

Motivation for and Priority of Work in the Re-employment of EY workers: A Comparative Study between Japan and England^{1), 2)}

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The present study investigated the features of the motivation at return to work in EY (Early Years) through the comparison of the UK & Japan, which had opposite direction in a recent policy reform of EY settings. I set the Five groups of 43 returners (13 Nursery Returners & 5 Other occupations Returners in Japan, 5 Nursery Returners, 6 Other occupations Returners, & 14 Returner applicants in England) and collected interview data. The text mining analysis of each group and compared with them chiefly focused on the words that co-occurred with 'Work', and got to 3 findings about the features of Japanese EY returners; 1. Their priority was their own children, the same as Japanese returners in other occupations. 2. They had an ambivalent attitude for their EY qualification. 3. The ratio of the negative relations between "work/working" and "I/myself" was higher. These tendencies regarded as the relation with the lower-leveled professionalism, and a poorer employment practice in part-time working in Japan EY facilities.

key words: Reemployment, Early Years, Comparison study, Text mining, Policy reform

Introduction

The shortage of workers in the facilities of the Early Years (EY) education and care has been a more crucial issue in Japan. As a countermeasure for the shortage, it had promoted the latent workers who are certificated but leaving the work in EY make to return the EY workplace (MHLW, 2011), and non-certified worker can be hired in EY facilities. it can't be said succeeded. On the other hand, the UK government set for the EY professionals certification called EYPS (Early Years Professional Status) just barely in 2007 to rise-up the qualification of EYFS (Early Years Foundation Stage; 0 to 5 years) education. After that, through the Nutbrown reports (Nutbrown, 2011, 2012, 2013), they set the EYP or EYT (Early Years Professional or Teacher) certification which has a Bachelor and can work as a qualified person since 2014 (Yamamoto, 2017, Uzuhashi, 2015). There is an opposite direction around EY education environment reforms between the UK and Japan.

Not only the EY workers but also other occupa-

tions for women, more detailed examinations would be required that the return to work after maternity or childcare leave (Wiese & Knecht, 2015). But it reached over 40% of Japanese women workers who were part-time and temporally workers, and just only 14% of them could return to work after maternity leave and 4% of them could take childcare leave (Asai, 2015; 2019). Longhi, et al. (2017) had a result that for the women possessed a strong job identity, job off affects negatively to their life satisfaction, but tradition-oriented mothers lost the job make their ones to rise. Wanberg, et al. (2002) showed a group of mothers who have a child under 18 could not success their reemployment within their receiving period of unemployment insurance. These results make sure that the tendency to be the latent workers might be interpreted as the difficulties of work-continuing after childbirth.

Moreover, Biewen, et al. (2018) suggested that the experiences of job off or part-time working showed their low productivity and linked with low wage after reemployment. Although disadvantages of part-time

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working are recognized and the selection which working style of wife as a full-time or part-time depends on the rule in workplace of husband (Wiese & Knecht, 2015), almost cases of leaving the EY workplace could not return as permanent or regular employers but part-time or temporary that. Depending on these working practices in EY, it might show the difficulties of findings about reemployment success for the latent workers through the matching system which have promoted by the Administration. They think the causes for avoiding reemployment (MHLW, 2011) were below;

1. Long working hours.
2. Interest in other occupations.
3. Low wage and social status.

The three factors were insufficient to explain the characteristics of Japanese EY works, as almost kinds of complaints for works fall within these, it means to fall capturing the uniqueness of them.

This research attempted to determine that the features among the Japanese EY returners in terms of their motivation for return to work. Because Feldman & Ng (2007) suggested that to think about workers mobilities have been required the differentiation by their motivation. Not simply the leaving of the workplace, but return is included as job mobility. Over more this adopted the research method which was the Japan-Anglo comparison. Since 2014, the UK has promoted the raise up certification to NVQ (National Vocational Qualification) level6 means a graduation University and getting the BA, and reform the EY education to be required professional certificated teachers of EY (Nutbrown, 2011, 2012, 2013; Department for Education, 2014; Yamamoto, 2017), so called “the policy of Qualification Improvement”. Although there are reports that just only 5% level6 workers in England nursery because of small funding (NDNA, 2019) or about 50% of 3-4 years old children belongs to the facilities which without certified workers (Save the Children, 2016), it regards as critical issues for the importance of EY education in terms of child development. With the Qualification improvement, the role sharing on PDCA occurred, which contribute to distinguishing certificated workers with non-certificated ones. Under the Level3 workers are in charge of the only D without making

documents in planning and check. In contrast, for the shortage of workers, the authorities allows to employ non-certificated EY workers called “childcare assistant” in Japan. Until that time, usually, Japanese EY workers have both or each qualification of the certified teacher license for kindergarten and the qualification of nursery worker. The former divided into Type1(with BA) and Type2(with the graduation of Junior college or vocational school). The national or local policy on the certification in EY education tend to opposite between Japan and the UK. On the view of the System Theory Framework (McMahon & Patton, 1995, 2018; McMahon, et al. 2004, 2005, 2013; Patton, 2013; Patton & McMahon, 2014; Yamamoto, 2019), “The policy” is one of strong factors that affect worker’s career construction.

This investigation focused on the motivation of the return work for EY workers to explore the features of Japanese EY worker’s reemployment, via the comparison between 1) Japan and England, 2) EY and Other occupations, 3) The current workers and applicants in the UK. Usually almost the UK students belong to the course for EY certification in a University have some working experiences teaching or caring infants as a lower level worker or a volunteer, so they recruit after graduation will be a reemployment, differ from Japanese students at the University. Through the analysis of their interview data divined each group were compared to help the abstract a feature of Japanese EY returners and would be contributed one of the problem-solution in EY workplace.

Methods

Participants and Procedure

I could interview for 43 participants including below;

13 Nursery Returners in Japan, 5 Nursery Returners in England, 14 Returner applicants in England, 5 Other occupations Returners in Japan, and 6 Other occupations Returners in England. The research did on June & July in 2016, Feb-Mar & September in 2017, and Feb in 2018 in England, December in 2016 & January in 2017 in Japan,

Japanese nursery participants are introduced by the city officers they are competent the public nurseries. Japanese other occupations participants are cooper-

Table 1 The features of the participant groups

Features	EY Returners		English	Other Occupation Returners	
	Japanese (13)	English (5)	applicants (14)	Japanese (5)	English (6)
Having own child	8	3	3	5	5
Level3 or under or uncertified	0	3	0	5	5
Level6 or over* or certified	13	2	14	0	1

* Including expected to obtain.

ated mothers of students at the university I belong. Nursery returners interviewed by one person in the room which no one use on that time of their workplace, and Other occupations returners did as same in my laboratory.

In England, all the participants were introduced by the 3 English coordinators of this research. EY returners interviewed in their workplace as same as Japan, EY applicants did in the free classroom at their university, and Other occupations returners did as same in the house of a coordinator. The group of the EY returners was including Level3 workers or under, because of the shortage of Level6 or higher. There was a Level3 manager who had required to return the nursery. The reason which set the participants category of applicants, almost students have any working experience with children for a long time, for example, EY facility director or manager, certified primary teacher or assistant, child minder etc., and they would like to work in EY facility as a certified EYP or EYT¹⁾.

Although sometimes with a coordinator, each interview was basically done one-on-one, except difficult situations, for example the 2 applicants participated an interview at the same time because they took part in their lecture time.

The number of participants who have own child and the conditions of certification as Table 1.

Interview Items

The interview set the semi-structured, in common the 6 items including;

- 1) Working Career after graduation.
- 2) The causes of their resignation.
- 3) Their motivation to return working.

- 4) Their priority in decision of the return to work.
- 5) The most important support to continue to work.
- 6) The barrier for continuing your work.

Analysis procedure

At first, to extract a part of the 3) answer by each group, and used the text mining focused on high frequency words co-occurring and visualized by the SPSS Text Analytics for Surveys 4, to make a category-web of the Sensitivity Analysis that showed the high frequency words co-occurring with “work” or “working”. The Sensitivity Analysis method can analyze not syntax as usual text mining method but semantics link, and to extract the combination of a Co-occurrence, which means a word and a word were spoken at the same segment. After that, the category-web limited to a noun, some words clearly make a same sense gathered into one category (Ex. “son” “daughter”→“child/children”) and set the number of co-occurrence appropriately, almost set the Majority or more as Figure 1.

The size of circle shows the number of participants using the word, and the wider of line shows more participants using a set of 2 words. At the same time, to list the segments that included a co-occurrence pair, which became the target to analyze. The meta categories set and did the coding the segments with a co-occurrence pair by 3 people. The rate of agreement of the coding was 96.7%, for the 3 segments which showed difficult to agree, we discussed and aggregated our opinions among the coders.

RESULTS

After the Sensitivity Analysis, each participants group showed some co-occurrence pair to allocated

¹⁾ The 30 members for EYT course in a college included just only one student who enters the college directly from Further Education (16 to 18years old).

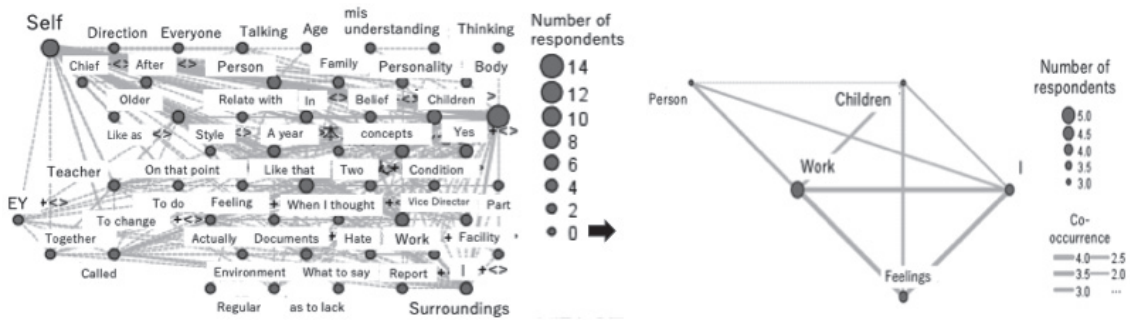


Figure 1 Image of the Sensitivity Analysis

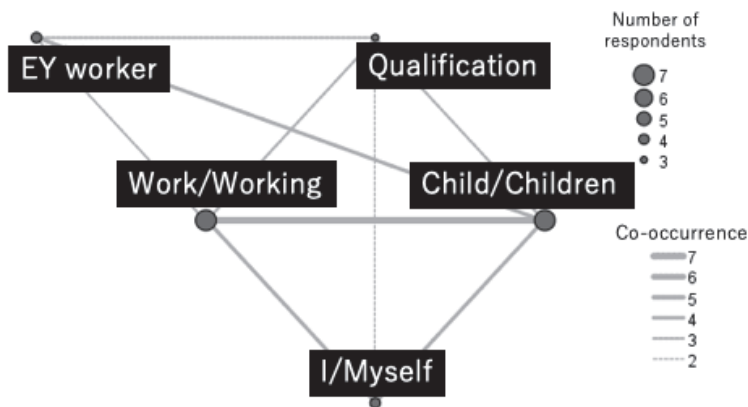


Figure 2 Japanese EY returners category web

meta category. The results of each group were visualized the Figures and Tables as below, and compare with the category webs to extract the features of each group.

1. EY returners in England and Japan

In common of two groups, “Child or Children” and “I or Myself” co-occurred with “Work” frequently (see Figure 2, 3).

Only the Japanese EY returners group showed the link with the word of “EY worker” and “Qualification”, in contrast English EY returners showed that “Wage/Money” linked with work. Those linkage categories were focused on, and reclassified by meta categories on the contents (Table 1). The sentences below the meta categories illustrated some of the excerpt example contents in law data as same as other Tables.

We could find the 3 folds with the comparison in 2 groups. 1) Japanese group had a higher priority for

their own children, 2) They showed ambivalent attitudes for their qualification of EY education and care. 3) In the link with “I/myself”, English group showed higher rate of positive viewpoint. Especially, ambivalent attitudes for their qualification which with an evaluation as an advantage for reemployment or as an insignificant and worthless in their view, it was a remarkable characteristic of Japanese EY returners, because the “Qualification” category appeared only Japanese EY returners, and they divide their views into halves.

The same tendency was seen on the “wage/Money” category in English EY returners.

2. English applicants who wanted to return in EY fields

As above, English students who belong to the EYP (Early Years Professional) or EYT (Early Years Teacher) course in the University, have any experience working with children in EY facility. They

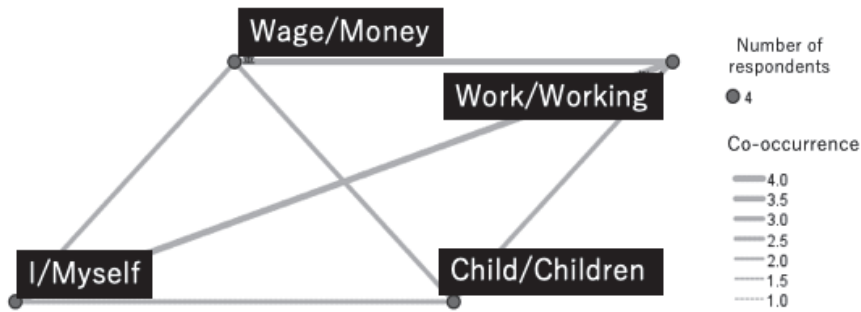


Figure 3 English EY returners category web

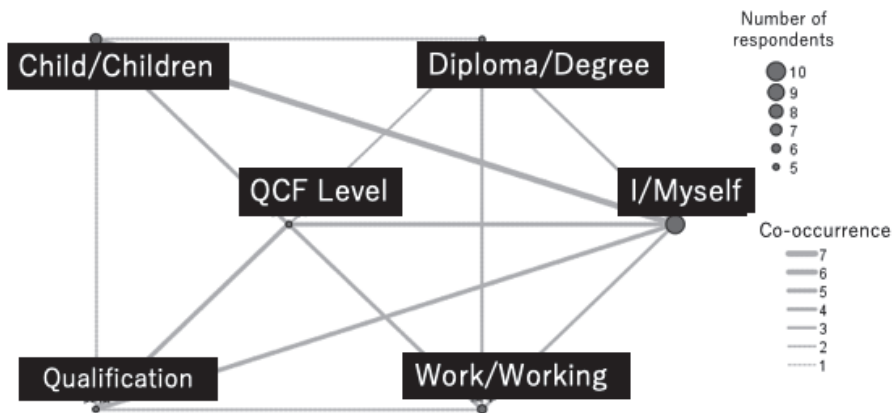


Figure 4 English EY applicants category web

would recruit in any EY facility after graduation, it would be a reemployment. In this analysis, they were dealt with applicants of reemployment who make up an independent group.

Their category-web (Figure 4) showed the co-occurrences link with the qualification related words.

The contents analysis did the 3 category, “Qualification”, “QCF (Qualification-Certified) Level”, “Diploma/Degree” are collected into one category. And coded by meta category (Table 2).

These applicants talked about the qualification linked with work as same as Japanese EY returners, but they considered the EY qualification as a positive value. It was quite difference between Japanese EY returners and English EY applicants.

3. Other occupations returners in England and Japan

Except EY related workers, Returners who have one or more experiences of reemployment and job

mobility compared between England and Japan (Figure 5, 6) to determine which would be the stronger commonality of features in the country or in kind of job. In Japanese returners showed the linkage between “Younger”, “Friend” and work. In the law data, they talked about their a “Younger” child, when he/she started school life or standing on own feet, they decided return to work, and “Friend” means not children’s friend but their own friend who met through the network of children. Japanese other occupation returners linked surrounding people as same as themselves with work.

On the contrary, English other occupation returners showed the categories of “I/Myself” like as both EY returners and “Reason” was a unique word in the linkage. As seen Table 3, they used “Reason” in the context of the job-selecting for their return to work. For English other occupation returners, they return to work tend to be dealing with as their own problem es-

Table 2 The contents of categories; EY returners

Category	Japanese EY returners (13participants)	Fre- quency	English EY returners (5participants)	Fre- quency
Child/ Children	<ul style="list-style-type: none"> Participant’s own children My child fully grew up... 	9	<ul style="list-style-type: none"> Participant’s own children As I am a single mother with a handicapped child... 	1
	<ul style="list-style-type: none"> I wanted my child enter the nursery Working with children I love working with children The love of children 	5	<ul style="list-style-type: none"> Working with children I love working with children I enjoy working with child 	4
I/Myself	<ul style="list-style-type: none"> Positive viewpoint for return An expectation for new networking I have a confidence to balance with my own childcare 	6	<ul style="list-style-type: none"> Positive viewpoint for return Just only it’s a enjoyable I have to enjoy it 	7
	<ul style="list-style-type: none"> Negative viewpoint for return My parents make me to use the certification 	4	<ul style="list-style-type: none"> Negative viewpoint for return All of the staff are very supportive 	1
Wage/ Money			<ul style="list-style-type: none"> Important The priority is wage Money for the living 	2
			<ul style="list-style-type: none"> Not important I don’t think money is one thing It pays bills unfortunately. It’s a job. 	3
Qualification	<ul style="list-style-type: none"> Positive value I tried to using the certification for reemploy-ment I got it with much effort 	3		
	<ul style="list-style-type: none"> Negative value I had just only the certification of childcare I didn’t have a motivation to get any other certification 	3		

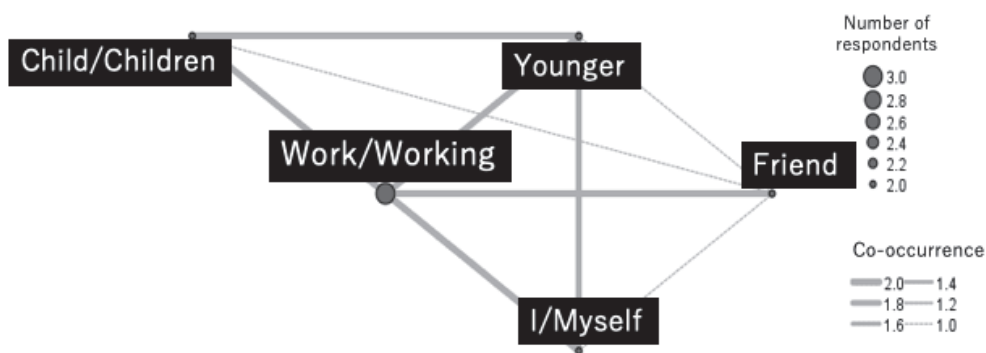


Figure 5 Japanese Other occupation returners category web

entially. For focused on this difference, like the analysis so far, each category recoded into meta categories (Table 3). As in a higher place, “Younger” means their younger child, gathered into “Child/Children” category.

In common, Japanese returner either EY worker or other occupation worker has a tendency set the priority for their own children (Table 4). The linkage category of “I/myself” was found an opposite tendency for EY returners that the majority of English group

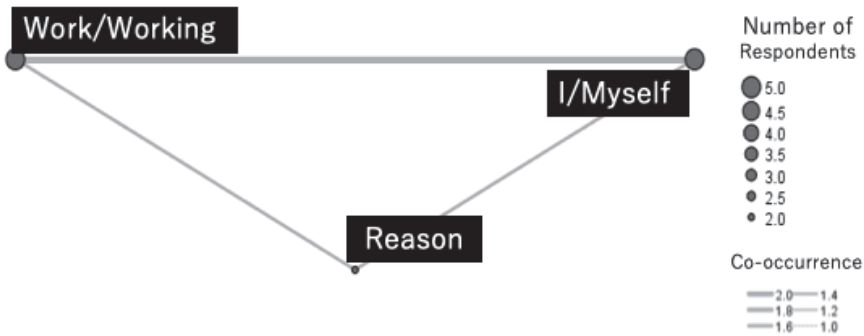


Figure 6 English Other occupation returners category web

Table 3 The contents of categories; English EY applicants

Category	UK EY applicants (14participants)	Frequency
Qualification	• Positive	16
QCF Level	I think higher paid job is important and fulltime because a lot of level 3 or that level jobs are not many hours...	
Diploma/ Degree	I wanted to do something more intellectual to a higher level, so I decided to study this course. Going up these levels, higher education has really helped me to understand more why we do what we do and why it's so beneficial to the children.	
	• Negative because I am 32, I don't want to be still trying to get qualified.	1

talked on the “positive viewpoint” but Japanese group showed both, for other occupation returner all Japanese group segments set on the “positive viewpoint” but English group showed both. “Friend” included 2 kinds of role, one was mediated work and worker, the other means to get a friend was the motivation of return to work. We could interpret the both as other-oriented, the former expressed the motivation of re-employment in new job that reassuring with a friend, and the latter as motivation for getting new friends.

In conclusion, Japanese EY returners showed the below 3 tendencies on their reemployment.

1. Their priority was their own children, the same as Japanese returners in other occupations.
2. They had an ambivalent attitude for their EY qualification, differing from English returners and applicants involved in EY who mostly felt positive values.
3. The ratio of the negative relations between “work/working” and “I/myself” was higher than in English EY returners and Japanese other occupation returners.

DISCUSSION

Theoretical Implications

The tendencies of 2. and 3., let us see the synergy effect job identity with self-efficacy (Parker, 2000). The certificated system affects directly one’s job identity, especially in terms of rarity. “The Payback hypothesis for the Education Investment” means more expensive investment in (medical) nursing education at college may lead to being more strongly motivated to return than at vocational school, but in medical nurses, it was not supported, but the comparison for the leavers between college and vocational school graduates (Higeta, 2013). Each of them was “a certified nurse” with difference level qualification like as Japanese EY workers. It is possible to consider the higher education could not affect to continue working or easy to return. This viewpoint should determine in EY workers.

Before the policy reform in the UK, Moss (2006) suggested that the problematic work conditions in EY, which were confused split between a minority of

Table 4 The contents of categories; Other occupation returners

Category	Japanese Other occupation returners (5participants)	Fre- quency	English Other occupation returners (6participants)	Fre- quency
Child/ Children	<ul style="list-style-type: none"> Participant's own children When our younger child entered the Kindergarten,... When the youngest child graduated primary school, I actually thought about my reemployment...	5		
I/Myself	<ul style="list-style-type: none"> Positive viewpoint for return I wanted to go out from our house. It is an opportunity to refresh myself I prefer to communicate with people in the workplace.	5	<ul style="list-style-type: none"> Positive viewpoint for return I wanted to work, something to do and just to feel like I wasn't living off the system. I really like my work. So I always knew that this is my career. <ul style="list-style-type: none"> Negative viewpoint for return It was more of the financial side of things because we were living on just little bits of money earn myself ... We have actually - myself and my husband, we have swapped roles.	7 3
Reason			<ul style="list-style-type: none"> For Selecting the job I could fit that in around the children because obviously while they were at the same school. That's reason. I love doing hair. That's why. That's reason. the gardening fits around the school hours. And the reason, because I am self-employed, it's earning myself...	3
Friend	<ul style="list-style-type: none"> as a mediator I asked a PTA friend to introduce me to a job which I can do. I got the information from my friend, and we applied together.	2		
	<ul style="list-style-type: none"> as a purpose When I moved here, I had no friends, so I wanted to expand my world.	1		

certified teachers and majority of childcare workers with lower qualification would be changed by the reconstruct of the "professionalism" revalued in EY determined at national level. Then new certification set in the EY professional domain in the UK, the applicants in this research would like to get the new certification and they showed the positive attitude for their qualification level after graduation they could get linked with work. This result might reflect the policy reform affect to their job identities as a higher status of EY practitioner.

Why Japanese EY workers are feeling the difficul-

ties to have positive job identity and self-efficacy? As Moss (2006) suggested, Understandings themselves as a Substitute Mother or a Technician impede their forward motion to get the approval "professionalism", and recommended as a Researcher who is constantly seeking deeper understanding and new knowledge based on academic skills, also a learner herself, co-constructing knowledge as well as identities and values. In this research, Japanese groups showed the strong priority for their own children, especially Japanese EY returners told "Child/Children" means more own children than working with. This could regard as

the lower-leveled professionalism, and negative spiral that leads to the lack of job identity and efficacy, to resign and to be the latent worker may be occurred. These relations should be determined by Quantitative Research, but the priority of their own child could be notice as a remarkable feature in Japanese female workers and should consider the solution the way of working without worrying their own childcaring, for example Ramesh & Gelfand (2010) suggested to bring their child to the workplace, and the workplace atmosphere to permit were effective to prevent their turn over.

Practical Implications

We can find many studies which insist to promote the transfer from part-time or temporally to full-time or regular employment, in view of the disadvantage of wage and social insurance (Biewen, et al., 2018; Wiese & Knecht, 2015). This research participants, except the applicants and 2 of English other occupation returners who work as a self-employed worker, were part-time workers. If only the EY returners, the English returners tend to have a positive viewpoint the linkage between “I/Myself” and work, but not the Japan.

The difference might be occurred from the employment practices in EY workplaces. In Japan EY facilities, as above, almost reemployment after they resign means return as a part-time or temporally worker²⁾. The English returners could be working as a part-time but regular employer. They said of course it was possible for them to promote manager or director, and to get the bonus if they reach the target of the period. This employment system guarantees the certificated returners to continue and develop their career, “part-time” means just only short time working and pay according to time. However, this way of working is only applicable to certificated EY workers who have Level6 qualification with BA. It can regard another problem that based on the difference of the certification system in EY.

Conclusion

On the solution of the shortage EY workers, this comparison research suggested 3 points below;

1) the security of childcare for EY returners own child.

2) to cultivate an appropriate “professionalism” in EY with reforms of the certification system.

3) to reform the employment practices for part-time working in terms of the guarantee of the promotion possibility.

These were guided on a small-scale qualitative research. But the national policy reforms can be drifting the job status in society, job identity and self-efficacy for workers, and as a result job mobility. It could be shed light on through the various comparison researches. This is one trial of those studies.

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²⁾ Some local governments have new employment test for who has over 6 or 7 years of experiences in regular employment of EY facilities lately. The new test could re-employ them as a regular employee in the public EY facilities, that is scarce. The local governments that cooperated with this research didn't adopt the system. And there is a practice in private EY facilities would not like to re-employ for a person who has any experiences of working in other facilities because she deeply imbued with the former workplace practices.

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