

Determining Qualifications for Club Activities Instructors

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Abstract: On April 1, 2017, the Ministry of Education in Japan established Club Activities Instructors (CAI). The purpose of this research is to identify the necessary requirements for becoming a CAI in junior and senior high schools. In addition, currently, there is no system to employ CAIs. The author will examine how Municipal Employment Agency should employ CAIs. In this research, the author interviewed three teachers at a public high school in Hyogo Prefecture, Japan and identified the types of abilities and education that is necessary for a CAI. As a result, it became clear that for CAIs to be effective, they must have knowledge of students' security and safety issues and expertise. The author concluded that there is a need to use CAI who have a background in teacher education and who can pass the same recruitment test as the teacher with the results of this research.

Keywords: Club activities instructor, commonality, school education ,expertise

INTRODUCTION

The purpose of this research is to identify the necessary requirements for becoming a Club Activities Instructors (CAI) in junior and senior high schools. In Japan, school education has club activities. A club activity is an activity that students can join with teachers' supervision after school and on holidays.

On April 1, 2017, the Ministry of Education in Japan revised the Regulation of School Education Law to establish using CAIs in schools. Employing CAIs has two positive points: (1) it lessens the teacher's burden, and (2) it raises the quality of coaching for students. However, CAIs must consider students' security and safety issues to avoid bullying and corporal punishment that may occur in clubs.

This research attempts to understand the requirements of becoming a CAI so that future problems such as bullying and corporal punishment will be kept at a minimum.

Currently, there is not a system to employ CAIs. However, school can employ External Instructors (EIs), who have similar roles as CAIs. However, EIs cannot take students to tournaments and games.

Uchida (2015) stated that when compared to teachers, EIs tend to impose more practice sessions on students with little consideration for safety.

Furthermore, Matoji, O., Takemura, N., & Shirai, T. (2016) indicated that one of the negative points of establishing EIs is that they do not know about every student's lifestyle in school.

However, when a CAI is established in school, if a CAI caused problems, the school must take considerable responsibility. Therefore, the author suggests that the answer to how to hire CAIs is with teachers who must work with CAIs and know their workplace.

METHODS

In this research, the author interviewed three teachers at a public junior and senior high school in Hyogo Prefecture, Japan. The contents of the interview were:

1. What do you think about hiring CAIs?
2. What are the essential abilities that CAIs need?

The author summarizes the interview responses in Table 1.

Table 1. Interview Responses

	Years Teaching	School	1	2
S	31	Senior	It is good. But, club activity system should change.	Knowledge of education and schools
T	30	Senior	It is good. But, the labor cost will be a problem in the future.	Expertise

	Years Teaching	School	1	2
B	2	Junior	It is good. But, there are many problems.	Expertise

RESULTS & CONSIDERATION

The author identified the types of abilities and education that is necessary for a CAI. As a result of analysis of the interviews, there were two requirements. The author named one requirement as “commonality” and the other as “expertise”.

For CAIs to be effective, they must have commonality of students’ security and safety issues and rules such as not using corporal punishment. In addition, commonality needs knowledge of education and schools, cooperativeness with teachers, and instruction abilities. These are important characteristics. These include detailed abilities like CAIs must enjoy working with students.

Expertise also can include instruction abilities. In addition, CAIs should have expertise in the activities that they will supervise. The author believes that the expertise in areas they will supervise is important knowledge. Through the responses of these interviews, it is clear that CAIs need knowledge about education and schools.

However, one teacher indicated that CAI’s sometimes must provide students with the opportunity of contacting people outside the school by scheduling exhibition games and participating in workshops.

Therefore, expertise and commonality includes relationships with people inside or outside the school and who have knowledgeable of the activity that the CAI will supervise.

CONCLUSION

The results of this research suggest that there are three necessary requirements for becoming a CAI in junior and senior high schools. These requirements are knowledge of schools, expertise in the activity and relationships with people outside of the school.

The author believes that there is a need to have CAIs who have a background in teacher education and who can pass the same recruitment test as the teacher.

Therefore the author compares requirements necessary for CAI with elements of Japanese teacher’s recruitment test in public school in Table 2.

Table 2. Contents of Japanese teacher’s recruitment test in public school (By numbers of prefectures that require the tests)

Number	Kind of examination required	Ability
43	Paper test (Education and schools)	Knowledge (Education and schools)
46	Paper test (Subject area)	Knowledge (Expertise)
31	Practical skills test	Instruction ability
19	Micro teaching	
33	Interview (Personal)	Personality
14	Discussion	Cooperativeness
12	Interview (group)	

The author suggests that CAIs, as much as possible, should pass the teacher recruitment test. The Japanese teacher’s recruitment test is compatible with necessary requirement for a CAI except Personality.

Furthermore, it suggests that there is a need to use CAIs who have a background in teacher education and who can pass the same recruitment test as the teacher.

Through the results of the examinations, the local boards of education can judge whether to employ CAIs based on their commonality, their specialized area’s expertise and interview. The result of research suggests the teacher’s recruitment examination is suitable.

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