

Cedep BERD Joint Research Project “JLSEP”

Japanese Longitudinal Study of Early Childhood Development and Parenting 2017-2018

Children aged 0-2

Cedep at the University of Tokyo and Benesse Educational Research and Development Institute (BERD) have worked together on the longitudinal research (follow-up research) to elucidate the process of children's growth.

This booklet summarizes the results of the 2nd survey.



Contents

1. Development and everyday life of children aged 0-26

- Rhythm of everyday life
- Outdoor play and the use of media
- Attendance in ECEC facilities
- Development

2. Mothers'/fathers' awareness of parenting and their everyday life 10

- Awareness of parenting and their everyday life
- Father's parenting

3. Working style of mothers and fathers 13

- Mother's working hours; time when mothers come home
- Time when fathers come home
- Workplace environment

■ Purpose of the research project

The Center for Early Childhood Development, Education, and Policy Research (Cedep) attached to the Graduate School of Education at the University of Tokyo and Benesse Educational Research and Development Institute (BERD) have worked together on the project to study children's everyday life and development longitudinally. This project is to elucidate how children's life and guardians' parenting change as children grow by surveying the various aspects of them over multiple years. We aim to consider better involvement with children and how support for parenting should be based on the survey results.

■ Features of the research project

1. This enables us to understand the “present” of children's everyday life and development and guardians' parenting.

In this project, we continue to conduct yearly surveys on guardians who have children born in AY2016 (monitors). We can find out the “present” aspects of children's everyday life and development and guardians' parenting through these surveys.

2. This enables us to understand the “process” and “causality” of children's growth and development.

This project enable us to find out the “process” and “causality” of the growth and development of parents and children, such as how children grow and develop every year, and how guardians' involvement and attitudes change or affect children's growth/development.

3. This enables us to understand a wide range of maternal/paternal awareness and parenting behaviors in detail.

We distributed questionnaires to households and requested two guardians for each household (mainly mother and father) to fill in the questionnaire. Thus, we can grasp similarities and differences in parenting behaviors or awareness for children/parenting between mothers and fathers and change in such behaviors or awareness extensively and elucidate the influence of marital relationship on children's growth and development.

■ Members of the research project

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Outline of the Japanese Longitudinal Study of Early Childhood Development and Parenting 2018

- **Method:** Mail method (self-reporting questionnaire survey)
- **Period:** From September to October 2018
- **Survey subjects:** 3,021 households that have children born between April 2, 2016 and April 1, 2017 (monitors)

Number of mailed questionnaires		Valid respondents	Response rate
3,021	Primary caregiver	2,554 (of which, mothers totaled 2,480)	84.5 %
	Secondary caregiver	2,390 (of which, fathers totaled 2,221)	79.1 %

‡ The questionnaires were distributed to households serving as monitors for the research project. During the period from July to August 2017, we recruited the monitors from among prospective monitors who were sampled from the list of nationwide children aged applicable months according to the birth rate in seven regions across the country (from “Vital Statistics for FY2016” published by the Ministry of Health, Labour and Welfare in Japan).

‡ We requested a child’s “primary caregiver” and “secondary caregiver” for each household to respond to the survey (response given only by “primary caregiver” was allowed). We had respondents determine who should be named as “primary caregiver” and “secondary caregiver.”

‡ We excluded a part of Hokkaido and a part of Okayama and Hiroshima from mailing of questionnaire (160 households) because the Disaster Relief Act had been applied to these areas at the time of the survey.

‡ The age of children surveyed ranged from 18 months to 29 months at the time of the survey.

Reference) Attributes of “primary caregiver” and “secondary caregiver” (from the viewpoint of a child)

		Secondary caregiver							Total
		Mother	Father	Grandmother	Grandfather	Others	NA/unknown	Uncollected	
Primary caregiver	Mother	0	2,209	76	4	1	30	160	2,480
	Father	50	0	0	0	1	0	2	53
	Grandmother	2	0	0	0	0	0	0	2
	Grandfather	1	0	0	0	0	0	0	1
	NA/unknown	3	12	1	0	0	0	2	18
Total		56	2,221	77	4	2	30	164	2,554

‡ In this booklet, for the purpose of tracking the changes in the development and life of the same child, we report about households which responded to both surveys of the Japanese Longitudinal Study of Early Childhood Development and Parenting 2017 and 2018—households in which primary caregiver is mother and that accounted for most of households surveyed. Of 2,480 mothers in the above table, 2,409 responded to, and of 2,221 fathers in the above table, 2,038 responded to the 2017 survey, too.

- **Regions surveyed:** All regions of the country
- **Major survey items:** Disposition of the child, attachment, development, living hours, lessons for the child, nurturing behavior of a caregiver, caregiver’s relationship with spouse, distribution of housework/parenting, reliable person for parenting, feeling of happiness, depression, burden resulting from housework/parenting, childcare environment, measures for parenting, system at workplace, reasons for working outside the home, reasons for not working outside the home, and the like
- **Points to remember in reading data**
 - (1) The numbers within () in the following figures indicate the number of samples.
 - (2) The percentages (%) showed in the following charts are indicated to one decimal place rounded from two decimals. Percentages may not always add up to 100.0% as a result of rounding off.
 - (3) As questions about children’s life/development and household annual income were asked to “primary caregiver,” we have analyzed the answers of mothers (we set out “answers of mothers” in charts to make it clear).

* We have conducted this survey after obtaining an ethical review approval from the Ethics Committee of the University of Tokyo’s Life Science Committee.

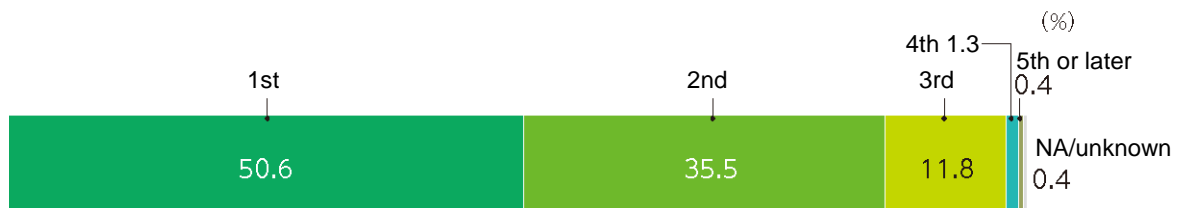
Basic Attributes (children, households)

Gender of the child



‡ Answers of mothers

Birth order of the child



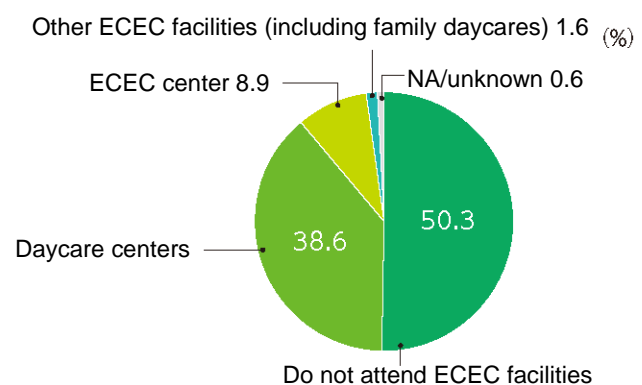
‡ Answers of mothers

Age in months of children (at the time of the survey)

		(%)	
18 months	8.2	24 months	9.1
19 months	6.3	25 months	8.9
20 months	8.6	26 months	8.5
21 months	9.1	27 months	7.8
22 months	8.5	28 months	7.3
23 months	10.3	29 months	7.3

‡ Answers of mothers

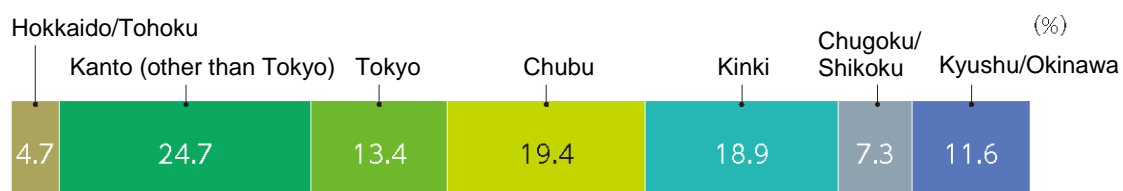
Children's attendance in ECEC facilities



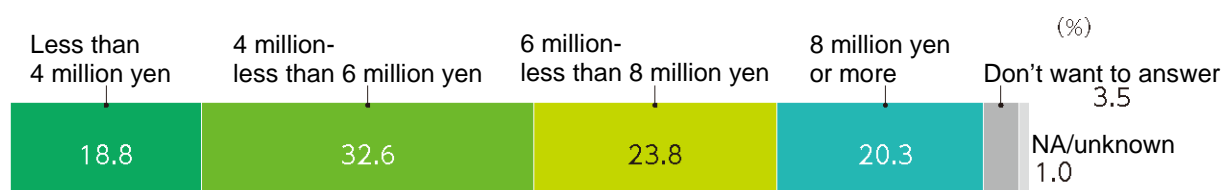
‡ Answers of mothers

‡ Daycare centers include non-licensed childcare facilities and small-scale childcare rooms.

Region where the household resides



Household annual income

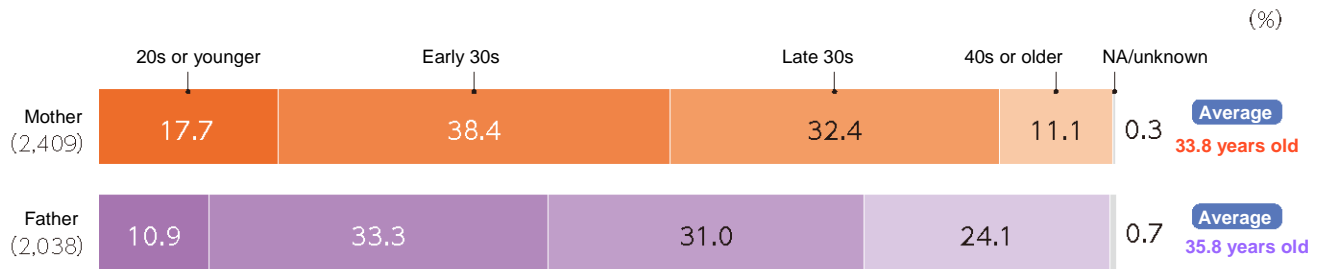


‡ Answers of mothers

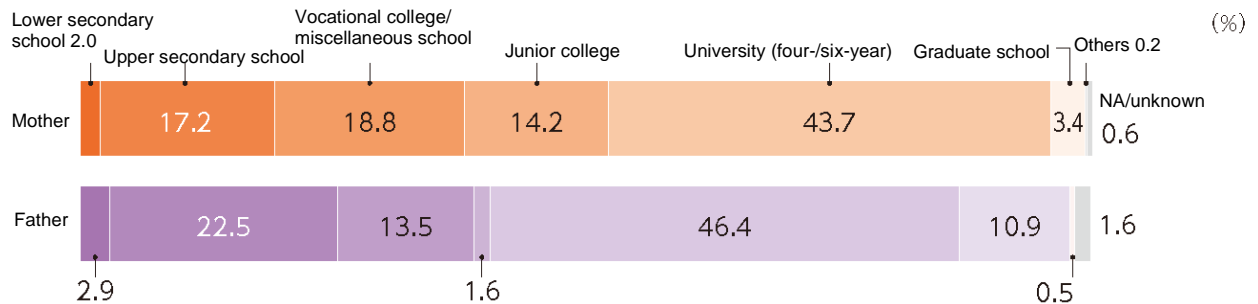
‡ We grouped the responses of "less than 2 million yen," "2 million-less than 3 million yen," and "3 million-less than 4 million yen" together as "less than 4 million yen," and grouped the responses of "4 million-less than 5 million yen" and "5 million-less than 6 million yen" as "4 million-less than 6 million yen," and grouped the responses of "8 million-less than 10 million yen," "10 million-less than 15 million yen," "15 million-less than 20 million yen," and "20 million yen or more" as "8 million yen or more."

Basic Attributes (mother, father)

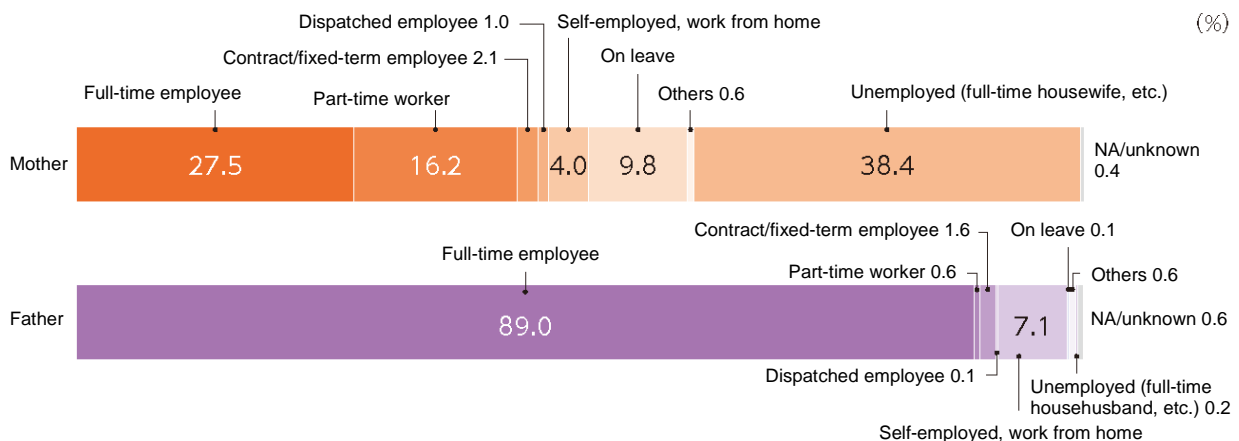
Age



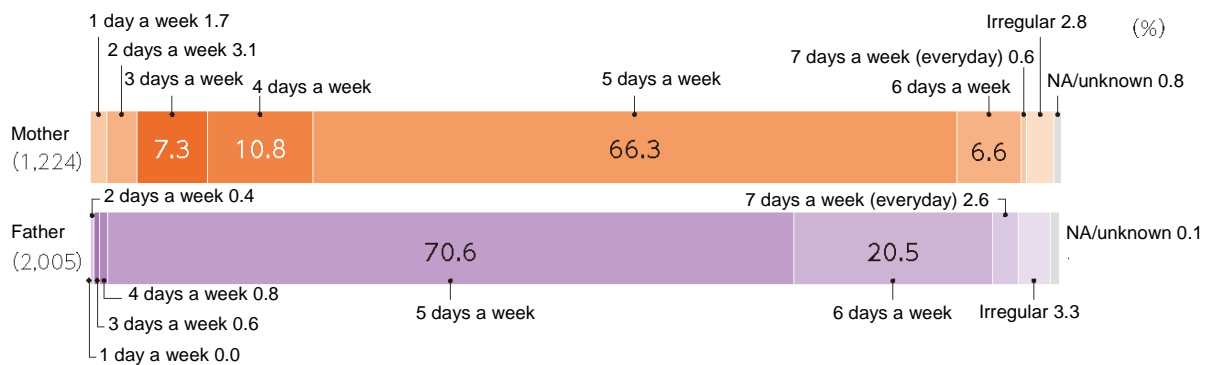
Final academic background



Employment status



Working days per week (those with jobs)



‡ Answers of those with jobs, excluding those who were "on leave," "non-employed," or classified to "others."

1. Development and everyday life of children aged 0–2 years

Rhythm of everyday life

At the age of 1-2, children whose wakeup time is between “around 6:30” and “around 7:00” made up about half of the total.

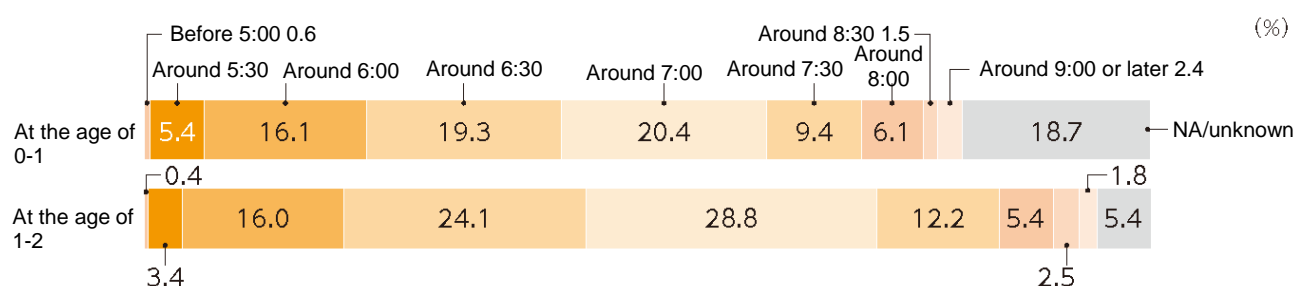
Those whose nap time is “about 2 hours” made up about 40%. Those whose bedtime is between “around 21:00” and “around 21:30” made up about half of the total children.

Questions on wakeup time/nap hours/bedtime at the age of 0-1 had a higher percentage of “NA/unknown” (about 20%) compared to other items (Figures 1-1-1, -2 and -3). This can be considered that respondents couldn’t choose a specific time of day because the rhythm of everyday life of the children had yet to be regulated. At the age of 1-2, the responses of “around 6:30” and “around 7:00” for wakeup time together accounted for as much as 52.9%; nap time for “about 2 hours” accounted for 41.7%; and “around 21:00” and “around 21:30” for bedtime together accounted for 49.5%. We can see that these responses have become the center of distribution. We can point out that in the background of this change, the rhythm of everyday life becomes regulated as the children grow older, and more children adjust their daily life cycle to the routine of ECEC facilities as they start attending them.



What time does your child get up on weekdays?

Figure 1-1-1 Wakeup time



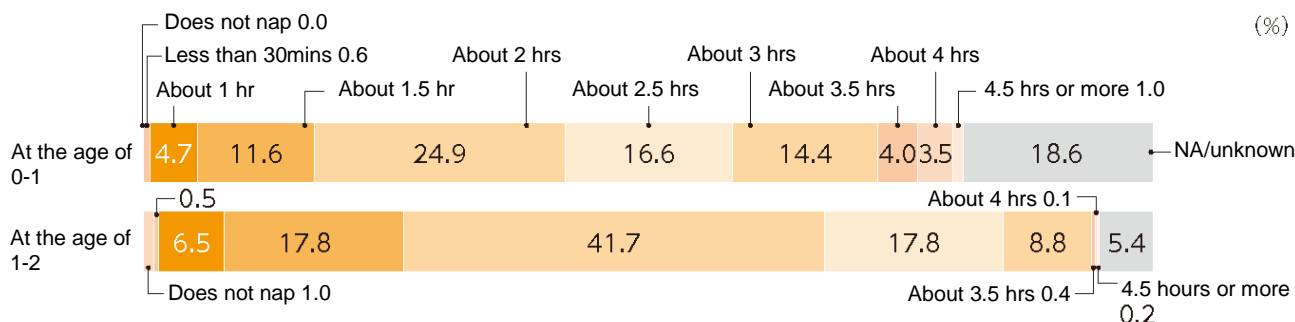
‡ Answers of mothers

‡ We grouped the responses of “around 9:00,” “around 9:30,” and “10:00 or later” together as “around 9:00 or later.”



How long does your child nap on weekdays? (Please add up all sleeping hours except night-time sleeping hours.) If the child attends ECEC facilities, nap time in the facilities need to be included.

Figure 1-1-2 Napping hours

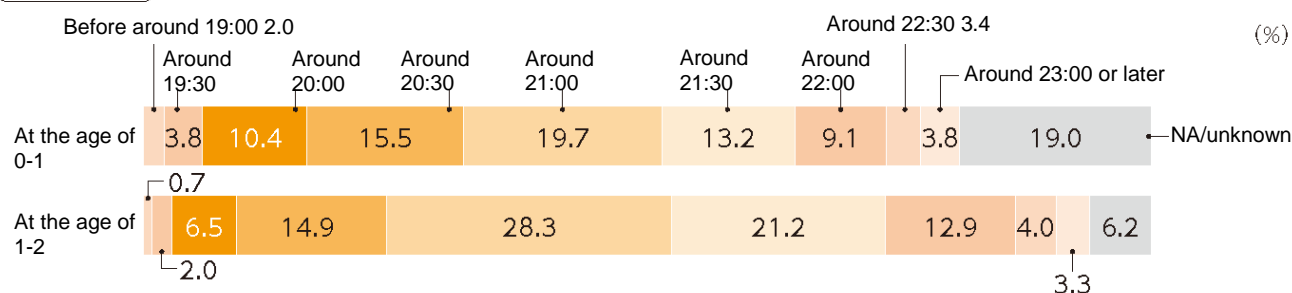


‡ Answers of mothers



What time does your child go to bed on weekdays?

Figure 1-1-3 Bedtime



‡ Answers of mothers ‡ We grouped the responses of “18:30 or earlier” and “around 19:00” as “around 19:00 or earlier,” and grouped the responses of “around 23:00,” “around 23:30,” and “24:00 or later” together as “around 23:00 or later.”

Outdoor play and the use of media

Children at the age of 1-2 spend more time on outdoor play, picture books, TV, DVD, smartphone, and the like compared to when they were at the age of 0-1.

We asked the question of how much time the child spends on outdoor play, having picture books and other print books read, and media on weekdays. Children at the age of 1-2 spend more time on each of these activities compared to when they were at the age of 0-1. When asked about hours spent for these activities at the age of 1-2, most respondents chose "about 1 hour" for "outdoor play (including stroll)" (40.2%), "about 30 mins" for "picture books and other print books (including having books read)" (37.5%), "TV or DVD" (37.7%). "Smartphone" and "PC or tablet" are infrequently used at the age of 0-1, whereas the time spent on these devices has become slightly longer at the age of 1-2.

1.

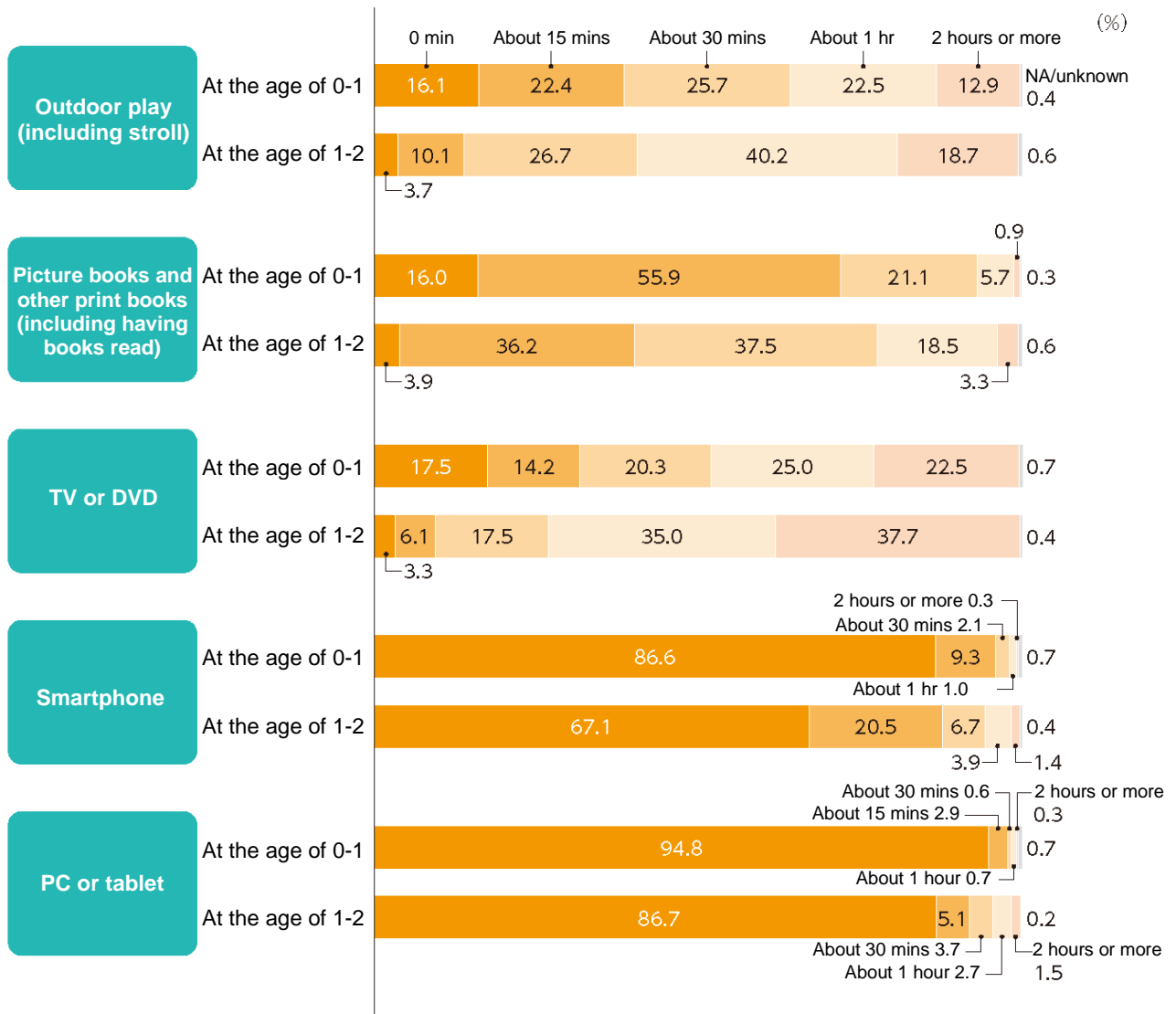
Development and everyday life of children aged 0-2



How many hours per day does your child spend doing/watching/using the following things on weekdays?

Figure 1-2

Time spent on outdoor play, having books read, media



‡ Answers of mothers

‡ We grouped the responses of "about 2 hours," "about 3 hours," and "4 hours or more" together as "2 hours or more."

Attendance in ECEC facilities

Compared with the age period of 0-1, the attendance rate in ECEC facilities at the age of 1-2 has increased by about 30 percentage points.

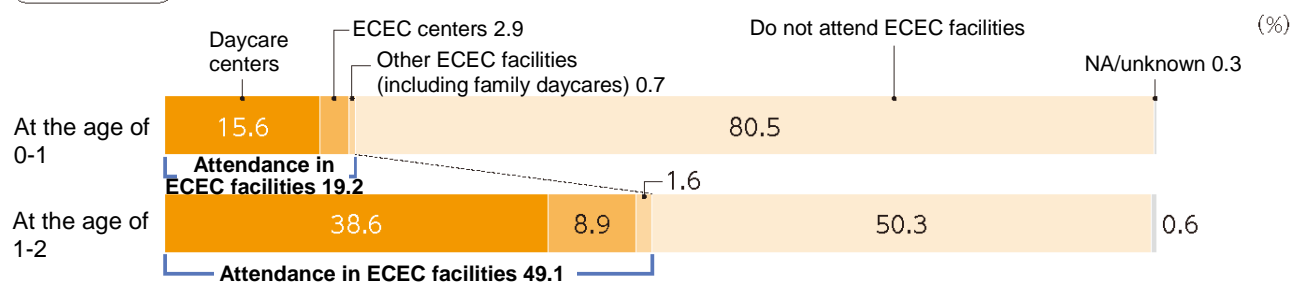
As for hours spent in ECEC facilities per day, “8 hours,” “9 hours,” and “10 hours” exceeded 20%, respectively.

The rate of children who attend daycare centers, etc. at the age of 1-2 (attendance rate in ECEC facilities) has increased by about 30 percentage points to 49.1%, from 19.2% at the age of 0-1 (Figure 1-3-1). The hours children spend in ECEC facilities remained mostly unchanged between at the age of 0-1 and at the age of 1-2; the responses of “about 8 hours,” “about 9 hours,” and “about 10 hours” together accounted for about 70% (Figure 1-3-2). As for opportunities to meet a person who has a child of the same age range as their children for mothers whose children do not attend ECEC facilities, “1-2 days a week” was the highest at 33.2% at the age of 1-2 (Figure 1-3-3). When asked about an opportunity to leave children with grandparents or temporary childcare at daycare centers, 45.7% of mothers surveyed answered “very rarely” (Figure 1-3-4).



Please tell us about your child.

Figure 1-3-1 Attendance in ECEC facilities

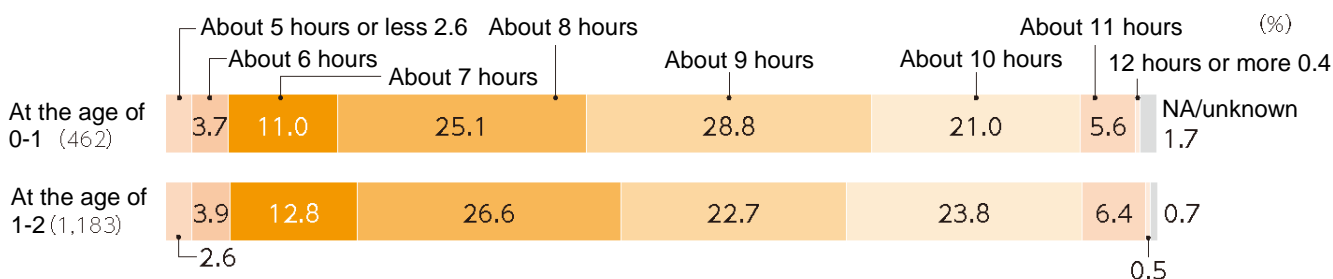


‡ Answers of mothers ‡ Non-licensed childcare facilities and small-scale childcare rooms are included in the category of daycare center.



How many hours per day does the child spend in ECEC facilities (including daycare center, ECEC center, and other ECEC facilities)?

Figure 1-3-2 Hours spent in ECEC facilities (children attending ECEC facilities)



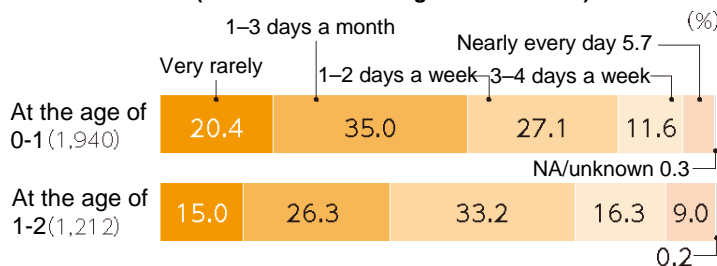
‡ Answers of mothers whose children attend ECEC facilities.

‡ We grouped the responses of “3 hours or less,” “about 4 hours,” and “about 5 hours” together as “about 5 hours or less.”



How often do you meet or talk with someone who has a child of the same age range as your child at a childcare support center or children’s center or by making visits to your friend’s house?

Figure 1-3-3 Opportunities to meet someone who has a child of the same age range as the child of the survey participant (children not attending ECEC facilities)



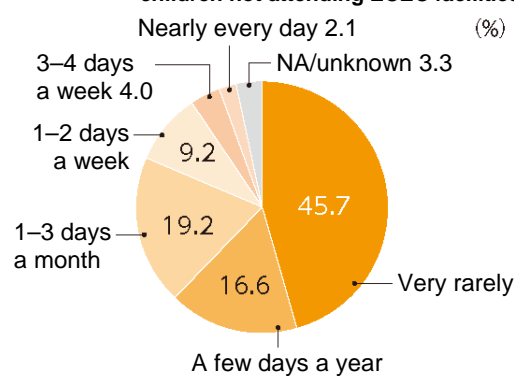
‡ Answers of mothers whose children do not attend ECEC facilities.

‡ At the age of 1-2, we grouped the responses of “a few days a year” and “very few” as “very rarely.”



How often do you leave your child with his/her grandparents or in temporary childcare service at a daycare center or family support service?

Figure 1-3-4 Opportunities to leave the child with someone else (at the age of 1-2, children not attending ECEC facilities)



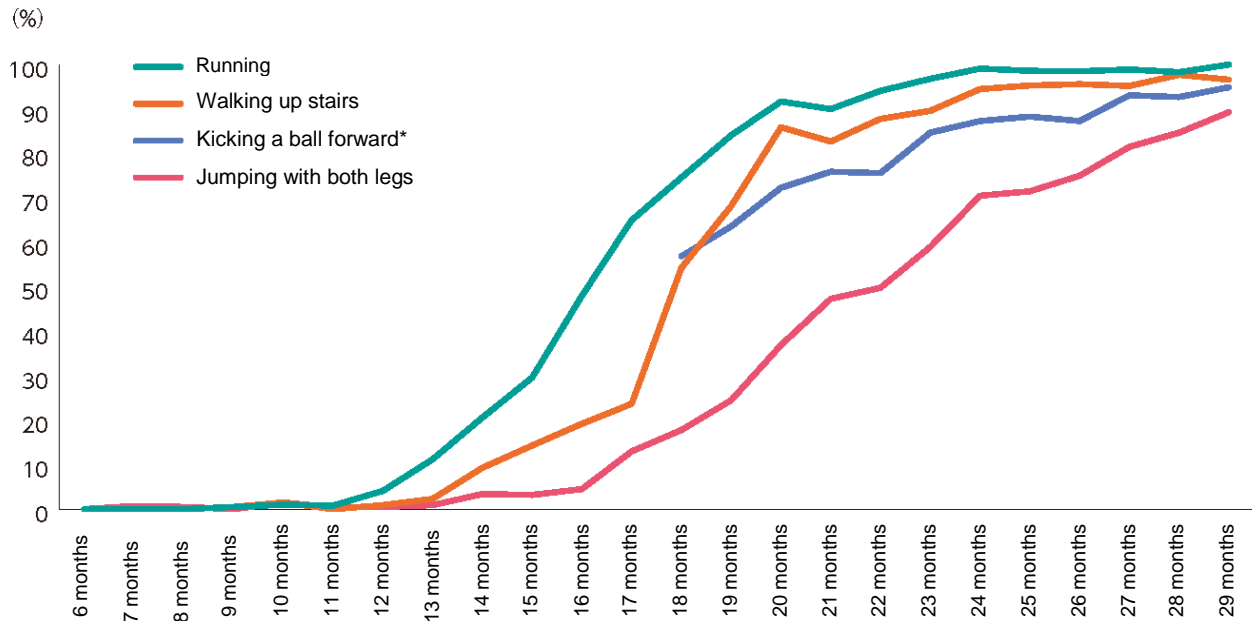
‡ Answers of 1,212 mothers whose children do not attend ECEC facilities.

The development of motor skills and language becomes significant from around 18 months old.

Children's development of motor skills and language is significant between the age of 6 months and 29 months. As for "running," the percentage of "can do" responses increases dramatically by the month from the age of 13 months to 19 months (Figure 1-4-1). The figure shows that the responses to the question about language, including "the child says his/her own name," "the child uses two-or more-word sentences (e.g., "dog came"), "the child names an object looking at a picture book," and "the child says 'yummy,' 'cute,' or something like that," begin to increase from around 18 months old to 24 months old, and 80–90% answered "can do" or "often does this" at the age of 29 months (Figure 1-4-2).

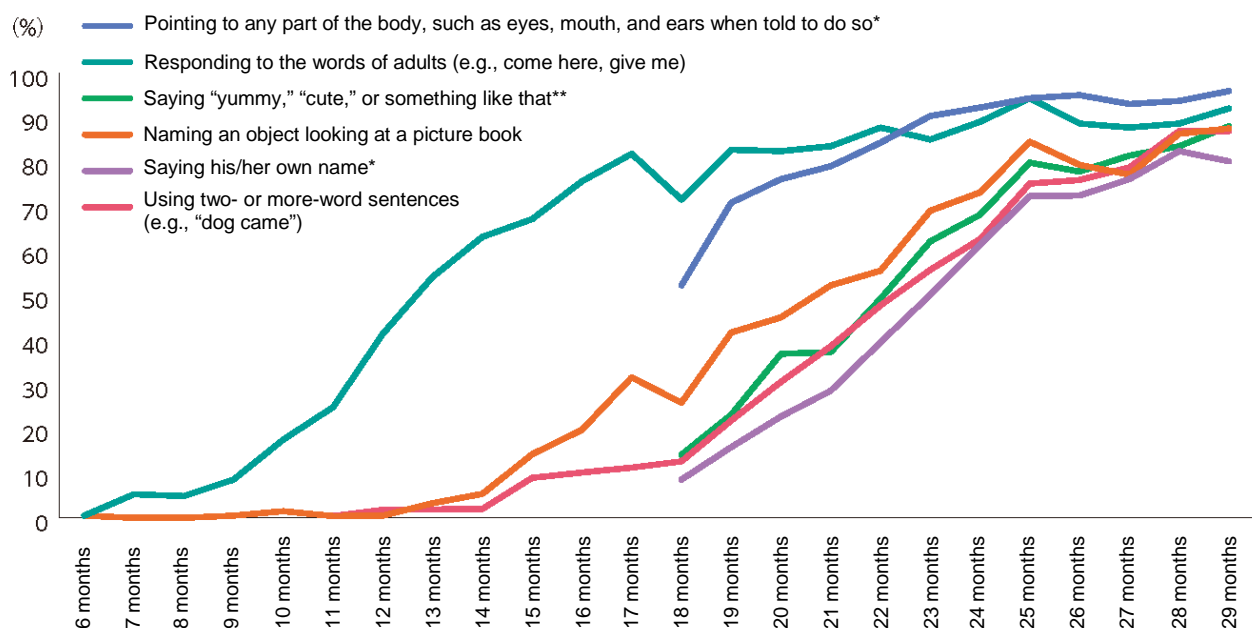
Q Please circle the number applicable to the child's development and behavior.

Figure 1-4-1 Development of gross motor skills (at the age of 0-1, at the age of 1-2, by age in months)



‡ The graph shows the percentage of respondents who answered "can do." ‡ Answers of mothers ‡ The percentage of 6–17 months comes from responses at the age of 0-1, and that of 18–29 months comes from responses at the age of 1-2.
 ‡ The item marked with an asterisk (*) was asked at the age of 1-2 only.

Figure 1-4-2 Development of language (at the age of 0-1, at the age of 1-2, by age in months)



‡ The graph shows the percentage of respondents who answered "often does this." ‡ Answers of mothers ‡ The percentage of 6–17 months comes from responses at the age of 0-1, and that of 18–29 months comes from responses at the age of 1-2.
 ‡ The items marked with asterisks (*) were asked at the age of 1-2 only and asked if the child "can do." The items marked with asterisks (**) were asked at the age of 1-2 only.

2. Mothers'/fathers' awareness of parenting and their everyday life

Awareness of parenting and their everyday life

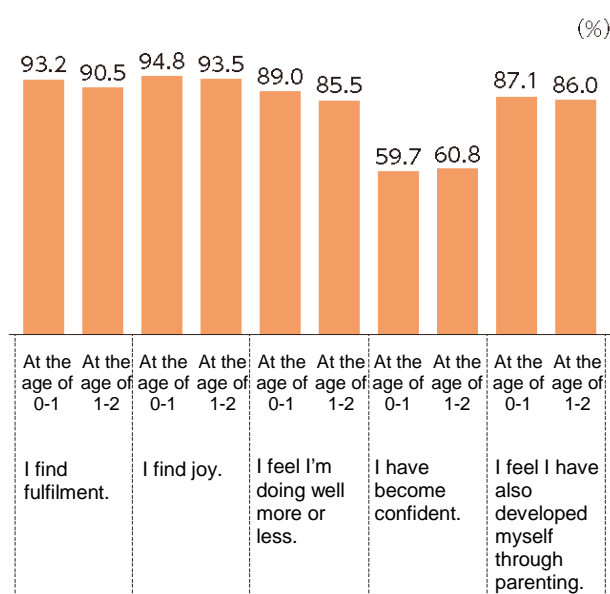
About 90% of mothers/fathers surveyed feel fulfillment and joy for parenting. On the other hand, about 40–50% of mothers/fathers surveyed are “anxious about whether their children have grown well.”

More than 90% of mothers/fathers surveyed find fulfillment and joy in raising children (Figures 2-1-1 and -2). However, the percentage of mothers who answered “this holds true for me” to the questions on positive feelings for parenting at the age of 1-2 tends to be lower than at the age of 0-1. On the other hand, the percentage of mothers who answered “true for me” to the questions on negative feelings at the age of 1-2 tends to be slightly higher than at the age of 0-1, whereas the percentage of fathers tends to be slightly lower (Figures 2-1-3 and -4).



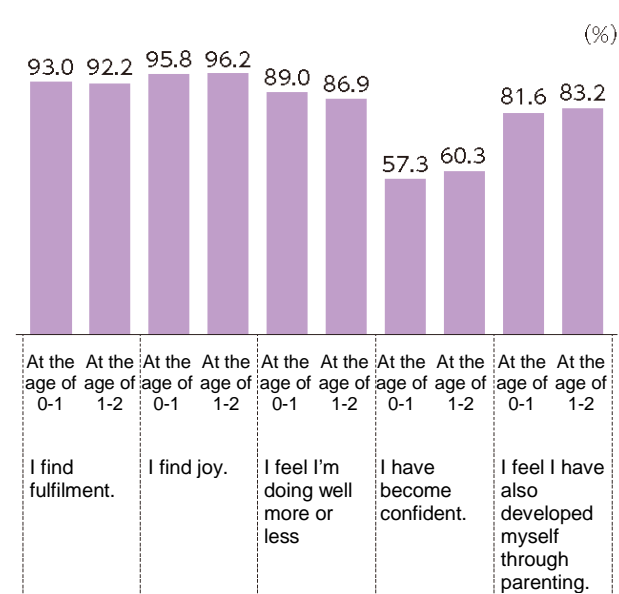
How much do the following statements hold true for you?

Figure 2-1-1 Mothers' positive feelings for parenting



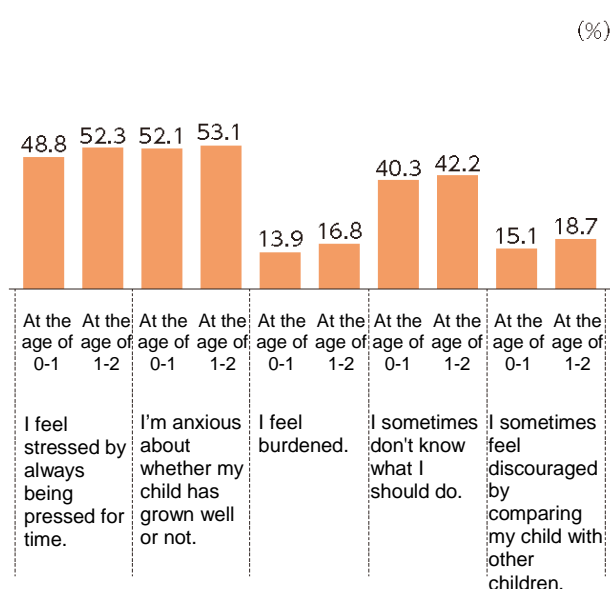
‡ The percentages represent the proportion of “very true” plus “almost true”

Figure 2-1-2 Fathers' positive feelings for parenting



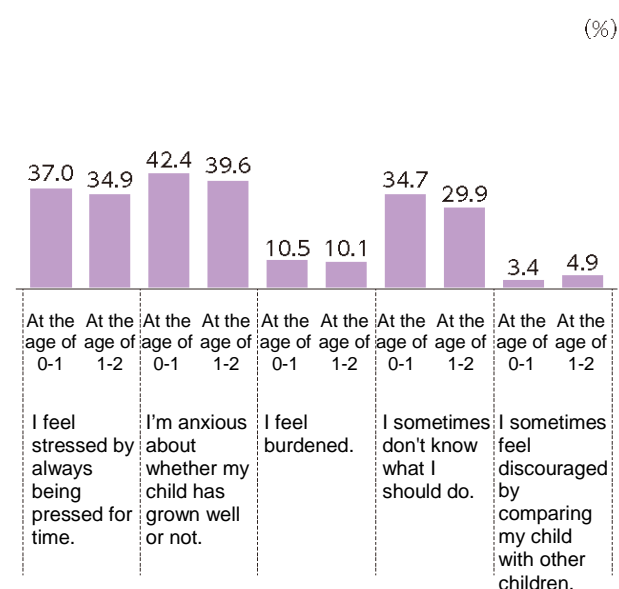
‡ The percentages represent the proportion of “very true” plus “almost true”

Figure 2-1-3 Mothers' negative feelings for parenting



‡ The percentages represent the proportion of “very true” plus “almost true”

Figure 2-1-4 Fathers' negative feelings for parenting



‡ The percentages represent the proportion of “very true” plus “almost true”

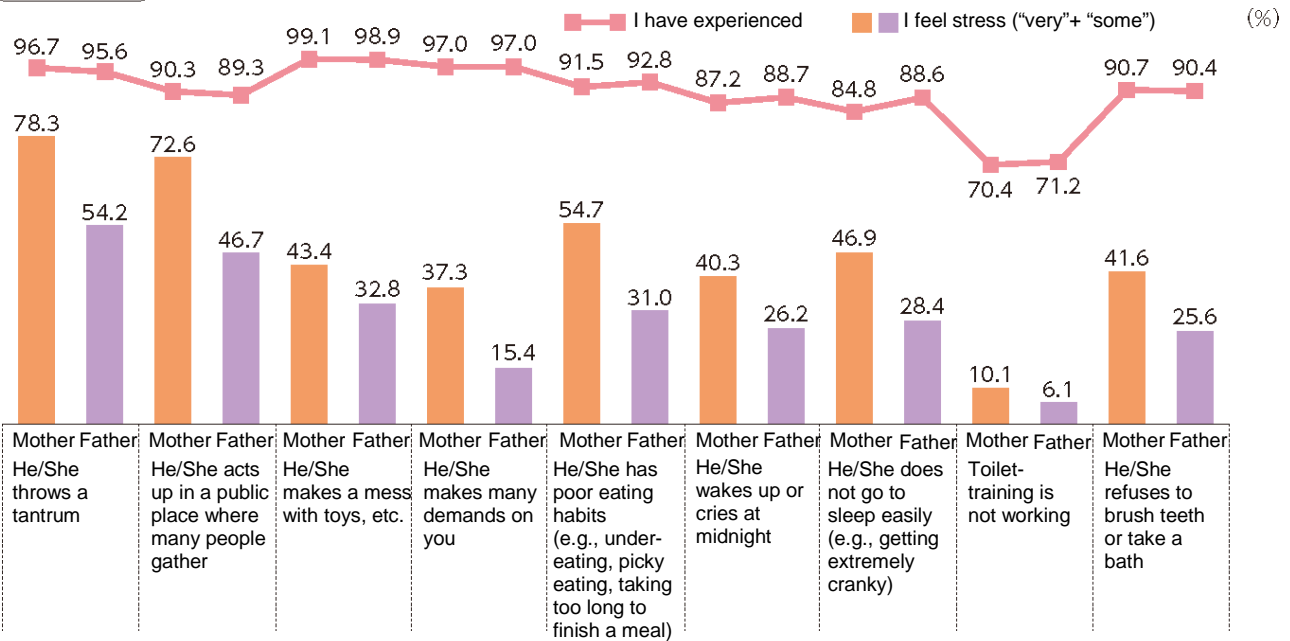
Mothers suffer more day-to-day stress from parenting than fathers.

In addition, over 70–80% of mothers surveyed feel “I cannot secure enough free time.”

Regarding stress from parenting, mothers and fathers had almost the same percentage in answering “I have experienced” behaviors indicated in Figure 2-1-5, whereas the proportion of “I feel stress” was higher among mothers than among fathers for all situations. Particularly, over 70% of mothers surveyed feel stressed about “throwing a tantrum,” “acting up in a public place where many people gather.” By asking about burden felt in every aspect of everyday life, we found that the percentage of “I cannot secure enough free time” was relatively high at over 70–80% among mothers, regardless of their employment status (Figure 2-1-6).

Q Have you experienced the following behaviors of your child? If you have experienced it, how do you feel about it?

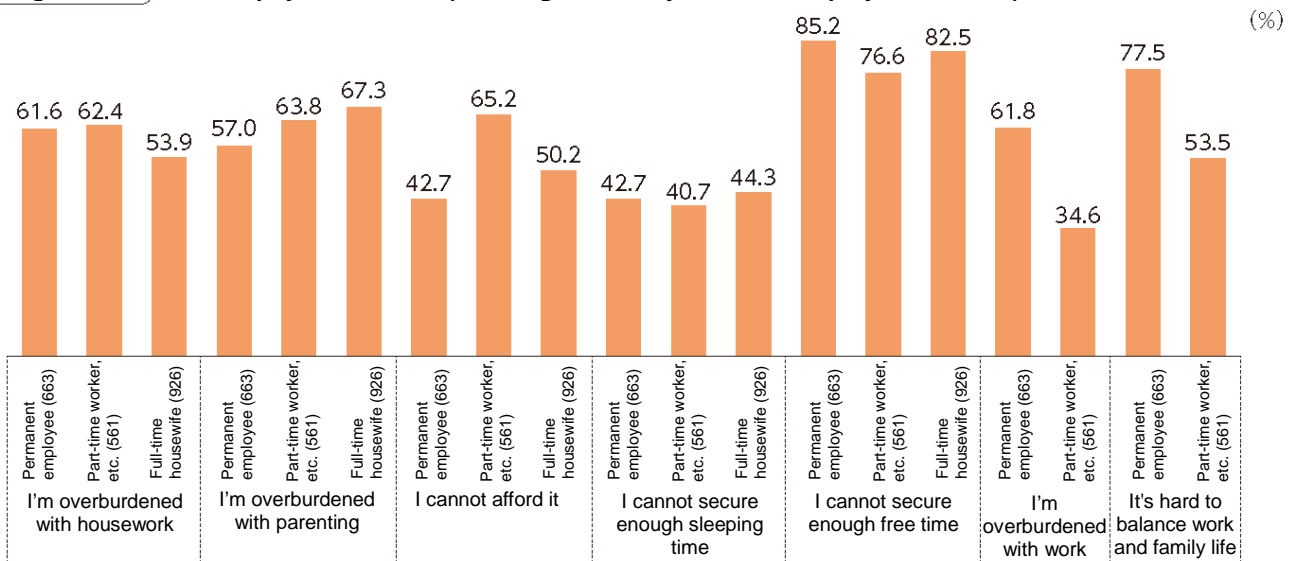
Figure 2-1-5 Stress from parenting (at the age of 1-2)



‡ The percentage of “feel stress” represents the proportion of “feel much stress” plus “feel some stress” to all respondents including those who answered “I haven’t experienced.”

Q How much do the following statements hold true for your present situation?

Figure 2-1-6 Mental/physical burden (at the age of 1-2, by mother’s employment status)



‡ Answers of mothers

‡ “Permanent employee” represents “full-time employee,” while “part-time worker, etc.” represents “part-time worker,” “contract/fixed-term employee,” “dispatched employee,” and “self-employed, work from home.”

‡ The percentages represent the proportion of “very true” plus “almost true.” ‡ The two items from the right are targeted at those with jobs.

Fathers' parenting

We asked about hours for fathers' parenting during weekdays, and the most common response (36.8%) was "less than 1 hour."

Among responses to the question about distribution of parenting between mothers and fathers, the most common one was that mothers assume "80–90%" of all parenting.

"Less than 1 hour" was the most popular answer (36.8%) to the question about hours for fathers' parenting during weekdays, and "less than 30 mins" was the most popular answer (38.7%) to the question about housework (Figures 2-2-1 and -2). These figures show that time spent by fathers varies depending on their spouse's (mothers') employment status for both parenting and housework and that fathers are likely to spend more time in parenting and housework if their spouse (mothers) works as permanent employees. In response to the question about distribution of parenting, 52.7% of mothers and 57.3% of fathers answered that mothers assume "80–90%" of all parenting, which was higher than other answer options. When asked about desire for distribution, most mothers (47.0%) and fathers (39.1%) answered that mothers should assume "60–70%" of all parenting.



How many hours per day are allocated on average for the following? Please tell us about hours for parenting by considering them as the amount of time you spend with your child (excluding sleeping hours).

Figure 2-2-1 Hours for fathers' parenting during weekdays (at the age of 1-2, by mother's employment status)

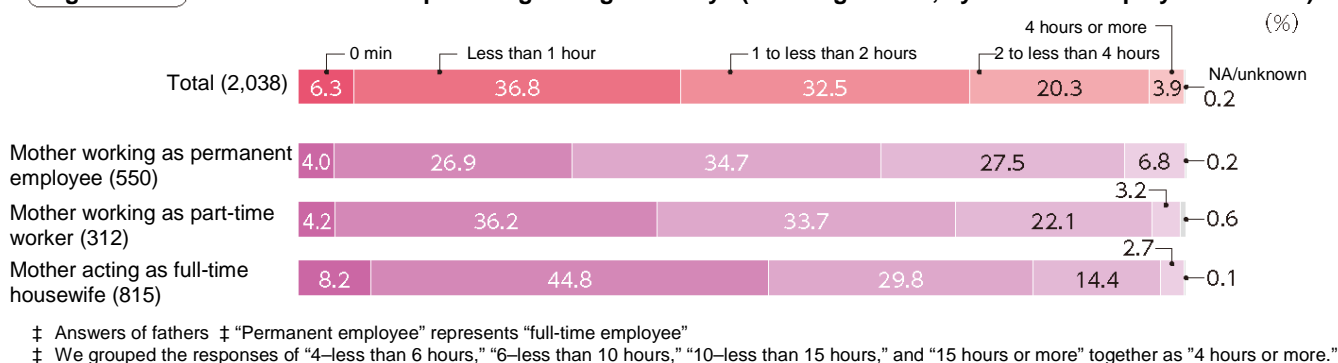
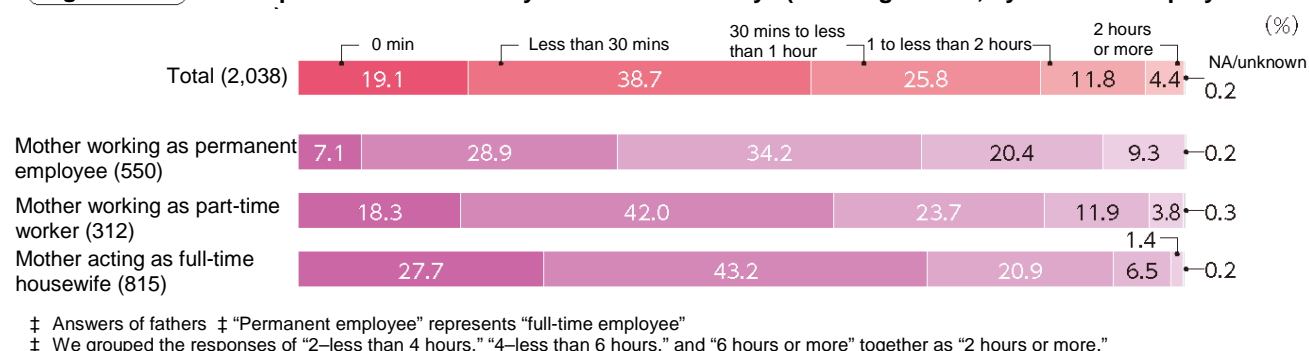


Figure 2-2-2 Time spent for housework by fathers on weekdays (at the age of 1-2, by mother's employment status)



In the distribution of parenting/housework between you and your spouse, what percentage of parenting/housework do you actually assume? What ratio do you think is desirable for distribution of parenting/housework?

Figure 2-2-3 Actual distribution of parenting (at the age of 1-2)

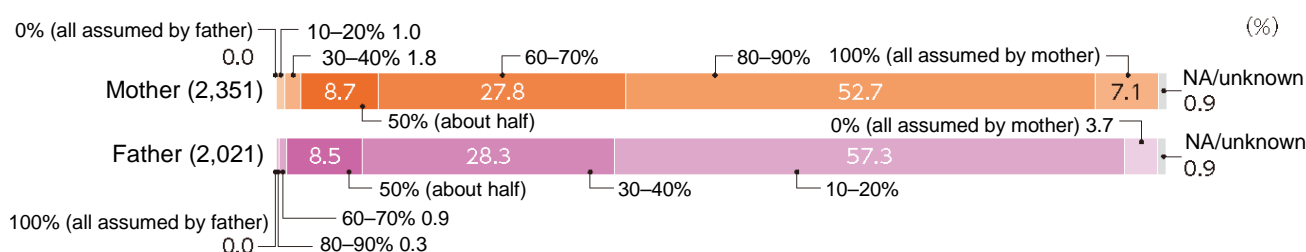
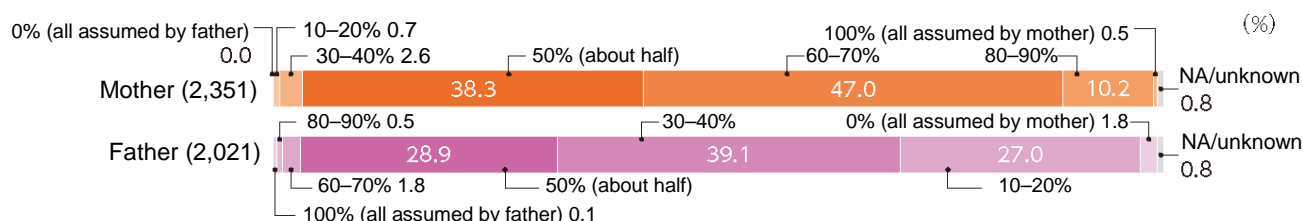


Figure 2-2-4 Desirable distribution of parenting (at the age of 1-2)



3. Working style of mothers and fathers

Mother's working hours; time when mothers come home

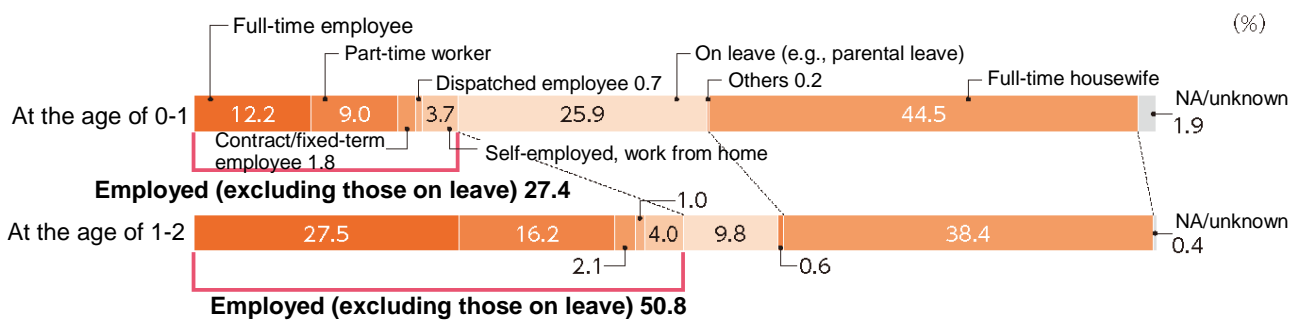
The number of employed mothers when their children were at the age of 1-2 significantly increased compared to when they were at the age of 0-1.

At the age of 1-2, employed mothers accounted for about 50%, whereas full-time housewives accounted for about 40%.

The percentage of employed mothers has increased by 20 percent points to 50.8% at the age of 1-2, from 27.4% at the age of 0-1 (Figure 3-1-1). As for working hours per week, 48.6% of mothers working as permanent employees reported that they work "30 to less than 40 hours," while 53.2% of mothers working as part-time workers reported that they work "15 to less than 30 hours" (Figure 3-1-2). 87.9% of mothers working as permanent employees wish to come home by 18:00 (before 18:00), but the percentage of mothers who actually come home by 18:00 stood at 43.9% (Figure 3-1-3). 71.1% of mothers working as part-time workers wish to come home by 17:00 (from 15:00 to before 17:00), but in reality the percentage of mothers who come home by 17:00 stood at 50.1% (Figure 3-1-4).

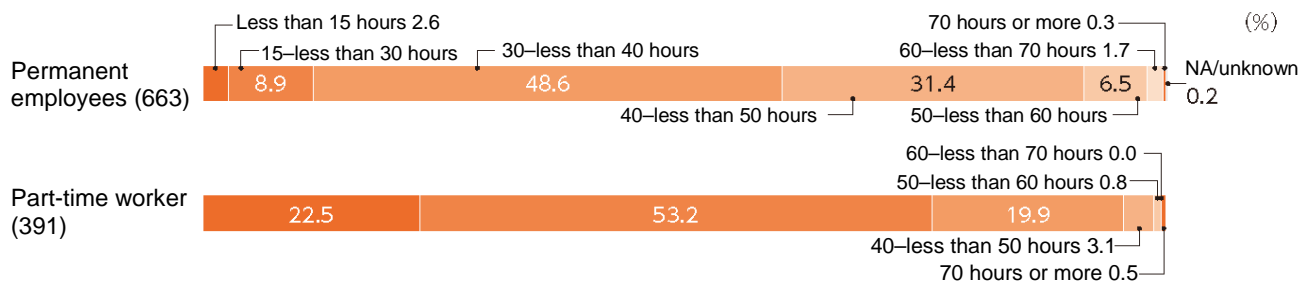
Q Please tell us about yourself.

Figure 3-1-1 Mother's employment status



‡ Answers of mothers

Figure 3-1-2 Weekly working hours (at the age of 1-2, answered by mothers with jobs, by employment status)



‡ "Permanent employee" represents "full-time employee." ‡ We illustrated only the results of "permanent employee" and "part-time workers."

Figure 3-1-3 Time when mothers working as permanent employees come home on weekdays (at the age of 1-2, reality and wish)

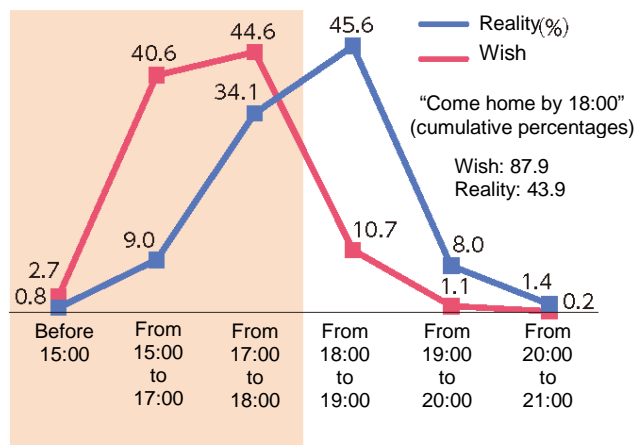
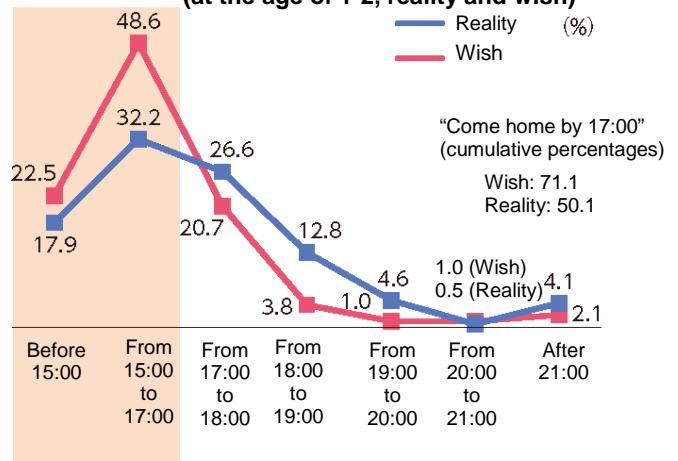


Figure 3-1-4 Time when mothers working as part-time workers come home on weekdays (at the age of 1-2, reality and wish)



‡ Answers of 663 mothers working as "full-time employees"

‡ We omitted NA/unknown responses.

‡ The number of the response of "after 21:00" was zero.

‡ Answers of 391 mothers working as "part-time worker"

‡ We omitted NA/unknown responses.

‡ We grouped the responses of "from 21:00 to 22:00," "from 22:00 to 23:00," and "23:00 or later" together as "after 21:00."

Time when fathers come home

54.4% of mothers said, “I want my husband (father) to come home by 19:00.” 59.1% of fathers also said, “I want to come home by 19:00,” but in reality, only 1 in 4 fathers said they could come home by 19:00.

We asked mothers about what time they want their spouses with jobs to come home. 54.4% of all mothers answered “I want my husband to come home by 19:00 (before 19:00)” (Figure 3-2-1). And 59.1% of fathers also answered, “I want to come home by 19:00,” but in reality, only 24.9% of fathers said they could actually come home by 19:00 (Figure 3-2-2). 48.9% of fathers who could come home by 19:00 were engaged in parenting for “2 hours or more” on weekdays (Figure 3-2-3). The longer the hours for fathers’ parenting during weekdays, the higher the proportion of mothers and fathers who feel “we help each other in parenting and housework” (Figure 3-2-4).

Q Please tell us about yourself.

Figure 3-2-1 Time when mothers want fathers (their husbands) to come home on weekdays (at the age of 1-2)

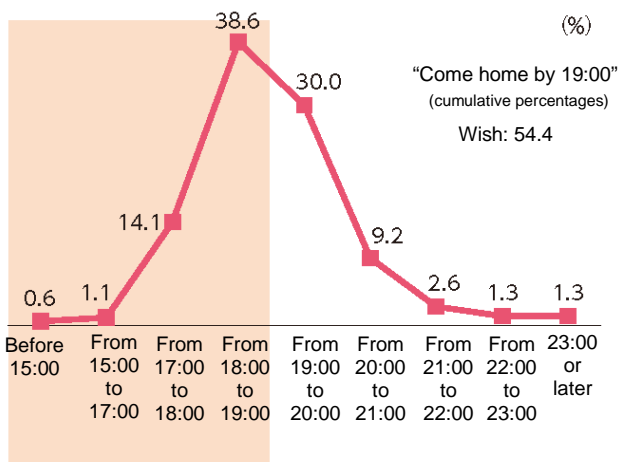
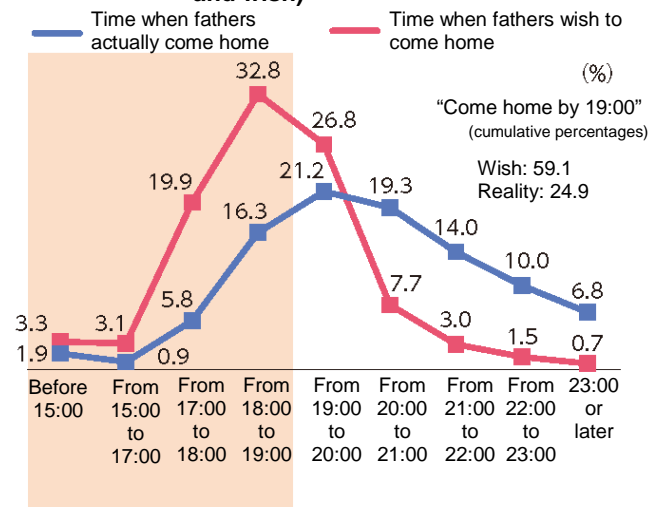


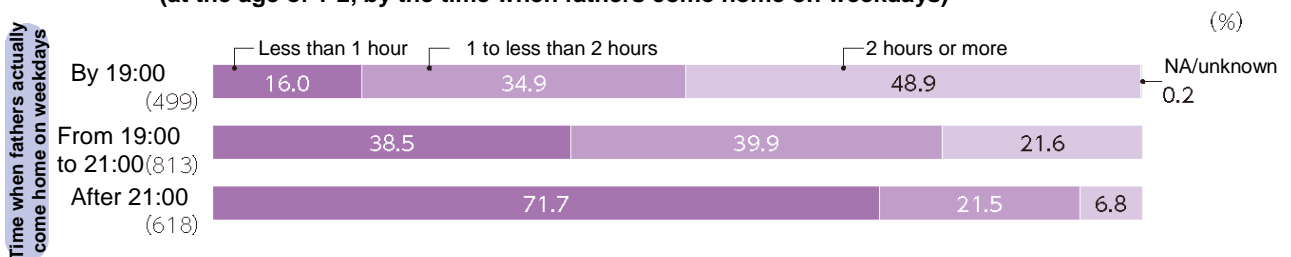
Figure 3-2-2 Time when fathers come home on weekdays (at the age of 1-2, reality and wish)



‡ Answers of 2,155 mothers who have spouses with jobs
‡ We omitted NA/unknown responses.

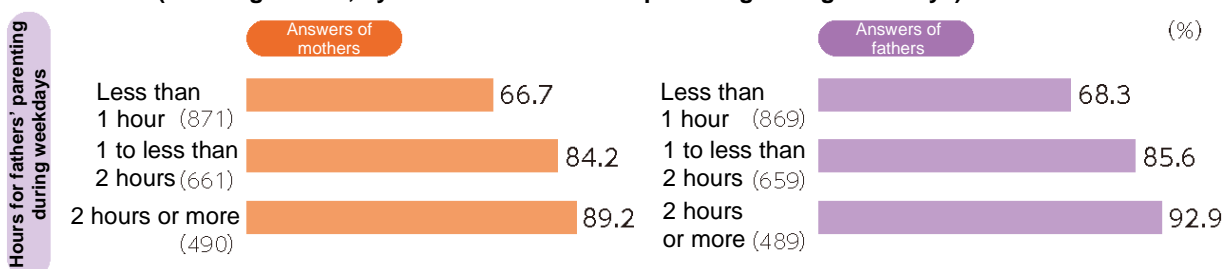
‡ Answers of 2,005 fathers with jobs ‡ We omitted NA/unknown responses.

Figure 3-2-3 Hours for fathers’ parenting during weekdays (at the age of 1-2, by the time when fathers come home on weekdays)



‡ We asked respondents about “time for parenting” by requesting them to consider it as the amount of time they spend with their child (excluding sleeping hours). ‡ Answers of fathers with jobs
‡ We grouped the responses of “before 15:00,” “from 15:00 to 17:00,” and “from 17:00 to 18:00,” and “from 18:00 to 19:00” together as “by 19:00” and the responses of “from 21:00 to 22:00,” “from 22:00 to 23:00,” and “23:00 or later” together as “after 21:00.”

Figure 3-2-4 “We help each other in parenting and housework” (at the age of 1-2, by the hours for fathers’ parenting during weekdays)



‡ The percentages represent the proportion of “very true” plus “almost true.” ‡ Answers of mothers and fathers who have spouses
‡ We grouped the responses of “0 mins” and “less than 1 hour” together as “less than 1 hour,” the responses of “2-less than 4 hours,” “4-less than 6 hours,” and “6-less than 10 hours,” “10-less than 15 hours,” and “15 hours or more” together as “2 hours or more.”

Workplace environment

As for workplace environment, 84.4% of mothers with jobs and 46.6% of fathers with jobs answered “there is an atmosphere that allows people to leave the office on time.”

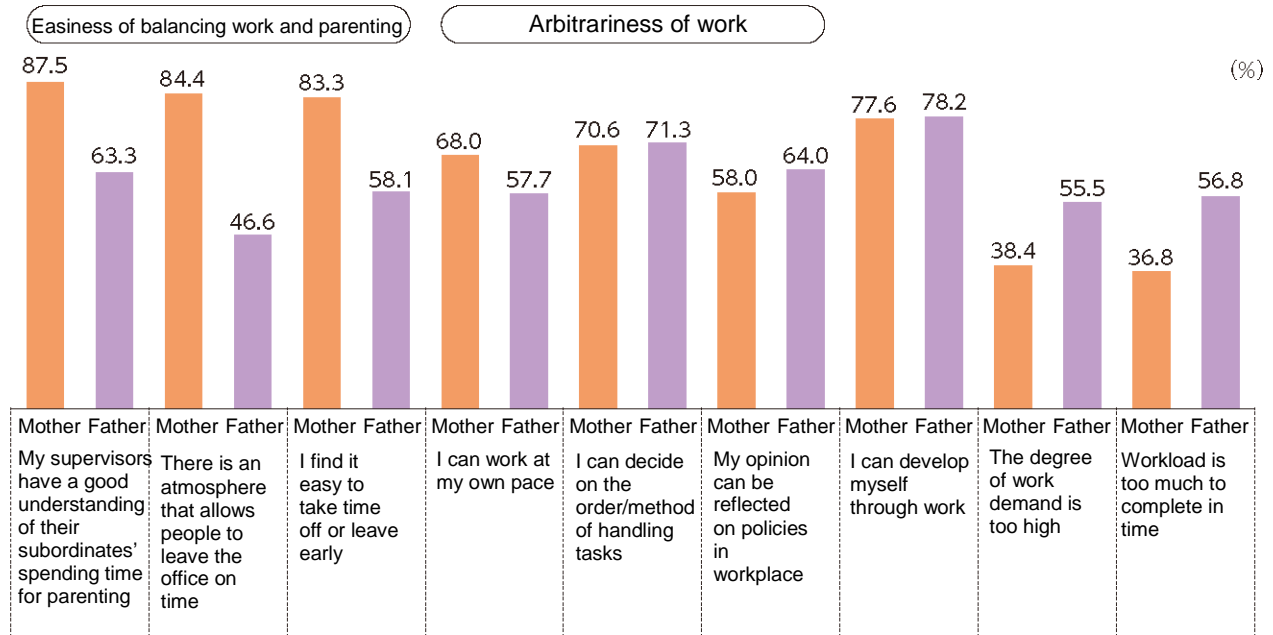
We asked the mothers and fathers who had jobs about workplace environment and systems in their workplaces. The percentage of “yes” response to the statements that are associated with the easiness of balancing work and parenting—“my supervisors have a good understanding of their subordinates’ spending time for parenting,” “there is an atmosphere that allows people to leave the office on time,” “I find it easy to take time off or leave early”—stood at more than 80% for mothers, whereas the percentage accounted for 40% to less than 70% for fathers (Figure 3-3-1). As for the usage rate of systems in their workplaces, the rates of using “childcare leave system,” “system for working shortened hours,” and “system for taking leave to care for sick children” were much lower among fathers, standing at 10 percent or less, than mothers whose rate was about 40–90% (Figure 3-3-2).

3.

Working style of mothers and fathers

Q How much do the following statements hold true for your workplace?

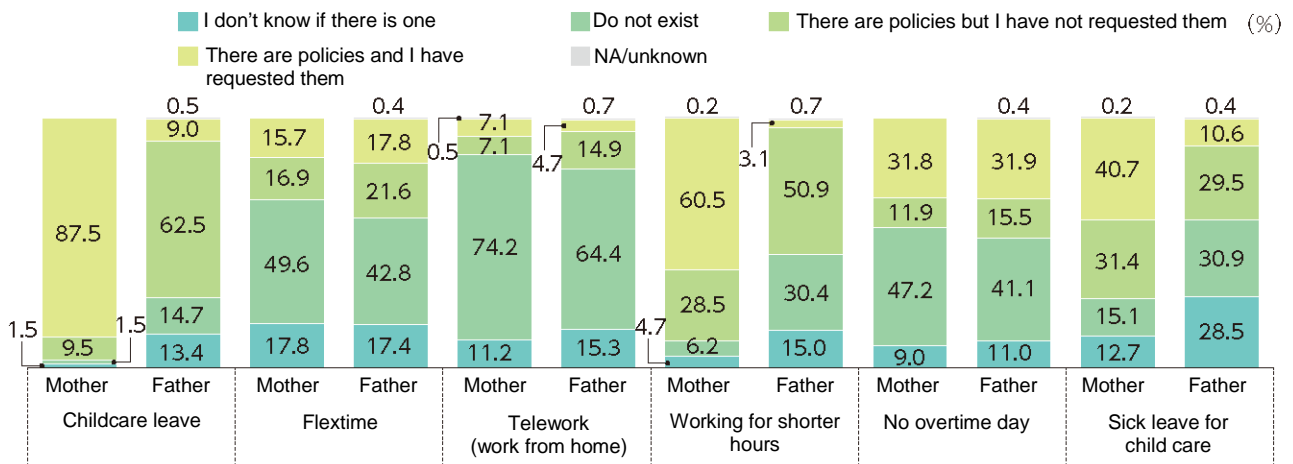
Figure 3-3-1 Workplace environment (at the age of 1-2, responded by those with jobs)



‡ Answers of 1,224 mothers and 2,005 fathers who have jobs, excluding those who were “on leave,” “non-employed,” or classified to “others”
 ‡ The percentages represent the proportion of “very true” plus “almost true.”

Q Do the following policies or activities exist in your workplace? If any policies exist, have you ever requested them?

Figure 3-3-2 Policies in workplace (at the age of 1-2, responded by those working as permanent employees)



‡ Answers of 663 mothers and 1,814 fathers who work as “full-time employees”

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