
Youth Career Development Support at School and Career Development: For Cooperation between Career Education and Labor Administration

Hideo Shimomura

The Japan Institute for Labour Policy and Training

Harumi Muroyama

The Japan Institute for Labour Policy and Training

In this research, we present basic data for the establishment of a theoretical basis for studying how Japanese administrative bodies should cooperate effectively in supporting career development for youth at school in Japan. We took three aspects: “tests” as a tool supporting self-understanding; “information” for understanding jobs; and enlightening vocational “experiences,” and looked at how these three aspects are related to the self-efficacy of junior and senior high school students. Based on the research findings, we made policy suggestions for cooperation between career education at school and labor administration. In particular, we pointed out that cooperation at a more fundamental level needs to be sought between labor administration and education administration

I. Research Objectives

In June 2003, the Ministry of Health, Labour and Welfare, the Ministry of Education, Culture, Sports, Science and Technology, the Ministry of Economy, Trade and Industry and the Cabinet Office announced Young People’s Independence and Challenge Plan in order to take comprehensive human resources development measures through enhanced cooperation between education, employment and economic policies. The joint announcement of the Plan by the three ministries and the Cabinet Office means that the relevant government agencies demonstrated their readiness to deepen their cooperation for the entire society’s support for youths’ career development. The Action Plan for Young People’s Independence and Challenge, which was developed in 2004 in response to the Plan, called for prefectural labor bureaus and public employment security offices (“Hello Work”) to create regional cooperation and support systems for integral and effective implementation of career education programs.

Hello Work has traditionally been designed to cooperate with schools and other relevant parties in “vocational guidance” including (i) provision of employment information, and survey and research findings on occupations, (ii) placement of jobs meeting students’ respective abilities, (iii) provision of practical working experience, and (iv) measures to deepen students’ interests and understanding for selection of jobs. They have also implemented vocational lectures for junior and senior high school students, playing a key role in deepening youths’ job consciousness.

In order to address current youth employment problems for the entire society, however, it is necessary for young people to develop perceptions of work and jobs, recognize

their characteristics or aptitudes, and choose their respective future careers independently at school before participating in the labor market. To that end, deeper cooperation between the labor administration with various vocational resources and schools is required more than ever before.

In this respect, the labor administration side has recently given various opinions on career education at school.

Among the recent opinions, a report (on July 20, 2007) by the Research Association on Lifelong Career Development Support and Corporate Organization, as organized by the Human Resources Development Bureau at the Ministry of Health, Labour and Welfare, discussed factors behind a number of so-called “freeters” and “NEETs” hovering at a high level in Japan. Acknowledging that “young people’s education before their entry into enterprises has great impacts on their future career development,” the report concluded: “Career education at school is insufficient, while students stay away from the realities of work and are easily influenced by various information. Therefore, it is pointed out that a rising number of young people have failed to cultivate their job consciousness sufficiently and that mismatches between youths’ qualities and their careers have grown even more serious.” It also warned, “As young people fail to learn basic job consciousness and vocational skills when they should do so, their future career development may be impeded.”

Labor-related organizations have thus been looking for ways for greater cooperation to further “support youths’ career development” at school as the starting point for the formation in a bid to back up their lifetime career development amid structural economic and social changes.

Based on the above problem consciousness, in this research we intended to compile basic information for supporting youths’ career development at school, to indicate basic demonstrative data for theoretical consideration of relevant problems, and to provide basic data for planning enhanced cooperation between relevant organizations.

Specifically, we aim at making an approach to youths’ career development at school from the three viewpoints—“tests,” “information” and “experiences”—and at demonstrating how best to support their career development. Following are our reasons for focusing on “tests,” “information” and “experiences”:

First, “information” is related to youths’ understanding about jobs. Problems with youths’ career development stem from their lack of knowledge about vocational lives and the entire adult society surrounding them. Therefore, youths should be provided with necessary and sufficient job information for considering their future careers. They should be led to consider what job information they need. They should also be told of how to get and understand job information they need. These are indispensable for youths’ career development.

Second, “tests” are related to self-understanding. When youths consider their careers, they may first ask what they like and what matters to them. Then, after deepening their understanding about jobs to some extent, answers to these questions would provide important



Figure 1. The Concepts of “Information,” “Tests” and “Experiences” as Focused on in This Research

criteria for their choices from abundant future options. Youth’s career development support should be based on their full self-understanding. “Tests” are a tool to promote their self-understanding.

Third, students’ “experiences” with real work outside school provide them with practical and enlightening knowledge that they cannot get through “information” or “tests.” In addition to “information” and “tests,” therefore, school students’ “experiences” including work-based learning and internship have been promoted nationwide. It is very important to consider the impact of these experiences demonstratively.

The above concept is illustrated in Figure 1. An approach using the three angles of “information,” “tests” and “experiences” may indicate youths’ career development at school in the center of a circle, allowing us to consider youths’ career developed autonomously in the context of the three angles at school in the illustrated form.

The above concept meets a “Research Report on Career Consulting Techniques 2001” by the Ministry of Health, Labour and Welfare. The report provides “Six Career Development Steps,” including self-understanding, understanding of work and enlightening experiences as three steps before the decision on career choices. Naturally, these three steps may also be taken at school. After self-understanding, understanding of work and enlightening experiences, students may make decisions on career choices and implement their decisions upon graduation, and go on to the next step of adapting themselves to jobs (See Table 1). In this research, we take a look at “tests,” “information” and “experiences” focusing on the three steps of self-understanding, understanding of work and enlightening experiences before decisions on career choices.

This research also pays attention to the “self-efficacy on career choices” as a benchmark for consideration of youths’ career development at school.

Table 1. “Six Career Development Steps” toward Implementation of Career Consulting

1. Self-understanding	Understanding self regarding future careers, jobs, duties and career development
2. Understanding of work	Understanding types and details of future careers, jobs, duties and career routes
3. Enlightening experiences	Experiences before making choices or decisions
4. Decision on career choices	Making choices among options after consulting
5. Implementation	Implementing decisions on jobs, employment, higher education, selection of career routes, direction of skill development, etc.
6. Job adaptation	Evaluating consulting results and adapting to new jobs

Note: Excerpt from *Research Report on Career Consulting Techniques* published by Ministry of Health, Labour and Welfare in 2001.

Self-efficacy is a well-known psychology concept indicating anticipation of whether one could perform well. A higher self-efficacy score may lead one to make persistent efforts and withstand some difficulties, or to take advantage of his/her capacity for making further efforts. It has been demonstrated as an almost established theory that those with higher self-efficacy scores regarding career choices may make proactive efforts to select career options, while those with lower self-efficacy scores may refrain from making career choices or end up with insufficient efforts.

In this research, we focus on the self-efficacy on career choices as one of the indicators to consider youths' career development degrees at school. Particularly, we have adopted “career choice self-efficacy scores” of Sakayanagi and Shimizu (1990). The scores indicate junior high school students' self-efficacy on career choices for 12 specific points—four each for the three areas of the educational career choice self-efficacy score, the occupational career choice self-efficacy score, and the life career choice self-efficacy score. The educational score indicates the degree of confidence in higher education choices. The occupational score represents the degree of confidence in job choices. The life score refers to the degree of confidence in a way of life. These scores are designed to respectively measure the three aspects of higher education, employment and life regarding human careers with the small number of specific points.

II. Research Methods for This Study

1. Research Methods and Survey Items

In conducting basic consideration of career development support at school, we took a

method to analyze basic data accumulated at the JILPT as well as recently collected new data and compiled them into this research. Based on accumulation and compilation of research findings through analyses of multiple data sets, in this research, we discuss career development support and career development at school.

2. Outline of Survey Respondents and Procedures

In this research, we use six data sets collected by the JILPT Department of Career Guidance on career development support at school, covering a total of 6,309 junior and senior high school students. The data sets used in this research are outlined below:

Data used in the “Information” section

- A junior and senior high school (questionnaire) survey was conducted in fiscal 2000, covering a total of 4,399 students including 2,021 junior and 2,378 senior high school students in the vicinities of Tokyo and in the suburbs of Sendai. Senior high schools where 50% of students enter employment upon graduation with another 50% proceeding to higher education were asked to take part in the survey. Eventually, the survey took place at six academic, two industrial, one agricultural and one commercial senior high schools in Tokyo and its vicinity, and one academic senior high school in suburban Sendai. Questionnaires were sent to junior and senior high schools, and were filled out by students in class and sent back.
- The first junior high school (monitor experiment) survey was conducted in fiscal 2001, covering 106 first year students (53 males and as many females) in three classes at Public Junior High School T in Tokyo. In a workplace visit class in the second school term, the OHBY (occupation handbook for youth) was used as a tool for advanced learning about jobs. Later, students were asked to fill out questionnaires about the impressions of OHBY and their career consciousness in general.
- The second junior high school (monitor experiment) survey was conducted in fiscal 2001, covering 197 second year students (103 males, 92 females and two unknown students) in three classes at Public Junior High School M in Tokyo. Students filled out questionnaires twice, before and after the OHBY use. In class, students were asked to fill out pre-learning questionnaires before the OHBY use, take a lecture of career guidance using the OHBY and fill out post-learning questionnaires.

Data used in the “Tests” section

- A senior high school (questionnaire) survey was conducted in fiscal 2007, covering 314 first and second year students (174 first year students including 81 males and 93 females, and 140 second year students including 66 males, 73 females and one who failed to fill out a questionnaire) at Academic Senior High School F in Tokyo. In a part of the career education curriculum, students were asked in class to undergo the Vocational Readiness Tests (VRT) and answer questions about their career consciousness.

Data used in the “Experiences” section

- The third junior high school (longitudinal research survey) was conducted in fiscal

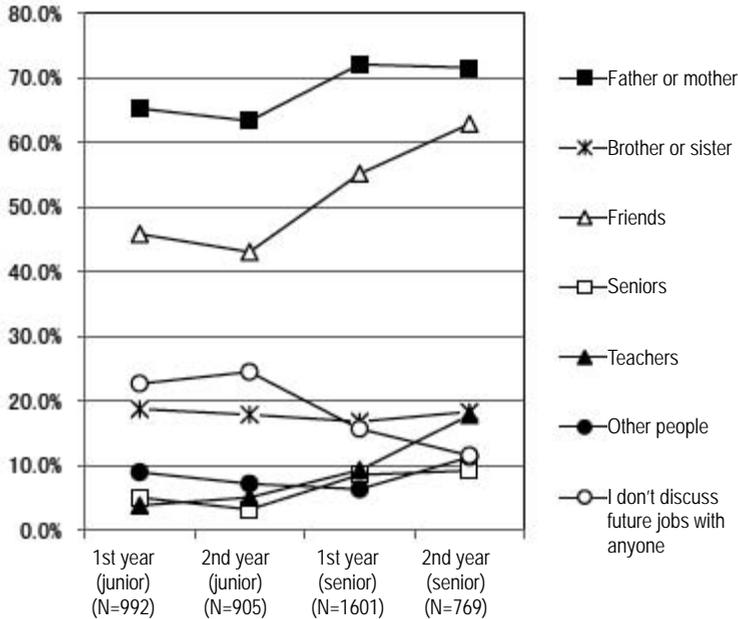


Figure 2. Grade-by-Grade Differences in Answers to a Question on Advisers about Future Jobs: “With Whom Do You Usually Discuss Future Jobs?”

2003, covering 205 second year students (111 males and 94 females) at Public Junior High School T in Tokyo. It took place in four phases from October to December. The first phase came after a general briefing in late October before work experiences. The second one was conducted after a job learning class which was implemented in late November. The third one was implemented after work experiences which was implemented in early December. The fourth one came after a reporting meeting on work experiences in mid-December.

- The fourth junior high school (questionnaire) survey was conducted in fiscal 2006, covering 833 second year students (442 males, 386 females and five unknown students at eight schools) at Public Junior High School in City M of Tokyo. Students filled out questionnaires before and after a five-day workplace experience program. Data from questionnaires by 315 students who filled out them, for a certain reason, only after the five-day workplace experience program were also used for our analysis.

III. “Information”

In this section, we look at the sources of career information available to junior and senior high school students.

Figure 2 indicates grade-by-grade data at junior and senior high schools on students’ advisers about their future jobs. Data cover first and second year students alone as third year

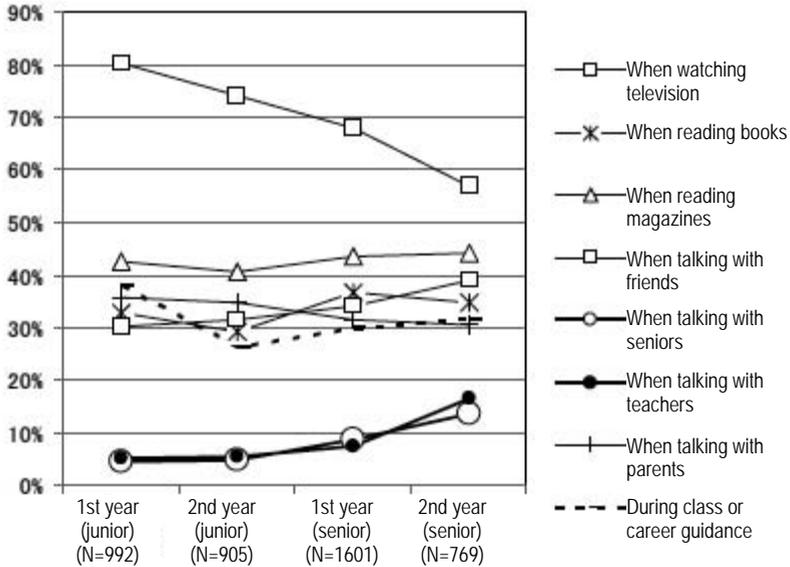


Figure 3. Grade-by-Grade Differences in Answers to a Question on Job Information Sources: “When Do You Get Information on Jobs of Interest to You or on New Jobs?”

students at both junior and senior high schools failed to take part in the survey. Figure 2 indicates that percentage shares for “father or mother,” “friends” and “teachers” as advisers are higher for older students. The percentage for students having no adviser about their future jobs is lower for students in higher grades. The figure hints that students take advantage of familiar advisers such as parents, friends and teachers as job information sources when they proceed to senior high schools from junior high schools.

Figure 3 indicates that the percentage share for television as job information sources decline while those for teachers and seniors rise as students get older. Mass media including television become far less important as students proceed to senior high schools from junior high schools. The figure also hints at the importance of teachers. Given that percentage shares for seniors are also higher for students in higher grades, we can assume that older students get job information at school more frequently.

These findings suggest that junior and senior high school students acquire most job information from familiar people such as parents and brothers or sisters, and media like television. But familiar people including family members may not necessarily have sufficient job information. Media like television also may not necessarily provide necessary and sufficient job information for junior and senior high school students. Therefore, some interventions are required for ensuring provision of sufficient job information in career development support at school.

For this purpose, the JILPT has opened the OHBY software in the form of CD-ROMs

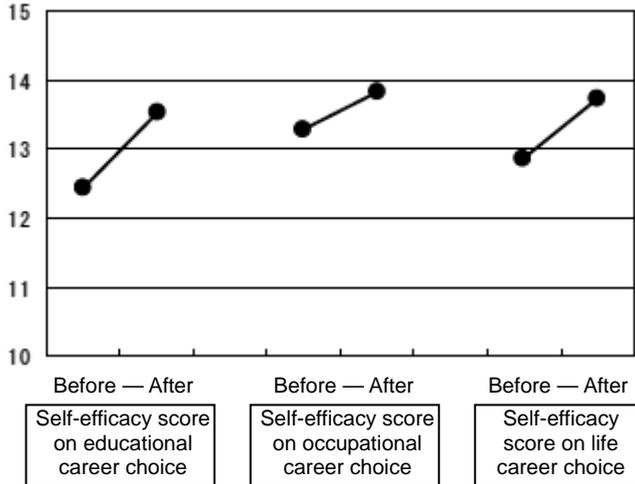


Figure 4. Changes in Average Self-Efficacy Scores on Career Choices after Use of Job Information Tool

for personal computers to support career development at school. We have asked students to answer the 12 specific questions regarding self-efficacy on career choices before and after their OHBY use and consider the effect of the OHBY use. Our analysis has found that the self-efficacy scores regarding career choices change after the OHBY use. All of the “educational,” “occupational” and “life” scores after the OHBY use are higher than before (See Figure 4).

IV. “Tests”

In this section, we use the “vocational readiness test” (VRT) to look at differences in job consciousness development between different grades or between males and females.

The VRT have been developed to measure development of job consciousness for junior and senior high school students, consisting of Test A (covering 54 question items to measure interests in jobs, Test B (covering 64 items to measure basic orientations) and Test C (covering 54 items to measure confidence to perform jobs). Tests A and C are related to specific job contents and planned to measure job orientation, while Test B is linked to daily life behaviors and consciousness, and positioned to measure basic orientations (See Table 2).

The VRT require respondents to give responses on the two aspects of interests in jobs for Test A and confidence in job performance for Test C. Past data collected in the course of VRT revisions indicate that scores are similar for interests in jobs and confidence in job performance. This means that people are confident in performing jobs in which they are interested. Test B’s basic orientation scores have highly positive correlation with Test A and

Table 2. Correlation Coefficients for the VRT Scores (Pearson's Correlation Coefficient)

Holland's six interest types		Test A						Test B		
		R	I	A	S	E	C	Orientation		
								Data	People	Thing
Test C	R	.82**	.41**	.16**	.08	.36**	.20**	.25**	.21**	.47**
	I	.40**	.77**	.24**	.19**	.27**	.22**	.33**	.05	.32**
	A	.14*	.23**	.81**	.26**	.45**	.15**	.42**	.28**	.41**
	S	.10†	.21**	.33**	.76**	.44**	.16**	.33**	.45**	.25**
	E	.27**	.25**	.41**	.31**	.78**	.21**	.44**	.38**	.24**
	C	.22**	.12*	.26**	.15**	.26**	.71**	.42**	.07	.17**
Test B	Data	.18**	.27**	.41**	.20**	.42**	.33**			
	People	.16**	.04	.24**	.42**	.34**	.01			
	Thing	.47**	.38**	.43**	.22**	.24**	.12**			

Note: **: p<.01; *: p<.05; †: p<.10; Absence of mark: Below statistically significant levels.

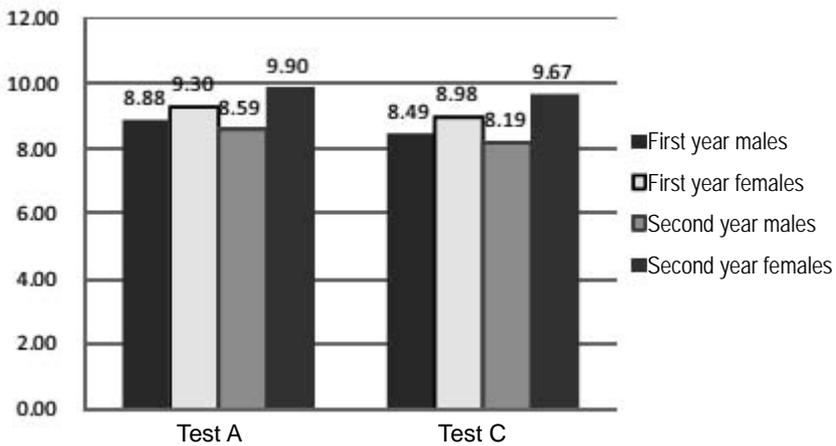


Figure 5. Average Degrees of Differentiation by Grade and Sex

C scores in areas related to personal characteristics. Our test data also indicate the positive correlation.

As for interests in jobs (Test A) and confidence in job performance (Test C) in the VRT, a gap between the highest and lowest scores regarding areas of interest is defined as the “degree of differentiation.” A higher degree of differentiation is interpreted as indicating a greater development in job consciousness. Figure 5 indicates average degrees of differentiation for male/female and first/second year senior high school students in Tests A and C. Among males, the degree of differentiation for second year students is lower than for first year students. Among females, however, the degree of differentiation for second year stu-

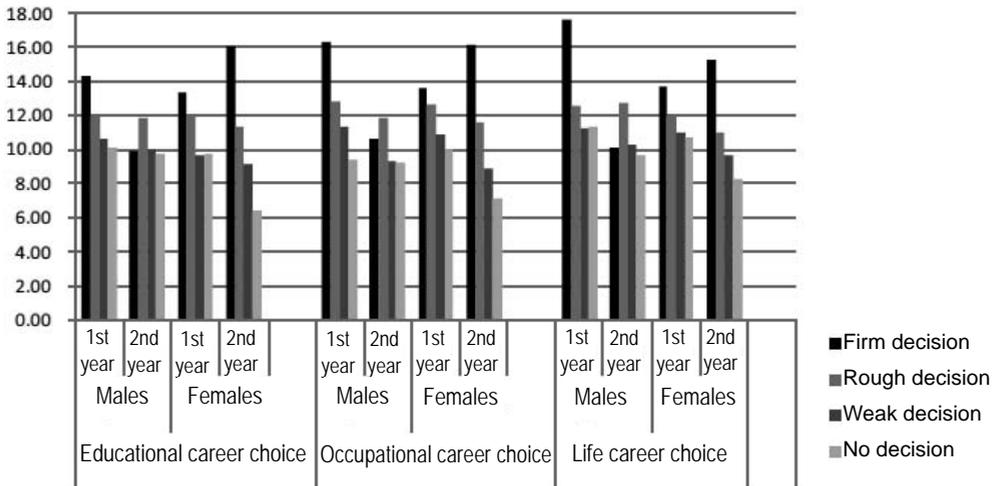


Figure 6. Average Self-Efficacy Scores on Future Careers by Degree of Decisions, Sex and Grade

dents is higher than for first year students. The degree of differentiation for females is higher than for males in both grades of students. Such tendency is seen in both Tests A and C. Due to the tendency difference between males and females, statistical examinations have failed to indicate that the degree of differentiation is higher for older students. But they have confirmed that the degree of differentiation for females is higher than for males.

Furthermore, centering on the self-efficacy scores of career choices, we considered their relations with variables, such as responses to questions concerning the consideration of future careers, the degrees of confidence in school subjects and VRT responses. Figure 6 indicates average responses to self-efficacy scores by grade and sex for different degrees of decisions on future careers. Among first year males and females and second year females, self-efficacy scores are higher for those who have firmly decided on their future careers. Such scores are lower for those who have made lower degrees of decisions on future careers. Particularly, the gap is very large between second year females who have made firm decisions on future careers and those who have yet to make decisions on future careers. Among second year males, however, self-efficacy scores are the highest for those who have made rough decisions on future careers but differences are smaller among their responses. Thus, self-efficacy scores on future careers are almost the same irrespective of career consciousness gaps among second year males, while a large score gap exists between second year females with higher degrees of career consciousness and those with lower degrees.

The differences between males and females in degrees of differentiation seen among VRT data and in details of self-efficacy development indicate the importance of considering development of career consciousness not only by grade or age but also by sex. If a difference exists between males and females in development of career consciousness, schools and labor administration authorities may have to give considerations to challenges and problems

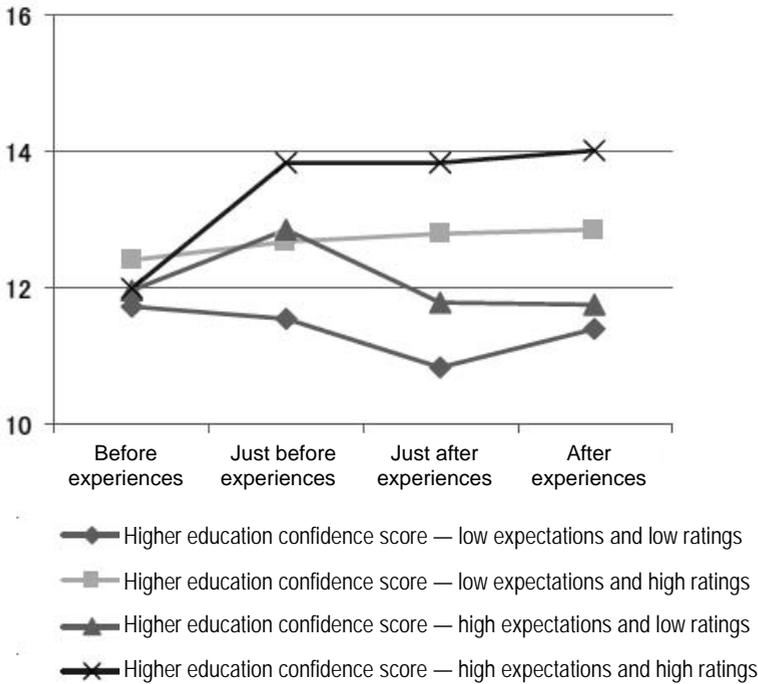


Figure 7. Changes in Higher Education Confidence Scores of Career Choice Self-Efficacy Scores for Four Groups of Students Divided by Expectations and Ratings on Work Experiences

based on gender difference in consciousness development in setting goals and devising effective measures for supporting career development.

V. “Experiences”

In this section, we take a look at work experience. Particularly, we have considered factors behind changes after work experiences, based on surveys of students before and after such experiences. Factors subjected to our consideration include expectations before work experiences and ratings after such experiences. Students with higher expectations before work experiences are expected to make more positive efforts, while those with lower expectations are predicted to make less positive efforts. Higher ratings after work experiences are expected to indicate that the experiences are interesting, fulfilling and satisfactory. In contrast, lower ratings are expected to suggest that the experiences are not so interesting or satisfactory.

We have divided students into four groups—low expectations and low ratings, low expectations and high ratings, high expectations and low ratings, and high expectations and high ratings. We have conducted a dispersion analysis on changes indicated by four career

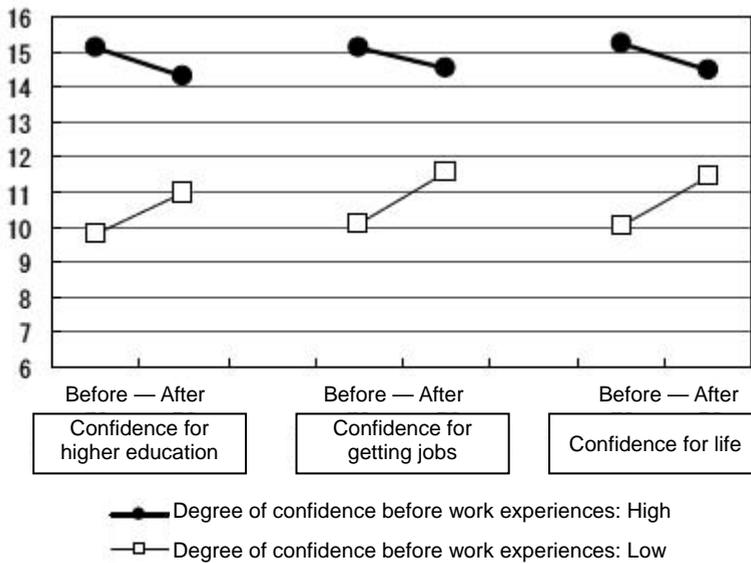


Figure 8. Confidence Changes after Work Experiences by Degree of Confidence before Experiences

choice self-efficacy score surveys and their types. Figure 7 indicates only education career choice self-efficacy scores representing degrees of confidence. Overall, students with high expectations before work experiences and high ratings after such experiences were the most confident, followed by those with low expectations and high ratings. Students with high expectations but low ratings lost confidence sharply, indicating that how students are impressed with work experiences and rate such experiences is important.

As shown in Figure 8, the results generally indicate that students who had been highly confident before their working experience became less confident after such experience, and that those who had not been very confident before this type of experience became more confident afterwards. This means that work experiences may not only make students’ consciousness about future careers positive but also change too-positive consciousness into less positive consciousness and too-negative consciousness into positive consciousness. The data tentatively prove that actual work experiences can make students’ consciousness about future careers more realistic.

In this research, we also analyze the students’ free reports written after work experiences.

First, we paid attention to the volume of writing or the number of letters in each free report and considered how the volume of writing on specific themes affected students’ confidence after the work experiences. As indicated by Table 3, “confidence before work experiences ($\beta = -.41$),” “the most terrible among your work experiences ($\beta = -.09$)” and “ideas about higher education after work experiences ($\beta = -.11$)” were statistically signifi-

Table 3. Factors Influencing Changes in Confidence on Higher Education after Work Experiences

	β	sig.
Sex (1=male, 2=female)	-.02	
Confidence before work experiences	-.41	**
Free reports after work experiences		
What business operations have you experienced?	-.03	
What was the most impressive among your work experiences?	.06	
What was the most pleasant among your work experiences?	.01	
What was the most terrible among your work experiences?	-.09	*
What was the most useful among your work experiences?	.03	
What did you discuss with parents about your work experiences?	.06	
What did you discuss with friends about your work experiences?	.03	
What did you discuss with coworkers during your work experiences?	-.02	
What are you planning to do after your work experiences?	.02	
What are changes in your way of thinking after your work experiences?	.02	
What are your ideas about higher education after your work experiences?	.11	*
What are your ideas about the workplace after your work experiences?	-.03	
What are your ideas about the future after your work experiences?	.01	

Note: β means the standard partial regression coefficient. ** $p < .01$ * $p < .05$.
Contribution rate [R-squared] $R^2 = .16^{**}$

cant as factors influencing degree of confidence on education career choice self-efficacy. We have thus found that students with lower confidence before work experiences tend to have higher confidence after such experiences (see Figure 8), that those with less volume of writing on terrible work experiences tend to have higher confidence, and that those who have opportunities for thinking about higher education through such experiences and write a lot about higher education tend to have higher confidence on higher education.

Next, we paid attention to contents of students' free reports. After considering contents of free reports on "ideas about higher education after work experiences," we found that the contents had close relations with the volume of writing. Table 4 shows the contents broken down by the volume of writing on "ideas about higher education after work experiences." Reports with a larger number of letters tend to specify the significance of and reasons for proceeding to higher education and what they should do toward higher education. This tendency may be natural because of differences in the number of letters for free reports. But this indicates that what degree of significance of higher education students can deduce through the same work experiences may depend on their respective interpretations of such experiences.

Table 4. Contents of Free Reports on Ideas about Higher Education after Work Experiences (Broken Down by the Volume of Writing)

Contents of free reports by top 10 students for high volume of writing
<p>I would like to go to senior high school and university to continue studying because basic studies and knowledge are required for any job.</p> <p>I was told at the workplace that I should study steadily to prevent myself from feeling pressed just before examinations for higher education.</p> <p>I would like to make persistent efforts to improve my academic capability because my academic grade has yet to reach a level for a school to which I want to go.</p> <p>I would like to know more about child-care and go to a school handling the matter. To this end, I would like to go to a higher-level senior high school.</p> <p>I have learned that I am still a half-man and it's too early to work and I should study more about society at a senior high school.</p> <p>I thought I would never make light of working when I take a side job after proceeding to a senior high school.</p> <p>While thinking about various schools (including universities with veterinary science faculties), I am still undecided.</p> <p>I thought I should begin now to slowly consider a higher education school that suits me as much as possible.</p> <p>I would like to find properly what I want to do and think about various things in pursuit of the goal.</p> <p>As a matter of course, I may go to a school to which I want to go. I would like to choose a school in view of such factors as school characteristics.</p>
Contents of free reports by 10 students using some 20 letters
<p>I did not think about higher education through work experiences.</p> <p>I would like to be confident of my strengths and do my best.</p> <p>I would like to decide on my future course toward my future dream.</p> <p>I would like to decide a school of first choice within this year or by next February.</p> <p>I would like to pursue higher ground to get a better job.</p> <p>I would like to study hard whatever school I would go to.</p> <p>I would like to proceed to a senior high school without failure for the immediate future.</p> <p>I would like to do my best to proceed to a better senior high school.</p> <p>I would like to hustle in order to enjoy a pleasant senior high school life.</p> <p>After graduating from a senior high school, I will proceed to a junior college, pass a national exam and get a job.</p>
Contents of free reports by 10 students using some 10 letters
<p>I have been given due considerations.</p> <p>I am not confident of doing well at the current pace.</p> <p>I have no idea about higher education.</p> <p>What senior high school should I choose for entrance examinations?</p> <p>I would like to think from now on.</p> <p>I will go to a senior high school anyway.</p> <p>I would like to enter a senior high school of my choice.</p> <p>I thought that studying is important.</p> <p>What senior high should I go to?</p> <p>The workplace has no link to my future.</p>
Contents of free reports by 10 students using some five letters
<p>Proceeding to a senior high school</p> <p>Nothing special</p> <p>Nothing special</p> <p>Little idea</p> <p>Nothing special</p> <p>No change</p> <p>Nothing special</p> <p>Nothing special</p> <p>Nothing</p> <p>Little idea</p>

VI. Implications about Future Career Development Support at School

In this research, we considered three aspects regarding future career development support measures at school based on demonstrative data: (i) the functions of job information, (ii) the utilization of psychological tests and (iii) the effects of work experience.

The results of this research are summarized as follows. First, concerning the functions of job information, (i) information support required for career development support, (ii) the functions of job information in career development support at school and (iii) the importance of job information and information skills in career development support have been suggested.

Secondly, concerning the utilization of psychological tests, useful findings have been obtained on (i) utilization of psychological tests at school, (ii) implications from the Vocational Readiness Tests and (iii) the relationship between self-efficacy formation and various variables, etc.

Concerning the effects of workplace expectations, we have obtained important results concerning (i) the aptitude treatment effects of work experience and gaps between the different sexes, (ii) realization (leveling) of career consciousness through work experience and (iii) the effects of work experience to be considered.

In response to the above results, we would like to make the following three implications on the relationship between labor administration and career development support at school.

First, it is important for relevant parties to cooperate in career development support at school. In this research, we indicate that junior and senior high school students' career/job consciousness is unstable. It thus points out anew the importance of career development support at school. It has long been pointed out that career development support at school, new senior high school graduates' career choices, and later career development have close relations. Many studies have indicated that new senior high school graduates' mischoices could lead to freeters and NEETs representing unstable employment of youths. School students are expected to emerge as job seekers in regional job markets. The absence or presence of sufficient career development support for students at school will have a great impact on their future adult career development. Career development support at school means that effective support should be provided not only after students' job market participation but also before their graduation. Experts and relevant organizations should be prepared to provide career development support services to guide students' career development into more appropriate directions.

Second, it is important to develop and diffuse career guidance tools. In this research, we see that findings about information and tests indicate that the labor administration side's provision of career guidance tools can support promotion of youths' career development at school indirectly. The JILPT has continued research and development of career guidance tools for a long time and these tools have been effectively utilized for career development

support at school. In reality, it may be difficult for Hello Work public employment security offices to be involved somehow in career development support at school without any tool. If they were to provide better career guidance services, it would be more effective in many cases for them to use tools with some established procedures and with a certain level of effectiveness already demonstrated. Even at present, the labor administration side frequently uses some tools for participating in career development support at school. This research is significant in that it provides findings as the base or background for utilization of such tools.

Third, it is important to accumulate, consolidate and compile know-how for career consulting. Advisers and counselors have respectively accumulated their personal know-how for youth career development support at school. The government should consider consolidating and standardizing such know-how in some way to enhance indirect career development support at school throughout Japan. Regarding career consulting services under development at the labor administration side for youths and educational institutions, particularly, the findings in this research may give implications on how best to grasp impacts of “tests,” “information” and “experiences” on individual students accurately and how best to support their guidance into decisions on career choices. In this research, we find that attention should be paid to differences between males and females when “tests” are effectively utilized in career development support at school. Regarding “information,” in this research, we also find that information should be provided from the viewpoint of experts since students are influenced greatly by their family members, friends and mass media. Regarding “experiences,” in this research, we can also see that their effects can heat up some students and cool down others. Their effects may thus differ depending on students’ attributes. We believe that we have received a vision that we can consolidate and standardize more practical know-how for career counseling, from consolidating, accumulating and compiling these findings, these findings could be consolidated, accumulated and compiled to consolidate and standardize more practical know-how for career consulting.

Finally, regarding all themes taken up by this research, we would like to note that more essential cooperation between labor and education administration agencies should be pursued. Career guidance links schools to work. But career guidance is peripheral for both schools and labor administration agencies and frequently fails to attract attention from either. The problem of unstable youth employment in the transition from school to society in Japan often emerges as youths are trapped between school and jobs. Particularly, schools and public employment security offices should always cooperate in supporting youths to ensure that school dropouts, jobless university graduates and other youths separated from schools can receive continuous, immediate and appropriate career development support. Therefore, career development support measures at school should rather overlap with those at public employment security offices. As noted at the outset of this paper, the Japanese government is seeking to support youths’ independence through cooperation between relevant government agencies. We can conclude that enhancement of such cooperation is essential to career development support.

Reference

- Sakayanagi, Tsuneo, and Kazuaki Shimizu. 1990. Chugakusei no shinro kadai jishindo to seiyakuwari jiko gainen to no kanren [The relationship between three confidence aspects for career tasks and sex role self-concept among junior high school students]. *Career Guidance Study*, no. 11:18-27.