

MIMIZUKA, Hiroaki

Trustee, Vice President

■ Researcher information

Contact

Email: mmizuka.hiroaki@ocha.a.cjp

Major

Sociology of Education



■ Research topics

Japan Education Longitudinal Study (JELS)

Keywords

Academic achievement, Career Choice, Aspiration, Transition, Family background

Contents

■ Overview (background, goal, detail)

In our changing society in the early 21st century, we can find the “risks” of transition and educational system in socialization (academic achievement, ability, personality formation), selection and distribution of human resources (smooth transition to work), and realization of equitable society through socialization and selection/distribution. Each risk needs to be investigated in order to assure smooth transition from childhood to early adulthood. The purpose of JELS is to obtain various statistical portraits of human development (e.g., academic achievement and ability, aspiration, career, academic qualification, job, status attainment) through a longitudinal study, and to discuss the interactions between the abovementioned factors and family background and regional context. The ultimate purpose of JELS is to find measures to create an educational system to overcome various risks of transition.

■ Process

From 2003 to 2011, we have implemented three waves in A area in Kanto region and C area in Tohoku region targeting 3rd grade, 6th grade, 9th grade, and 12th grade cohorts. Each wave included the following studies: (1) student questionnaire, (2) achievement test, (3) teacher questionnaire, (4) parental questionnaire, and (5) high school graduate questionnaire. Both the achievement test and the questionnaires were uniquely developed for this study.

■ Case Study

In the small local city, the differences of academic achievement between social classes were relatively small. In the middle-sized city within the metropolitan area, children’s academic achievement were affected by the level of monthly educational expenses, level of educational expectations for the child, and income level of the family. Inequalities in children’s academic achievement in our society should be grasped in the context of the substitution of “parentocracy” for meritocracy.

**WEALTH + EXPECTATION
=ACHIEVEMENT**

Intellectual properties (Patents, computer programs), productization, publications and social/industrial contributions

1. Publication of Annual Reports JELS Report No. 1~No. 14
http://www.li.ocha.ac.jp/hss/edusci/mimizuka/JELS_HP/Welcome.html
2. Feedback to education administrators, schools, parents and students in the research sites.
3. Open seminars and symposiums
4. Presentations at academic conferences

Potential of social/industrial contribution

■ Joint research/ licensing / technical consulting / knowledge sharing (open courses, workshops, publications)

1. Collaboration with schools to implement applied research on formation of academic achievement and career.
2. Contribution to technical skills on collecting and analyzing panel data.
3. Expansion to comparative study by implementing similar questionnaires in Hong Kong and Shanghai.
4. Dispatch of seminar lecturers on topics such as formation of student achievement and career path, and out-of school education.