

4 Learning Attitude during the First Grade of Elementary School, and Parental Involvement during K3 Period

Here the focus was from K3 to the first grade of elementary school.

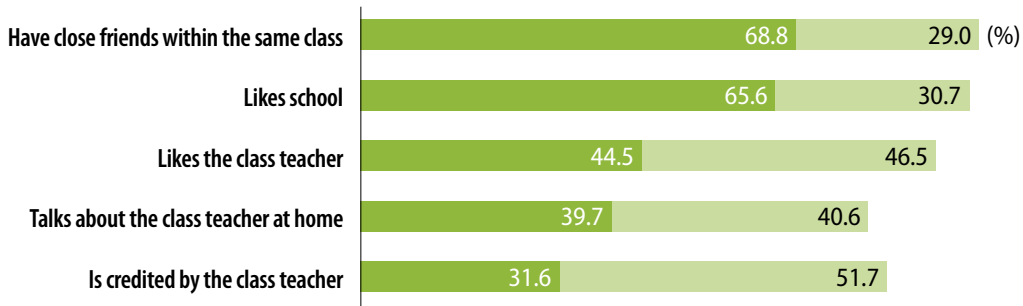
We examined how the children adapted to elementary school and analyzed how parents should be involved with their children during the transition process from K3 to the first grade of elementary school.

Elementary School Life and Home Study at First Grade in Elementary School

Q *Are the following statements true for your child?*

Relationship with School (first grade)

Fig. 4-1 ■ Very true ■ Somewhat true

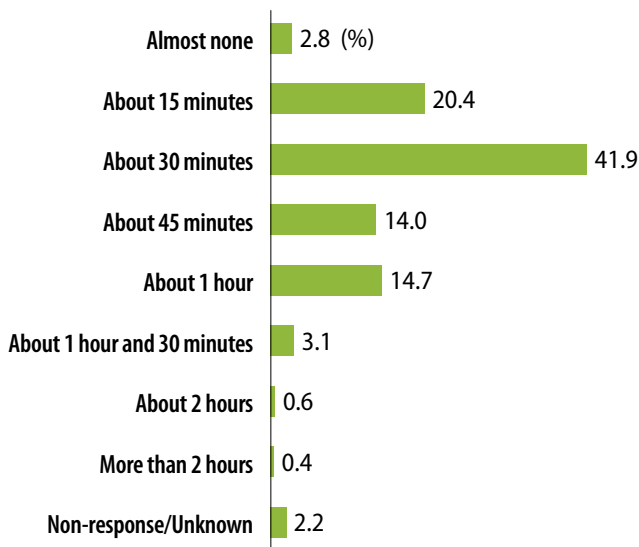


Q *How much does your child study at home on weekdays?*

Average Weekday Study Time at Home (first grade)

(Excludes studying for cram schools or after-school classes)

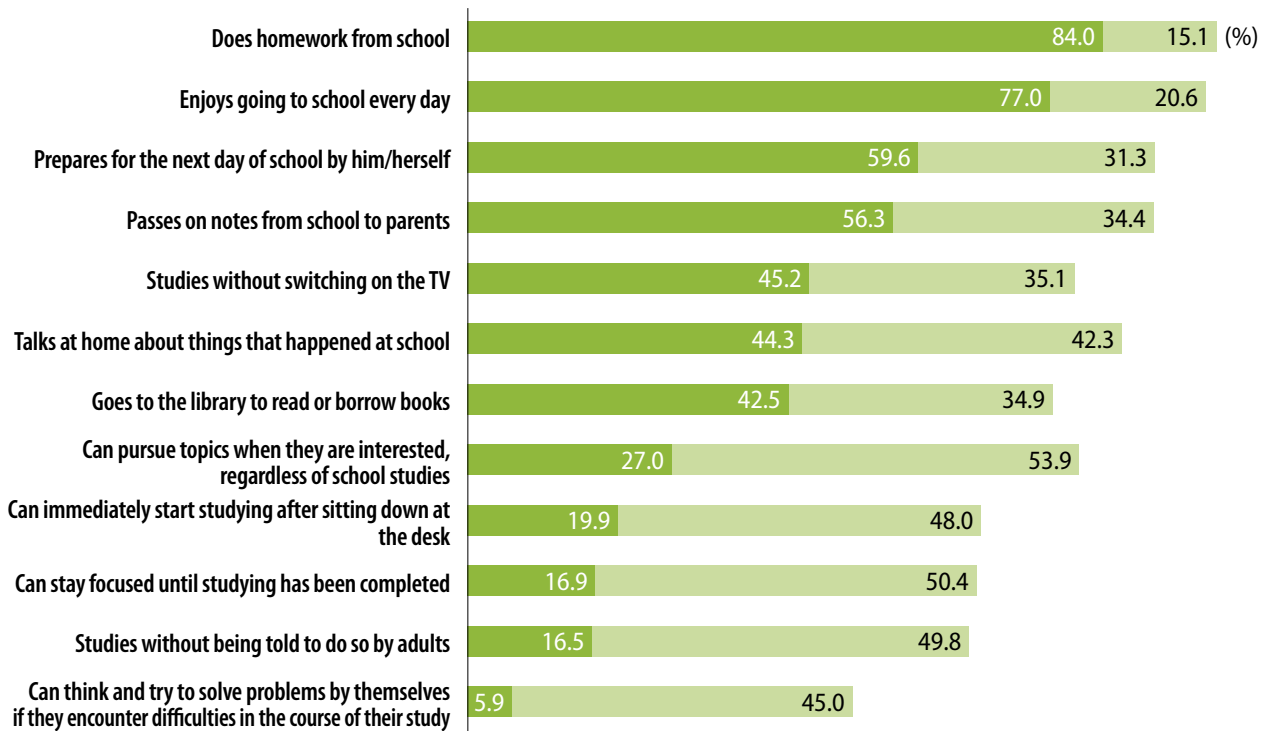
Fig. 4-2



Q Are the following statements true for your child currently?

Home Study (first grade)

Fig. 4-3 ■ Very true ■ Somewhat true



Description



96.3% of first graders in elementary school “like school.” The percentage of children who concentrate and take the initiative to study at home is in the range of 60%.

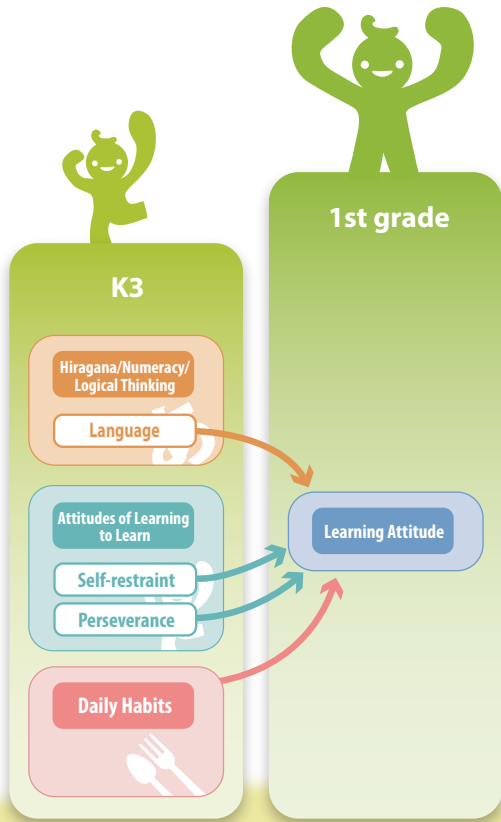
Fig. 4-1 indicates that a large number of children has happily adapted to school life, with 97.8% stating they “have close friends within the same class” and 96.3% reporting that they “like school.”

Fig. 4-2 indicates that the most common response for the amount of time children spend on studying at home was “about 30 minutes” at 41.9%, with the total of approximately 76% when including those who responded “about 15 minutes” and “about 45 minutes.” Fig. 4-3 shows that more than 90% of children use the time for school-related matters, with 99.1% of the respondents selecting “does homework from school,” and 90.9% selecting “prepares for the next day of school by him/herself.” On the other hand, only 67.9% responded “can immediately start studying after sitting down at the desk”; only 67.3% answered “can stay focused until studying has been completed,” only 66.3% answered “studies without being told to do so by adults”; and only 50.9% responded “can think and try to solve problems by themselves if they encounter difficulties in the course of their study,” between 50–60%. This indicates discrepancies in children concentrating when studying at home and taking the initiative to study by themselves in the first grade of elementary school.

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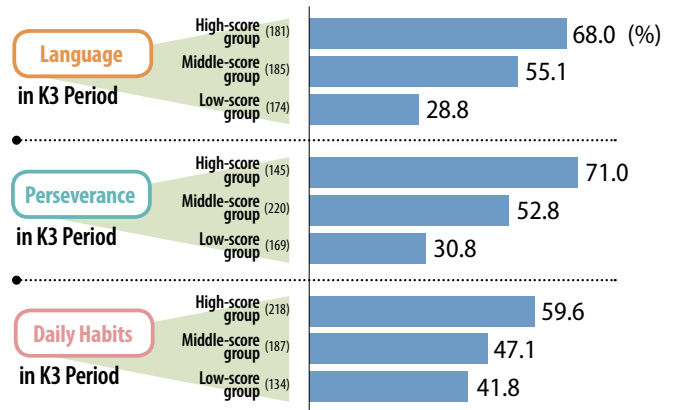
Development of Learning Attitude from K3 to First Grade

Fig. 4-4



Can Think and Try to Solve Problems by Themselves if They Encounter Difficulties in the Course of Their Study (first grade)

Fig. 4-5 Very true + Somewhat true



* **Scoring Method:** Points were calculated by giving 4 points to all “very true” responses, 3 points to all “somewhat true” responses, 2 points to all “not very true” responses and 1 point to all “not applicable” responses in each item. Only the respondents who answered completely were included in the analysis.

* **Three groups for “Daily Habits”:** Scores were calculated according to the above method for the items below, then were classified into three groups according to their average scores.
 - Can go to bed at the same time every night
 - Can fold his/her clothes after taking them off
 - Can stay seated until the end of the meal
 - Is not a picky eater
 - Can go to the bathroom and wipe him/herself alone
 - Can greet and thank others
 - Can put away toys and picture books after playing at home

* **Three Groups for “Perseverance”:** Scores were calculated according to the above method for the items below, then were classified into three groups according to their average scores.
 - Can take on challenges without giving up easily
 - Can complete activities once they are started
 - Can try different ways to achieve goals even when things don't turn out as anticipated
 - Can confidently attempt anything they decide to do

* **Three groups for “Language” in K3 period:** See page 13

* Sample size indicated in brackets.



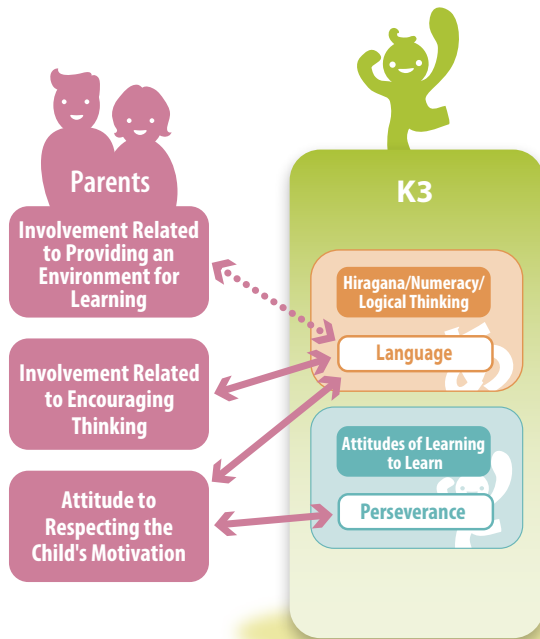
K3 “daily habits,” “perseverance” and “language” lead to learning attitudes in first grade.

We analyzed which of the skills/attitudes in K3 period influences learning attitude in first grade, and listed the results obtained in an illustration (Fig. 4-4). Here, we divided the responses at the K3 period into three from high- to low-score groups for each attitude of “daily habits,” “perseverance,” and “language,” and then compared the percentage of responses to “can think and try to solve problems by themselves if they encounter difficulties in the course of their study” in first grade. As shown in Fig. 4-5, the total percentage for “very true” and “somewhat true” on this question was 71.0% for the high-score group of “perseverance” in K3 period, 52.8% for the middle-score group and 30.8% for the low-score group. As for “language,” the percentage added to 68.0% for the high group, 55.1% for the middle group and 28.8% for the low group.

When children have developed the “daily habits” that are considered to be the foundation of learning, “perseverance” that enables them to accept challenges and solve problems, and “language” skills that enables them to freely explain their opinions to others, they are thought to be able to make a smooth transition in learning from day-care center/kindergarten to elementary school.

Children's Growth and Parent Involvement in K3 Period

Fig. 4-6



* **Scores on Perseverance:** See page 20.

* **Scores on Language in K3 period:** See page 13.

* **Three Groups for "Involvement Related to Creating Learning Environment":** Scores were calculated for the four items on page 15, then were classified into three groups according to their average scores.

* **Three Groups for "Involvement Related to Encouraging Thinking":** Scores were calculated for the four items on page 15, then were classified into three groups according to their average scores.

Description

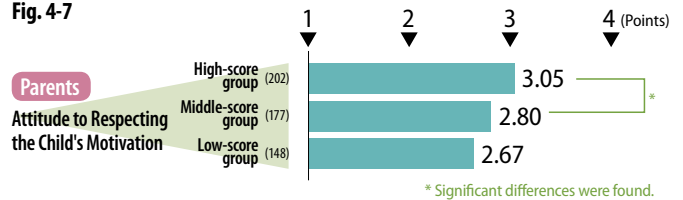


Parents' "attitude to respecting the child's motivation," "involvement related to encouraging thinking" and "involvement related to providing an environment for learning" during the K3 period are helpful to their child's "language" skills.

The "attitude to respecting the child's motivation," "involvement related to encouraging thinking" and "involvement related to providing an environment for learning" provided by parents were divided into three groups (high-, middle-, and low-score) and the scores of their children on "perseverance" and "language" were calculated respectively. This significant relationship was displayed in Fig. 4-6. Fig. 4-7 shows that the children of parents with high scores on "attitude to respecting the child's motivations" (i.e., high-score group) scored 3.05 points on "perseverance", middle-score group scored 2.80 points, and the low-score group scored 2.67, which indicates a tendency for children to score high in "perseverance" when their parents respect their motivation. Similarly, children also tend to score high in "language" when parents respect their motivation, provide an environment for learning and encourage thinking. It suggests that parents placing the emphasis on their child's feelings, allowing them to think for themselves, and providing an environment for learning during the K3 period facilitate the child's development.

Children's Perseverance Scores (K3)

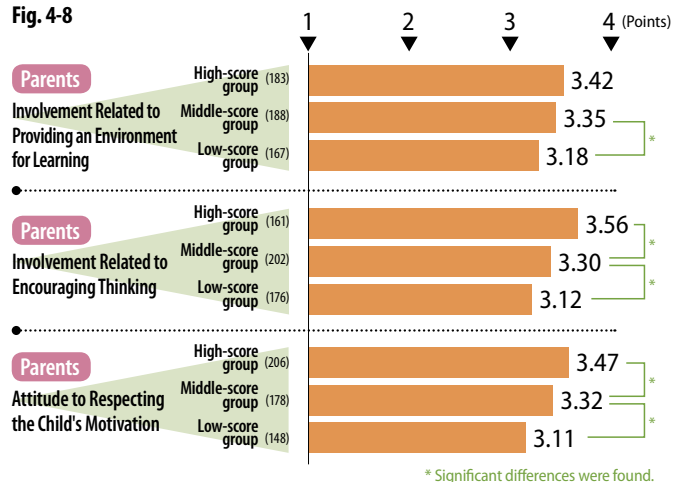
Fig. 4-7



* Significant differences were found.

Children's Language Scores (K3)

Fig. 4-8



* Significant differences were found.

* **Three Groups for "Attitude to Respecting the Child's Motivation":**

- Respect and support what the child wants to do
 - Try to understand the child's feelings no matter what the situation
 - Place priority on the child's opinions and requests in all situations
 - Credits the child more than scold him/her
 - Listen to the child's say when scolding him/her
 - Let the child do what they want without ordering him/her about
 - Allow the child to complete what they are trying to do without providing assistance
- Scores were calculated for the seven items above, then were classified into three groups according to their average scores.

* Sample size indicated in brackets.