

Title	An Investigation into the Diversity of Juku Roles within Japanese Education
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Osaka University

## Abstract of Thesis

Name ( Mawer Kim Gisela)	
Title	An Investigation into the Diversity of <i>Juku</i> Roles within Japanese Education (日本の教育における塾の機能への考察)
<p><b>Abstract of Thesis</b></p> <p>The thesis makes an investigation into the diversity of roles fulfilled by <i>juku</i> within Japanese education. The investigation of <i>juku</i> roles is conducted by analysing academic work and related materials on Japanese education and <i>juku</i>, publicly available statistics, as well as fieldwork data collected among <i>juku</i> stakeholders. The structure of the thesis is as follows:</p> <p>The first chapter gives an overview of the Japanese schooling and <i>juku</i> landscape to provide the backdrop against which <i>juku</i> currently operate. Chapter two lays out the research questions and methodology. The third chapter focuses on major developments and issues in Japan's post-war educational landscape. An analysis is provided for the expansion of formal schooling and related issues such as Japanese credentialism and neoliberal reform in education, the development of the Course of Study, as well as the discourse on the gap society. The following chapter reviews the main developments in the <i>juku</i> sector for post-war Japan by extracting relevant information on the sector from previous research and statistical data. Post-war <i>juku</i> sector developments are discussed for three periods, each showing the expansion and transformation the sector underwent. Chapter five reviews the existing body of research literature on <i>juku</i> to clarify what findings have been made and functions of <i>juku</i> identified. The review determines four major areas of <i>juku</i> research: <i>juku</i> as shadow education, <i>juku</i> in relation to entrance examination competition, <i>juku</i> within the gap society, and <i>juku</i> as part of an educational double structure. The different research focuses, overall findings, and <i>juku</i> functions are extracted, gaps identified and discussed. The review reveals a strong focus on the improvement of scholastic ability and therefore on the relation of <i>juku</i> with schools, curricular content, and entrance exams. Chapter six makes a qualitative investigation into <i>juku</i> functions for a particular local context. Here, the analysis relies on interview data collected among <i>juku</i> stakeholders. The focus of this chapter is an examination of the variety of <i>juku</i> as they currently present themselves in a specific context. The findings of chapter six reveal that <i>juku</i> serve a variety of functions that not only relate to the improvement of scholastic ability but also fulfil roles related to the socialisation of students. Moreover, the data gives new evidence to the relationship between <i>juku</i> and schools. The concluding chapter seven carries all the findings of chapters three to six together and discusses <i>juku</i>'s breadth of functions within Japanese education. The thesis concludes with a call for a more differentiated look at <i>juku</i> and renewed discussion as to their positive and negative potentials within the current climate of the greater marketisation of education.</p>	

## 論文審査の結果の要旨及び担当者

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論文審査の結果の要旨	
<p><b>Title: An investigation into the diversity of <i>juku</i> roles within Japanese education</b></p> <p>This research examines the diversity of roles that the <i>juku</i> sector plays in Japanese education with a particular eye on the small-scale <i>juku</i>. It builds on earlier work that has looked at the functions of the <i>juku</i> sector and the possible adverse contribution of <i>juku</i> to reproducing social inequalities. As with earlier work, it draws strength and relevance from contextualizing the <i>juku</i> sector within developments in the broader educational landscape in Japan. The research makes an original contribution both to the fields of education (sociology of education) and Japanese studies.</p> <p>The research design for this study is both exploratory and descriptive, although this is never clearly stated. The primary data sources are documentary, with a review of the English and Japanese-language literature on the <i>juku</i>, an extensive examination of educational reports and the Course of Study guidelines in Japanese. The main empirical data comes from semi-structured interviews with head teachers and a teacher working in nine small-scale <i>juku</i>. While the volume of empirical data is somewhat limited, nine interviews from nine <i>juku</i>, the data is rich and brings new insights into the multiple roles, functions and supports provided by this sector.</p> <p>The thesis highly polished and reader friendly. There are a total of 50 figures and tables that have been created based on a variety of sources, together offering a comprehensive visual picture of trends in and relating to the <i>juku</i>. Some of these could have been better placed. Indeed, the concluding chapter provides some fascinating data on expenditure on <i>juku</i> by household income at the different levels of schooling and by school type (public or private). This really should have come earlier, but it will be a valuable resource for those working in the field. Drawing extensively on Japanese sources, the thesis carefully observes academic convention about using the Japanese language in a <i>romanized</i> form in English publications.</p> <p>Part one of the thesis offers an overview of the Japanese educational landscape and the changing place of the <i>juku</i> within this. It also rather briefly outlines the methodology and research questions. Little attention is given to research design. Part two explores the roles of the <i>juku</i> within Japanese education and wider society, and makes up the main body of the thesis. It links changes in the <i>juku</i> landscape to broader changes in the educational landscape, as well as the economy and the family and deals with the former substantively. Chapter three explores how three trends, the universalization of schooling, the rise of the ideal of meritocracy and encroaching neoliberalism have impacted the formal educational landscape. This is followed by a detailed exploration of the changes in the Course of Study guidelines that articulate the aims, content and structure of the</p>	

national curriculum. Chapter five explores the concept of shadow education and examines the degree to which the *juku* can be regarded as being in the *shadows*. These chapters have been meticulously researched and are rich in insight. There is clear evidence of critical engagement with the literature which has resulted in novel insights.

Chapter six presents the fieldwork data showing the complexity of the *juku* landscape and the challenge of clearly delineating *juku* services as preparatory, remedial or enrichment such as outlined by Roesgard, Koriyama, Iwase and others. The research revealed some of the target *juku* were providing examination preparation and remedial instructions not only within the same school, but sometimes even to the same students. The move to *kobetsu shidō* and the diversity of views about its place in *juku* instruction from those with prominent positions in the sector is also explored. The results also highlight additional perceived and actual functions of *juku* linked to socialization and the teaching of life skills.

The concluding chapter seeks to clarify the overt and latent functions of the *juku* to argue that the sector is no longer in the shadows but part of a double structure of education in Japan. It is suggested that the *juku* cannot simply be viewed as a symptom of pathological issues in the Japanese education system, as has been claimed by some authors, but fulfills functions that have been created by socio-economic change, shifts in family relations and structure, and educational reform. A careful reading of the literature and the fieldwork interviews leads to the conclusion that two latent functions of the *juku* sector are as 'a form of educational consumption practice for families' p148 as well compensating for the weakened child-rearing functions of nuclear families in late industrial Japan. While earlier attention focused on possible educational deficits for children who are not able to attend *juku*. This thesis suggests there may also be deficits in the area of non-cognitive skills and competencies if they are not being covered fully in school or in the family.

Overall this research is a valuable addition to the scholarly work already carried out on the *juku*. It probably raises more questions than it answers, but that is a mark of solid research. The careful reading of Japanese sources and their synthesis is one of the strengths of this thesis. The other is the richness of the fieldwork results which sheds new light on the functions, both educational and non-educational, of the *juku* in 21<sup>st</sup> century Japan.