

# Moral Education in the Japanese Tertiary Sector

—Focusing on the Teaching of Morality and  
Business Studies—

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# A Recent Gloss on Moral Education in Japan



- New moral education classes has started in elementary schools in the 2018-2019 school year, and will start in junior high schools in the 2019-2020 school year.
- This decision was partly motivated by a strong sense of concern about Japan's demographic challenges: Japan's population, birth rate, and life expectancy.
- Remedial measures of the Japanese government and the role of education
- Two documents used by MEXT: K. Nishimura and et al., *Fundamental Morals and Social Success*(2014), and James J. Heckman's studies The fundamental 4 morals:(1) Be honest; (2) Be kind to others; (3)Keep the rule; (4) Keep learning.
- Nishimura's paper compares the yearly income between adults who were taught 4 morals(1) and those who were **not** taught either any(2) or all(3).  
(1)'s yearly income=(2)'s y.i.+4,318 eur, (1)=(3)+6,515eur(1euro=132yen)
- We do not have to restrict the learning of morality to any particular developmental stage, nor to limit moral education only to the elementary and junior high school level.

# Accounting Scandals and Their Impact on Education of Business Studies

- The bankruptcies of the Enron Corporation and WorldCom
- Clayton M. Christensen refers to Jeffrey Skilling, who “had landed in jail for his role in the Enron scandal”. In his last lecture, he asks the following questions: How can I be sure that I will be successful and happy in my career? / My relationships with my spouse, my children, and my extended family and close friends become an enduring source of happiness? / I live a life of integrity—and stay out of jail?

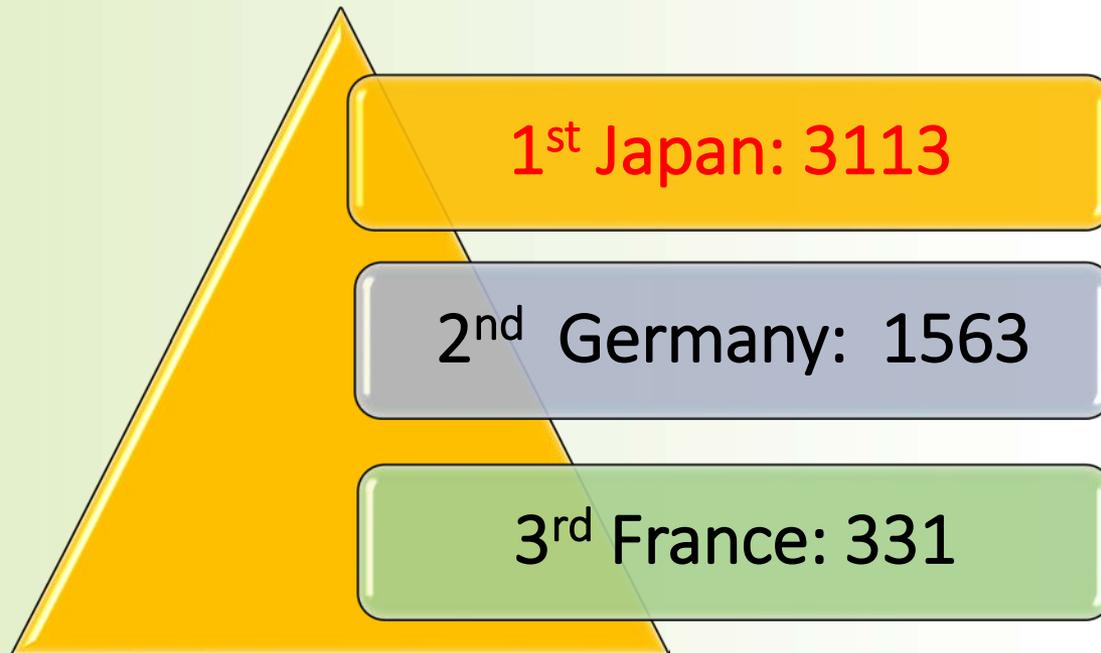
(Clayton M. Christensen and et al., *How Will You Measure your Life?* 2012, pp.3-6)

- “American way of corporate governances has such a way of thinking as its key point that ‘companies belong to their shareholders’. In the final analysis, it comes to the idea that the sole aim of a company is to raise its value for its shareholders, namely ‘to raise stock price’. One of the biggest reasons for the scandals of the Enron Corporation and WorldCom is that the prevailing trend of regarding the raising of the company’s profits in a short time-frame as an excellent business administration has become strongest to the utmost limit.”

(George Hara, *A New Inquiry 2.0 into the Nature and Causes of the Wealth of Nations*, 2013, p. 46)

# The 3 countries in the world with the greatest number of enterprises established at least 200 years ago

(**7212** long-lived companies distributed across **57** countries)



Toshio Goto, "Rules of Companies which never fail for three generations, 100 years"(President Ltd., 2009)

# What kinds of long-lived enterprises do we have in Japan? 22,219 long-lived companies have endured for over 100 years.

## The Top 5 oldest enterprises

	Name	Category of Business	Year of Foundation
1	Kongo Gumi Co.,Ltd.	Wooden building industry	578 A.D.
2	Ikenobo-Kadokai	School of ikebana (flower arrangement)	587
3	Nishiyama Hot Spring Keiunkan	Inn (hotel)	705
4	Koman	Inn (hotel)	717
5	Zengoro	Inn (hotel)	718

# The Secret of Long-lived Companies

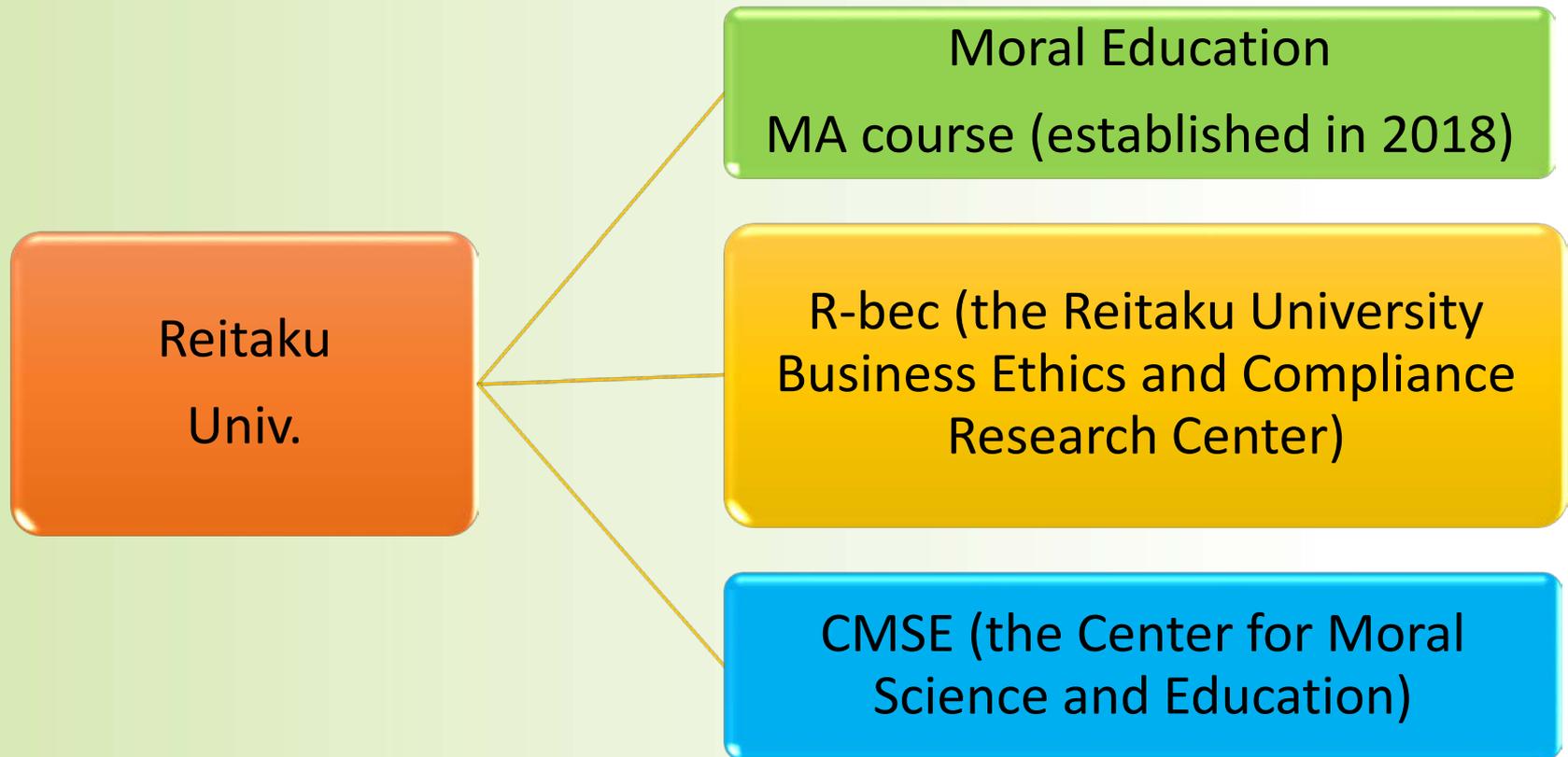
- The existence of traditional “family”
  - 1) “Customers come first” policy: the “three-way satisfaction” of producers, buyers and society, with the aim of benefiting all of these parties
  - 2) A focus on the core business and on sound management practice
  - 3) An emphasis on quality first, and the preservation of manufacturing methods
  - 4) Viewing employees as important since: “a company is its people”
  - 5) The inheritance of a moral corporate philosophy, composed of written “explicit moral knowledge” such as family mottoes, or unwritten “tacit moral knowledge”, or both. The latter include such moral business objectives as “Maintaining high quality”, “Insisting on using good raw materials”, “Never cutting corners at work” and so on.
- The strategy for innovation, a feature of flexible business management, includes:
  - 1) Providing products that meet the needs of the customer
  - 2) Trying to keep one step ahead of the times
  - 3) Making good use of sales channels such as IT
  - 4) Accepting that establishing a new business entails reducing the core business
  - 5) Adapting family mottoes to the times

# The Oldest Wooden Building Company: Kongo Gumi Co., Ltd.

- The oldest enterprise engaged in shrine and temple architecture(founded in 578).
- They constructed the first official Buddhist temple called *Shitennoji* in Osaka.
- Their moral corporate philosophy
  - 1)explicit moral knowledge: choosing successive president on the basis of ability
  - 2) tacit moral knowledge
    - “We should not make too much profit.”
    - “We do not cut corners at work.”
- Financial crisis and “Instruction of the family of artisans” by Kijyo Kongo (32<sup>nd</sup> President)
  - “Do not to attempt more than your strength.”



# Moral Education in Reitaku University



# Reitaku's Integration of morality and economy course

Subject	Compulsory/Elective	Year	Start Year
Modern Society and Moral Science	Compulsory	1 <sup>st</sup> Year	2016
Moral Science	Compulsory	2 <sup>nd</sup> Year	2016
Economic Ethics	Elective	3 <sup>rd</sup> /4 <sup>th</sup> Year	2012
Business Ethics	Elective	3 <sup>rd</sup> /4 <sup>th</sup> Year	2012
Study of Moral Science	Elective	3 <sup>rd</sup> /4 <sup>th</sup> Year	2018
Practice in the Integration of Morality and Economy I/II	Elective	3 <sup>rd</sup> Year	2018
Practice in the Integration of Morality and Economy III/IV	Elective	4 <sup>th</sup> Year	2018
Advanced Course of Moral Management	Elective	3 <sup>rd</sup> /4 <sup>th</sup> Year	2018

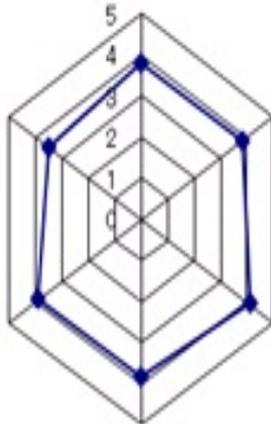
# Student Assessments of the Course



Chart 1 An Overall Assessment of the Course

A6. How do you evaluate the class management? (3.6)

A5. Did you participate in the course eagerly? (3.9)



A1. Is this course supportive of your own learning? (3.9)

A2. Is the teaching method appropriate? (3.8)

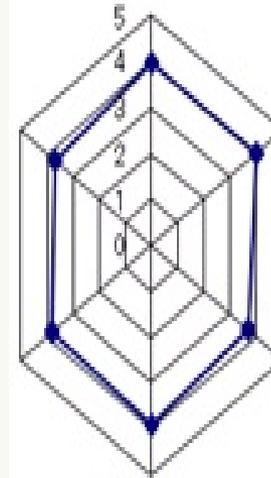
A3. Do teachers have enough enthusiasm? (4.1)

A4. How do you evaluate the course as a whole? (3.8)

Chart 2 Students' Comprehension of the Course Contents

B6. The founder of the university and his spirit (3.8)

B5. The application of morals learned in the class to your actual life (3.8)



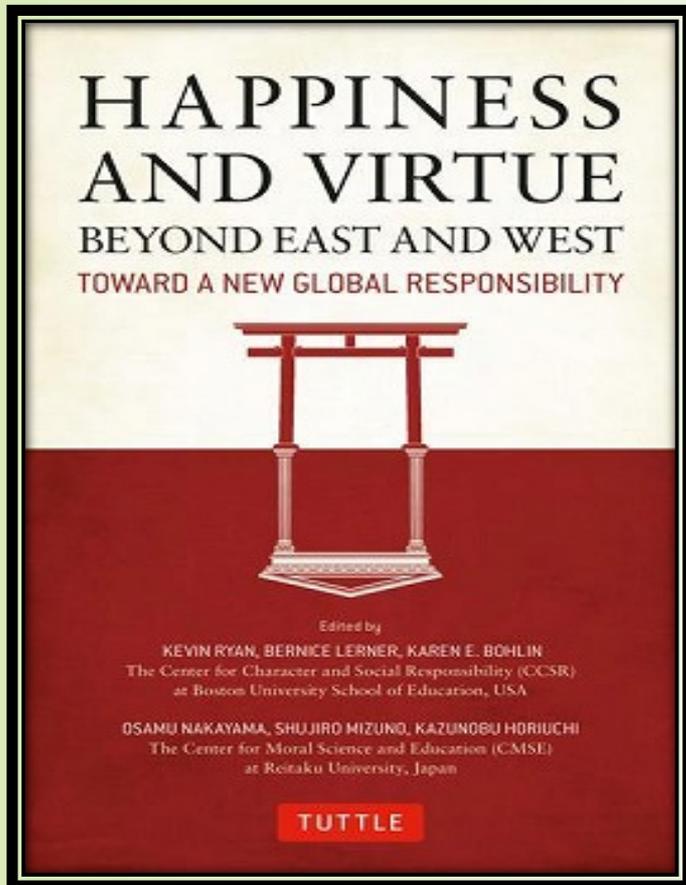
B1. About the history of Reitaku Univ. (4.0)

B2. Do you understand why you learn morality? (4.0)

B3. About how you should live (3.7)

B4. Your responsibility towards others and society (3.9)

# The Center for Character and Social Responsibility at Boston University



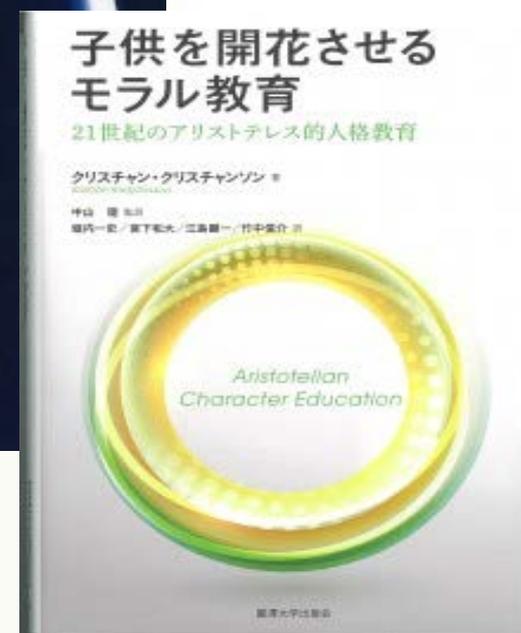
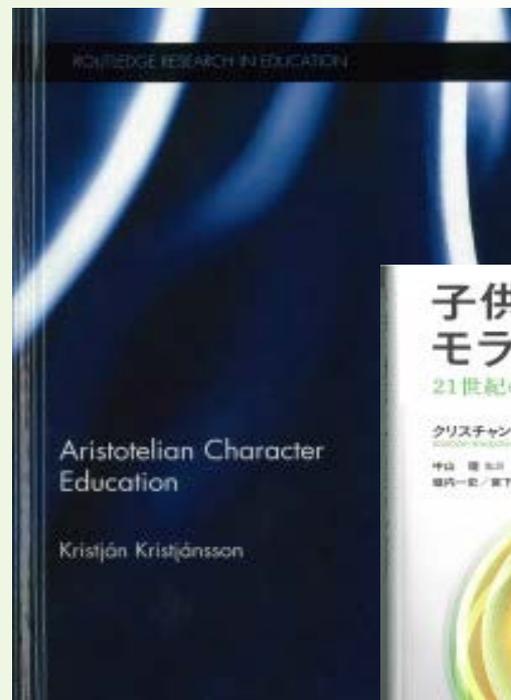
# The Center for Character and Citizenship at the University of Missouri-St. Louis

An Empirical Case Study of the  
Impact of Moral education on  
the Characters of Students





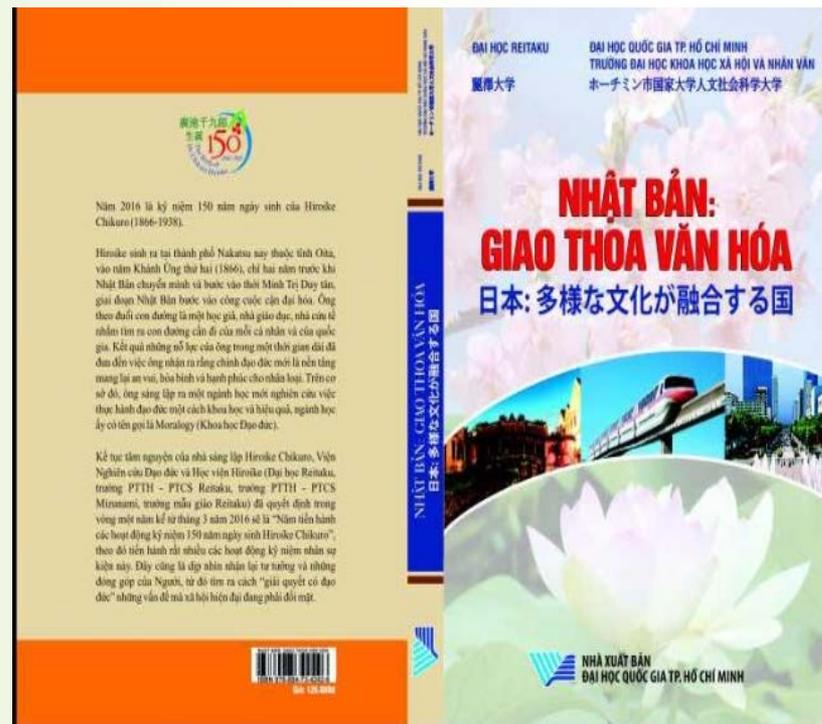
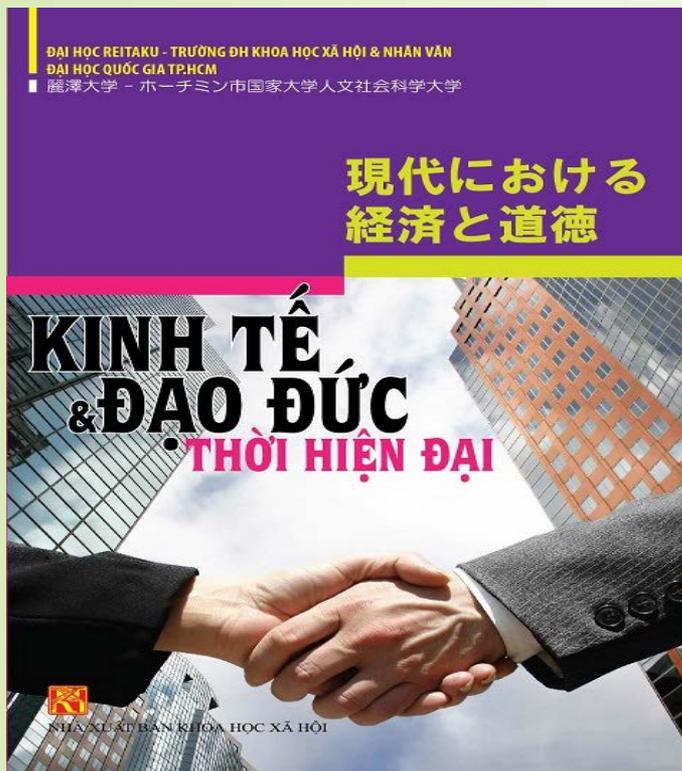
# The Jubilee Centre for Character at the University of Birmingham



# University of Social Sciences and Humanities, Vietnam National University in Ho Chi Minh City

*Economy and Morality in the Present Age*

*Japan—a Country of Diverse Cultural Fusion*





Thank you very much  
for your attention

