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THE SCHOOL GENDER SITUATION IN JAPAN

In people's lives, talking about some topics, they find that what they have ideas which are not in common with others. For example, in the past, it was common that women did only household duties and men went to the workplace. However, in the present, companies and the government have urged women to enter the workplace and construct systems to make women's employment conditions better. Albert Einstein said common sense is the collection of prejudices acquired by age eighteen. By age eighteen, we usually spend much time in school, so it supposes that we get the points of view of gender in school education. According to research and my experience, in the school curriculum, there are several facts which can create a sense of gender gaps in our minds: a post in a school with a system of dividing boys and girls.

First of all, there are differences in numbers of men and women in charge of a grade and a post.

Elementary School

Job Classification and Grade	1st	2nd	3rd	4th	5th	6th
Female Teacher	2	3	2	2	2	1
Male Teacher	1	0	1	1	1	2

Junior High School

	1st			2nd			3 rd		
		3	1		3	2	1	2	2
	1	2	1	1	3	2		4	1

The chart shows that in an elementary school, the lower a grade is, the more female teachers are accounted for. Two male teachers are in highest grade 6th even though the whole number of male teachers is small. On the other hand, in a junior school, the number of all male teachers is larger than that of elementary school. All of the male teachers get posts in the school management. It shows that systems dividing by gender exist in school posts.

GENDER STUDIES

The next is several practices related to gender in a school. One research concerning the view of gender equality education was conducted. “When I introduce essays, and students who are responsible for something in a class paper, I write the names of the students names in turn of boy and girl” (136). In this way, “I think gender equality education may ruin the goodness of the sexes” (137). This research tells us most activities in a school are depended on teacher’s decisions. Focusing on one policy, a name list which sexes are mixed is not used at all schools. Of course, the number of schools that accept it has been increasing compared with past practices. However, a few schools stopped using it because it is not convenient when students get physical examinations and have P.E. lessons. They have to check up students by gender. Also, in this case, schools can make decisions whether they use it or not.

There is an imbalance in school posts. Some say people should take action to prohibit the distinction between men and women, others say it is expected that it underestimates their characteristics. It might be difficult to give all the female teachers opportunities where they are in charge of posts. As for a name list, although there are some arguments, they should use it to get rid of bias. I am sure it is one step to go.

References:

Kimura I. (2014). *Gender in School Community. Teachers’ Ethnomethodology*. Tokyo: Tokyo Gakugei University Press, 2014.