



Positive feelings about parenting have remained unchanged for 15 years

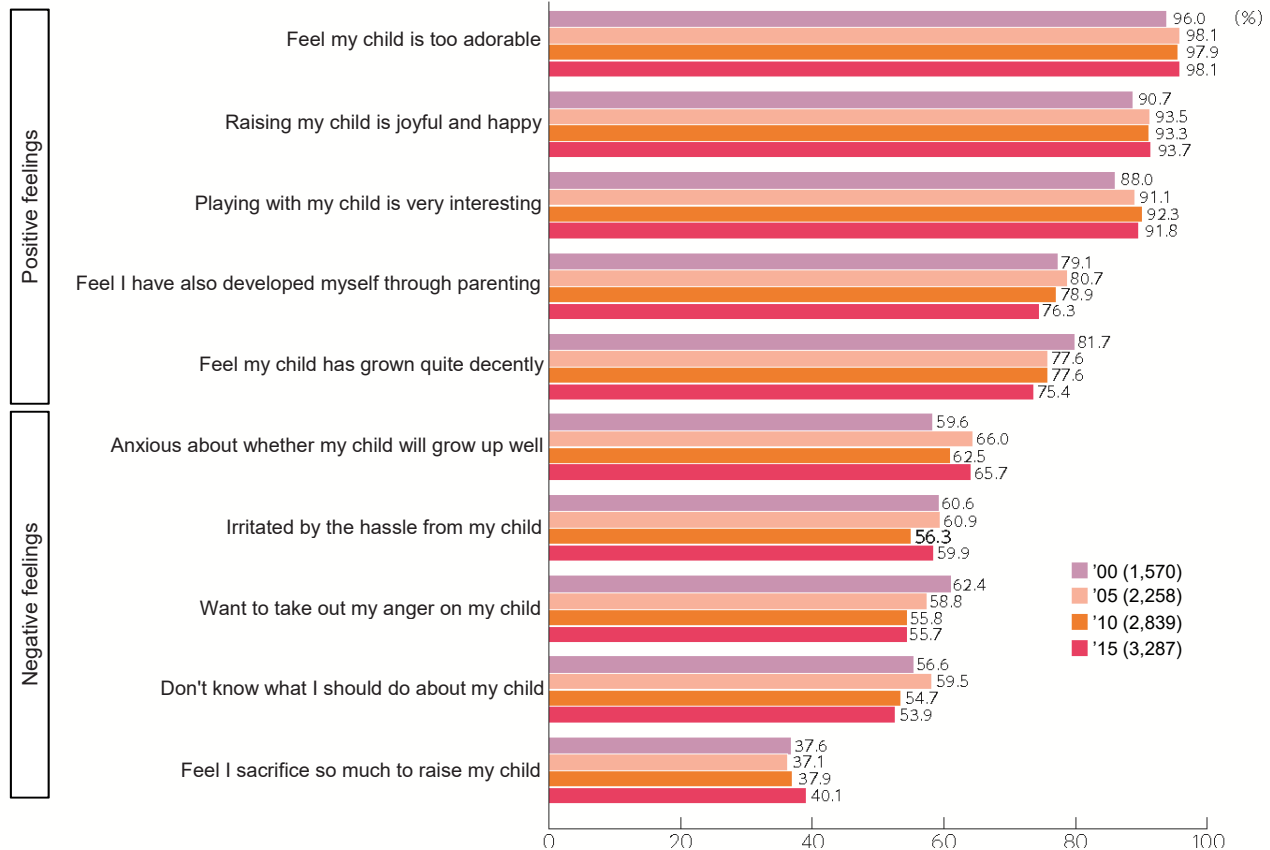
The survey result that about 80–90% of mothers have positive feelings about parenting has remained unchanged for 15 years. Negative feelings about parenting or anxiety about the future of the child have slightly intensified among full-time housewives over the last 5 years.



Have you had the following feelings about parenting recently?



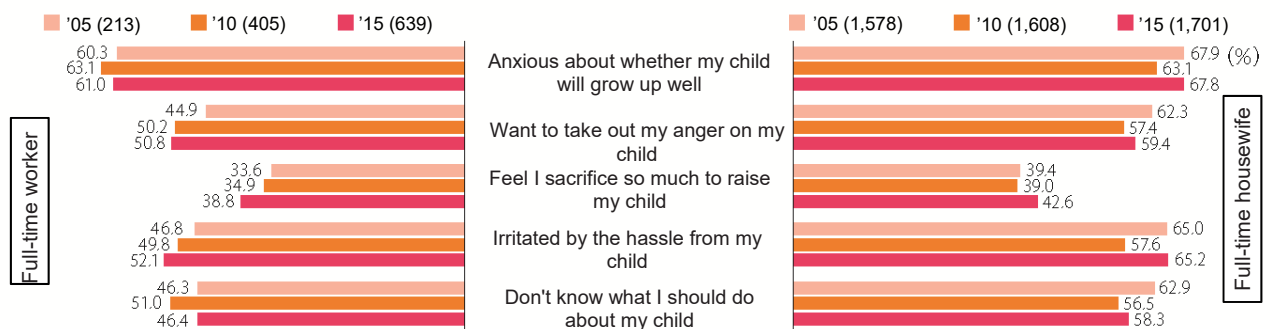
Figure 2-1-1 Mother's parenting awareness (longitudinal comparison)



‡ The percentages represent the proportion of "very often" plus "sometimes."

‡ We analyzed only the answers of mothers.

Figure 2-1-2 Mother's awareness towards parenting (by mother's employment status, longitudinal comparison)



‡ The percentages represent the proportion of "very often" plus "sometimes."

‡ We analyzed only the answers of mothers.

There is a tendency that remains unchanged over the last 15 years; many mothers have positive feelings about parenting, whereas about 40–60% of mothers surveyed have anxiety or negative feelings (Figure 2-1-1). Likewise, the tendency that full-time housewives are more anxious about parenting than full-time workers remains unchanged. Figure 2-1-2 shows that the proportion of

"very often" and "sometimes" responses to the statements that describe anxiety or negative feelings about parenting has slightly increased among full-time housewives compared to 5 years ago. It suggests that changes in awareness towards parenting differ depending on the mother's employment status.

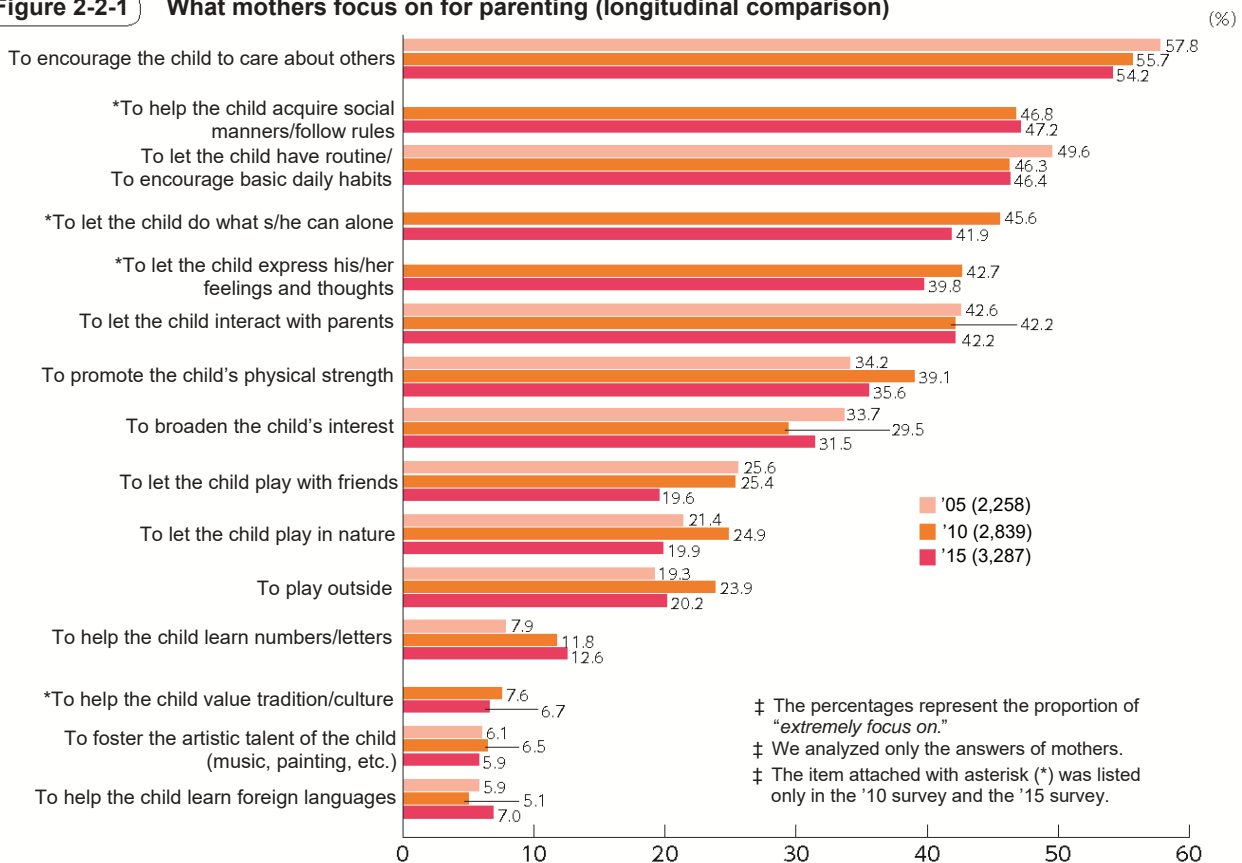
Mothers who focus on encouraging the child “to play with friends” have decreased.

The tendency that the percentage of mothers who focus on encouraging the child to have consideration for others/social nature/lifestyle habits is relatively high remains unchanged. However, the proportion of mothers who *extremely focus on* encouraging the child “to play with friends” has declined by 5.8 percentage points over the last 5 years.

Q What do you focus on when raising your child?



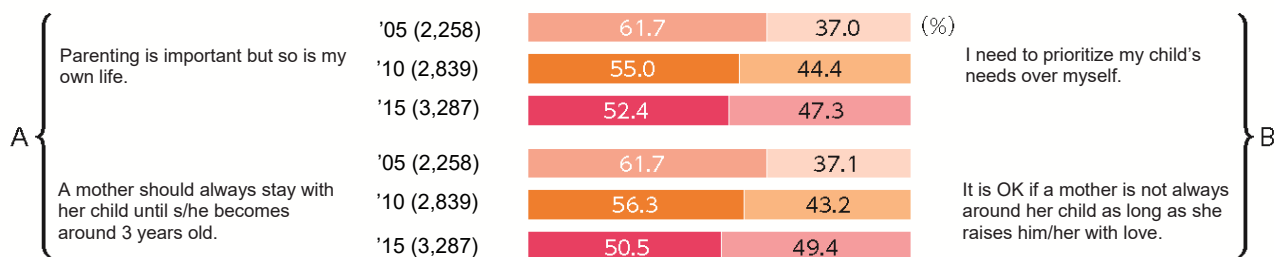
Figure 2-2-1 What mothers focus on for parenting (longitudinal comparison)



Q Which of the following opinions, “A or B,” represents your feelings better?



Figure 2-2-2 Mother's view on parenting (longitudinal comparison)



‡ We analyzed only the answers of mothers.

‡ Percentages of A and B do not add up to 100% because “no answer/unknown” is not displayed.

‡ We displayed 2 items among 8 items that showed a significant difference of at least 10 percentage points (as a result of comparing '05 survey with the '15 survey)

There is no indication of change in the tendency that many mothers focus on encouraging the child to be caring for others/social skills/basic daily habits (Figure 2-2-1). On the other hand, the proportion of mothers who focus “very much” on encouraging the child to play with friends has declined by 5.8 percentage points over the

last 5 years. The views on parenting that have increased in percentage terms over the 10 years were “I need to prioritize my child's needs over myself” and “It is OK if a mother is not always around her child as long as she raises him/her with love” (Figure 2-2-2). This suggests that values regarding parenting have diversified.

As for source of information on discipline and education, most respondents chose “mother’s friends or acquaintances” and “internet or blogs.”

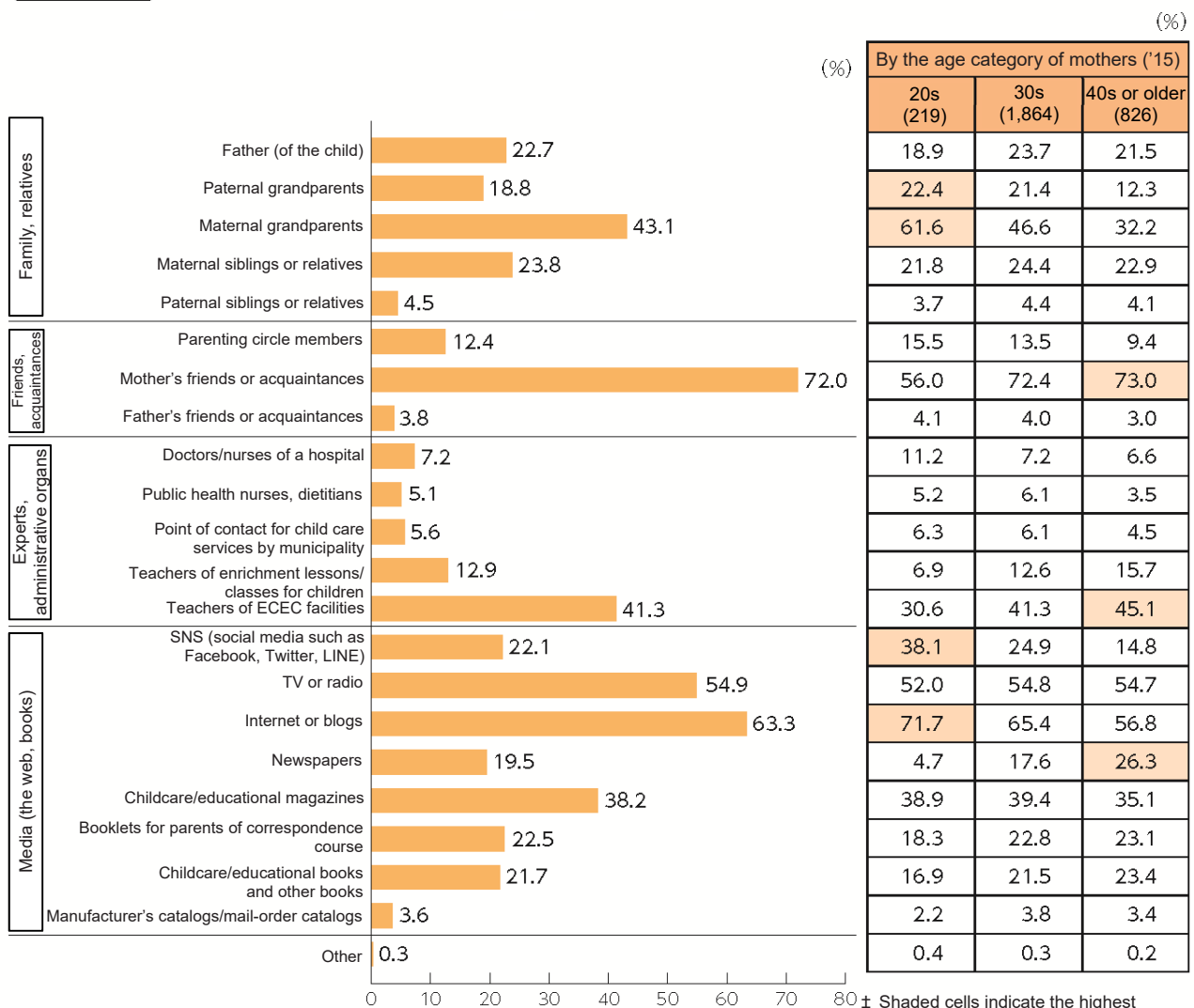
The descending order of percentage for the answers to the question about the source of information on discipline and education is as follows: “mother’s friends or acquaintances,” “internet or blogs,” “TV or radio,” “maternal grandparents,” “teachers of ECEC facilities.” Mothers appear to obtain the relevant information through both people and media. More mothers in their 20s showed higher percentages in “SNS” and “internet or blogs” as compared to those in their 40s.



From whom and where do you get information on discipline and education?



Figure 2-3-1 Sources of information on discipline and education ('15)



‡ Multiple answers were allowed.

‡ We only analyzed the answers of mothers (3,287). Thus, we omitted “mother (of the child).”

The descending order of percentage for the answers to the question about the source of information on discipline and education is as follows: “mother’s friends or acquaintances” (72.0%), “internet or blogs” (63.3%), “TV or radio” (54.9%), “maternal grandparents” (43.1%), “teachers of ECEC facilities” (41.3%) (Figure 2-3-1) Mothers appear to get relevant information from various sources, including “maternal grandparents” as relative,

“friends or acquaintances,” “teachers of ECEC facilities” as experts, “internet or blogs,” and “TV or radio” as media. When comparing mothers in their 20s and mothers in their 40s or older, we found the tendency that the former obtained information from “paternal/maternal grandparents,” “SNS,” and “internet or blogs,” while the latter obtained it from “mother’s friends or acquaintances,” and “teachers of ECEC facilities.”

In selecting ECEC facilities, the respondents value whether it is “situated close to home,” “lunch is supplied,” or “principal and teachers are reliable.”

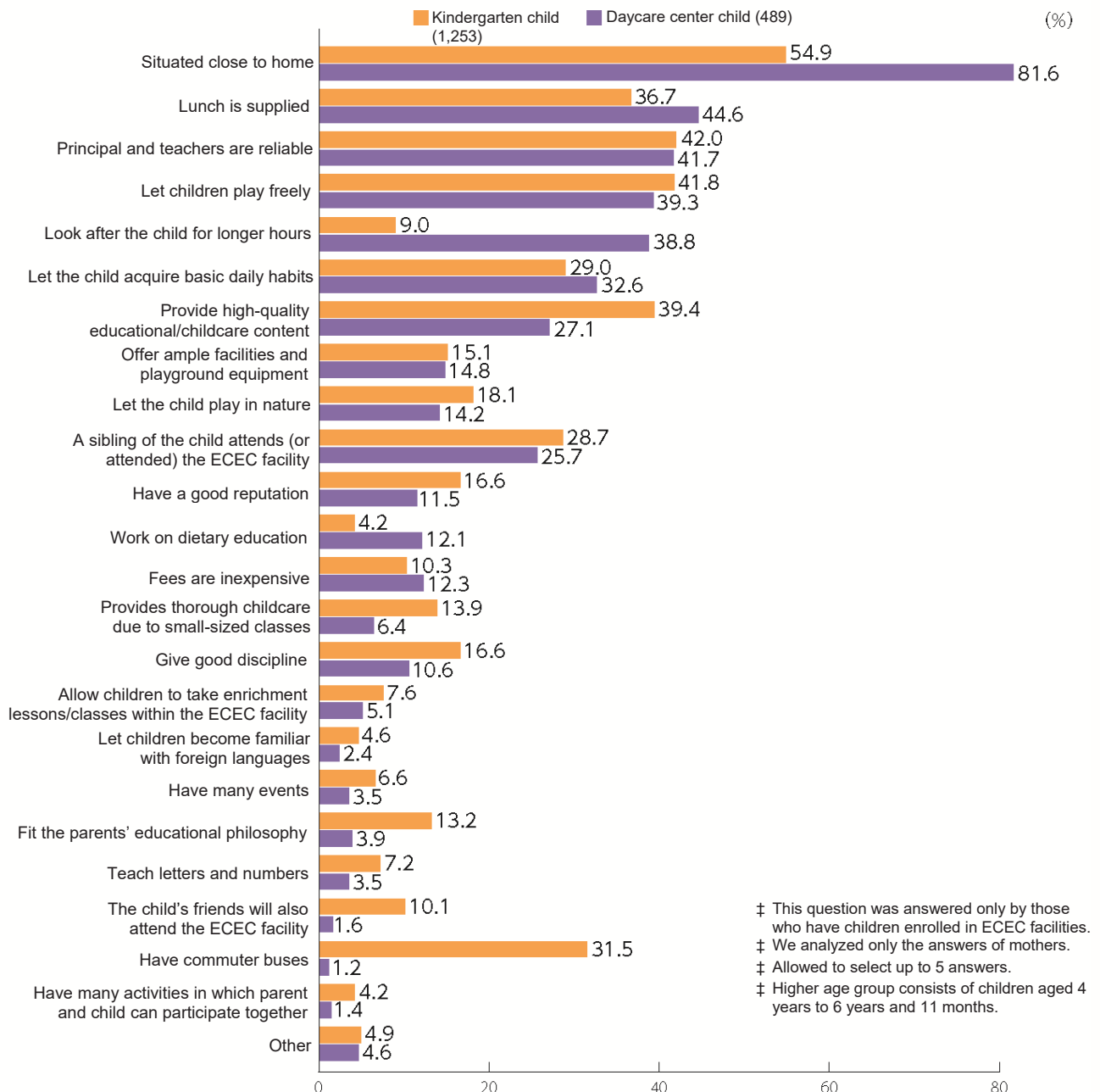
When asked about what they value in selecting a kindergarten or daycare center, many mothers of both kindergartens and daycare centers commonly chose “situated close to home,” “lunch is supplied,” “principal and teachers are reliable,” and “let children play freely.”



What kind of a kindergarten/daycare center did you want your child to be enrolled in when selecting an ECEC facility?



Figure 2-4-1 Points considered in selecting ECEC facilities (by attendance status, higher age group, '15)



We asked respondents to select up to 5 answers regarding the question of what kind of a kindergarten/daycare center they wanted their child to be enrolled in when choosing an ECEC facility (Figure 2-4-1). The answer selected most was “situated close to home,” which was selected by about 80% of mothers with daycare center children and by about half of mothers with kindergarten children. This was followed by “lunch is supplied,” “principal and teachers are reliable,” and “let children play freely,” which were selected by about 40% of mothers surveyed. Besides,

the percentage of those who selected answer options such as “situated close to home,” “look after the child for longer hours,” “lunch is supplied,” and “work on dietary education” was higher among mothers with daycare center children than among mothers with kindergarten children, whereas the percentage of those who selected “provide high-quality educational/childcare content,” “have commuter buses,” and “fit the parents’ educational philosophy” was higher among mothers with kindergarten children.

Among requests to ECEC facilities, those related to the rules of daily group life have been decreasing

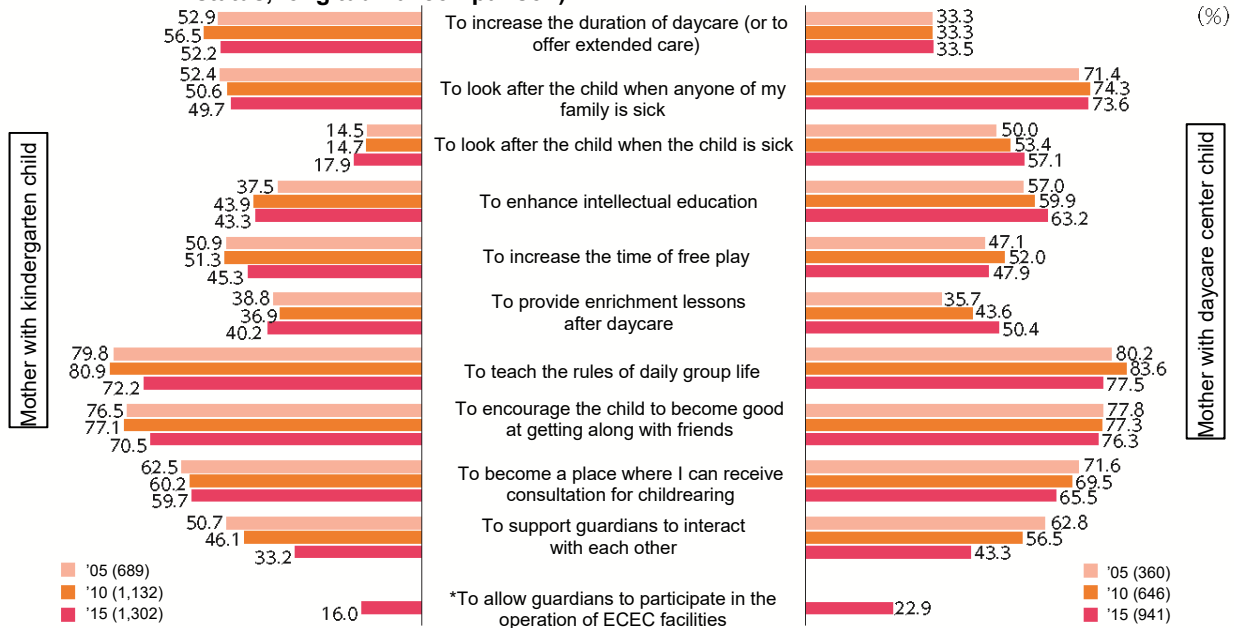
Among requests to kindergartens and daycare centers, “to teach the rules of daily group life” and “to support guardians to interact with each other” are on a declining trend. The percentage of respondents who expected their child to receive education up to a “4-year university” was 73.4%.



What do you think about the following requests in relation to the kindergarten/daycare center your child attends?

Figure 2-5-1

Requests to kindergartens and daycare centers (by attendance status, longitudinal comparison)



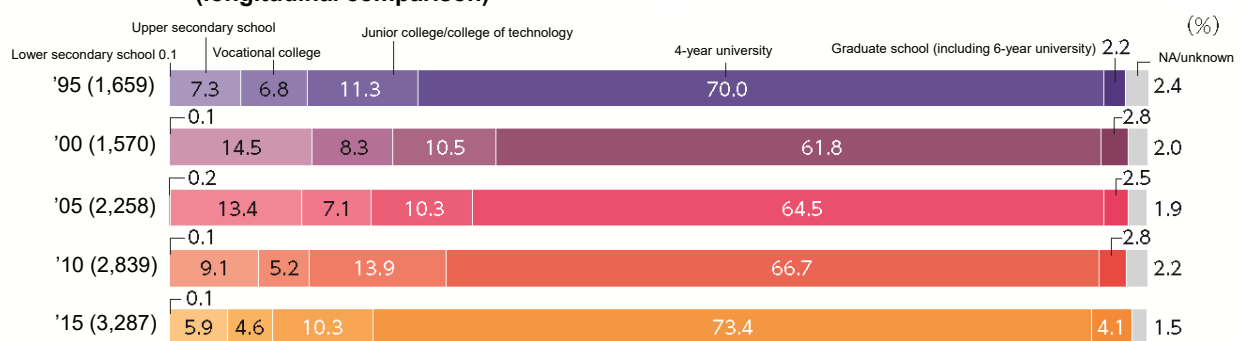
- ‡ The percentages represent the proportion of “strongly think so” plus “rather think so.”
- ‡ This question was answered only by those who let their children attend ECEC facilities.
- ‡ We analyzed only the answers of mothers.
- ‡ The request marked with asterisks (*) was listed only in the '15 survey.



Up to what level do you want your child to receive school education?

Figure 2-5-2

Expectation of higher education for the child (longitudinal comparison)



- ‡ We analyzed only the answers of mothers.
- ‡ In the '95, '00, and '05 surveys, we used “junior college” in place of “junior college/college of technology,” “university” in place of “4-year university,” and “graduate school” in place of “graduate school (including 6-year university).”

We asked about requests to kindergartens and daycare centers (Figure 2-5-1). Although a tendency that the requests related to the rules of everyday group life and social skills nature are ranked high remains unchanged, the percentage of these requests have decreased by 5 percentage points or more among mothers with kindergarten children over the 10 years. The percentage of “to support guardians to interact with each other” has

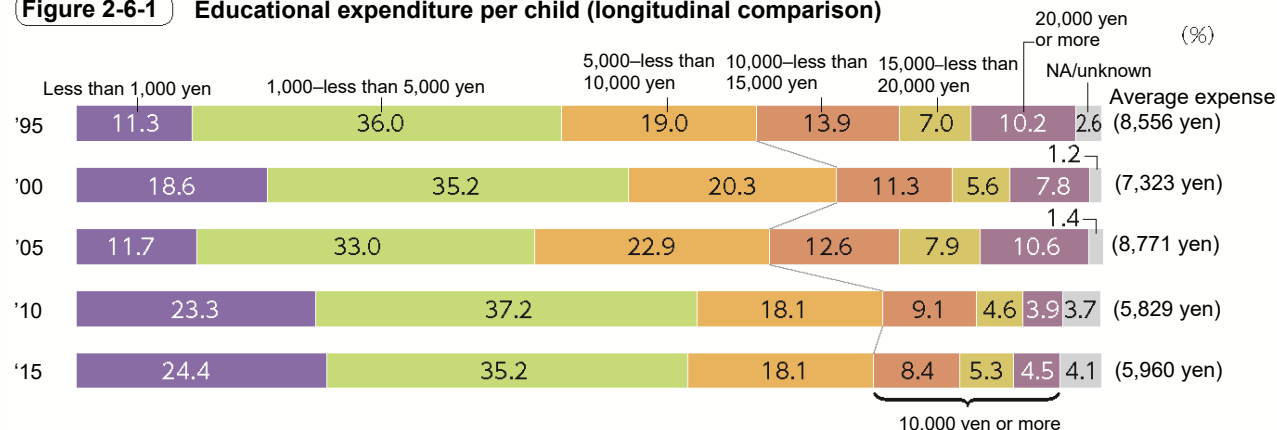
decreased by 10 percentage points or more among mothers with kindergarten children and mothers with daycare center children. The proportion of mothers who chose “4-year university” to the question asking the expectation of higher education has increased from the '10 survey to 73.4%, which is the highest in all the surveys conducted up to now (Figure 2-5-2).

Educational expenditure has not changed over the last 5 years, whereas expenses for ECEC facilities have increased.

The proportion of the respondents who spent 10,000 yen or more per month for education was 18.2% in the '15 survey, showing little difference from 17.6% in the '10 survey. As for expenses for ECEC facilities, the proportion of those who spent 30,000 yen or more per month has increased from 49.9% in the '10 survey to 57.9% in the '15 survey in the case of kindergarten, and from 23.3% in the '10 survey to 29.1% in the '15 survey in the case of daycare center.

Q How much do you spend on cram school classes, correspondence courses, enrichment lessons, picture books, toys and the like per month for your child? (please exclude the cost of enrichment lessons available at extra charge at kindergarten/daycare center)

Figure 2-6-1 Educational expenditure per child (longitudinal comparison)



‡ The average amount of expense was calculated by replacing "less than 1,000 yen" with 500 yen, "1,000–less than 5,000 yen" with 3,000 yen, and "30,000 yen or more" with 32,500 yen.

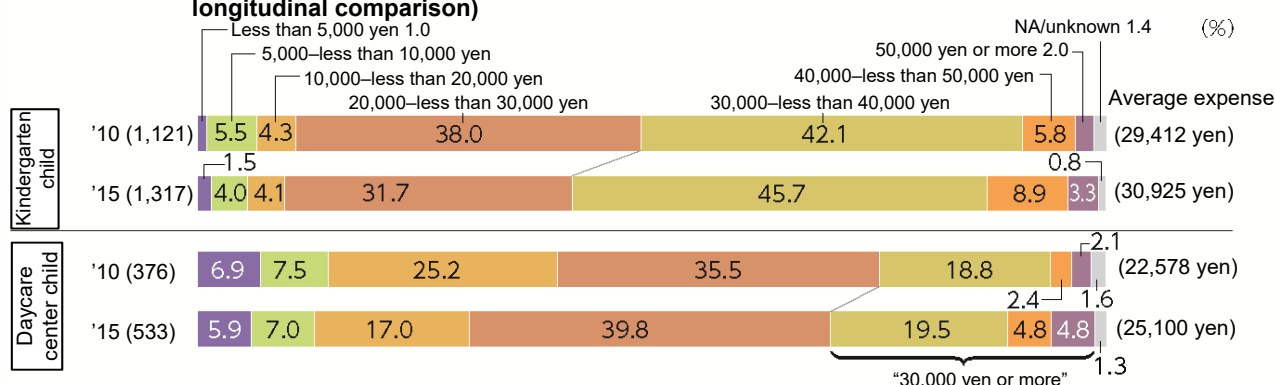
Subjects whose response was NA/unknown were excluded from the analysis.

‡ We grouped the responses of "20,000–less than 25,000 yen," "25,000–less than 30,000 yen," and "30,000 yen or more" together as "20,000 yen or more."

‡ In the '95, '00, and '05 surveys, we asked the question, "please tell us about monthly expense for cram school, correspondence course, enrichment lessons, picture books, toys and the like, less expenses for kindergarten or daycare center (including enrollment subsidy, etc.)." (however, the sentence of the question in the '95 survey did not include " (including enrollment subsidy, etc.)" nor "picture books, toys."

Q How much do you spend on kindergarten/daycare center your child attends per month? (please include childcare fee and the cost of enrichment lessons available for a fee at kindergarten/daycare center)

Figure 2-6-2 Expenses for ECEC facilities (by attendance status, higher age group, longitudinal comparison)



‡ This question was answered only by those whose children attend ECEC facilities.

‡ Higher age group consists of children aged 4 years to 6 years and 11 months.

‡ The average amount of expense was calculated by replacing "less than 5,000 yen" with 2,500 yen, "5,000–less than 10,000 yen" with 7,500 yen, and "50,000 yen or more" with 55,000 yen. Subjects whose response was NA/unknown were excluded from the analysis.

The proportion of the respondents who spent 10,000 yen or more per month for education decreased from 31.1% in the '05 survey to 17.6% in the '10 survey, and showed little change at 18.2% in the '15 survey (Figure 2-6-1). As for expenses for ECEC facilities, the proportion of those who spent 30,000 yen or more per month has increased

by 8.0 percentage points from 49.9% in the '10 survey to 57.9% in the '15 survey in the case of kindergarten, and by 5.8 percentage points from 23.3% in the '10 survey to 29.1% in the '15 survey in the case of daycare center (Figure 2-6-2).