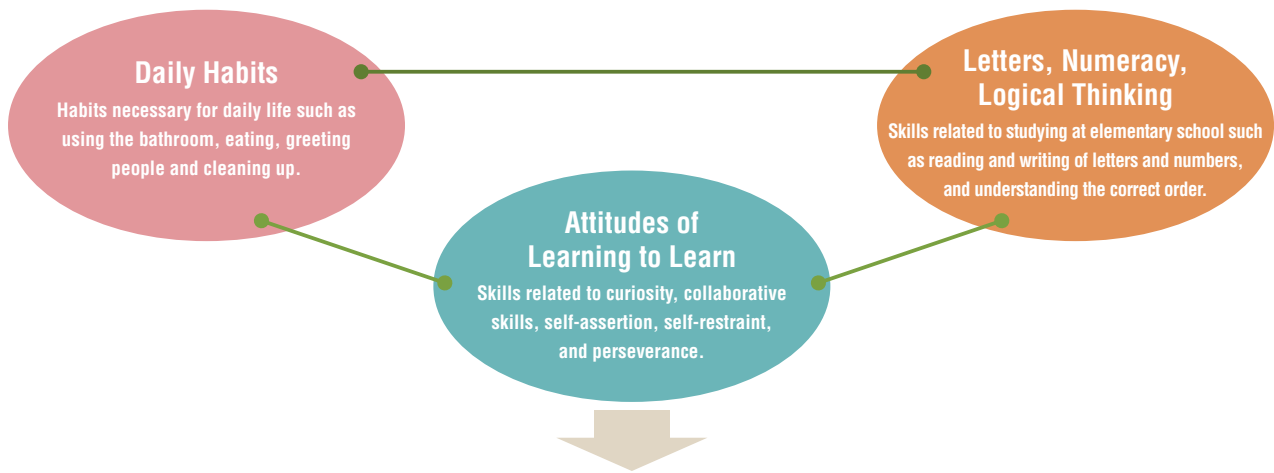


### 3 “Attitudes of Learning to Learn” during Early Childhood and Involvement of Mothers

#### 3-1 Three Key Themes That Should Ideally Be Cultivated in Early Childhood and “Attitudes of Learning to Learn”

BERD focused on three key themes that were considered necessary for preparing children for school education as “daily habits,” “attitudes of learning to learn” and “letters, numeracy, logical thinking” as abilities required to cope with the transition from early childhood to life at elementary school and lifelong skills that should ideally be cultivated from early childhood.

Results of the longitudinal research conducted from early childhood through to the first year of elementary school has demonstrated that establishing “daily habits” will then lead to the development of “attitudes of learning to learn” and “letters, numeracy, logical thinking” which correlate with each other.\*1



This bulletin discusses “attitudes of learning to learn.”

The results from a “multiple group analysis for structural equation modeling” revealed that “attitudes of learning to learn” comprise five areas common to all four target countries, each with a different sociocultural environment: curiosity, collaborative skills, self-assertion, self-restraint and perseverance.

Attitudes of learning to learn	<b>Curiosity</b>	<ul style="list-style-type: none"> <li>• Can be curious about new things</li> <li>• Can focus on the play that s/he likes</li> <li>• Can be creative when playing</li> <li>• Can ask questions about things s/he does not understand (e.g. Why?)</li> </ul>
	<b>Collaborative skills</b>	<ul style="list-style-type: none"> <li>• Can cooperate with friends when playing, etc.</li> <li>• Can express his/her feelings and listen to others' opinions</li> <li>• Can ask a favor of friends such as “Let me join you” “Let's play together” or “Let me borrow it,” when playing.</li> <li>• Can apologize and make up with friends after arguments</li> </ul>
	<b>Self-assertion</b>	<ul style="list-style-type: none"> <li>• Can state what s/he wants to do</li> <li>• Can ask adults what s/he wants or wants them to do</li> <li>• Can seek the assistance of others when experiencing difficulties</li> <li>• Can say “No” to friends when they do something unfavorable</li> <li>• Can insist his/her opinion when it is different from his/her friends</li> </ul>
	<b>Self-restraint</b>	<ul style="list-style-type: none"> <li>• Can quietly listen until the end to what others say</li> <li>• Can observe the rules when playing</li> <li>• Can wait for his/her turn when playing</li> <li>• Can move onto the next activity when the time comes even when absorbed</li> <li>• Can resume play after an interruption</li> <li>• Can refrain him/herself from doing what s/he wants to do if others do not like it</li> </ul>
	<b>Perseverance</b>	<ul style="list-style-type: none"> <li>• Can take on challenges without giving up easily</li> <li>• Can engage in any task with confidence</li> <li>• Can try different ways to achieve goals, even when things don't turn out as anticipated</li> <li>• Can complete activities once they have started</li> </ul>

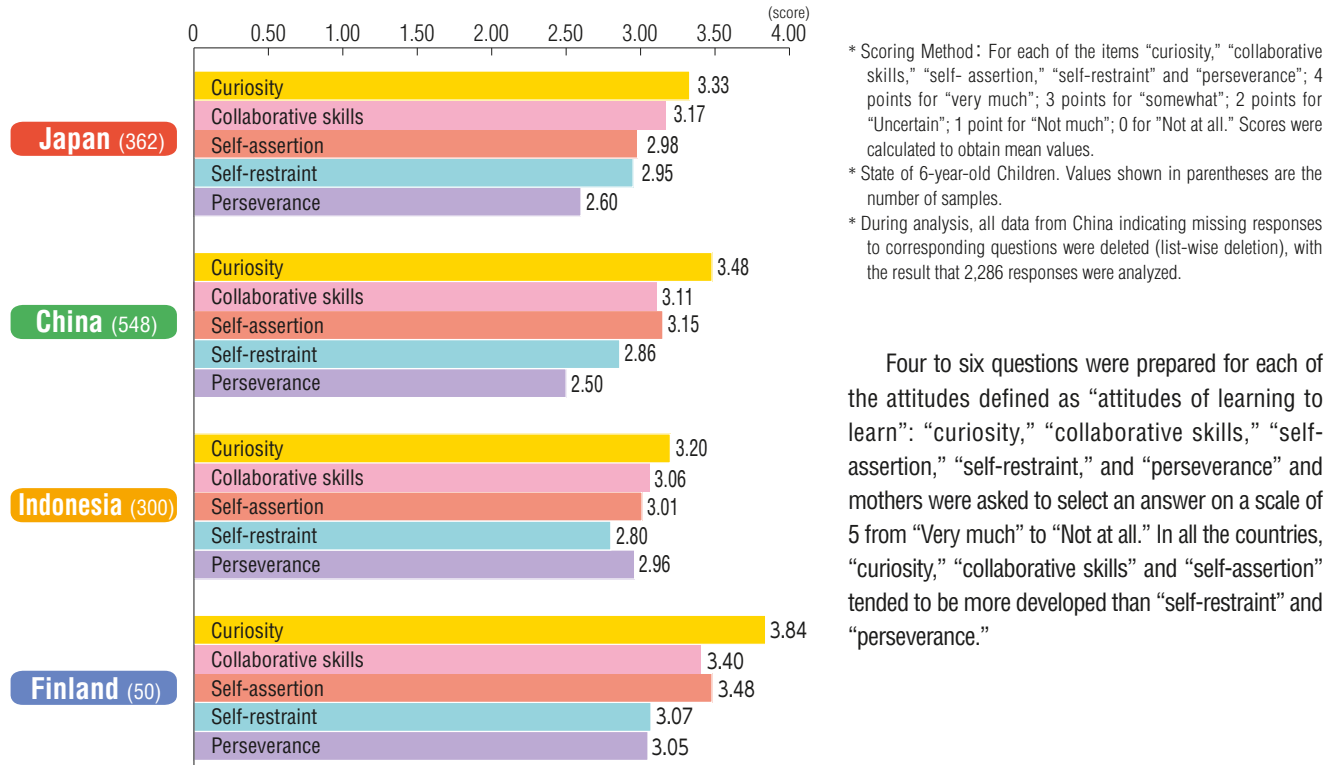
3 “Attitudes of Learning to Learn” during Early Childhood and Involvement of Mothers

\*1 Reference: Benesse Educational Research and Development Institute “Research on Home Education from Early Childhood to First Grade of Elementary School” <http://berd.benesse.jp/jisedai/research/detail1.php?id=3684>

## 3-2 Attitudes of Learning to Learn: State of 6-Year-Old Children in Each Country

**Q** For the following statements, please select which level applies to the child's current daily life. (Asked about each of the items shown on page 15.)

**Figure 3-2-1** 《Attitudes of learning to learn》 State of development in 5 areas (6-year-old children)



Four to six questions were prepared for each of the attitudes defined as "attitudes of learning to learn": "curiosity," "collaborative skills," "self-assertion," "self-restraint," and "perseverance" and mothers were asked to select an answer on a scale of 5 from "Very much" to "Not at all." In all the countries, "curiosity," "collaborative skills" and "self-assertion" tended to be more developed than "self-restraint" and "perseverance."

### 3

## 3-3 Characteristics of Mothers' Parental Attitudes

**Q** In your daily interactions with the child, how much do the following statements apply to you?

**Table 3-3-1** Parental Attitudes

		Japan	China	Indonesia	Finland
<b>Supportive type</b>	Respect and support what the child wants to do	81.2	95.1	98.9	98.9
	Try to understand the child's feelings no matter what the situation is	68.3	85.8	97.9	94.5
	Try not to be negative toward the child, but show a positive and active attitude	58.0	84.0	83.5	95.5
	Listen to the child's perspectives when scolding him/her	57.7	83.3	90.6	70.6
	Let the child accomplish alone when s/he is trying to do something	66.6	85.7	90.4	94.4
<b>Protective type</b>	Get worried that the child cannot do things unless I am around	34.3	22.6	58.5	27.8
	Feel overprotective towards the child	31.6	17.0	31.5	16.6
	Try to control all the things that the child tries to do	25.8	18.3	60.8	5.5
	Often treat the child as younger than his/her actual age	20.1	14.9	27.6	10.0
	Try to make the child dependent on me	10.0	13.1	26.4	1.1

\* Percentage of "very much" and "somewhat"

\* Upon analysis, all data from China indicating missing responses to corresponding questions were deleted (list-wise deletion), resulting in a total of 2,286 responses.

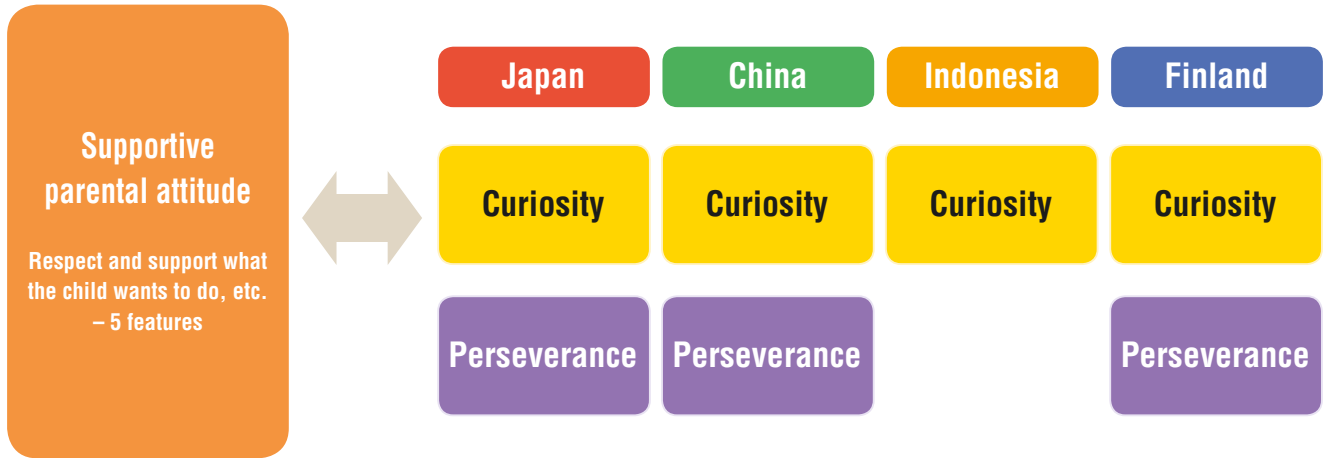
Looking at how mothers interact with their children on a daily basis, in all the countries, tendencies to relate through supportive involvement and respect for the child's feelings were observed to a greater extent than overprotective control. **Parental involvement in respecting the child's intentions or feelings is defined as a**

### "supportive childrearing attitude."

In Indonesia, around 60% of respondents answered, "very much and somewhat" to two protective parental attitudes: "get worried that the child cannot do things unless I am around" and "try to control all the things that the child tries to do."

### 3-4 Mothers' Involvement in Attitudes of Learning to Learn

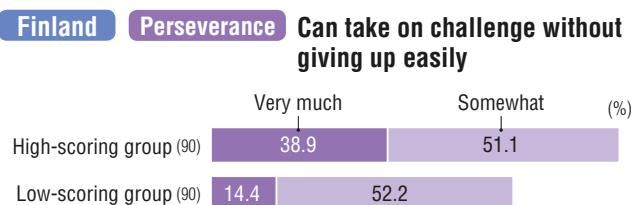
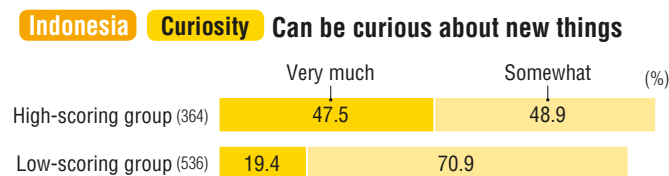
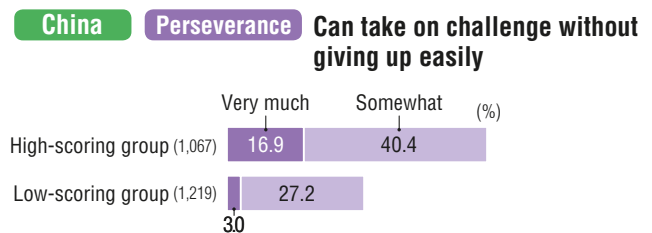
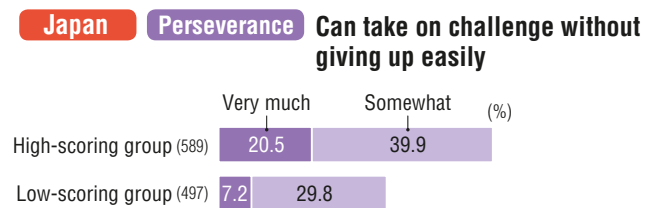
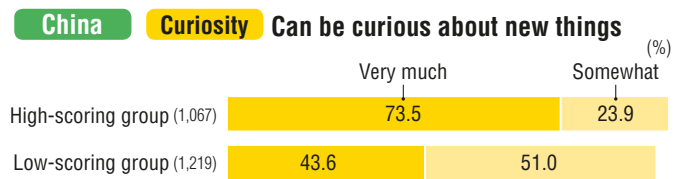
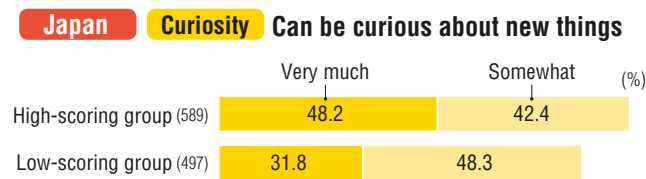
It was observed that the mothers' "supportive parental attitude" is related to the cultivation of "curiosity" and "perseverance" in their children.



\* Data of children between the ages of four and six. Bivariate correlation analysis demonstrated medium (0.2–0.4) class correlation.  
\* Relations between "collaborative skills," "self-assertion," and "self-restraint" were observed depending on the country.

Of the five areas defined as "attitudes of learning to learn," we focused on "curiosity," the highest scored item, and "perseverance," the lowest scored item in all four countries, and examined the

correlation with the "supportive parental attitude" of mothers, which showed a positive medium-level correlation.



\* Respondents from each country were divided into high-scoring and low-scoring groups according to their scores for "supportive parental attitude."

\* During analysis, all data from China indicating "response unknown" to corresponding questions were deleted (list-wise deletion), with the result that 2,286 responses were analyzed.

Separation of high-scoring and low-scoring items pertaining to the "supportive childrearing attitude" of mothers' and examination of the relationship between "can be curious about new things" (question on "curiosity") and "can take on challenges without giving up easily" (question on

"perseverance") regarding children revealed that the more the mother is supportively involved, the higher the percentage of "can be curious about new things" (question on "curiosity") and "can take on challenges without giving up easily" (question on "perseverance").