

研究ノート

Revealing aspects of reality shock employed less than one year; experienced by nursery teachers by interviews

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Abstract: In Japan, there is a problem of lack of nursery teachers. One of the conceivable reasons is early turnover caused by reality shock. Reality shock is caused by large gaps between their expectations before employment and their experiences on actual job, and it causes various stress reactions. Reality shock felt by Japanese professional person had been researched mainly about nurses. However, a few research about the nursery teacher exists. We intended to reveal various aspects of reality shock experienced by nursery teachers. We interviewed 8 members of the nursery teachers who were employed less than a year. We carried out the following procedures: Creating verbatim records from participant's remarks, separation of contents from verbatim records, and classification of separated contents from the aspects of reality shock.

Key Words: lack of nursery teachers, reality shock, interview

1 Situation in Japan : Hidden issues related to nursery school teachers and their early job-leaving problem.

Japan is having a problem of the children on the waiting list for nursery schools, because the efforts in providing childcare facilities, which are necessary for women who have a child/children to work, have not been able to meet its demands so that mothers cannot find nursery facilities for their children against a backdrop of lack of nursery staffs. According to the Japan Broadcasting Corporation's report in 2013, 380,000 nursery school teachers are working which is only 35% of the licensed people showing that there are 680,000 "potential nursery teachers" who are not actually working although they have licenses.

The Ministry of health, labor and welfare defines the "early job-leaving" as a job-leaving less than 3 years after graduation from junior-high school, high school or university. Many of potential nursery staffs were people who once worked as nursery

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staffs but left the job early. According to the research done by Kato & Suzuki (2011) on nursery facilities in Shizuoka Prefecture, total of 50 nursery teachers left their job within 3 years, in 31 out of 66 facilities which responded, and of which 16 people quit their job less than a year. It is needed to take measures to prevent nursery staffs from early-leaving.

2 Researches in Japan regarding nursery staffs' early job-leaving.

Currently there are only a few researches which consider organized measures for nursing staffs' early leavings. The academic information search database, the CiNii (NII academic information navigator), only hits 19 cases with the words “childcare” AND “early job-leaving” at January 6, 2017.

Endo, Takeishi, Suzuki& Kato (2012) focused on the side of facility to be employed and the side of nursery teachers capture the problem of early job-leaving differently and difficult to understand the reason of it each other. Endo et al. proposed to learn young nursery teachers' feelings of thinking and attitude. They studied graduates from nursery teacher training facilities who have been working within 5 years and learned situation on retirement and job change as well as characteristics on how they think about the job, work environment and so on. The research shows that there are many common factors between the reasons of actual job-leavings and “feeling to leave” which the continuous workers have experienced. Specifically speaking, the factors which affected to the actual job-leavers' decision are; “doubt on policy in the workplace”, “mental and physical disorder”, “human relationships within workplace”, “no hope can be seen for the future”, “not enough holidays”, “many overtime works”, and “lost confidence on the work”. On the other hand, the factors of “feeling to leave” from the continuous workers are; “difficult to take holidays”, “many amount of work and tiring”, “physically hard”, “too heavy responsibilities”, “cannot feel a sense of fulfillment nor joy”, “human relationships within workplace”, “doubt or problem on the facility's policy”.

3 The idea called “Reality Shock”

Clinical nurses who are also professional workers same as nursery school teachers have same problems of early job-leaving. The CiNii hit 79 cases with the words “nursing” AND “early job-leaving”. Among them, there are researches studying the “reality shock” which describes conditions for new clinical nurses.

The definition of the reality shock generally used in the nursing field is “a term used to describe the phenomenon and the specific shock-like reactions of new workers when they find themselves in a work situation for which they have spent several years preparing and for which they thought they were going to be prepared, and then suddenly find that they are not.” by Kramer (1974). Same phenomenon can be seen also in

situations surrounding nursery teachers. The research by Tanigawa (2013) raises the Reality Shock for nursery teachers and shows clearly the process in which the Reality Shock brings about nursery staffs' growth through the interviews. Matsuda, Shitara, & Hamada (2016) developed a scale for childcare training. They called idea like reality shock including positive affects of experience, "unexpected reality". Overall, few researches study the reality shock of nursery teachers in Japan.

Okamoto & Iwanaga (2015) regarded reality shock in new nursing graduates as stress reaction raised by cognitive discordance come from gaps between their expectations and their real experiences. It is worth to extract contents of gaps between expectations and real experiences perceived by new nursery teachers.

4 Purpose of the research

We are developing a unit of measurement for the Reality Shock for new nursery teachers in Japan. In order to create factors for the measurement, we conducted interviews with nursing teachers who spent 1, 2, 3 or 4 years after graduation from training school. The purpose of this research was to extract contents of cognitive gaps account for reality shock about which nursery teachers feel. Here we introduce contents learnt from a teacher who spent 1 year after graduation.

5 Method

We conducted semi-structured interview to 8 nursery school teachers who have been employed at a nursery facilities right after graduation from college.

As the Reality Shock occurs several months after the graduation (Kramer, 1974), we arranged the timing of interview from May to July which is, for them, 1 to 3 months since they started working. The interview had been conducted at the laboratory in the university with 1 or 2 interviewees at one time. One interview took about 1 hour.

The Table 1 describes interview guide. Since it was not fully structured, but semi-structured interview, some cases had detailed questions for specific topic or additional questions which were not in the guide in accordance with the direction of conversation and requests or opinions from interviewees. Once the interview agreed, we had recorded the conversation between an interviewer and an interviewee through IC recorder.

After we put recorded contents through verbatim transcript, we divided them per meanings and wrote contents on each card. Card creation and contents classification were done by 3 adults who had no idea about working situation in nursery school industry which was the background of the research. For card creation and classification, the KJ method (Kawakita, 1967) was referred. These procedure intended to prevent classification affected by existing precept and criteria.

6 Result and Consideration

The result is shown in the table 2 and 3. The gaps were divided into 2 categories of valence, positive and negative, as Ogata (2012) pointed out. As the purpose of this study was to extract contents of cognitive gap which raise stress reaction accounting for early job-leaving, let us discuss the negative gaps mainly. We thought from a result as follows.

New nursery teachers who started working in the year right after their school days are forced to face too many responsibilities and documents to work on as well as complicated relationships.

Human relationship has 4 dimensions consisted of children, parents, colleagues entered at the same age, and elder colleagues. They suffer from pressures on each relationship such as; “they cannot be taken as a nursery school teacher” from their relationship with children, “they cannot be trusted as a professional nursery school teacher” from their relationship with parents, and “they are rebuked, working environment forces them follow” from their relationship with elder colleagues. Moreover, as colleagues entered at the same age often play a supporting role with their relationship, their feeling of early-leaving will be even stronger when their fellows left the job.

They have to learn so many procedures for their work as well as writing so many amounts of documents. Elder colleagues would teach them how to write those documents, however, it could let them feel that “they get hurt from what they were said by their seniors” when “the senior is too strict in teaching how to write documents”.

They are trying to pay attention on their health condition, but it could get hurt by stress. Morimoto, Hayashi, & Higashimura (2013) studied people who worked at a kindergartens or nursery schools for the first time in their career after graduation from a training school but left the job early, or has spent more than 3 years working there but quit in the end. As a result of 30 minutes-semi-structured individual interview and analysis of early job-leaving, the study concluded that the biggest factor was the gap in of required practical skills between what they imaged at the graduation and those in actual situation when they work. Our research also shows that many of the new nursery school teachers feel gap compared to their school days.

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9 Literature

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Table 1 Interview Guide

Interview contents	
1.	Is there any gap, or difference between the images you had before you started working, and actual situation after you started working? If yes, what kind of gap is it? Please tell us as many as you can think of.
2.	As for the gap, what did you feel? What did you think? And how did you feel?
3.	As for the gap, did you make any action?
4.	As for the gap, is there any changes in your physical condition? For example, have you felt that you couldn't sleep or you didn't feel like eating? Please tell us if there is anything changed in your health condition.
5.	As for the gap, is there any impact on your life? If yes, please let us know the detail.
6.	Please tell us if there is anything else you have regarding the gap.

Table 2 Positive gap

Positive gap	
The growth of myself is realized.	I came to work, and my figure could be seen now objectively.
	It is helpful to have learned for school days.
	I have a feeling of growing actually.
It's fun to concern a child.	A child is cute.
	I'm happy that a child tames.
	A child is cute.
It's fun to concern a child.	It's fun to concern a child.
	I'm glad about child's growth.
I'm glad about child's growth.	I'm glad about child's growth.
	The relationship among the staffs are good.
	You can get advice from a senior nurture person.
There is support from a senior nurture man	A senior nurture person is gentle.
	I'm resisting each other with a same year
I assist it with the same period.	
There is environment that I tend to work.	We have the atmosphere which doesn't have to work overtime.
	A manual of a workplace is complete so that it may be easy to work.
I'm satisfied with the working condition of the school.	A paid organization is complete accurately.
	I'm satisfied with payment.
Work is fun.	Work is fun.
There is a person who supports.	The family helps me.
	I came to communicate with my friends in other schools.
	It's a support to talk with my friends.
I came to self-manage.	I became careful of physical condition management.
	I came to use my private time more importantly.
	Living rhythm got a job, and was complete

Table 3 Negative gap

Negative gap						
The human relations between the staff are difficult.	The human relations between the staffs are difficult.	The human relations between the staff are difficult. I am too busy, and human relations are nervous.	heavy burden of work	Documents burden you	The form of documents are instructed strictly too many documents difficulty of writing documents	
	You can't get cooperation between the staff.	You can't get cooperation among the staffs. Allotment of roles among the staffs isn't clear, so it's difficult.		Shortage of labor staffs.	nurture persons leaves steadily insufficient of hands	
	There is a fearful senior nurture person.	Even if scolded from a senior nurture person, it isn't convincing.		Even if scolded from a senior nurture person, it isn't convincing. I am hurt for the way of speaking a senior nurture person.	Equipment is insufficient.	Facilities necessary for work are not enough
		There is a fearful senior nurture person.		There is a fearful senior nurture person.	Time of the work is long.	Working hours are long.
		When scolded from a superior, I shrink.		When scolded from a superior, I shrink.	There is a lot of overtime work without pay.	There is much unpaid overtime.
	You often pay attention from a senior nurture person.	I am often warned from a senior nurture person.		There is a lot of takeout work.	There is a lot of takeout work.	
	The pecking order of the senior junior is severe.	When a senior and a stay I cannot come back and am hard to come back		When a senior and a stay I cannot come back and am hard to come back There is the atmosphere that you should obey in saying of the senior nurture person	I have heavy responsibilities.	Though I'm a new face, you entrust the work of which I have heavy responsibilities. Too busy.
		There is no support from a senior nurture person.		A senior nurture person is not reliable.	I am busy.	I'm too busy, and necessary work can't be done. During working, it's always run after at time.
	Support from a superior isn't got.			The hand is taken by unplanned work.		The hand is taken by unplanned work.
	I have trouble with parents' correspondence.	Communication with parents is difficult. There is the trouble among the parents.		The lack of the ability is felt.	The lack of the ability is felt.	There is a lot of training. There is a lot of work to remember. There is much more work you must learn than those of the training of school days.
A policy in a garden has a doubt.	Each nursery schools has original tradition.	There is a lot of work to have to remember.	There is a lot of work.			There is much work.
	There is a question about the policy of the school.	It must prevent you from lowering the reputation of the school.	There is business besides the nurture.			There is business besides the nurture.
	It isn't the workplace which can also do after marriage and childbearing.	Even if I am in bad condition, I can't rest.	Work is tired.			Work is tired. I think the school days were comfortable.
There is dissatisfaction in the working condition of the garden.	When talk in other schools is heard, it's blessed and enviable	Of the work contents, there is little payment comparatively.	You are request to judge by yourself, and to move.			You are request to judge by yourself and to move.
	Even if I'd like to resign from it, we have the atmosphere from which can't resigned.	I think it should have been employed in other ones. There is the feeling that I want to quit but continues it for guts. There is not confidence continuing a childcare person. I cannot do it when not practical with work to get a salary.	The want of ability is felt. I do not seen from a child look as a nurture person. I can't notice the thought that child's behavior is in the back. A child can't see me as a nurture person. I can't be judged as a grown-up nurture person from a guardian. Without being made successfully, work is impatient.			
	There is feeling that I'd like to resign from a nurture person.					Student apprentices come, so one has to be a good example.
Social support isn't got.	I was not able to meet the friends of my school days. I cannot talk about a trouble of the work with a family and friends. The support of the family is not provided.					It isn't useful that it was learned in school days.
Stress reaction	Even if there is a stress, I stand it.	Even if there is a stress, I stand it.	It's difficult to concern a child.			There is a child who needs a lot of looking after. Newcomer's child cries in the beginning of the fiscal year, so it's serious.
	I ate and drank too much for stress.	I ate and drank too much for stress.				You infect with the disease from a child.
	I got out of shape for stress.	I got out of shape for stress.		To scold a child becomes stressful.	To scold a child becomes stressful.	
	My body is tired.	My body is tired.		I'm alarmed in child's safety.	I'm alarmed in child's safety.	
	Work doesn't get away from the beginning.	Work doesn't get away from the beginning.				
Private time became little.	Private time became little.					