

## The Background of Instability in Employment among the Young People in Japan and the Career Education Challenge

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**Abstract:** Going into the 2000s has affected the younger generation in Japanese working society because of increased employment instability. This is attributed to the Anglo-Saxon type capitalism, which started functioning in Japan. A career education program established for undergraduates as a counter measure, has in fact increased the university enrolment rate, but there is a disparity in attitude of students towards learning and future outlooks of departments and courses. This is particularly challenging to the students majoring in Social sciences in private universities. Thus, it is extremely important to plan and make steady efforts for a step-by-step transition to Science society. Commitment to information education that will lead to employment is now demanded.

**Key words:** Japanese working society, employment instability, career education challenge in Japan, Anglo-Saxon type capitalism

### 1. Introduction

From the late 1990s, the instability in employment of the younger generation has been worsening in Japan. In the past Japan had a well-established long-term employment rate and it was considered to be one of the developed countries with extremely low rate of unemployment, but in the recent years the situation has changed completely.

The reason for this is that Japanese industrial world has started to be driven by the fundamental “Capitalist logic”. In other words, from the 1950s to the 1980s, many Japanese business owners openly made an avowal of “Improving lives of employees”, “Sustaining employment” as an object of existence of the companies, and as for employee side, they were “the company men” with self-annihilation for the sake of their companies responding to the company mentality.

However, in the 90s, globalisation gained full momentum, and under extensive competition, companies came to be polarised into those which increased their performance and those which kept struggling and, in some case, died out. Japanese government and main banks that protected companies with vulnerable business foundation had rapidly started getting weakened. Once inefficient companies started extinguishing due to the capitalist logic, each employer had no choice but to tackle employment for the survival. Based on this background, a shared fate personality of Japanese companies had started to change to dry, contractual companies firmly. In other words, as a result of analysis, common acknowledgment of Anglo-Saxon Capitalism had finally started working in Japan.

The change of the macro social economical environment can be analysed as above, however, in the beginning, this research explains the cause of employment instability in the younger people,

an overview of employment model which was functioning in Japan until early 1990s, and furthermore, the cause and summary of the background of this situation where the model collapsed. This is the first purpose.

The second purpose is the consideration of employment recovery method in the younger generation. While many countermeasures are being considered, in this research, the career education for undergraduates was selected as the main area to be focused on. Although the rate of university enrolment was increasing, deterioration in the academic performance of undergraduates in Japan is pointed out. Above all, approximately 600 private universities are being questioned with reference to their significance of existence and at private universities, the role as career education institution has become important. However, if we look at the present situation, they are stumbling around in the dark and it's hard to say that department and curriculum structure is necessarily matching with the needs of the industry. We analyze this viewpoint in detail in this research, entwining information education.

## **2. Collapse of the Long-Term Human Resource Development Strategy of Japanese Companies**

### **2.1 “Advanced and Deferred Compensation Model” which supported the Life Long Career/Employment**

Lifelong career system is an employment system which symbolically supported Japanese style management from the 1950s to 1980s. This basically meant to start a job or work at around 20 years of age and continue to work at the same employer for approximately 40 years until retirement which is usually at the age of 60. The treatment (compensation) system was called “Seniority by length of service” and if we take the age of the worker as  $X$  and treatment as  $Y$ , the chart normally showed moderate growing trend. The treatment of the worker must originally adapt to the contribution for the organisation. However, the treatment of these workers who worked at the same employer at all the time for approximately 40 years wasn't necessarily consistent with abilities and productivity at that moment, and if taking a particular period as the base, they were overcompensated at times and undercompensated at a lot of other times. However, combining 40 years of all working period, it was still a pretty well balanced system. The model of these relationships from the beginning of employment to retirement is “Advanced and deferred compensation” [21, 16]. The model basically explains correlation of over and under compensation timing and workers' satisfaction in three main stages divided by age.

The first stage is called the young age level at the beginning of one's employment. At this period of time, the dedication level is low, however, an issuance of relatively high payment and a steady increase of wages are guaranteed. Precisely, at this period of time, the workers are undeservingly over compensated and for the employer, it basically means an “overpayment situation”. Therefore, at a young stage and at the start of one's employment, the satisfaction level and commitment to the organisation is at a pretty high level. In those times, the employer side was sure that the young workers who were unskilled at first were going to improve their career skills at the late 20s and contribute drastically to the company they were compensated in advance based on “career long employment”.

Next is a very specific example. Around the year 1990 during the “Bubble economy”, at this model’s end of life, the initial wage of university graduates as new hires who worked around Tokyo metropolitan area was an approximate figure of 200,000 yen/month. As summer and winter bonuses were added to this wage and when the university graduates were hired as regular employees, their first year annual wage reached around 3,000,000 yen. On the other hand, the companies were forced to carry burden of labour cost of more than 4,000,000 yen/year per new regular employee due to the one-half obligation of social insurance (Health insurance, annuity insurance, unemployment insurance and etc). It was obvious that new hires didn’t contribute enough to match the cost burden, and on single fiscal year basis, it was in red without question. And, then this condition continued for 4–5 years after joining the companies. During this period, the companies considered this as a part of advance investment and trained young employees at the risk of being in red.

The second stage is the age level from the late 20s, 30s and early 40s. This is the period when the workers’ contribution to the employers rapidly increased owing to their full-fledged skills and knowledge based on their experience. However, due to the constrained seniority by the length of service system with a moderate growth, an increase in high value compensation corresponding to their abilities and performance results or early promotion to them wasn’t permitted. Therefore, when workers reached these age groups, the contribution level of many of them was beyond the treatment (high level of contribution), but they received less treatment than their contribution level, which actually led to under compensation. Allowance for dependent was issued since many workers got married and had children during this stage of life. This is an important characteristic of the Japanese style business management with lifetime employment. Despite of this allowance, there are no changes with reference to under compensation and not so good treatment and there was dissatisfaction amongst the middle age group. Additionally, the research on employees that I have conducted so far, we can see the same low level of satisfaction in people in early 40s [16, 17, 18].

The third stage is of the people in their late 40s to 50s. In other words, this is the category of workers from middle age to slightly older and is the ones who enjoy maximum benefits of the seniority system. By the seniority in the length of service, the treatment of all workers improves gradually as they grow older; however, contribution of all workers in this age level does not correspond to the treatment. Many workers receive treatment more than their contribution, and because of this, company side again falls into the situation of “over compensation”. Furthermore, at the age of 60, corresponding to the time of the compulsory retirement of employees, they receive lump sum retirement bonus as a reward for their long-term employment/dedication to the company and continuous service. Therefore, the satisfaction level of the employees of the middle age and older grows considerably toward employer.

Figure 1 indicates the correlation between above over and under compensation, and the level of satisfaction. The satisfaction level is pretty high among the young generation and the middle to older generation who are over compensated, and in contrast, the satisfaction level is low among middle age generation who are under compensated. The U shaped change of satisfaction level explains this over and under compensation. Also, by levelling out the 40 years span from the time of joining a company at the age of around 20 and until compulsory retirement at age 60, the relationship between over compensation and under compensation are counterbalanced overall and workers treatment and contribution were almost corresponding to each other.

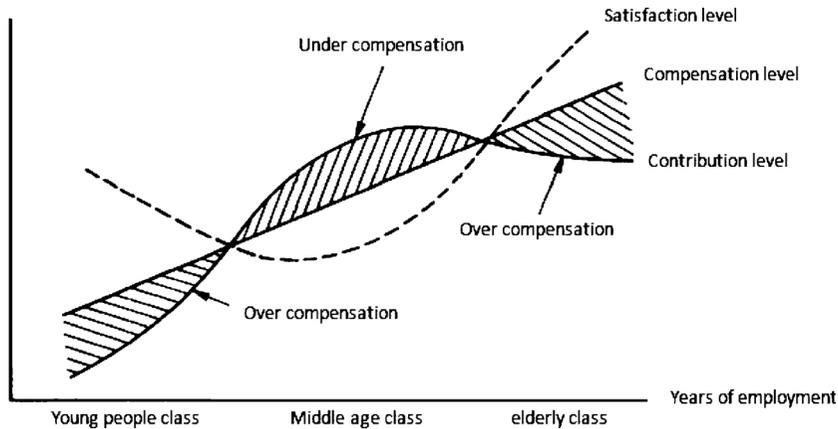


Figure 1 Advanced and Deferred compensation model.

For this model to function the most inevitable factor is stabilised economic growth. It has been observed that the employee remuneration of a Japanese company employee is relatively lesser than the western company employees and the gap between the normal employees and those in higher ranks is very less. Further we cannot overlook the fact that in Japanese companies, policies were implemented for a uniform wage cut for both executives and general employees during the economic crisis in order to survive the crisis. In other words the Japanese management system of prioritising the company's profit over the stockholders profit is the foundation for advanced and deferred compensation model.

## 2.2 The Collapse of “Advanced and Deferred Compensation Model” and the Instability of Unemployment in Young People

In the 1990s when Bubble economy collapsed and globalisation gained full momentum, the basis of functional advanced and deferred compensation model disappeared pretty gradually. In the late 90s, middle aged employees who didn't contribute to their company despite of high wages were the first ones to get affected. In other words, this basically meant restructuring of middle aged employees. And in the 2000s, employees of early 20s who were not paid a lot and still didn't contribute more than their payment were affected and employers began to reconsider employment of university graduates. After the so-called Lehman shock in 2008, the tendency was escalated. The employers started to hire the younger people as disposal and irregular employment, and the idea of long-term personnel development, which was a characteristic of Japanese companies once, was largely regressed. Currently, it can be said that this model disappeared among workers at many private companies and is surviving only in workers of some large private companies and public service sectors.

The initial wages of university graduate regular employees at private companies which was previously stated remained the same for almost 20 years since the Bubble economy burst of the early 90s, however labour cost per newly-hired regular employee is more than 4,000,000 yen/year including the burden of social insurance. While the competition kept getting tight-this is definitely not low cost and the next most logical step was to convert the recruitment policy radically.

In other words, from the beginning of 2000s, many companies recruited only talented young people as regular employees, hired the remaining young people as irregular workers with hourly wage of 700–800 yen and made this type of employment policy as a standard thing. These young people were called “the part timers”. An idea of adaptable skills was weighed heavily at the time of hiring and the idea of long-term personnel development and employment, which existed at one time, was getting disappeared gradually. Therefore, it became harder for ordinal university graduates to find employment, and the so-called “Ice age” of labour market for new university graduates arrived.

According to the data obtained from research work on the loss of part timers who were not being able to be turn to regular employees done by Central government agencies, Japan domestic think tanks and major newspaper companies, part timers annual wage was around 1/4 of regular employees and life time wage difference could reach more than 200 million yen, and also the marriage rate for part timers was about half of regular employees. Additionally, a reduction of social security support such as pension which affected the overall economy was also a pretty major concern [13, 6, 5].

We could not overlook that many employers in Japan increased the number of irregular workers as a method for reduction in labour cost, and as a result, their corporate earnings recovered and that could be seen as a sign of economic recovery. However, on the other hand, the income disparity had been expanded and the fact of existence and importance of “the survival of the fittest” could also not be overlooked and denied.

There was imbalance in income distribution and Japanese working society was progressing towards hierarchisation and polarisation. Many part timers and NEETs (Not currently engaged in Employment, Education or Training) were defeated, caused by the competitive society and the products of loss. Most of the specialists who dealt with Labour issues agree that “Without having a working environment where young part timers can be employed for steady jobs, in the future, the problems in society that of worsened public security and increased welfare cannot be avoided. And therefore, the nation must take a lead to measure environmental improvement”.

Though the working society until the 1980s was one with inferior skills, for the young labourers who were willing to work, a work place with stable employment which will provide for a constant income to support a self-reliant life with freedom of speech was guaranteed.

This definitely was an outstanding character of the Japanese management system with a factor of lifelong employment, and based on this steady employment, workers were able to build their own lives steadily. However, from the 90s, this system was gradually crushed and going into the 2000s, it was completely demolished. This situation is truly unhealthy. Economic growth should be achieved through social linkage and not only wealth distribution produced by economic activity but also consideration of system which will not produce products of loss such as part timers and NEETs is demanded to companies and government.

While there are young people who were only 30 years of age and became millionaires by successful venture companies, a disparate society with many young poor working people with less than 2,000,000 yen annual wage is the actual reality of the current Japanese working society. The young people of the latter category are not paid enough to secure living costs to get married and have children and then to look after them. We must realise that leaving Japanese working society by relying

on economic mechanism, can not only snatch the future from poor young people, but will also chip away vitality of the nation and undermine footsteps of civil society.

### 3. Career Education of a Groping State

In the 1st chapter, we discussed the situation collapsed the advanced and deferred compensation which supported the Japanese management in the late 20th century through the real globalisation. Also, in 2000s the employers started to apply the policies of competitiveness in not only the middle generation employees but also to the young generation employees in their twenties. The abandonment of vocational education for young people led to inequalities in the society and thereby increased the risks of negative outcome in the future.

Therefore, leaving this situation to the economic mechanism is not allowed and it's necessary to seek new vocational educators replacing "Companies" who had the role of vocational educators for young people in late 20th century. In this chapter, this point is researched.

Also, there are major issues on young people who are in the labour supply side. In this chapter, this point is studied as well.

#### 3.1 Tepid Students in the Fields of Social Science

Undergraduate awareness research at the seminar of the university, where I am employed was implemented in order to compare awareness of undergraduate by departments and courses [19]. The subject of research is the junior and senior undergraduates of social science department course A, natural science department course B, education department course C, and the questionnaire research at the individual interview format on campus to 60 undergraduates of each course was implemented. On all question items, students of social science department course A had the remarkably lowest learning awareness compared to those of the other two courses. The following is the main result.

First of all, looking at the reason for choosing courses that they were learning currently, the reason given by the social science department course A was "Just because" consisting of about 40 % and was pretty high. In comparison to that, half of the students from natural science department course B and education department course C answered "There are items I wanted to basically learn and specialise" and there are very few answered with "Just because" (Natural science department 22%, education department 2%). This shows the non-eagerness of the students from social science department.

Next, regarding classes they were taking at that time, the students who were "overwhelmed with studying" (Total of "slightly overwhelmed" and "very overwhelmed") were 60% of natural science department and 82% of education department indicating high ratio. In comparison, it was only 16% of the students from social science department and unlike the other departments, 84% reached with total of "very easy" and "somewhat easy". Due to the problem of low consciousness towards studying at the universities, their attitude towards taking class shows a contrast with natural science department and education department.

The career direction after graduation for social science department reached 53% with "vague" and "undecided at all". On the other hand, the students from natural science and educa-

tion department reached 20% and 8% with a huge difference. Without actually having an outlook towards the future, rightfully dreams and goals towards life will not be set. The social science department students who have “Vague” and “undecided all” dreams and goals exceeded majority of 51%, however it was lower for education department students with 22% and natural science department students with 28%. This indicates somewhat dreams and goals are concrete for the students from two departments. Furthermore, without dreams and goals towards anything, there is less vitality and happiness in ones daily life and it's evident to say that there is an extreme low satisfaction level in regard to student life (35%) of the students from social science department compared to satisfaction level of the students from natural science (61%) and students from education department (67%).

The following is my theory on the study outcome of the students from social science department. Generally, many of them desire to work for private companies, where there are many job types and varieties, and also certain numbers of students desire to become public servants and educators. It's true that there are wide varieties of employment range for graduates from social science departments and they are allowed to decide their career path freely while in university. However, as there are too many choices, before clearly narrowing down desired careers, suitable careers at the end, the second half of university term gets near and approaches them. This is a common characteristic of majority of students from social science departments and it's a higher trend in private universities around Japanese major cities.

This explains that psychologically, these students are premature with “career-anchor”. The definition of anchor is like that of an anchor of a ship and if the anchor is not there, the ship will drift away. Therefore, premature career anchor state means their self image on the job that's suitable to them on the basis of their capabilities, values, pursuits and interests is not sufficiently formed and therefore, professional education towards these students is definitely something to be called for.

In contrast, this proves that the students of natural science department and education department have a pretty solidified career anchor to a certain extent as compared to the students of social science department. The students of natural science department decide career after graduation based on their major field of study while attending university (e.g., students of mechanical engineering have different careers than electrical or architectural engineering)

This is because it's necessary to clearly decide their choices at the time of joining university, which is a reason for specialties. This applies also to the students of education department. The majority of them study towards obtaining teachers' license and attend university to become a teacher as the main goal of their life. It's not easy to become a teacher during the era of decrease in number of children; however, the purpose of the students from education department has been clearly narrowed down. Because their career anchors are set at the time of joining universities, they study hard towards their goals and gain confidence believing that it will lead them to their goal and having a secure future.

It's necessary to have a set location just like the North star which provides guidance like that of a set location or direction to us during student life and while working as members of society. In order to walk with a swaying gait while stamping the feet on the earth, we must walk while also looking at the distant stars. Without “Dream” which drives them to the life they actually want to

live, it is a possibility to get caught up with the reality hardship and they can be drifted to where it's least expected. This marks that "Dream" is like a compass of our heart.

It's hard to deny that problem awareness of what they want to materialise through work and how they want to contribute to society is lacking in today's young people in Japan, which can be said especially for the undergraduate students of social science department in Tokyo metropolitan area. While rigid worker selections, in which only selectively brilliant personnel are recruited, takes place by employers, undergraduate students who desire employment have to determine clearly their objectives.

### **3.2 Career Education which Surfaced and Took an Upward Direction from the 2000s**

There was almost no awareness towards the problems related to professional education which can be beneficial in the real world at normal high school and universities until the 1990s. Until then, as long as gaining set basic academics and adaptability to organisations and showing serious attitude towards work, there were many cases of recruitment even without having special capabilities and specialisations which of course are necessary in particular performance/ jobs. And, the professional education was basically implemented after joining, and was it was actually the responsibility of the employer.

However, from the 2000s, suddenly professional education became a very important thing and was focused on and implemented gropingly professional education at schools. As employers clearly started discriminating between talented students and ones that were not meant for recruitment, the side of the school had no choice but to hold crisis awareness. Currently, at every development stage of lifetime, significance of being employed is questioned and at schools, it's inevitable to look onto and give special consideration to these problems. And, instead of professional education, there are many cases with a phrase called "Career education" considering the future problems of living including employment.

The origin of career research is known to have started in the 1970s in United States of America. On career research, career theory and practice theory are inseparable. The former career theory was an indoctrination of recruitment decision process and can be called career psychology. And, latter practice theory is an indoctrination of support action for those having difficulties with career decision and usually called "Career counselling".

Dr. Super, a representative career theory researcher in late 20th century, pointed out that the people have interpreted the individual self-image with the word 'occupation'. They prepare and take up occupation and strive to realise it with great ambition. It is also said that in order to understand the self-image, (which is their career) the influence of the family becomes inevitable. In other words people go through a series of challenges to try and make themselves a person of their dreams and life becomes an adaptation process towards this end [14, 15].

Also, Dr. Gellatt insisted that not only a big decision making such as employment and career change, daily career life is continuation of small decision makings [3]. The environment that surrounds Japanese professionals is drastically changing due to a decline in the system of lifetime employment and etc. Meanwhile it becomes more and more necessary in the future to reflect their own career and make explorative decision while implementing course correction of targets. Furthermore, in this relativity, the view of Krumboltz which is utilising coincidental opportunities to career

decision making by self-identity and efforts, gained attention [7]. Watanabe stated “Krumboltz theory emphasises consistently the attitude of learning human beings. This suggests that we, who live in today’s era of rapid change, are fully capable of adapting into this environment, and gives courage to those who face career problems directly [22].

Career counselling in the U.S. society, usually handles problems in life including employment and overall way of life and considers individuals with employment issues. In contrast, the Japanese career counselling tends to set limitations to employment issues and it raises questions. As a definition of career, in Japan it’s considered as history on employment and translated as work history, however in the U.S., not necessarily the past events on employment, it’s considered a lifestyle including work and leisure with which people have relation throughout life [11, 12]. That is to say, although past and current is the base, it includes future; therefore a concept of career design exists.

Therefore, in Japan, the concept of the education reform is included in the career education. For instance, how do we ensure that the young people live a positive life as a member of the society.

Corresponding to above, in Japanese schools such as junior and high schools, “Definition of having a job” is considered more and more as a part of integrated study. At many universities, employment centres have transitioned to career support centres and now they act not just like recruiting guides but also provide comprehensive career support. The interest in career education increases rapidly.

As a theoretical research, in 2004 Japan career design institute was established and now there are universities that launched Career design department. It’s fair to say that full scaled career education research was started in Japan. However, the detailed contents vary from each university and evaluation axis has not been decided yet. At this point, I must say that the career education awareness still remains at a problem level.

Although the career education, which has a pretty short history of establishment, has not reached to establish systematic education contents and practice methods, I consider it is necessary to have next four pillars. The proposal guideline is as follows [20].

### **A lesson of real world mechanism**

Students can learn the mechanism of a universal company, organisation, workflow and personnel management by understanding characteristics of industrial structure and each industrial field roughly. In terms of lecture subjects at the universities, industrial structure theory, SME theory and human resources management theory are applicable. Furthermore, it is essential to invite active businessmen from every industry and conduct lectures to expose the students to the practical viewpoints of business.

These lecture subjects are placed in economics and business management department as standard curriculums for the students of social science department, but not for students of humanities, natural science or physical education and health department.

Therefore, it is necessary to devise a structure of the syllabus for students of all departments which will provide them with the knowledge required for the real world.

### **Identity formation**

The students should analyse their own characteristics thoroughly and acquire self-awareness

of their strengths and weaknesses.

At the level of self-analysis, it's important to focus on strong points rather than weak points. Once discovering their fields of expertise, by being hired on position that requires the expertise, their abilities can be displayed fully. An idea of "Everybody has their own field where they can display their abilities" is important. In terms of university lecture subjects, a psychological subject is applicable. As a career design is based on a long-term lifespan as a premise, it has the strongest relation with lifespan developmental psychology. Conducting psychology test practice in the class and analysis of self personality characteristics is very desirable for identity formation.

### **Career experience lesson**

Because above (1) and (2) are classroom lectures, it's not the actual real experience. Therefore, even if in the real world experience is a short term, it's important to experience it. "The internship system" follows this purpose. Currently, it's conducted approximately for 2-3 weeks in the summer vacations. However, it will be very beneficial to turn this to a long term so that the students can experience many types of industries and professions. The representative internships are "Tour type" which is observing equipment and atmosphere by taking tours of company departments and floor sides, "Experience type" which is helping tasks and taking on challenges, additionally "Practice type" which has expectation to produce results by making sales, programming etc. and "Group work type" which is conducting group work based on challenges in small groups. Many universities consider internship as units of accreditation.

### **Career selection support**

It's important to expand career support for students with activities implemented as important criteria at each university recruitment support centre and etc. At many universities, they already developed many activities as a part from the recruiting guide. Along with the decrease in job offers acceptance rate for new graduates, in the future, career support for students including alumnus will be required.

## **4. Challenge Faced in the Japanese University Education**

I've pointed out that after Bubble economy burst and into the 2000s when globalisation gained full momentum, hiring of unhelpful newly university graduates was reconsidered, and there was an increase in employers hiring young people as disposal and irregular employment, and therefore, suddenly career education had started at schools which had crisis awareness to this situation. Also, it was illustrated that among university students, especially those of social science department or courses, there is lack of self-awareness with reference to learning at university and their career.

Reflecting scarcity of employment, there are opinions over raising university education and quality of students by reducing ratio of universities. However, even if quality of undergraduates improved, there is no point if basic skills of young people in Japan sink. As a conclusion, I believe it is necessary to secure career education which was previously done by employers for young people and the most suitable place is the university education place where many young people are concentrated with higher university enrolment ratio. In this chapter, this point is dug deep and researched

on, and ideal Japanese university education is considered.

#### **4.1 Continuously Increasing Private Universities in Japan and their Roles**

Ministry of Education, Culture, Sports, Science and Technology in Japan defused the Standards for Establishment of Universities widely in 1991, and as further deregulation was progressed from the 2000s, the numbers of 4-year universities increased dramatically during last 20 years. There were 460 universities in 1985, 507 universities in 1990, 649 universities in 2000, and now there are 783 universities in 2012, which means 1.7 times growth within 27 years (Ministry of Education, Culture, Sports, Science and Technology “Report on school basic survey”). Although Ministry of Education, Culture, Sports, Science and Technology increased new participation by defusing the Standards for Establishment and attempting to increase quality by competition among universities, the current condition offset the merit. With increased numbers of universities, quality of undergraduates is drastically reduced.

The university enrolment rate in Japan in 1985 was 26.5% and there were approximately 370,000 graduates at the end of same year. However, it reached 50.8% in 2012, and the graduates from the same year increased to 550,000 [9]. And, approximately 86,000 people didn’t enrol or get hired and furthermore, among the post graduate students, there are many of them who couldn’t obtain a job and reluctantly enrolled to graduate school.

Despite of an increase in the university enrolment rate, due to a rapid decrease in the number of children on the other end, oversupply of universities in recent years is clear. In April, 2012, the numbers of new students fell below admittance numbers, and actually there are 45.8% of universities suffering of shortage of full members [1]. It has been pointed out that successful new university admittance is limited to the universities with license issuance including partially Medicine and Educator Training department.

There is a trend that the private universities that consist more than 30% of unemployed who graduated are greater than public universities, especially higher with new private universities established annually. By comparing by the size of universities, the smaller universities have higher count [5]. Also, by comparing the numbers of students in Japan, 78% is the private university students and 49% of them attend the universities in metropolitan area (Tokyo, Kanagawa, Chiba, Saitama). This indicates many private universities in the metropolitan area.

The role of universities is research and education but the weight needs to be reconsidered. This is caused by recent private universities enrolment acceptance arrangement. Many private universities below average level accept students who take recommendation enrolment exams only, in other words, no scholastic ability exams, to secure almost half of admission member count.

It has been pointed out that many students who enrolled this way are not prepared to take university education, and time to time, there are issues with education after enrolment. Instead of these universities managing both research and education, they should focus on education by converting the weight largely to seek their existence value. Therefore, the educator examination should not be research performance results only and there should be more evaluation items added such as educating ability and aptitude which is the reform point that’s demanded to the universities.

Next is the reform point that’s demanded for the students. The university exam bar was lowered, and despite of reduction in academic abilities, there are many students who still have desires

to “want to work as a white collar worker at large company because I invested in myself to attend university”.

Figure 2–5 indicates its condition [10].

Due to the employment desired member count being greatly higher than total hiring count in the Service Information industries and financial occupation, it is more difficult to obtain employment on these occupations for all job seekers. By the way, usually in the past, most of the graduates landed into these occupations. Therefore, for many undergraduates who had high desire for these occupations—it became difficult for them to get those because of the current higher enrolment rate.

However, in case of merchandising and manufacturing occupations have higher total hiring count than job seeks in reverse; therefore, it’s sufficiently possible for those job seekers to land into these occupations macroscopically. Furthermore, there is more potential for employment with

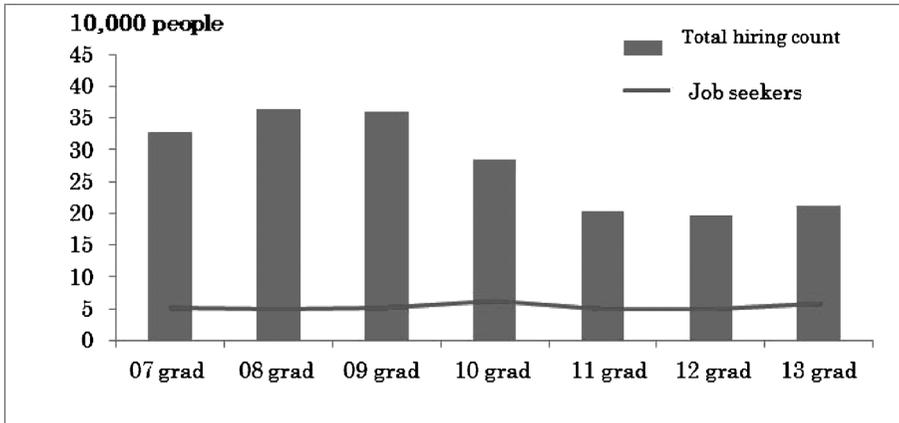


Figure 2 Labor supply and demand balance of Merchandising industry.

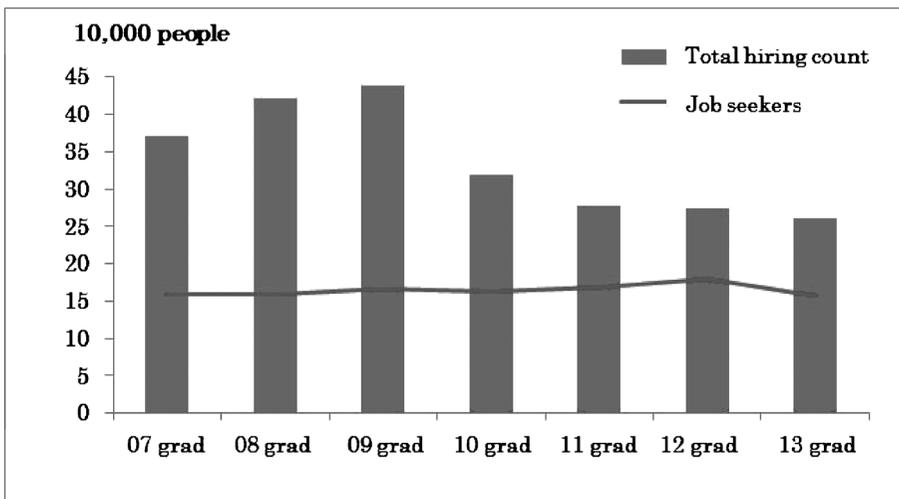


Figure 3 Labor supply and demand balance of manufacturing industry.

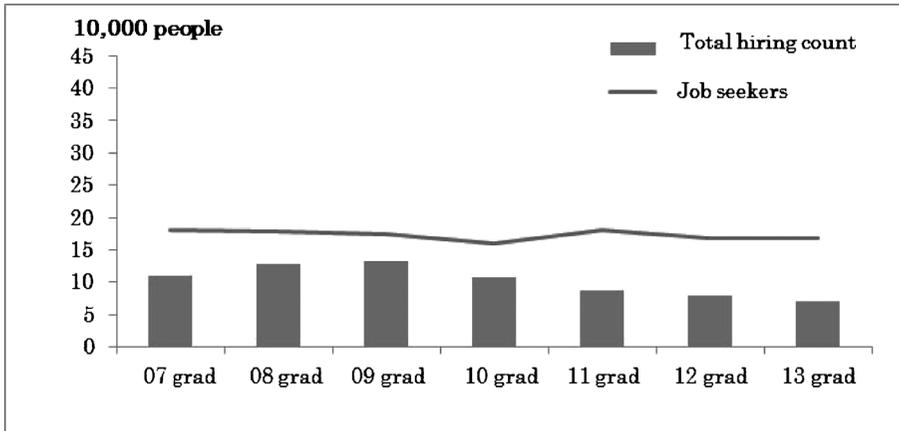


Figure 4 Labor supply and demand balance in Service/information industry.

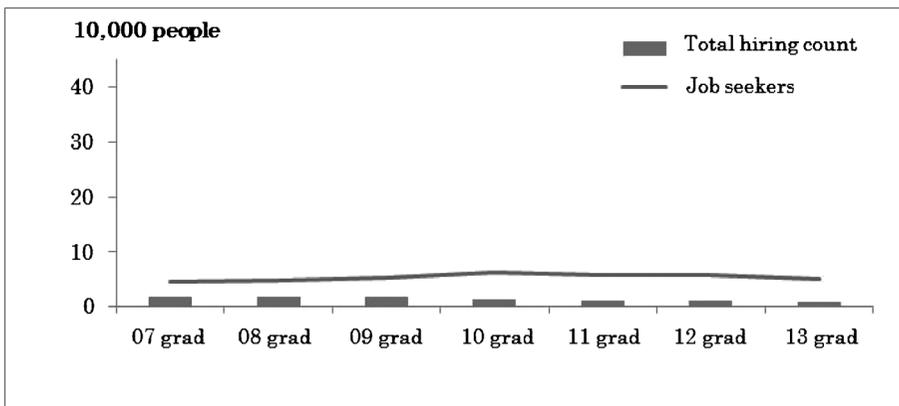


Figure 5 Labor supply and demand balance in financial industry.

mid-size to SME. Job opening-to-application ratio in April, 2013 is 1.79 times and the ratio of companies with employee count of less than 300 employees is actually 3.27 times [5].

This indicates the mismatch relating to employment. Lesser high school graduates deciding to work could bring de-industrialisation due to jobs especially manufacturing occupations which were for domestic, leaving abroad. It's important to insist considering SME actively to undergraduates who desire to be white collar workers at large companies during career education.

#### 4.2 Necessity for Private Universities Department Reorganisation toward Science Society

The career education that was all left to employers until the 1990s, need to be done at university education mainly with private universities in the future.

There are bold proposals for this issue. The proposal is to decide capital distribution based on the achievement condition by setting goals such as employment rate of graduates, instead of subsidies from the government to the private universities determined by the scale such as numbers of students. Reduce subsidies to universities which cannot produce employments for graduates. If subsidi-

dies from the government are reduced, tuitions must be raised inevitably. As a result, applicants will be reduced and falls into a trap of loss. These universities will die out. However, a characteristic of this proposal is not necessarily implying to reduce overall budget and is to distribute heavily on higher effective area [2].

It's been pointed out that for next 10 years, the increased employment is expected in three fields, medicine·nursing·health·daycare, information·cultural business, and global human resources. Approximately 2,000,000~4,000,000 job creations are expected in each field. In medicine·nursing·health·daycare field, graduates are flourishing actively. In the Natural Science department, experiments·practices in university education are imposed upon and high quality educators and equipment is required, and also it's necessary to have high capital. Therefore, there is some truth in insisting private university subsidies to be heavily distributed to universities which exert for personnel development which produces those who flourish actively in the future.

By looking at the ratio of unemployed by departments, Humanities department such as Humanities, Social science, fine arts has higher ratio and on the other hand, Natural Science department such as Health and Engineering has relatively lower standard ratio [5]. The students from Natural Science department have higher problem awareness and the data by awareness research data in the second chapter indicates that their lives are spent around studies during the school days. Specialty in study functionality is high, and on top of it, the demand is high from the industrial world which is considered to lead to higher employment opportunities.

By taking a look at the situation of the employed according to the occupations by departments together, the ratio of specialty·technical occupational practitioners such as technicians in engineering and medical practitioners in Health is exceptionally high. That is to say, in Natural Science department, there is a high trend that these students are employed in the industries where their earned specialty in their studies at the university is definitely utilised. On the other hand, if we look at the Art department, on Social Science and Humanities, there is a trend that they are employed in the wide varieties of industry fields focusing wholesale·retail·manufacturing·service industries. 70 % of occupation types are office workers and sales people, approximately 10% are the specialty·technical occupation practitioners. However, for Education department in Art department, more than half of them are in the education business, and compared to others in Art department, they are in the industry to the studies obtained at the universities [5]. This point matched with the awareness research data which was introduced in Chapter 2.

With regards to 600,000 new students who enrolled in the universities in Japan in April, 2012, based on "Report on School Basis Survey" (Ministry of Education, Culture, Sports, Science and Technology), comparing new students ratio in all different department, public and private universities, there is a major difference in public and private universities.

The public universities, where 22% of all new students enter, have 42.4% of their students in natural science department, 17.5% in social science department, 12.6% in educational department, 8.6% in art department and 19.0% in other department. Overwhelmingly, natural science department has the higher enrolment ratio. Natural science department is science, engineering, agriculture, medicine, dentistry and pharmacy. This indicates that Japanese public universities hold a big role towards education·research of study fields of natural science.

In comparison, the private universities, where 78% of all new students enter, have only 19.9%

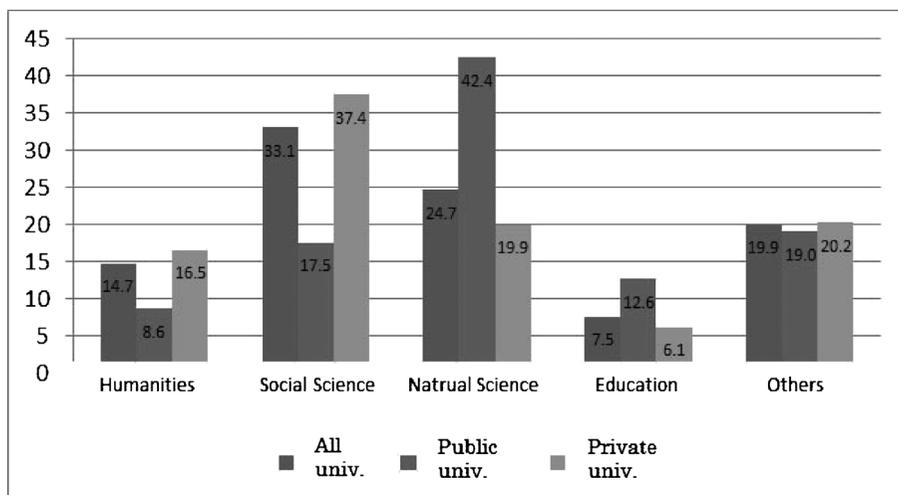


Figure 6 The new students' ratio by specialty fields of Japanese universities (2012).

of their students in natural science department and instead, 37.4% enrolled in social science department, 20.2% in others, 16.5% in humanities and 6.1% in Education. It explains that the private universities in Japan deploy university education focusing mainly on department and courses of social science and humanities courses without education cost, and for natural science field, mainly the public universities bears the education.

In Chapter 2, the awareness research data indicates that there is an extreme low problem awareness of the students who study in social science department or courses. The cause is not just the students being the problems, the ideal way of basic education system of the private universities such as fewer educators in a large classroom. It is partly natural for the students to have less motivation towards classes with the education system which prioritises on such business efficiency.

In the future, there will be a necessity of reconsideration of department and course structure. That is to say, a gradual reorganisation of departments or courses from the social sciences and humanities to the natural science field.

However, 78% of all undergraduates in Japan are from the private universities and it will not be easy for university members to accept the reorganisation of departments or courses to the natural science field. There are many new private universities established after 1990s, and perhaps the perception of low basic academic abilities of those who wish to go to the private universities exists as compared to those who enrol in traditional public universities. Due to this perception, there is a big challenge ahead of us about possibilities for them to learn basis courses of natural science field which has strong impression of high difficulty such as math, physics and chemistry.

It appears that there are many young people who give up from the beginning thinking it's impossible because studying Natural Science field demands talent. This is an impression (prejudice) and it's very unfortunate. Studying for Natural Science field requires continuous silent efforts and is just like piling bricks one by one from the foundation that it will have substantial payoff. And, absolute condition is not to give up in the mid way. The keyword is "step by step". This should be a common understanding in natural science researchers and it's a role of educational researchers'

to tenaciously educate the younger people in Japan.

Also, as stated previously for the students in natural science field, quiet dedication gets built up step by step such as experiment, practical classes is necessary, and majority of their student life is spent studying. Many students in the current Japanese private universities are familiar with large classrooms with microphones and they have low interest in studies and seek out their goals in life. If young people put effort proactively, overall society gets energised and turns into a hopeful society. In order to achieve this, it's extremely important to create "Science society" where quiet efforts are built up step by step.

Also, it's necessary to offer educational institutions by universities for the students of social science department, humanities department to acquire skills of way of living and as professionals separately from specialty education taught at universities. The students who learn in these fields have weakness on relevancy between specialty field learnt at university and occupations after graduation and it's extremely beneficial to have enriched career education for their lives in the future.

We can point out the information education as the base of career education. Information and Communication Technology is valued in the current information education. We have already found the following: if we look at the students in the departments of Social Science and Humanities, they are employed in the wide varieties of industry fields, and over 70% of occupation types are office workers and sales people, only 10% are the specialty technical occupation practitioners. They cannot accomplish most of their work if they do not use the PC. It is very effective as preparations for finding employment to raise the literacy of the PC during school days.

It already has almost settled in the departments of humanities and social sciences to carry out seminar class in the presentation form by the slide. We hold still more many problems to raise the literacy of the PC of the student. It is necessary for us to add information education as the basic subject in the curriculum of humanities and social sciences. We widely arrange core subjects such as basic statistics and the social investigation training, in the departments of humanities and social sciences, and should do instruction to acquire "Society surveyor" for students as career education. "Society surveyor" is the qualification that you can acquire only by documents application if you take designated subjects in your university. You can increase the ability to use the PC through learning of Information and Communication Technology, further, you can wear the certain theory about how to proceed with work, how to put the report together, and how do the presentation.

However, we should not forget an important point. Even if Japanese private universities become popular, universities will not exist just for career education for vocational reasons. Ideally, universities hold a very important mission of "Dissemination and creation of culture". It can be said that Japanese university before 1990s existed basically to achieve this mission, and Japanese universities of future, adding from this ideal mission, carry on from the company an important mission of "Career education for young people. Especially, private universities which consist of 78 % of Japanese undergraduate students must accomplish newly demanded missions firmly; however university missions which demanded by society inherently cannot be forgotten.

## 5. Conclusion

Labor society during the second half of the 20th century guaranteed young people with the will to engage in plain, everyday work stable employment and a salary on which they could live independently. Companies were the main enabler of this, but at present, it is now being left neglected and entrusted to economic mechanisms. New entities in charge of work training education for young people that can take over that role from companies must be found. While the university has been given as one strong candidate for that, it is too much of a burden for them. Economic growth should be achieved through social linkage, and it is now necessary to consider systems that will not create negative products.

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