent’s attitude. Specifically, the answers reflect the respondents’ attitudes on the acquisition of learning habits, which refers to classroom learning, which helps students acquire habits for disciplined lives. School club activities enrich this experience, make school life enjoyable, help students become good friends, and encountering good teachers enables students to grow. Also, students learn how to express their feelings, acquire communications skills, and learn how to appreciate another person’s point of view and feelings.

<sup>11</sup>“The learning opportunities and experiences”, given in school life, doesn’t always only refers to ongoing daily learning acquired in school life, it also refers to learning opportunities and experiences gained in situations other than classroom instruction, HR (Human Relation) activities, or club activities. It also refers to attitudes regarding specially planned programs provided outside the school such as events, ceremonies, and special activities; and to learning experiences provided in comprehensive programs and narrowly defined career-oriented education, etc. Specifically, this is related to opportunities that “enable them to consider world problems and issues in Japanese society and opportunities to learn from residents in the district and learn how to think of contributing to their local communities”. And as part of this, it refers to attitudes on “teachers are required to master ways of teaching students to learn in groups and teach them how to cooperate in efforts to solve problems. In addition, students have to be taught to adopt positive attitudes, to take pride in themselves, to learn how they want to live their lives, and become able to plan their own futures”. I could also say it refers to positive character-

have a meaningful and positive effect, and it was suggested that efforts be made to make career education an integral part of school educational activity.

In the southwestern districts of the Greater Tokyo Area,<sup>12</sup> approximately half of the students attend private schools selected by their parents, who, as beneficiaries, support the school they have chosen. Many of the private schools in these districts have developed school organizations and educational policies over the course of about 30 years of school reforms, in the spirit of building a unique school along the axis of an educational doctrine established when they were founded. Their managers have sought to create independent programs as they pushed ahead with reforms.

The result of these efforts has been the creation of schools designed to enable students to advance to university education. We can see that their students are not only placed in a position to acquire scholastic ability, they also are provided “learning opportunities and experiences” in the independent educational programs the schools have built. In view of this, I must ask, how are the educators at these schools involved? That is what my research is about. How does reconstruction of teacher identity take place in the context of teacher involvement in school reform and the efforts to build educational programs?

The following hypothesis was used in this research: *“In private schools, participation in school reform efforts and significant involvement in building school education*

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building learning opportunities and experiences. These types of middle school and high school learning opportunities are not confined to career education opportunities over a period of ten years or more. They also include comprehensive programs and opportunities and experiences provided in previous special activities. I could also include investigations on special subjects among these opportunities and experiences.

<sup>12</sup>In this paper, the southwestern districts of the Greater Tokyo Area mean those districts in Tokyo and in Kanagawa prefecture. The incomes of the residents of the State of Tokyo were ranked at the top nationally, followed by the incomes of the residents of Kanagawa prefecture, which were ranked number 2 nationally. As for percentages of students attending private schools, the MEXT (Ministry of Education, Culture, Sports, Science and Technology) School Basic Survey calculated that (as of May 1, 2011) the southwestern districts of the Greater Tokyo Area had the highest percentages of students attending private schools, 45.0% of the high school students and 18.8% of the middle school students.

*programs results in reconstruction of teacher identity and leads to educator career formation”.*

## ANALYSIS

**First, Study Method.** The results of a study, using questionnaire surveys (n = 167), conducted at five private schools in the Greater Tokyo Area, from November 2010 through February 2011, were analyzed to verify hypothesis used in this research. In this study, “Individual teachers were asked questions on how they viewed the current situation at the schools where they work, what kinds of relationships (based on their educational views) they want to have with students, and how they evaluate their professional lives as teachers”. The following private schools were examined in the study:

School A, an independent high school, historically known for putting great energy into sports club activities and the like, but which, in recent years, has conspicuously added a program designed to enable students to advance to university education (high school deviation value 50,<sup>13</sup> n = 34).

School B, a fully interconnected middle school and high school enterprise, which does not engage in outside recruitment to its high school (students routinely enter the high school from the middle school) and which implements school reforms in order to offer “rapid advancement to universities” (high school deviation value 70, n = 23).

School C, which recruits students to its high school and operates an interconnected middle school and high school, which have a reputation for taking good care of students and earn a high level of trust from public schools in the area (high school deviation value 60 - 65, n = 35).

School D, which operates a fully interconnected middle school and high school, historically, with a focus on cultural and student club activities (high school deviation value 57 - 60, n = 20).

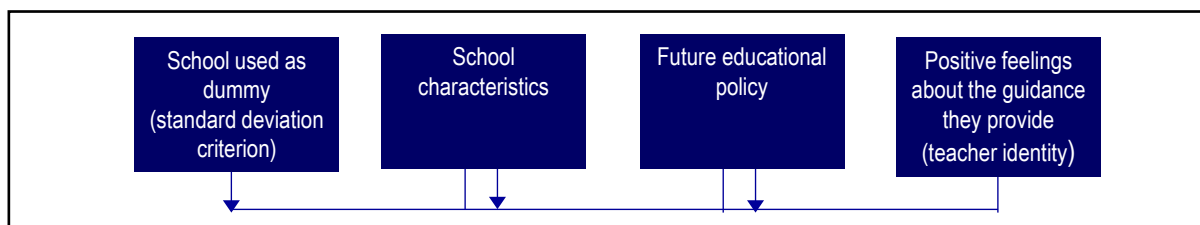
School E, which recruits high school students from outside and also manages an established interconnected middle school and

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<sup>13</sup>See, for example, *Enter Guide of High Schools and Middle High Schools in the Greater Tokyo Area* (Tokyo: Shobun-sha, 2012).

**Table 1:**  
Attributes of Respondents (n = 167)

		Number of Samples	Percentage of Total (%)
<b>School:</b>	School A	34	20.4
	School B	23	13.8
	School C	35	21.0
	School D	20	12.0
	School E	55	32.9
<b>Gender:</b>	Male	68	68.3
	Female	29	28.7
	No answer	3	3.0
<b>Age Group:</b>	Twenties	23	13.8
	Thirties	43	25.7
	Forties	35	21.0
	Fifties	48	28.7
	Sixties	14	8.4
	No answer	4	2.4
<b>Course Taught:</b>	Japanese	20	12.0
	Social Studies (and Civics)	24	14.4
	Mathematics	25	15.0
	Natural Science	22	13.2
	English	27	16.2
	Health and Physical Education	16	9.6
	Technology, Arts, and Crafts	18	10.8
	Others	5	3.0
No answer	10	6.0	
<b>Total</b>		<b>167</b>	<b>100.0</b>



**Figure 2:**  
Analysis Model

high school program with a focus, since its founding, on liberal arts described as “human education” (high school deviation value 54, n = 55). The attributes of the survey respondents are shown in table 1.

In this study, I attempted to clarify, particularly in regard to teacher identity, points of difference for each school and points in common among all schools. Concretely, the analysis model posited a flow of factors, such as the characteristics of the schools where the teachers worked, the feelings held by the teachers themselves about future teacher-

student relationships, and positive feelings about the guidance they provide. I also attempted to determine how such factors impact teacher identity.

In addition, School A was incorporated into the analysis model as a dummy variable or criterion to determine what kinds of differences exist among the other schools (School B – School E) in regard to teacher identity, viewed in terms of deviation value levels pertaining to teachers’ schools, or derived from assumed differences in relations with students based on different levels



**Table 2:**  
Criteria Factor Analysis Pattern for “Characteristics of High School Where Teacher Works”

	1	2
Very little problematic behavior.	.712	.110
The school enthusiastically prepares students for entrance exams.	.710	-.281
Many students have a high level of academic ability.	.702	.101
School has a good reputation in its district.	.686	.063
Many students are serious about school.	.663	.152
Students skip (cut) classes. (reverse question)	.643	.031
Student absenteeism is a problem. (reverse question)	.587	-.177
I make building character important.	-.139	.733
I stress comprehensive learning in my teaching.	.110	.704
I often interact with parents or guardians.	-.128	.655
I listen to opinions expressed by parents or guardians.	.008	.651
I am enthusiastic about school events.	.053	.552
Correlation between factors	1	2
1	-	.435
2		-

of student quality. Figure 2 provides an explanation of the analysis model.

**Second, Configuration of Questions Posed.** The questions used to conduct the study covered a: “Characteristics of the high school where the teacher works” (12 items); and b: “Teacher’s self-awareness and future involvement” (9 items). The following set of answers was arranged according to a four-level scale: 1. Strongly disagree; 2. Generally disagree; 3. I somewhat agree; and 4. Agree. The respondents were asked to select one of the above answers to each question. First of all, in regard to each of the items covered in a and b, factor analysis (using the principal component method and Promax rotation) were conducted for the sample used in this survey (167 persons), and criteria (measures) were configured for the analysis.

**Third, Results of Criteria Analysis.** [1] Structure of criteria factors in “characteristics of the high school where the teacher works”. The questions related to indicators were posed to confirm how the teachers perceived the characteristics of the schools where they worked. The extraction of criteria factors was done using 12 answers to questions on related terms, and factor analysis according to the principal component method and Promax rotation. Finally, “Student quality level” (Factor No. 1:  $\alpha = .843$ ), and “Energetic efforts to vitalize the school” (Factor No. 2:  $\alpha = .776$ )

were extracted from 12 items. See table 2.

[2] Structure of criteria factors in “teacher self-awareness and future involvement”. The questions related to indicators were posed to determine how the teachers perceived the guidance they themselves give to their students, and in what way they would like to see student-teacher interaction develop in the future. Criteria factors were extracted by using related 9 items in teachers’ answers. These were analyzed according to the primary component method and Promax rotation. Finally, “Positive feelings about the guidance they provide (teacher identity)” (Factor No. 1:  $\alpha = .836$ ); and “Positive interaction with students” (Factor No. 2:  $\alpha = .686$ ). See table 3.

**RESULTS**

**Analysis of Mean Values (Overall and for Each Attribute).** The mean values for each factor are shown in table 4. At 3.20, “Energetic efforts are made to activate school” was highest among the mean values for each factor. This was followed by “Positive feelings about the guidance they provide (teacher identity)” = 2.92; and “Positive interaction with students” = 2.84. At 2.57, “Student quality level” in the four-level evaluation remained above the mean of 2.5, which indicates no significant deviation. This is probably due to the fact that all high schools studied in the survey had a deviation value above 50.

**Table 3:**  
“Teacher Self-Awareness and Future Involvement” Criteria Factor Analysis Pattern

	1	2
I am trusted by students.	.838	-.069
The guidance I provide outside the classroom is going well.	.820	-.058
I have confidence in my teaching.	.735	.028
Students listen carefully when I teach.	.632	.138
I want to get more involved with each and every student.	-.108	.683
I intend to listen more to parents or guardians.	.153	.656
I want parents to know more about the school.	.170	.619
We provide excellent continuing education (including refresher courses) and lectures.	-.014	.455
I want to become stricter about life guidance.	-.311	.431
Correlation between factors	1	2
1	-	.149
2		-

**Table 4:**  
List of Mean Values for Each Factor

	Number of Responses	Mean Value	Standard Deviation	Standard Error
Student quality level .	161	2.57	.577	.045
Energetic efforts are made to activate school.	158	3.20	.576	.046
I have positive feelings about the guidance I provide (teacher identity).	164	2.92	.530	.041
I positively interact with students.	161	2.84	.527	.042

Note: Mean values in 4-level evaluation (1-4) Positive answers increase values.

The mean value for answers such “Cannot say one way or the other” is 2.5.

**Table 5:**  
List of Median Values for Each Factor (for Each High School)

Factor	School	Number of responses	Mean value	Standard deviation	Standard error	Multiple comparisons	F authorization
Student quality level	A	34	2.10	.446	.076	B,C,D	42.207 ***
	B	22	3.38	.307	.065	A,C,D,E	
	C	35	2.71	.423	.071	A,B,E	
	D	19	2.87	.444	.102	A,B,E	
	E	51	2.31	.385	.054	B,C,D	
	Total	161	2.57	.577	.045		
Energetic efforts are made to activate school.	A	31	2.60	.537	.096	B,C,D,E	32.018 ***
	B	23	3.36	.395	.082	A,C	
	C	34	2.91	.495	.085	A,B,D,E	
	D	19	3.49	.322	.074	A,C	
	E	51	3.58	.355	.050	A,C	
	Total	158	3.20	.576	.046		
I have positive feelings about the guidance I provide (teacher identity).	A	34	2.76	.467	.080	B	3.156 **
	B	23	3.20	.511	.107	A,C	
	C	34	2.79	.549	.094	B	
	D	20	2.95	.441	.099		
	E	53	2.98	.553	.076		
	Total	164	2.92	.530	.041		
I positively interact with students.	A	34	3.19	.461	.079	D,E	12.660 ***
	B	22	2.86	.420	.090	E	
	C	34	2.99	.391	.067	A	
	D	20	2.79	.456	.102	A	
	E	51	2.50	.527	.074	B,C,D,E	
	Total	161	2.84	.527	.042		

\*p < .05 \*\*p < .01 \*\*\*p < .001 Using the Tukey method for multiple comparisons, we show the group and significant statistical differences within it (p < .05).

**Table 6:**  
List of Mean Values for Each Factor (for Each Age Group)

Factor	Two age groups	Number of responses	Mean value	Standard deviation	Standard error	
Student quality level	20s and 30s	62	2.38	.607	.077	**
	40s and above	95	2.66	.519	.053	
Energetic efforts are made to activate school.	20s and 30s	61	3.13	.568	.073	n.s
	40s and above	93	3.24	.584	.061	
Positive feelings about the guidance they provide (teacher identity).	20s and 30s	65	2.78	.578	.072	**
	40s and above	95	3.01	.468	.048	
Positively interact with students.	20s and 30s	63	2.73	.544	.069	n.s
	40s and above	94	2.89	.503	.052	
*p <.05 **p <.01 ***p <.001						

**Table 7:**  
List of Mean Values for Each Factor (by Attribute)

Factor	Student quality level	Energetic efforts are made to activate school.	Positive feelings about the guidance they provide (teacher identity).	Positively interact with students.
Student quality level	—	.343***	.415***	.088
Energetic efforts are made to activate school.		—	.300***	-.265**
Positive feelings about the guidance they provide (teacher identity).			—	.089
Positively interact with students.				—
*p <.05 **p <.01 ***p <.001 (Both sides)				

Next, I compared the mean vales for each factor and each school (using unified distribution analysis), as seen in table 5. The result of unified distribution analysis indicated that student quality levels reflect high school deviation values, and significant differences were derived from distribution analysis. As opposed to this, values for “Positive interaction with students” were in inverse proportion to deviation values, and significant differences were derived from distribution analysis. “Energetic efforts are made to activate school” values were not necessarily proportional to deviation values, and the neutral deviation value for the emphasis on human studies at School E was noteworthy. School B had the highest deviation value for “Positive feelings about the guidance they

provide (teacher identity)”.

Next, I compared (using T certification) mean values for each teacher age group, as seen in table 6. Compared to the under-40 age group, values for “Student quality level” and “Positive feelings about the guidance they provide (teacher identity)” for the 40-and-over age group were significantly 5% higher.

**Correlation between Factors (Single Correlation).** Next, correlations between the factors are shown in table 7. The correlation coefficient for “Student quality level” and “Positive feelings about the guidance they provide (teacher identity)” exceeded 0.4, but, overall the correlations between factors were not that high.

**Causality Model for Factors Impacting “Positive Feelings about the Guidance They**

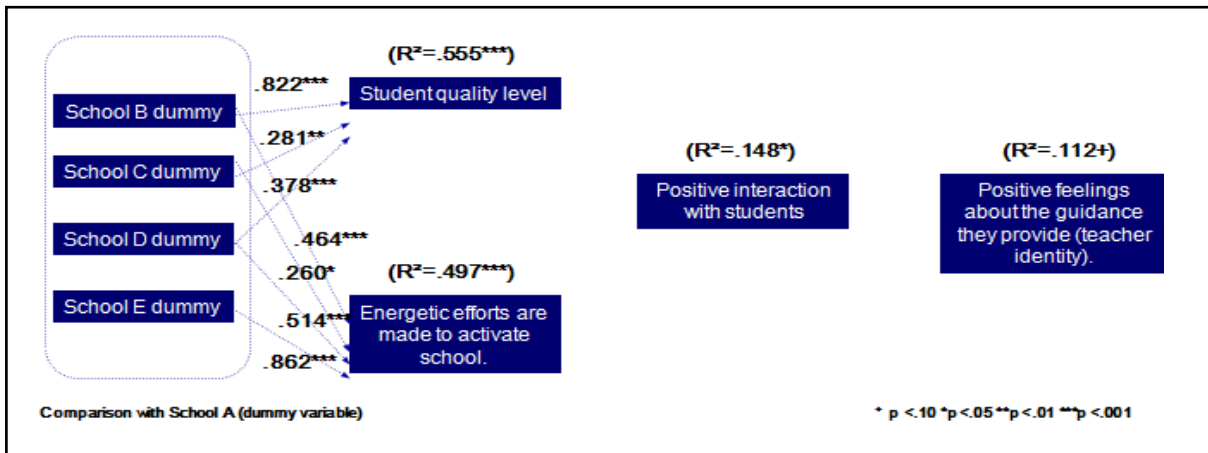


Figure 3:  
Results of Weighted Recursive Analysis of Teachers Under 40

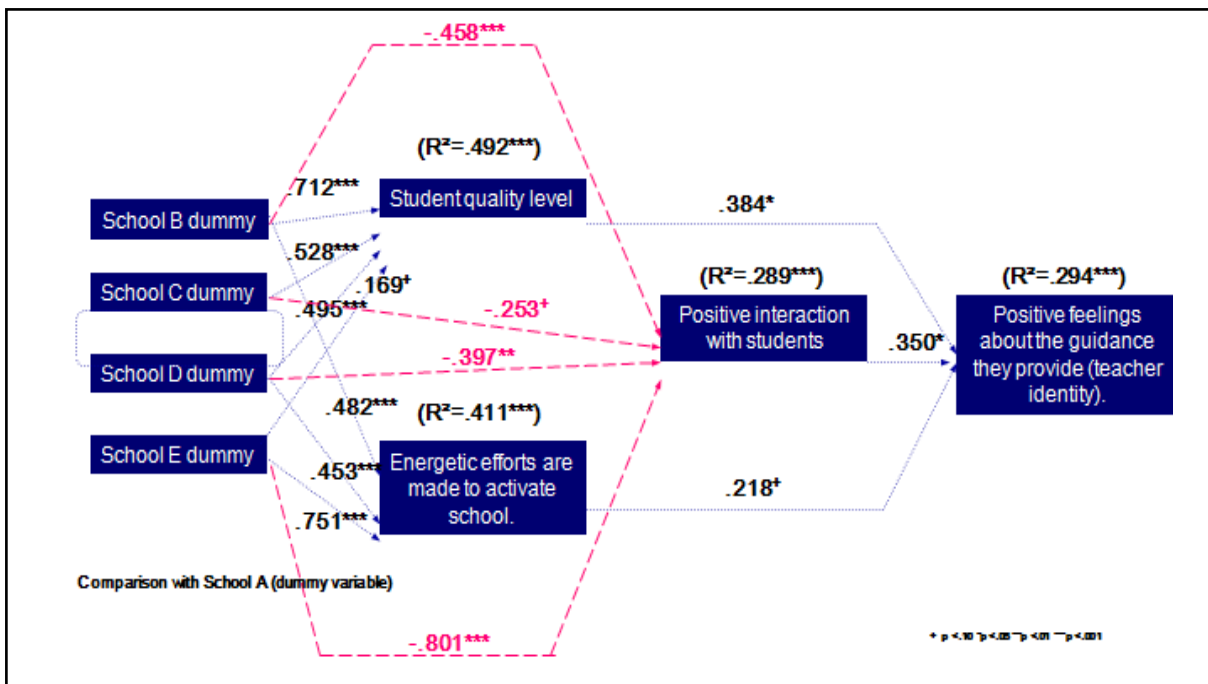


Figure 4:  
Results of Weighted Recursive Analysis of Teachers Who are Males 40 and Above,  
and in Technical Professional Categories

**Provide (Teacher Identity)**". Using comparisons of factor mean values and correlation analysis, weighted recursive analysis was conducted based on the model shown in figure 2. Note that, in this analysis, age 40 was used as a criterion to divide the subjects into two groups by age. The reason for doing this was that, when comparing mean values, in addition to the characteristics of the schools where

teachers worked, including the deviation values for the schools, the duration of the respondent's career as a teacher (age group) affected "Student quality level" and "Positive feelings about the guidance they provide (teacher identity)" levels, with the 40-and-above group 5% higher – significantly above mean values. This indicated that an analysis according to age group would be worthwhile.



In addition, it was necessary to consider whether or not deviation values exerted an influence. Accordingly, School A, which had the lowest deviation value among the five schools, was used as a criterion to measure the effect of deviation values for Schools B – E. A dummy variable (with School A as dummy) as a deviation value criterion was interposed.

In the flow of the weighted recursive analysis, the deviation value criterion dummy variable (with School A as dummy) was initially used as an independent variable, and the factors formed by the characteristics of the schools where teachers worked were made dependent variables. Next, in addition to using the factors forming the criteria for characteristics of the schools where teachers worked as independent variables, an analysis was conducted using the factors forming “Teacher self-awareness” and “Future involvement” criteria as second-stage dependent variables. Weighted recursive analysis (forced input method) was conducted, using the 5% level to obtain a significant standard deviation coefficient ( $\beta$ ) as a reference for path analysis. Below we will analyze both the under-40 group and the 40-and-above group.<sup>14</sup>

**Result of Weighted Recursive Analysis of Teachers Under 40 Years.** Figure 3 provides [1] the results of the weighted recursive analysis of teachers in the under-40 group. The first point is that, using School A with the lowest deviation values as a dummy variable and examining Schools B – E, compared to School A, Schools B – E were generally higher when it came to “Student quality” and “Energetic efforts are made to activate school”; and along with the school where the teacher works, student quality, school efforts, and positive feelings about the guidance they provide were also insignificant as factors in (teacher identity). The levels of the deviation values for the high school where the teacher works were also insignificant.

[2] Weighted recursive analysis of teachers 40 and over. Figure 4, shows [2] Results of weighted recursive analysis of teachers 40 and above. As in the case of [1], using School

A, which had the lowest deviation values, as a standard and dummy variable, and examining Schools B – E, it was found that values for “Student quality” and “Energetic efforts to vitalize the school” at Schools B – E were higher than they were at School A. In addition, as in the case of teachers under 40, singly, the deviation values of the schools where the teachers work are not significant factors in teacher identity; in other words, simply having high deviation values does not mean a rise in teacher identity. Compared to this, unlike the case of [1], in the case of teachers 40 and above, the level of student quality, school management stances in favor of energetic efforts to vitalize the school, and teachers trying to develop positive relations with students were significant factors in teacher identity. Next, using School A as a dummy variable for comparison purposes, it was found that Schools B – E had a significantly negative impact on “Positive interaction with students”.

**Summary of Results of Weighted Recursive Analysis.** The results of weighted recursive analysis of each attribute used as a standard for the age groups ([1][2]) are arranged below.

First of all, regardless of age group, using School A, which had the lowest deviation values, as a dummy variable, it was found that Schools B - E generally had higher values for “Student quality” and “Energetic efforts are made to activate school” than School A. It can be inferred that, to some extent, the basic characteristics of each school can be determined by school deviation values.

Secondly, regardless of age, in a good sense, there is a low correlation between school characteristics (“Student quality level” and “Energetic efforts are made to activate school”) and teachers’ desire to develop positive relationships with students (and school characteristics have no significant impact on these attitudes). It can be inferred that there is no relationship between school characteristics themselves and positive interactions between teachers and students. However, it is only in the case of teachers 40 and above that, compared to School A used as a dummy variable, Schools B – E exert a significantly negative impact. This might suggest that, compared to schools with low

<sup>14</sup>In the following analysis, it was confirmed that collinearity was far below VIF 10 and not a problem.

deviation values, direct intervention with students is not necessary at schools with high deviation values. However, because this tendency is only seen among teachers in the 40-and-above age group, we can conjecture that teachers 40 and above have acquired sufficient experience and know-how to take a step back in their guidance out of respect for students with initiative (and high deviation values).

Thirdly, a factor that impacts teacher identity (“Positive feelings about the guidance they provide”) is different for those under 40 and those 40 and above. The school where the teacher works, student quality and school efforts do not have a significant impact on teacher identity for those under 40. Compared to this, in the case of teachers 40 and above, the level of student quality, school management stances in favor of energetic efforts to vitalize the school, and teachers trying to develop positive relations with students were significant factors in teacher identity. In other words, a fixed career as an educator is necessary for the formation of a teacher’s professional identity.

The point is that no factor appears to have significant impact during the early period of a teacher’s career. In addition, it is very interesting that, similar to the case of teachers under 40, by themselves, the deviation values of the schools where teachers work ultimately are not significant in teacher identity. In other words, by itself, an increase in deviation values does not mean that, teacher identity values will rise. In the case of teachers 40 and over, along with the level of the quality of students, the formation of a teacher’s professional identity teacher identity can be reconstructed as professional teaching experience is accumulated. It appears that teacher identity is strengthened as a result of their school’s teacher development policies and of teachers’ own forward-looking efforts to develop their careers.

**About the Study-Verification of Hypotheses.** Verification of the hypotheses used in this study was based on the results of my analysis of the survey results. In the analysis of the questionnaires, I first of all determined mean values for each factor pertaining to the private schools, where the subjects worked. I found

that “Energetic efforts are made to activate school” had the highest value, followed by “Positive feelings about the guidance they provide (teacher identity),” and “Teachers’ desire to develop positive relationships with students.” The mean value for “Student quality level” also had a mean value over 2.5 on the four-level evaluation scale.

Next, I examined the results of a comparison for the means values for each factor at each school. I found that “Student quality level” values reflected the results for deviation value, while “Teachers’ desire to develop positive relationships with students” was in inverse proportion to school deviation values. “Energetic efforts are made to activate school” values were not necessarily proportional to deviation values, and the neutral deviation value for the emphasis on human studies at School E was noteworthy. I want to carefully examine that “Energetic efforts are made to activate school” and “Teachers’ desire to develop positive relationships with students” as factors at the private schools we studied.

A comparison of the mean values for teachers by age shows that “Student quality level” and “Positive feelings about the guidance they provide (teacher identity)” had a higher significance for the 40-and-over age group than they did for the under-40 group. The results of analysis, according to age of subject, also showed that for each age group, teacher identity did not seem to become stronger (higher) when deviation values for the schools where they worked were high. To a certain degree, the basic characteristics of each high school did have a determining influence on deviation values. However, school characteristics by themselves did not appear to be related to teachers’ desire to develop positive relationships with students.

In contrast to this, I should note that, in the case of teachers in the 40-and-over age group, “Student quality level” the school management stance in favor of “Energetic efforts are made to activate school” and “Teachers’ desire to develop positive relationships with students” did have a significant relationship with “Positive feelings about the guidance they provide (teacher

identity)”. Accordingly, it appears that a fixed career as a teacher is necessary in the formation of an educator’s professional identity. No factor seems to be particularly significant in the case of teachers in the early part of their careers or in the entry period into the middle part of their careers — when the level of teaching experience is still relatively shallow. When comes to teachers in the 40-and-over group, however, teacher identity can be reconstructed as professional teaching experience is accumulated.

In addition to student quality levels, a school’s goals and policies and its efforts to build a sound educational program are important in the reconstruction of teacher identity. It can also be seen that a teacher’s own forward-looking efforts to develop his or her career serves to support this reconstruction. It can be assumed that teacher identity is being reconstructed, and the formation of an educator’s career is taking place in private schools after teachers go through the initial period of their teaching careers and gain teaching experience. This happens as teachers acquire the feeling that they are involved in a meaningful way in school reforms and in building school programs. I think, I have confirmed that hypothesis.

## CONCLUSION

### **About proposals based on this research.**

“Positive feelings about the guidance they provide (teacher identity)” is not a significant factor for teachers who are under 40 and in the early stage of their careers or at the stage, when they are entering the mid-term of their careers. These teachers have not had the experience of overcoming a “shake-up” of their teacher identity, and their teacher identity has yet to be built and supported. Support for teacher identity is found in the work itself, in the course of meeting the concrete responsibilities to students in teaching courses, and providing guidance to students; in the form of life guidance for individuals or for students as a group.

Professional identity is also strengthened when teachers are placed in charge of a course, a program for an academic year, or a special committee. It is also essential to

teachers’ professional development that they be given new, specialized responsibilities and challenges and that guidance is provided for them in their direct relationships with students. Teacher identity is closely related to professional correctness. However, schools are in an environment characterized by social change, new trends in education reform, the need to recruit, and regional policies. I can see that the school reforms, school organizations, working conditions, and the fact that teachers do not move from school to school are all part of the environment that affects teachers’ autonomy and careers.

The organizational structure and other conditions and what teachers are called on to do at a private school are, of course, affected by the extent of reforms. Of course, the five schools examined differ in the degree to which educational reforms have been carried out and the extent to which educational practices are independent and enable to teachers to find satisfaction in their work. At the same time, however, enrollment capacities are being filled and management has stabilized.

At these private schools, the teachers who have reached an age at which they are in mid-career or beyond have experienced the competitive conditions and the establishment of new school educational doctrines and policies and new administrative structures. They have struggled to find ways to integrate their own professional identity and school practices. This effort has been supported by reconstruction of their professional identity. The fact that evaluations which affect a teacher’s livelihood come from outside the school adds to the difficulty of teaching in a private school. The life course of an educator in a private school is a process that takes place in a small internal labor market, which means he or she must be aware of the issues the school has to face and think of ways to contribute to the betterment of the school organization. His or her career outlook must be viewed in that context. Accordingly, although stable education and school management are assumed, it is difficult to say that the “dual strategy” to changes in public schools, that has been proposed as a result of research in that sector, can be applied to private schools.

To raise the overall levels of their educational programs, in order to meet the various needs of students and parents, private schools must ensure that the educators responsible for implementing those programs also participate in strengthening them. The development of teacher identity must be supported, and it is essential that teachers find their work fulfilling. It is thought that developing a school's entire educational program means that students in their school life must be given opportunities to learn and experiences that enable them to consider world problems and issues in Japanese society. They must be given opportunities to learn from residents in the district and learn how to think of contributing to their local communities. In this situation, teachers are required to master ways of teaching students to learn in groups and teach them how to cooperate in efforts to solve problems.

In addition, students have to be taught to adopt positive attitudes, to take pride in themselves, to learn how they want to live their lives, and become able to plan their own futures. Providing opportunities to learn and school experiences that have positive effects on character formation in response to students' and parents' needs, while carrying out an independent educational program in a way that does not merely supplement public education is part of the struggle for existence of private schools. It is also a characteristic of the competition between private schools and public schools. On the other hand, an increasing co-existence of public and private education is also part of a worldwide trend in educational reform. It is for these reasons that public subsidies are extended for private education to reduce the financial burden on parents, who benefit from having broader choices in the selection of schools.<sup>15</sup>

**About remaining tasks.** While one might say that the subjects of the analysis were limited to full-time teachers at five schools, I feel that the five schools were diverse and provided characteristic examples of

the tasks undertaken by private schools in student recruitment markets, organization management, and school reform. Future research work should, of course, include further surveys and analysis of the specific contents of teacher identity.

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<sup>15</sup>The Private School Promotion Subsidy Law enacted in 1975 allows subsidies covering up to one-half of a school's operating expenses. First of all, subsidies for at least half of operating should be required.



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**Private Schools at the Greater Tokyo Area in Japan**

(Source: [www.google.com](http://www.google.com), 10/12/2014)

The southwestern districts of the Greater Tokyo Area mean those districts in Tokyo and in Kanagawa prefecture. The incomes of the residents of the State of Tokyo were ranked at the top nationally, followed by the incomes of the residents of Kanagawa prefecture, which were ranked number 2 nationally. As for percentages of students attending private schools, the MEXT (Ministry of Education, Culture, Sports, Science and Technology) School Basic Survey calculated that (as of May 1, 2011) the southwestern districts of the Greater Tokyo Area had the highest percentages of students attending private schools, 45.0% of the high school students and 18.8% of the middle school students.