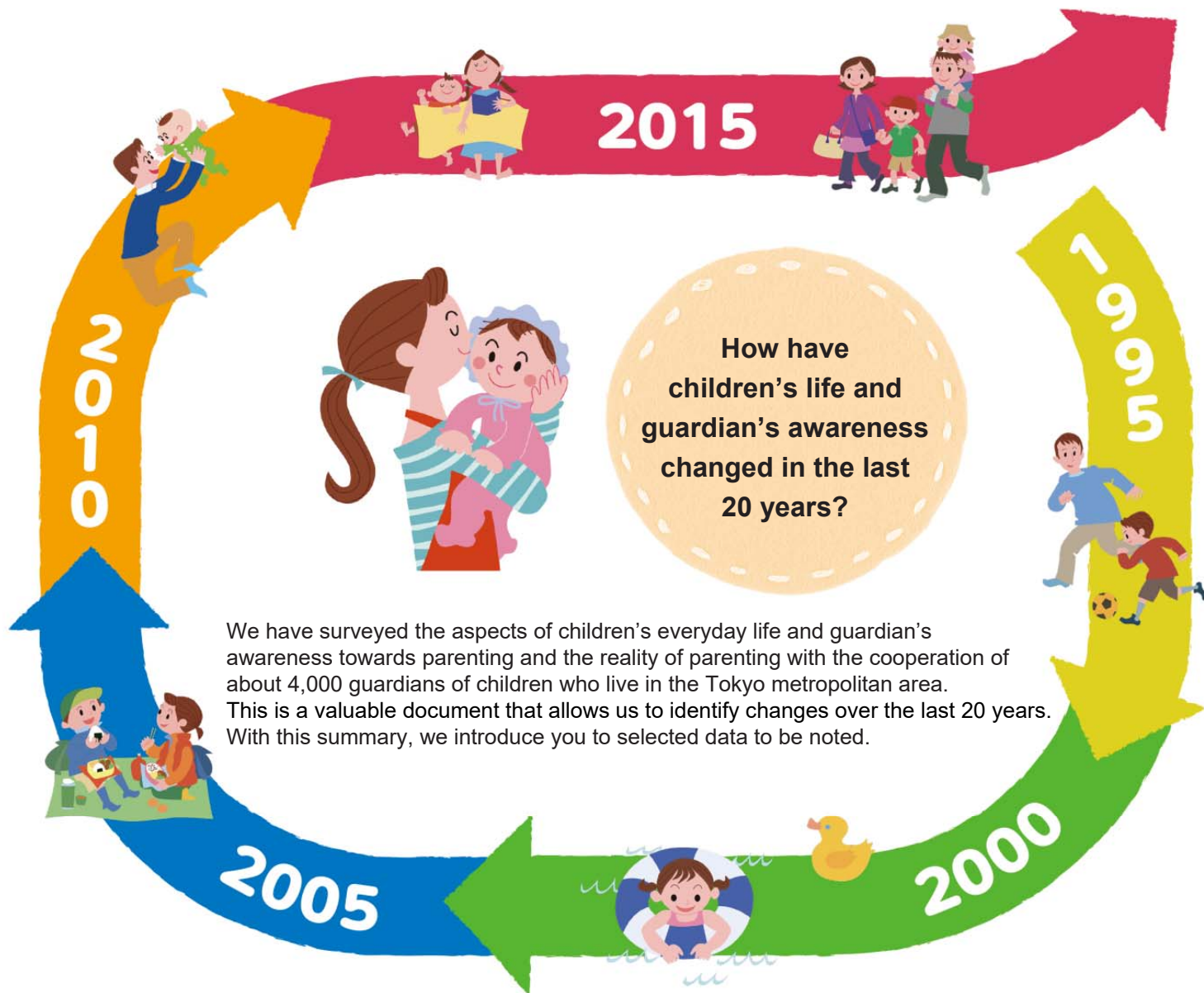


# Survey on Children's Everyday Life

— Targeted at guardians with children in their early childhood —



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# Outline of the survey

## ■ Theme of the survey

Aspects of children's everyday life, guardians' awareness towards parenting and the reality of parenting

## ■ Survey method

Mailing method (distribution and collection of self-reporting questionnaires via mail)

## ■ Survey period

1st survey February 1995  
 2nd survey February 2000  
 3rd survey March 2005  
 4th survey March 2010  
 5th survey February through March 2015

## ■ Subjects

### 1st survey ('95)

1,692 guardians of children aged 18 months to 6 years prior to entering elementary school who live in the metropolitan area (Tokyo, Kanagawa, Chiba, Saitama prefectures) (total number distributed: 3,020; collection rate: 56.0%)

### 2nd survey ('00)

3,270 guardians of children aged 18 months to 6 years prior to entering elementary school who live in the metropolitan area (Tokyo, Kanagawa, Chiba, Saitama prefectures) and local cities, namely Toyama and Oita (total number distributed: 5,600; collection rate: 58.4%)

\* In order to make a longitudinal comparison, responses collected in the local cities were excluded from the survey analysis.

### 3rd survey ('05)

2,980 guardians of children aged 6 months to 6 years prior to entering elementary school who live in the metropolitan area (Tokyo, Kanagawa, Chiba, Saitama prefectures) (total number distributed: 7,200; collection rate: 41.4%)

### 4th survey ('10)

3,522 guardians of children aged 6 months to 6 years prior to entering elementary school who live in the metropolitan area (Tokyo, Kanagawa, Chiba, Saitama prefectures) (total number distributed: 7,801; collection rate: 45.1%)

### 5th survey ('15)

4,034 guardians of children aged 6 months to 6 years prior to entering elementary school who live in the metropolitan area (Tokyo, Kanagawa, Chiba, Saitama prefectures) (total number distributed: 11,384; collection rate: 35.4%)

## ■ Items surveyed

Child's basic everyday living hours/enrichment lessons for children/media usage/ play/mother's view on education and parenting/expectation for the future of child/latest focus in parenting/mother's awareness towards parenting/division of housework and parenting tasks between wives and husbands/support for child rearing

\* We gave consideration to the items of the survey so that a longitudinal comparison could be made. On the other hand, we have added, deleted or otherwise changed some items in line with the changing times.

## Framework of analysis and the number of samples

Samples analyzed and reported in this summary booklet are 18 months or older

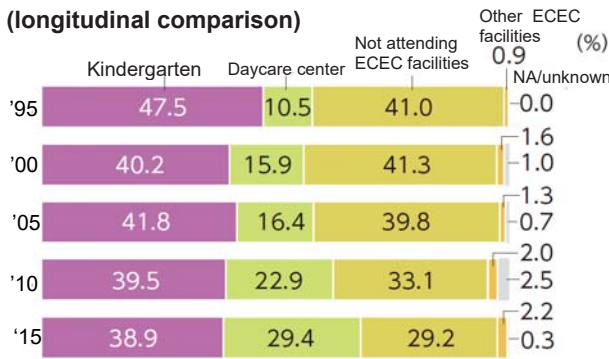
Longitudinal survey	Year of survey	Age Gender	6-11 months olds	1-year-olds			2-year-olds	3-year-olds	4-year-olds	5-year-olds	6-year-olds	Number of samples analyzed
				Unknown months of age	12-17 months olds	18-23 months olds						
1st survey	'95	Male	—	—	—	57	226	154	182	110	90	1,692
		Female	—	—	—	71	233	152	206	108	103	
2nd survey	'00	Male	—	—	—	91	246	123	128	125	130	1,601
		Female	—	—	—	84	235	128	98	105	108	
3rd survey	'05	Male	161	12	170	152	374	164	162	152	143	2,297
		Female	165	11	164	151	366	176	150	174	133	
4th survey	'10	Male	150	—	132	143	245	271	291	243	264	2,918
		Female	172	—	150	127	247	276	288	265	258	
5th survey	'15	Male	143	—	146	172	263	290	303	334	356	3,466
		Female	130	—	149	147	320	336	307	337	301	

- ◆ This summary booklet presents the analysis of responses from guardians of children aged 18 months to 6 years only.
- ◆ In order to improve the accuracy of data and make a longitudinal comparison, we used ratio estimation and revised composition ratios by the attributes of the subjects so that the ratios would reflect the reality.

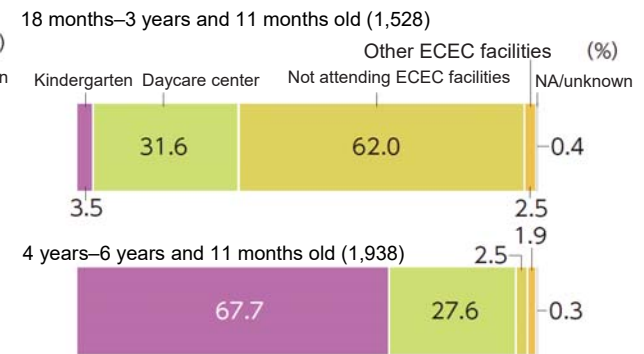
Weights used for ratio estimation were calculated based on the population estimates of the four prefectures after dividing the samples into 12 categories obtained by multiplying the genders of children (2 categories) by the ages of children (6 categories). The percentages (%) of this summary booklet have been calculated using these weights. The numbers of samples shown in parentheses in the figures are numbers that have not yet been weighted.

# Basic attributes

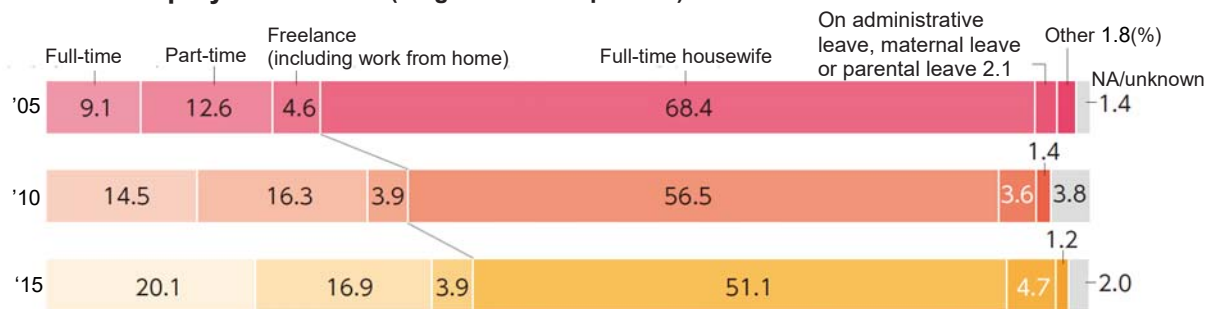
## ● Child's attendance in ECEC facilities (longitudinal comparison)



## (by child's age category, '15)

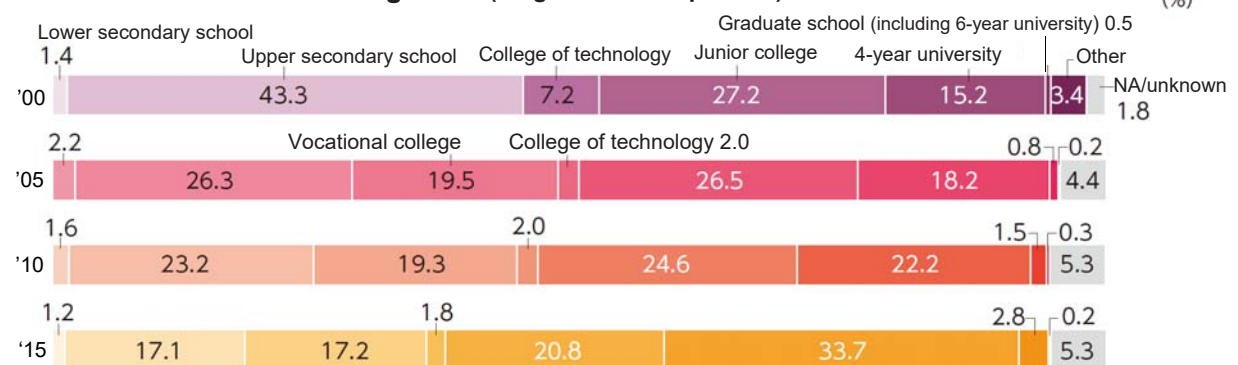


## ● Mother's employment status (longitudinal comparison)



‡ Children without mothers were excluded from the analysis.

## ● Mother's final academic background (longitudinal comparison)



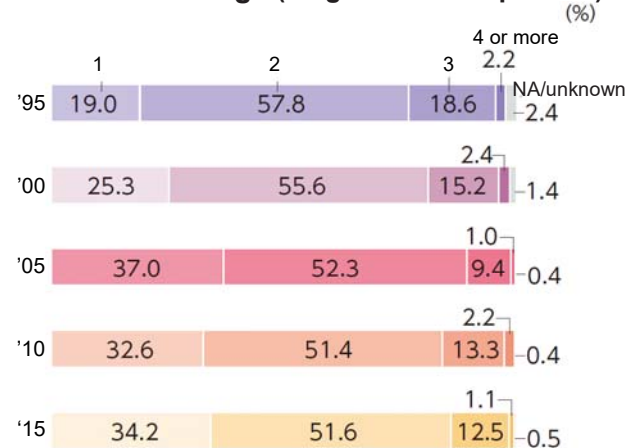
‡ The '00 survey did not include "vocational college" in the answer options.

## ● Average age (longitudinal comparison)

Father		Mother	
'00	36.4 years old	'00	33.8 years old
'05	36.2 years old	'05	33.9 years old
'10	36.9 years old	'10	35.0 years old
'15	38.5 years old	'15	36.5 years old

‡ "NA/unknown" was excluded from analysis.

## ● Number of siblings (longitudinal comparison)



‡ We asked guardians to tell us about the number of their own children, including the child surveyed.

‡ We grouped the responses of "4" and "5 or more" together as "4 or more."



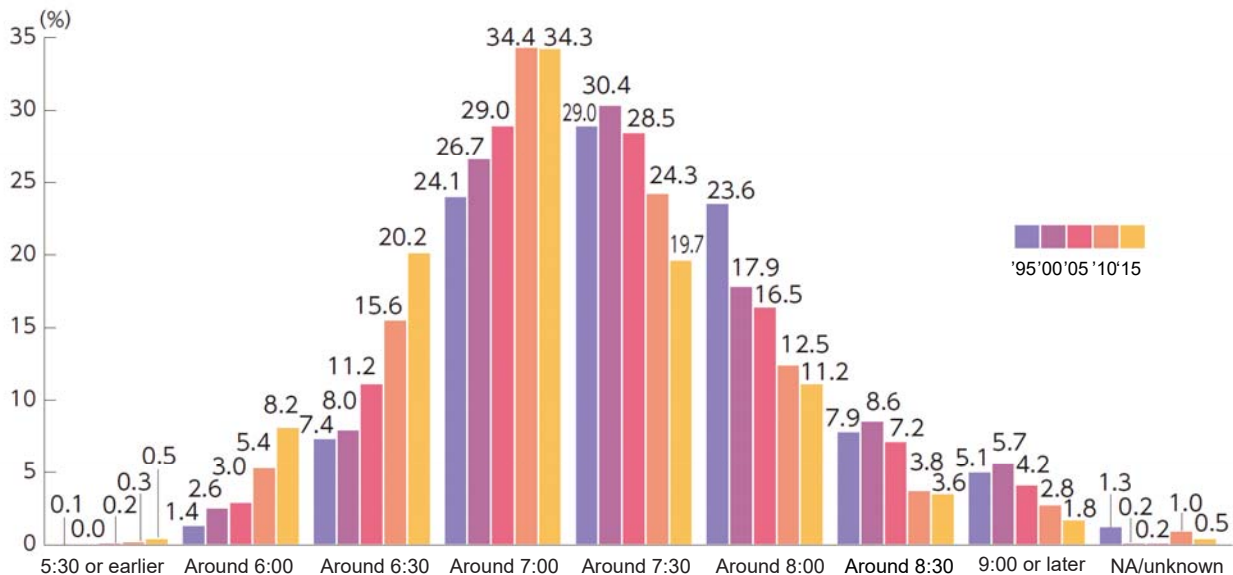
# The tendency of early to bed and early to rise has been intensified

Children's wakeup time has become earlier

and earlier over the last 20 years, as shown by the result that the proportion of "around 6:30 or earlier" has increased by 20 percentage points from 8.9% in '95 to 28.9% in '15.

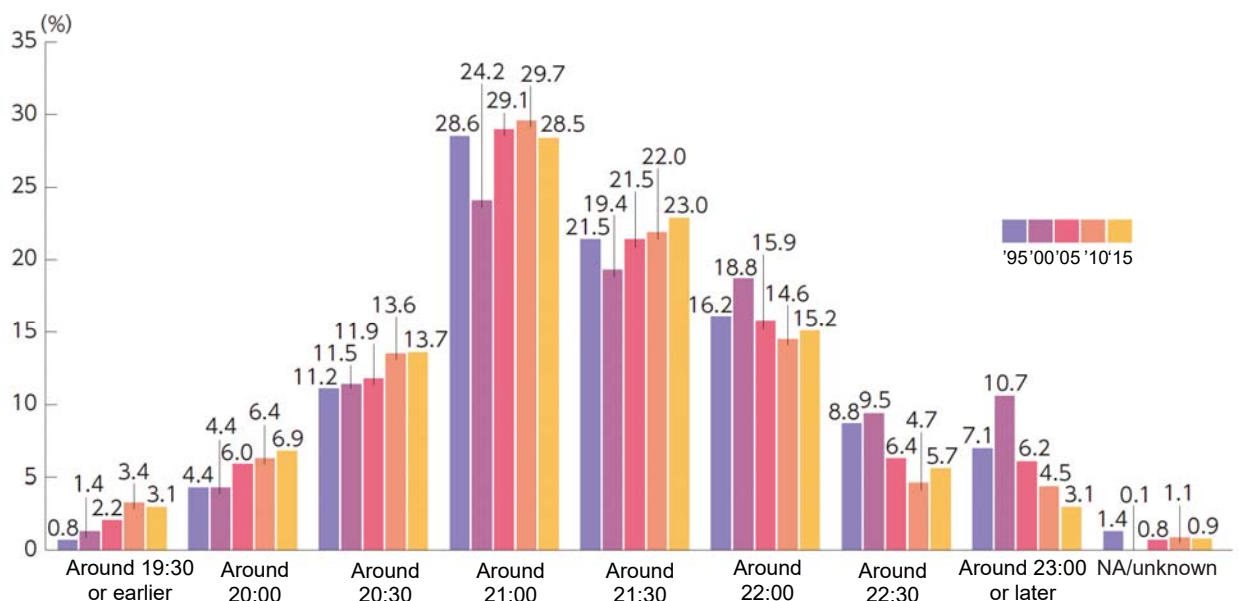
## Q What time does your child usually wake up on weekdays?

Figure 1-1-1 Weekday wakeup time (longitudinal comparison)



## Q What time does your child usually go to bed at night?

Figure 1-1-2 Weekday bedtime (longitudinal comparison)



‡ We grouped the responses of "19:00 or earlier" and "around 19:30" together as "around 19:30 or earlier," and grouped the responses of "around 23:00," and "23:30 or later" as "around 23:00 or later."

Figure 1-1-1 shows that children's wakeup time has become earlier and earlier over the last 20 years. The proportion of children who wake up "around 6:30 or earlier" has increased by 20 percentage points (8.9% in '95→10.6% in '00→14.4% in '05→21.3% in '10→28.9% in '15). Although it is not indicated in the graph, the wakeup time of daycare center children has become earlier. Breakfast time has also become earlier. As for

bedtime, about half of children go to bed between 21:00 and 22:00, as shown in Figure 1-1-2. The proportion of children who go to bed after around 22:00 has slightly decreased compared to 20 years ago, which indicates the tendency of early to bed (32.1% in '95→39.0% in '00→28.5% in '05→23.8% in '10→24.0% in '15).



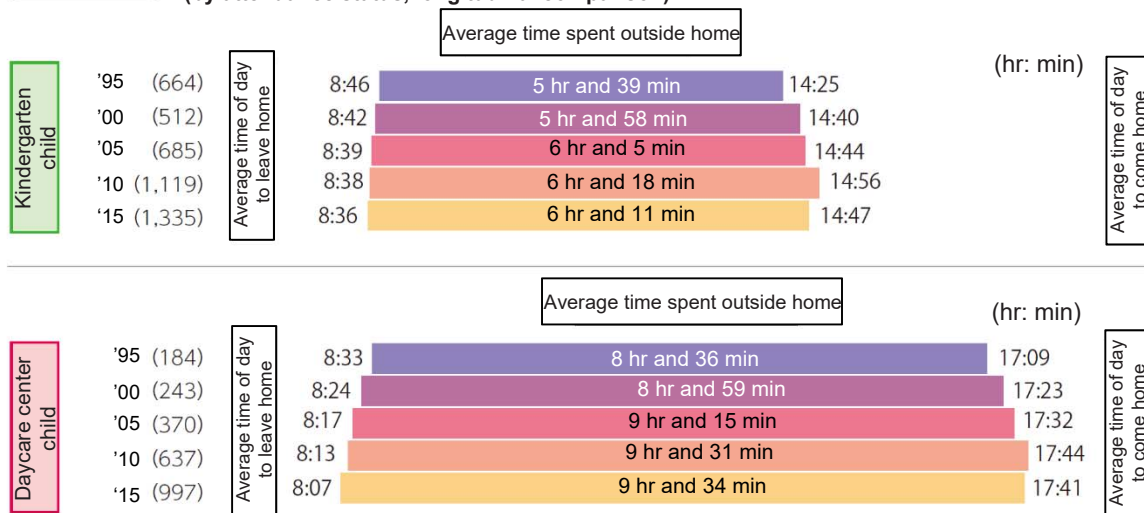
# Daily time to leave home has become earlier both for kindergarten children and daycare center children

The time of day to leave home for ECEC facilities has become earlier over the last 20 years both for kindergarten children and daycare center children, which resulted in longer average hours spent outside the home. As for weekday average hours spent at ECEC facilities, about 70% of daycare center children spent 8–10 hours, while about 80% of kindergarten children spent 5–6 hours.



**Q** What time does your child usually leave home to go to kindergarten or daycare center? / What time does your child usually return from kindergarten or daycare center?

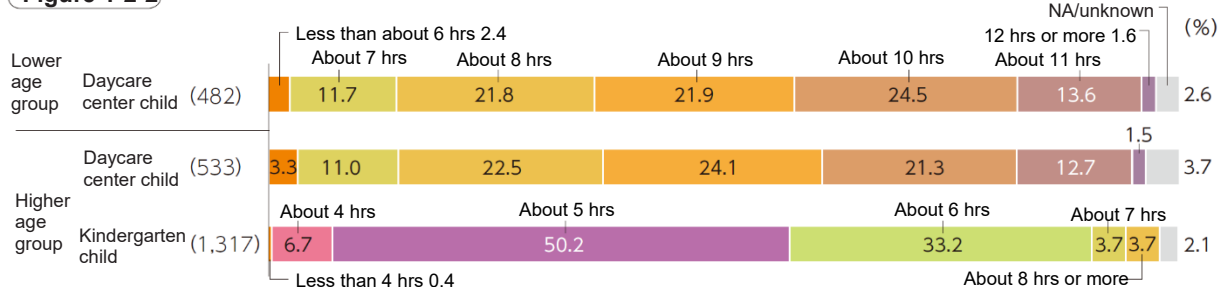
**Figure 1-2-1** Average time of day to leave/come home, average time spent outside home (by attendance status, longitudinal comparison)



‡ This question was answered only by those who have children attending ECEC facilities.  
 ‡ Subjects whose response was "NA/unknown" to either questions--time to leave/come home--were excluded from the analysis.  
 ‡ We calculated average hours by replacing "18:00 or later" with "18:30" in the '95 survey, and in the '00 survey and the subsequent surveys, replacing "around 18:00" with "18:00," "around 18:30" with "18:30," and "19:00 or later" with "19:00."  
 ‡ "Average time spent outside home" was calculated from "Average time of day to leave home" and "Average time of day to come home."

**Q** How many hours does your child spend at kindergarten or daycare center? Please tell us about the average hours on weekdays.

**Figure 1-2-2** Average hours spent at ECEC facilities (by age category, by attendance status, '15)



‡ This question was answered only by those who have children attending ECEC facilities.  
 ‡ Children's age group at the time of the survey is as follows.  
 Lower age group consists of children aged 18 months to 3 years and 11 months. Higher age group consists of children aged 4 years to 6 years and 11 months.  
 ‡ We grouped the responses of "less than 4 hours" through "about 6 hours" together as "less than about 6 hours" for daycare center children and those of "about 8 hours" through "12 hours or longer" together as "about 8 hours or longer" for kindergarten children.

The average time of day to leave home for ECEC facilities has become earlier by 10 minutes for kindergarten children and by 26 minutes for daycare center children over the last 20 years (Figure 1-2-1). The average time of day to come home has become later by 22 minutes for kindergarten children and by 32 minutes for daycare center children. As a result, average time spent outside home has become longer by 32 minutes, accounting to 6 hours and 11 minutes for kindergarten children, while it has become longer by 58

minutes, resulting in 9 hours and 34 minutes for daycare center children. This may be partly because childcare services/extended care in ECEC facilities have increased as more mothers are working. About 70% of daycare center children spend "about 8 hours" to "about 10 hours" in ECEC facilities, while kindergarten children spend "about 5 hours" (50.2%) or "about 6 hours" (33.2%) adding up to 80% (Figure 1-2-2).

## As a child’s playmate to play together on weekdays, the proportion of “mother” has increased, whereas that of “friend” has declined.

As a child’s playmate to play outside kindergarten/daycare center on weekdays, the proportion of “mother” has increased by about 30 percentage points over the last 20 years. Meanwhile, the proportion of “friend” has declined by about 30 percentage points. Increased percentages were observed in the various kinds of popular play, such as play on playground equipment, play with wooden bricks, blocks, or toys.

### Q What kind of play does your child usually enjoy?

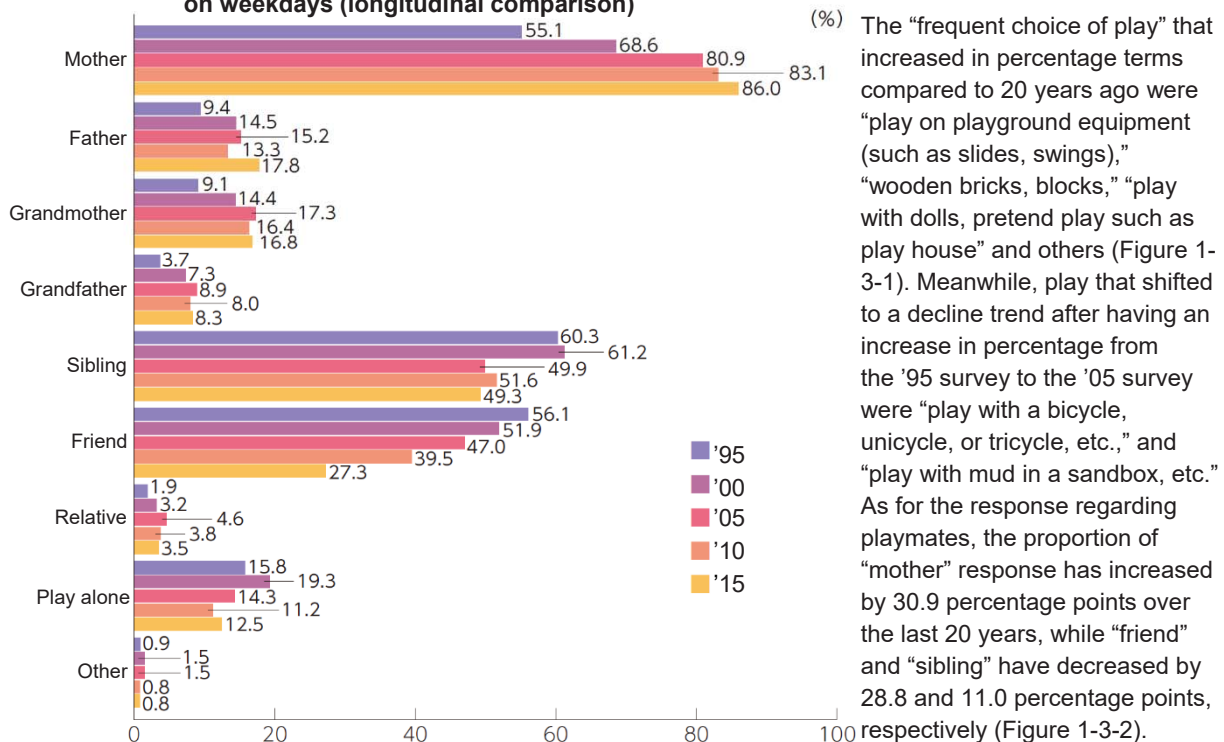
Figure 1-3-1 Frequent choice of play (longitudinal comparison)

	'95	'00	'05	'10	'15
Play on playground equipment (such as slides, swings)	66.0	68.4	76.1	78.1	80.0
Wooden bricks, blocks	55.0	55.5	63.1	68.0	68.4
Play with dolls, pretend play such as play house	51.2	53.5	56.9	56.6	60.5
Drawing pictures/manga	45.0	43.6	57.5	53.5	50.4
Play with toys, such as miniature cars, plastic models	39.5	43.8	45.5	46.1	49.8
Play with mud in a sandbox, etc.	49.5	52.0	57.6	53.6	47.7
Play with a ball (soccer, baseball, etc.)	35.0	33.2	46.8	46.9	46.2
Play with a bicycle, unicycle, or tricycle, etc.	46.3	51.5	53.9	49.5	45.7
Reading manga/picture books or other books	30.4	28.1	44.9	44.5	43.8
Play with natural materials, such as stones, branches	26.2	33.8	37.6	40.2	40.3
Jigsaw puzzles	21.9	17.9	28.8	32.9	33.0
Play games, such as tag, kicking the can	13.9	13.6	20.9	23.0	27.7
Card games, play using cards	19.4	17.8	26.2	25.6	27.7
Rope-jumping, jumping over elastic ropes	14.1	12.6	19.3	21.1	20.5
*Portable game				17.8	18.1
TV games	24.2	20.2	15.1	17.0	10.5
Other	7.2	9.2	13.2	10.1	9.6

‡ Multiple answers were allowed. † The item marked with an asterisk (\*) was listed only in the '10 survey and the '15 survey.  
‡ We displayed the items in descending order based on the results of the '15 survey.

### Q With whom does your child usually play together outside kindergarten/daycare center on weekdays?

Figure 1-3-2 Child’s playmate to play outside kindergarten/daycare center on weekdays (longitudinal comparison)



‡ Multiple answers were allowed.

# In about half of households, “all members have a meal together” nearly every day.

About 90–100% of the respondents chose “nearly every day” for the statements of “I talk with my child” and “I take a bath with my child,” followed by “I play with my child,” “I watch TV/DVD with my child” (more than 60%), “all the family members have a meal together” (about 50%).



## Q How often do you do the following activities with your child at home?

Figure 1-4-1 Activities I do with my child ('15)

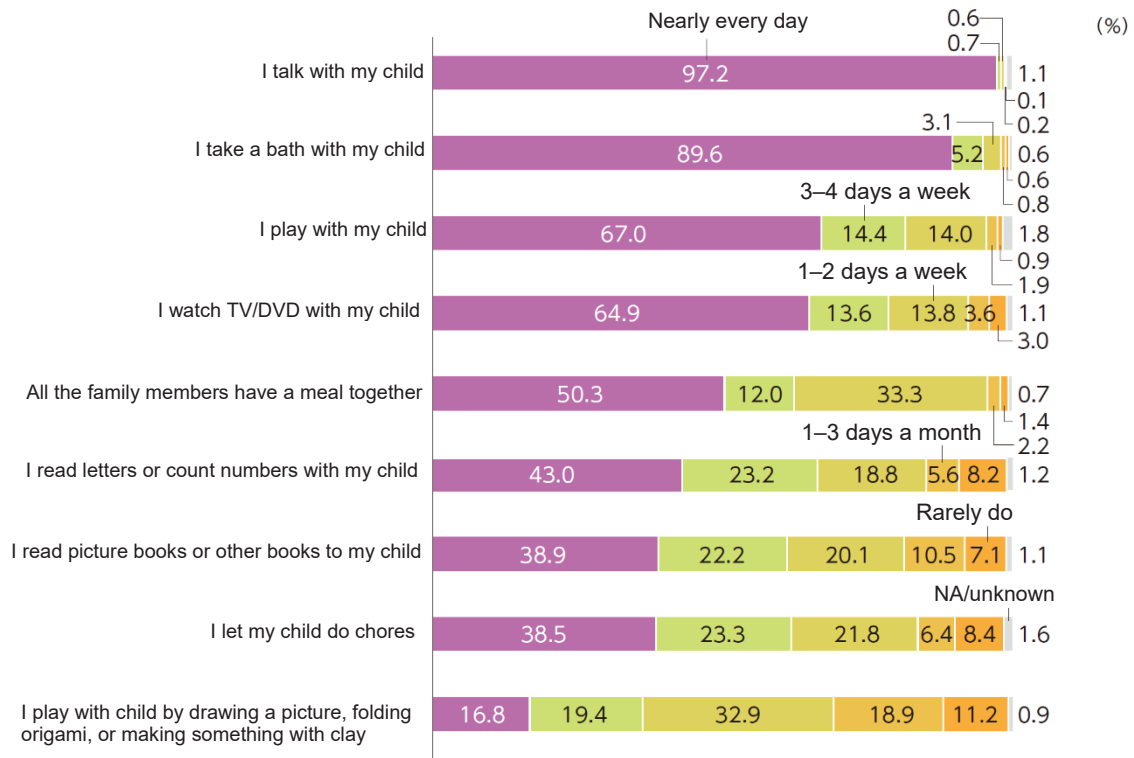


Figure 1-4-2 Activities I do with my child (by age category, by attendance status, '15)

	Lower age group		Higher age group	
	Child not attending ECEC facilities (948)	Daycare center child (482)	Kindergarten child (1,317)	Daycare center child (533)
I talk with my child	97.9	98.3	97.9	98.1
I take a bath with my child	97.1	97.5	92.5	94.5
I play with my child	95.3	> 85.3	76.3	> 63.6
I watch TV/DVD with my child	87.7	> 78.6	74.1	70.9
All the family members have a meal together	59.6	64.2	61.6	< 66.9
I read letters or count numbers with my child	71.5	> 63.7	65.0	> 58.1
I read picture books or other books to my child	76.4	> 70.1	51.5	47.4
I let my child do chores	64.9	> 54.0	64.3	> 56.0
I play with child by drawing a picture, folding origami, or making something with clay	53.4	> 28.4	31.8	> 18.5

‡ The signs “<” and “>” in the table indicate that a difference in percentage by age category/by attendance status was 5 percentage points or more.

‡ The percentages represent the proportion of “nearly every day” plus “3–4 days a week.” ‡ Lower age group consists of children aged 18 months to 3 years and 11 months. Higher age group consists of children aged 4 years to 6 years and 11 months.

We asked the subjects about the activities they do with their child at home (Figure 1-4-1). The results showed that about 80% of them “play with my child” or “watch TV/DVD with my child” 3 days or more a week. And about 60% answered that “all the family members have a meal together” or they “read letters or count numbers with my child” 3 days or more a week. Households with children attending daycare center had a higher percentage in “all

the family members have a meal together,” while households with children attending kindergarten/not attending ECEC facilities had a higher percentage in “play with my child” and “read letters or count numbers with my child,” etc. (Figure 1-4-2).

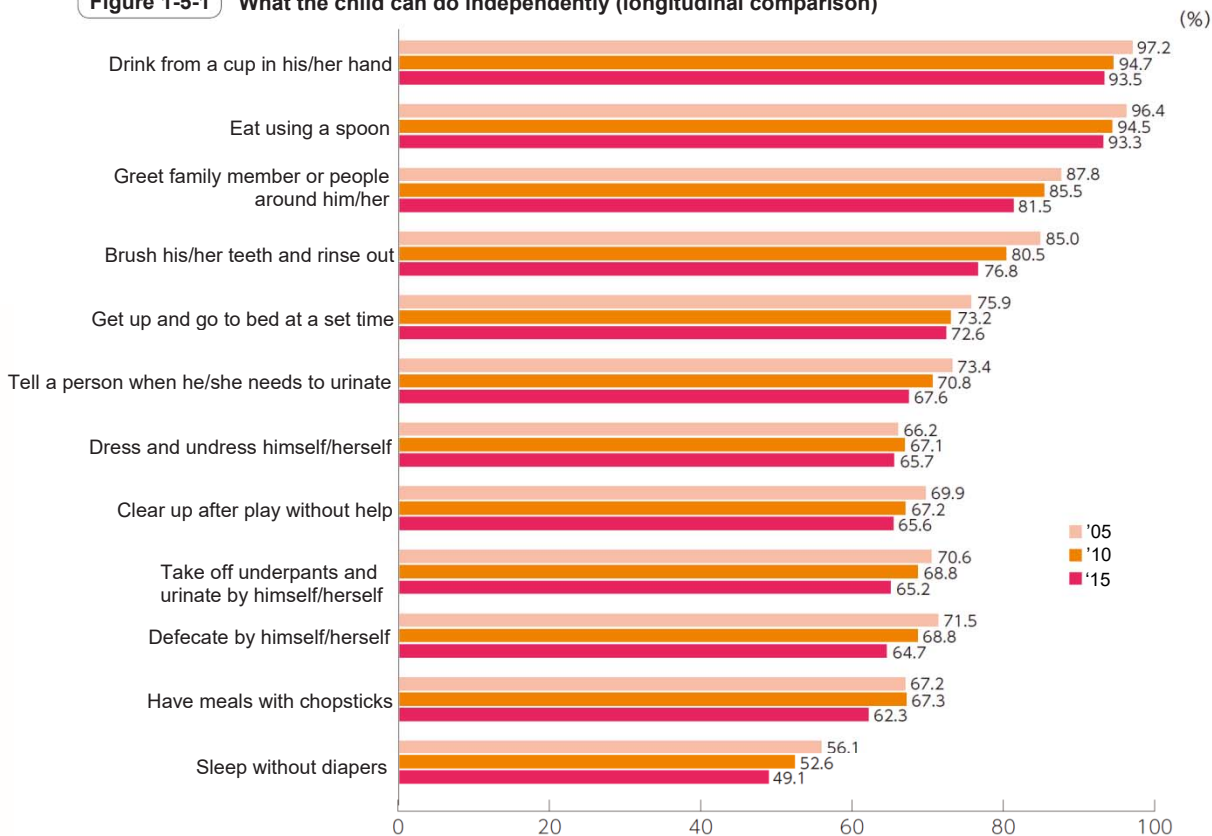
## The independence of urination and defecation has somewhat become later in the lower age group.

When looking at changes in child’s development of lifestyle habits and the independence of urination and defecation, the percentage of “able to be done” answers has slightly decreased over the last 10 years. Particularly in the statements related to the independence of urination and defecation, the percentage of “able to be done” has decreased by 5 percentage points or more, over the last 10 years.



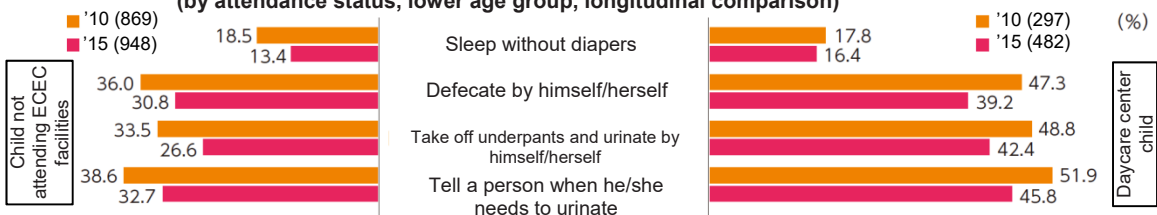
Is your child able to do the followings by himself/herself?

**Figure 1-5-1** What the child can do independently (longitudinal comparison)



‡ The percentages represent the proportion of “able to be done.”

**Figure 1-5-2** What the child can do independently (by attendance status, lower age group, longitudinal comparison)



‡ The percentages represent the proportion of “able to be done.”

‡ We selected and displayed 4 statements related to the independence of urination and defecation from 12 statements listed above.

‡ Lower age group consists of children aged 18 months to 3 years and 11 months.

In 12 statements related to children’s development, we found that the percentage of “able to be done” answers has slightly decreased over the last 10 years (Figure 1-5-1). A decrease of 5 percentage points or more over the last 10 years was recorded in the statements related to the independence of urination and defecation—“sleep without diapers,” “defecate by himself/herself,” “take off underpants and urinate by himself/herself,” “tell a person when he/she needs to urinate,” “greet family member or people around him/her,” and “brush his/her teeth and rinse out.” When looking at the independence of

urination/defecation, for which a more significant longitudinal decrease was observed in lower age group than in higher age group, by attendance status, we found that the percentage of “able to be done” answer had declined among daycare center children and children not attending ECEC facilities over the last 5 years (Figure 1-5-2). This suggests that guardian’s attitude and involvement with their children might have changed in the trend of not hastening the independence of urination/defecation.

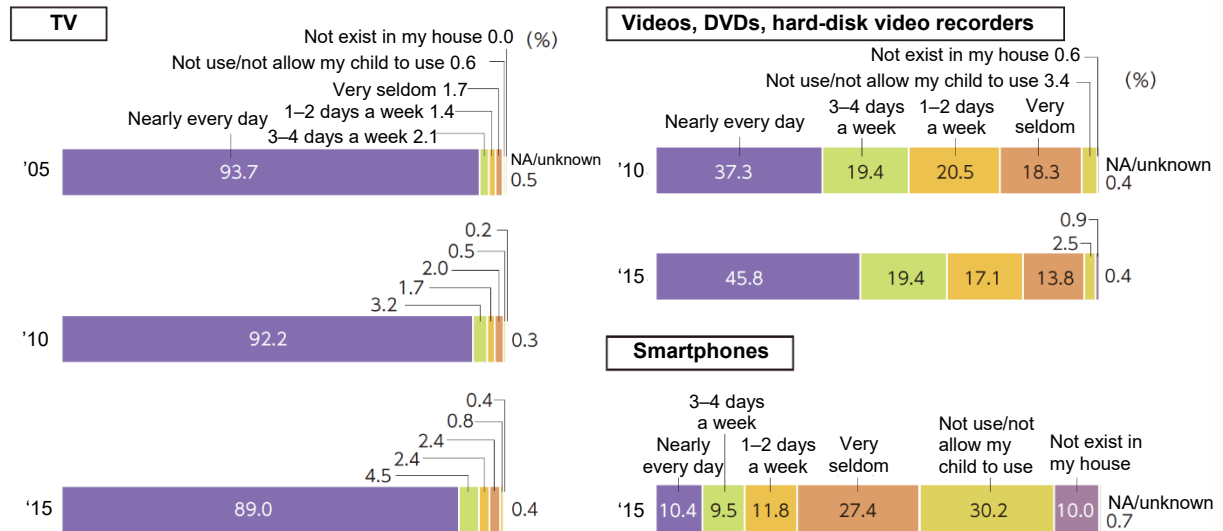


# About 30% of children surveyed use smartphones one day or more a week

Frequency of watching TV has decreased. Meanwhile, the percentage of children who watch videos, DVDs or use hard-disk video recorders “nearly every day” has risen by 8.5 percentage points.

**Q** How often does your child use the followings?

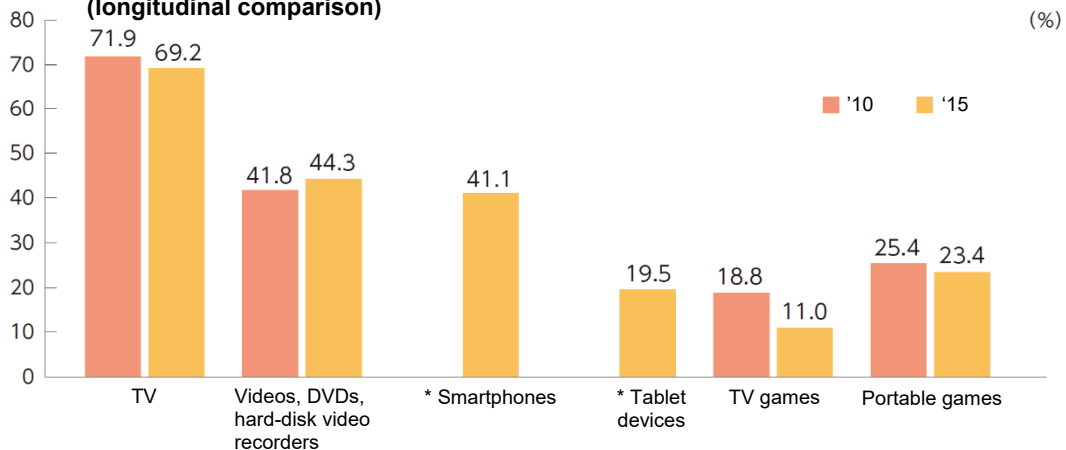
**Figure 1-6-1** Frequency of watching/using media (longitudinal comparison)



‡ “Videos, DVDs, hard-disk video recorders” was the item listed only in the '10 survey and the '15 survey. “Smartphones” was the item listed only in the '15 survey.

**Q** Is your child able to operate the followings by himself/herself?

**Figure 1-6-2** Percentage of children who can operate electronic media by themselves (longitudinal comparison)



‡ Multiple answers were allowed. ‡ The items marked with an asterisk (\*) were listed only in the '15 survey.

The percentage of children who watch TV “nearly every day” has decreased by 4.7 percentage points over the last 10 years (Figure 1-6-1). About 30% of children use smartphones 1–2 days a week. As for the frequency of watching videos/DVDs or using hard-disk video recorders, the percentage of “nearly every day” response has risen

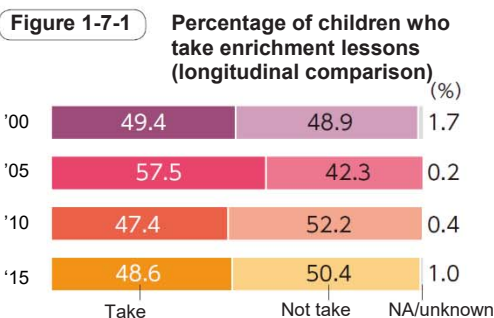
by 8.5 percentage points. The percentage of children who can operate electronic media by themselves stands at about 70% for TV, about 40% for videos/DVDs/hard-disk video recorders and smartphones. The percentage for TV games has declined by 7.8 percentage points over the last 5 years. (Figure 1-6-2)

# The percentage of children who take enrichment lessons stands at about 80% for 6-year-olds.

The percentage of children who take enrichment lessons remained the same as the '10 survey conducted 5 years ago. Examination of the results by age shows that while the percentages remained relatively low until 3 years old, the percentage started to increase at the age of 4 years old.



**Q** Does your child currently take any enrichment lessons or classes? (include fee-based lessons provided at kindergarten or daycare center as well as cram schools and correspondence courses)



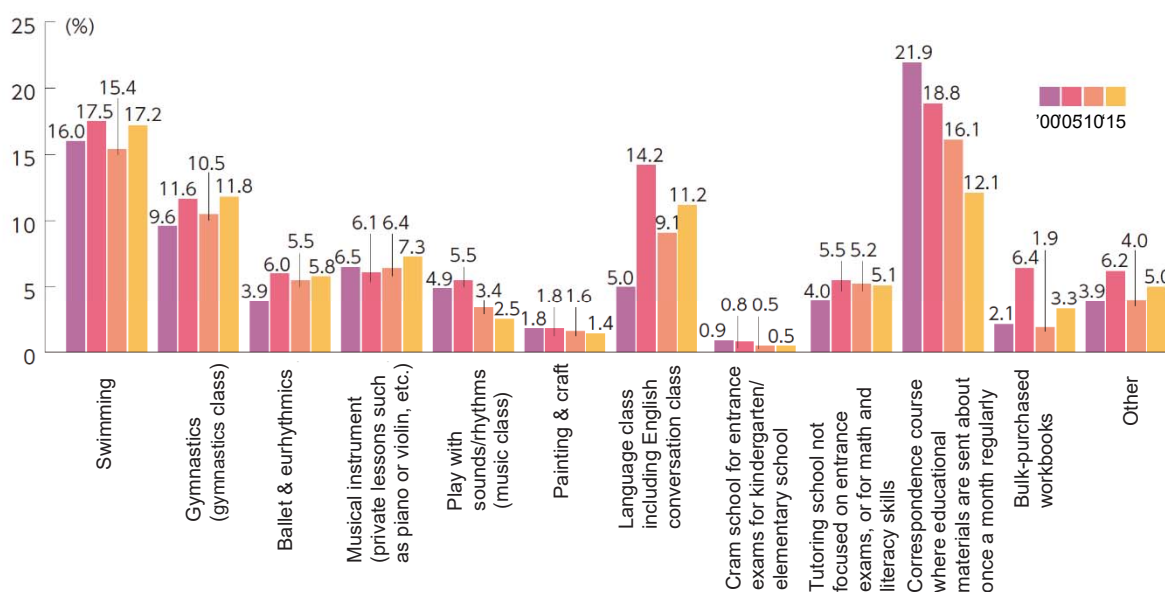
**Figure 1-7-2** Percentage of children who take enrichment lessons (by age of child, longitudinal comparison) (%)

	'00	'05	'10	'15
1-year-old	23.3	25.1	17.1	17.0
2-year-old	26.8	37.3	24.6	25.7
3-year-old	42.0	50.9	37.7	29.8
4-year-old	47.2	54.9	45.8	47.9
5-year-old	68.6	75.1	67.6	71.4
6-year-old	75.7	85.5	76.7	82.7

‡ The percentages represent the proportion of children who "take enrichment lessons."

‡ Among 1-year-old children, the subjects analyzed were only children aged 1 year and 6 months or older.

**Figure 1-7-3** Kinds of enrichment lessons (longitudinal comparison)



‡ Multiple answers were allowed.

‡ The results were based on responses from all guardians, including guardians who said that their children did not take any lesson.

‡ The figures from the '10 survey and afterwards are the sum of the responses for "fee-based lessons provided at kindergarten/daycare center (excluding lessons provided during childcare)" and "fee-based lessons provided outside kindergarten/daycare center."

‡ We changed item names at the '10 survey as follows: "Swimming school" until the '05 survey → "swimming" from the '10 survey; similarly, "sports/gymnastics class" → "gymnastics (gymnastics class)," "painting class" → "painting & craft," "music class for kids" → "play with sounds/rhythms (music class)," "ballet&eurhythmics" → "ballet," "eurhythmics" (the responses for each item were added up for a longitudinal comparison).

‡ We omitted displaying "soccer," "dance," "martial arts (karate, kendo, judo, etc.)" in the graph.

The percentage of children who take enrichment lessons or classes is less than half of children surveyed at 48.6% in the '15 survey, which is almost the same as the percentage reported 5 years ago (Figure 1-7-1). Examination of the results by age shows that while the percentage for 3-year-old child is the lowest at 29.8% in

the '15 survey, the percentage started to increase from 4-year-olds, and stands at 82.7% for 6-year-olds, which is a 6.0 percentage point increase from 76.7% in the '10 survey (Figure 1-7-2). As for kinds of lessons, "swimming" indicated the highest percentage. (Figure 1-7-3)



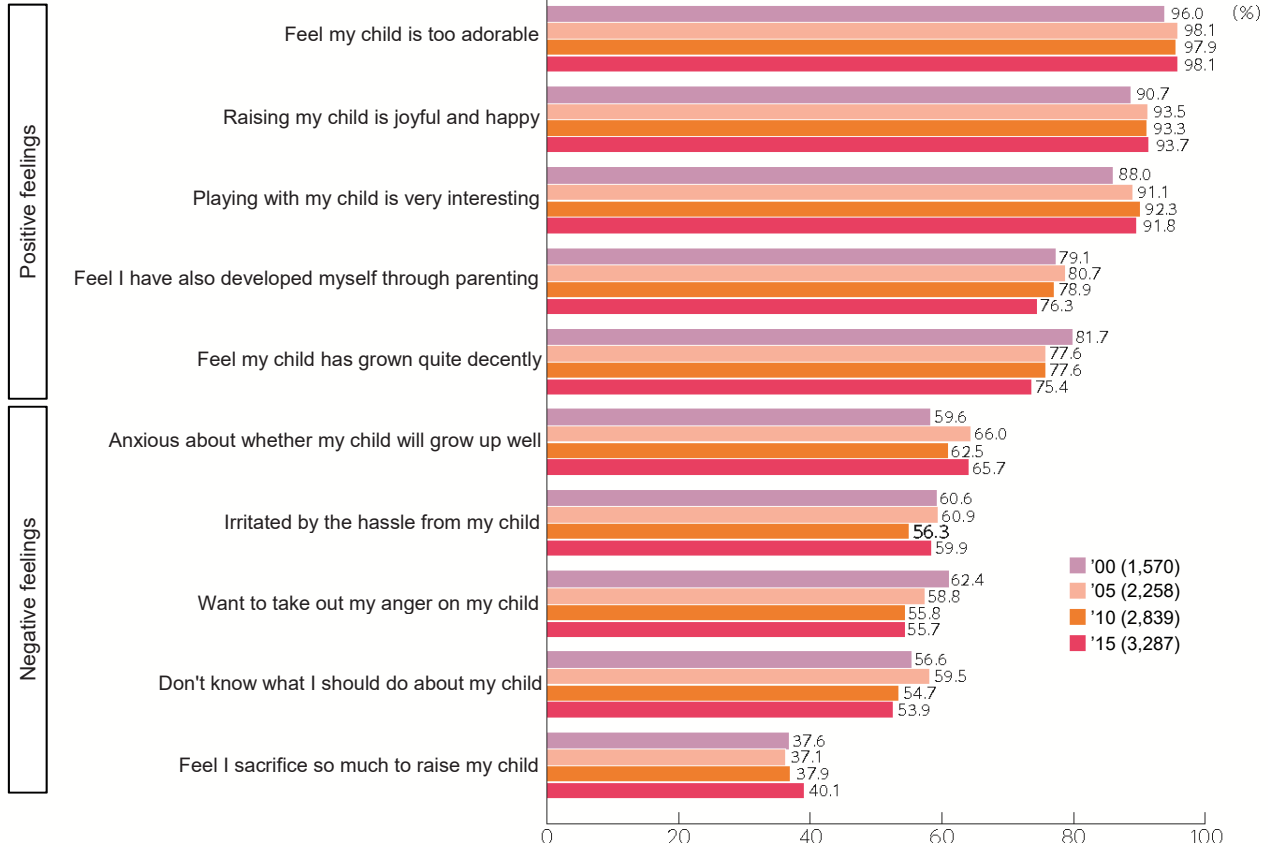
# Positive feelings about parenting have remained unchanged for 15 years

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.

**Q** Have you had the following feelings about parenting recently?

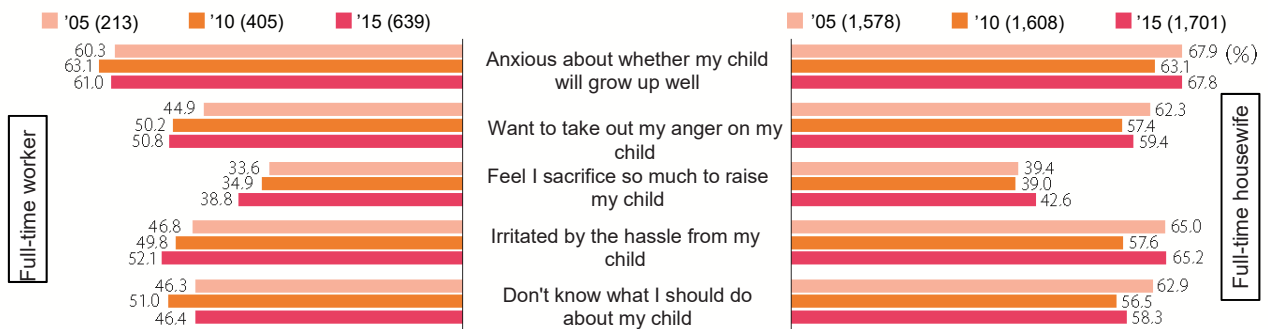


**Figure 2-1-1** Mother's parenting awareness (longitudinal comparison)



‡ 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.

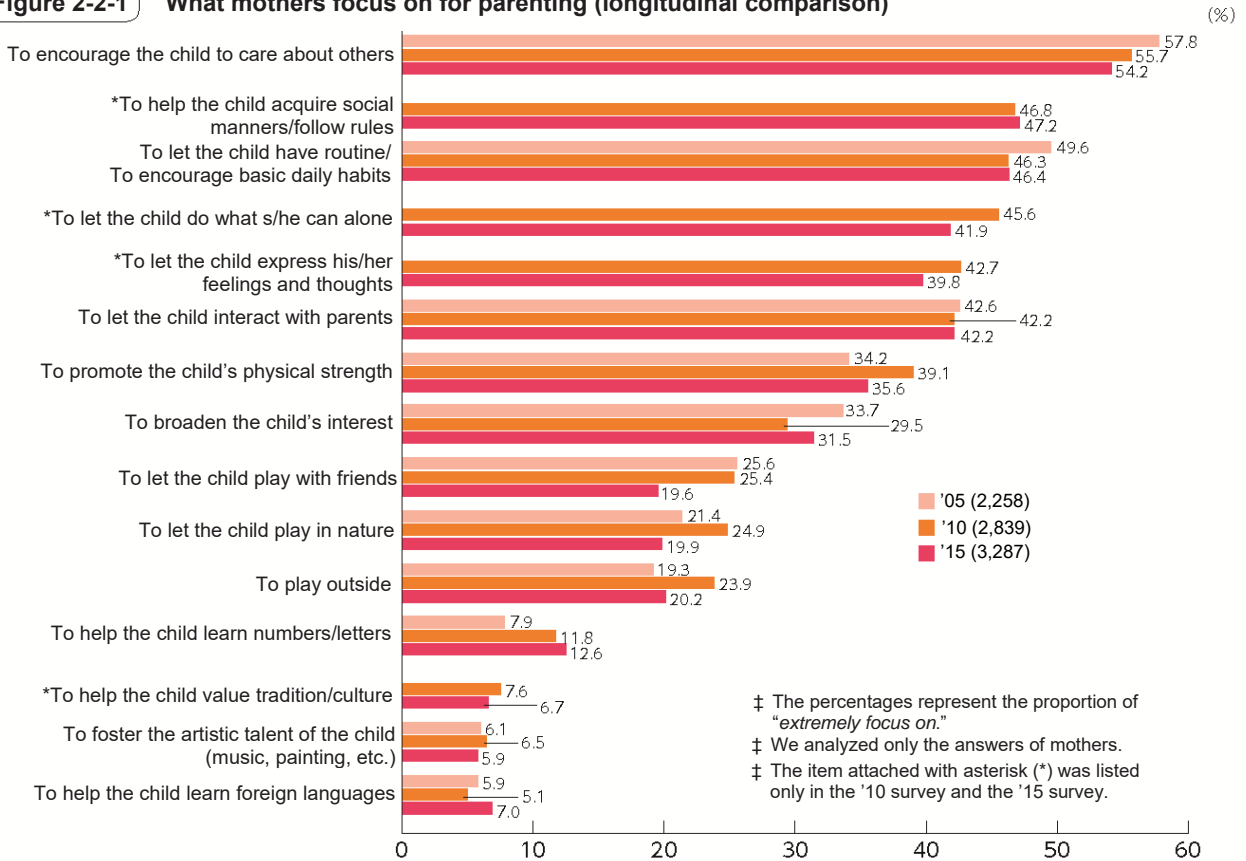
# Mothers who focus on encouraging the child “to play with friends” have decreased.

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)

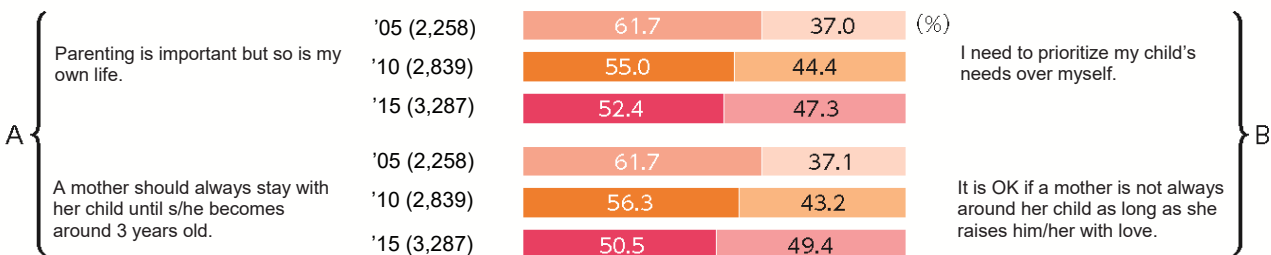


‡ The percentages represent the proportion of “extremely focus on.”  
 ‡ We analyzed only the answers of mothers.  
 ‡ The item attached with asterisk (\*) was listed only in the '10 survey and the '15 survey.

## 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.”

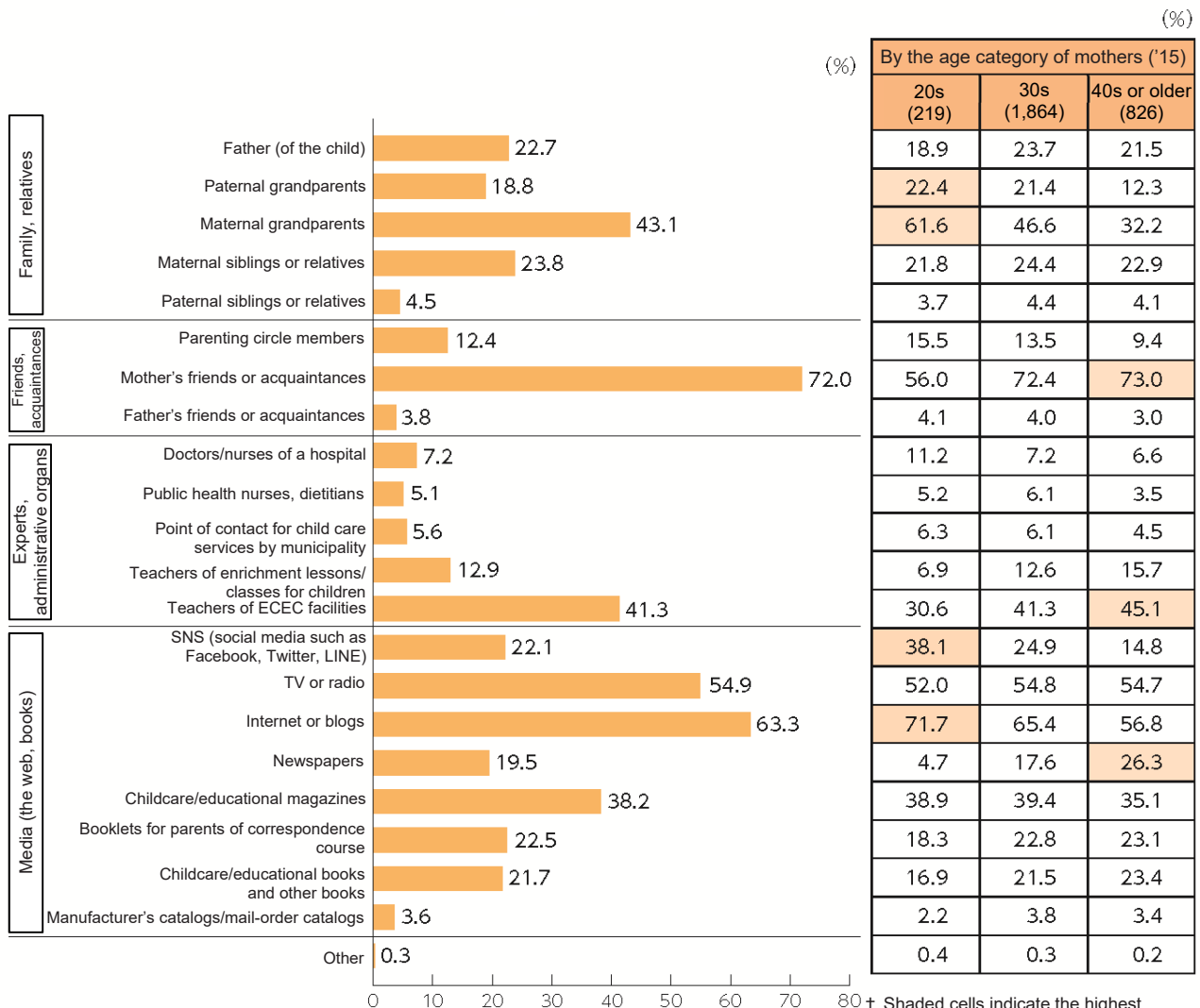
The descending order of percentage for the answers to the question about the source of information on discipline and education is as follows: “mother’s friends or acquaintances,” “internet or blogs,” “TV or radio,” “maternal grandparents,” “teachers of ECEC facilities.” Mothers appear to obtain the relevant 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.



**Q** 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).”

‡ Shaded cells indicate the highest percentage for the item which marked a difference of 10 percentage points or more in comparison by age groups.

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.”

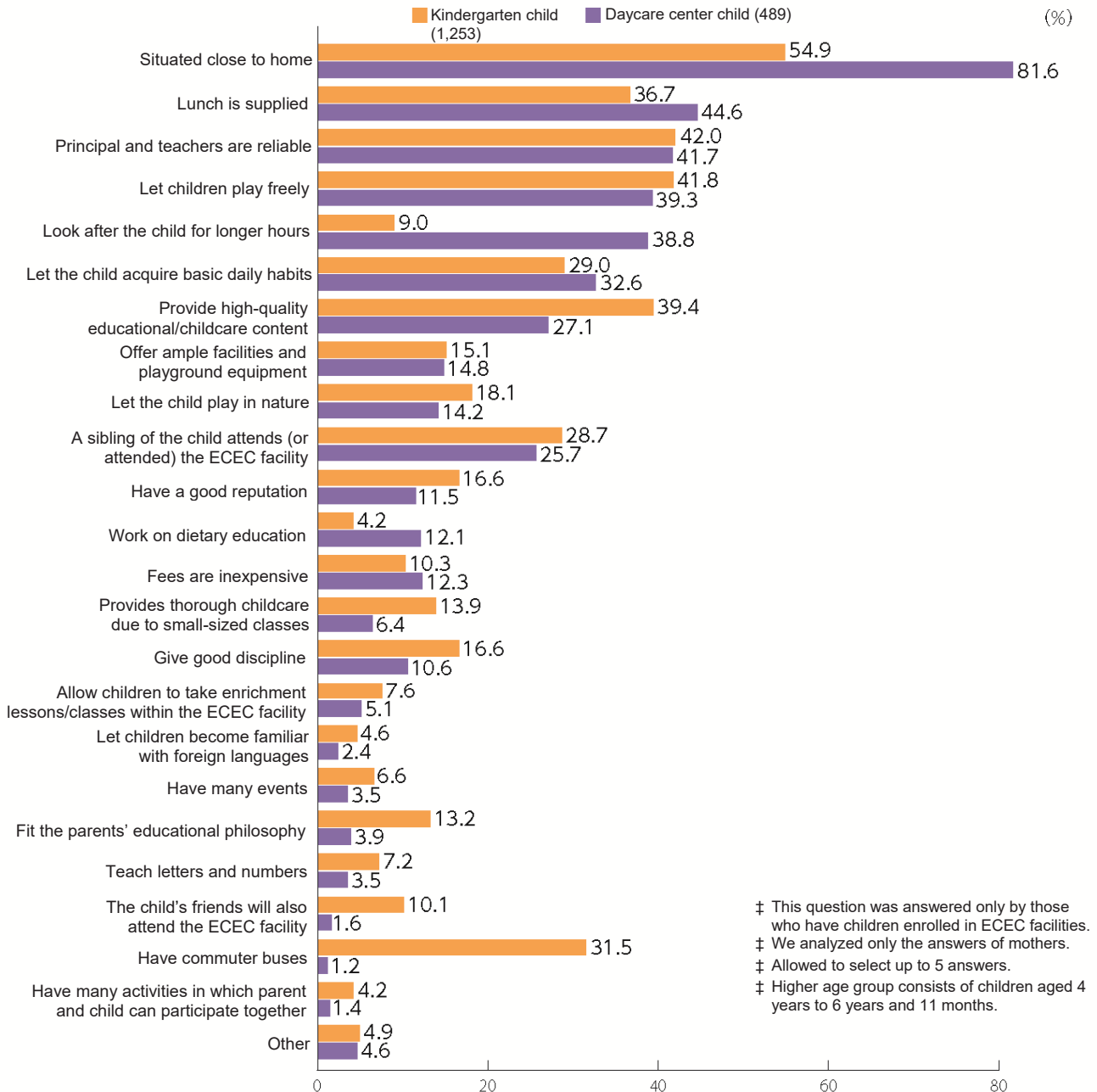
When asked about what they value in selecting a kindergarten or daycare center, many mothers of both kindergartens and daycare centers commonly chose “situated close to home,” “lunch is supplied,” “principal and teachers are reliable,” and “let children play freely.”



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)



‡ This question was answered only by those who have children enrolled in ECEC facilities.  
 ‡ We analyzed only the answers of mothers.  
 ‡ Allowed to select up to 5 answers.  
 ‡ Higher age group consists of children aged 4 years to 6 years and 11 months.

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.

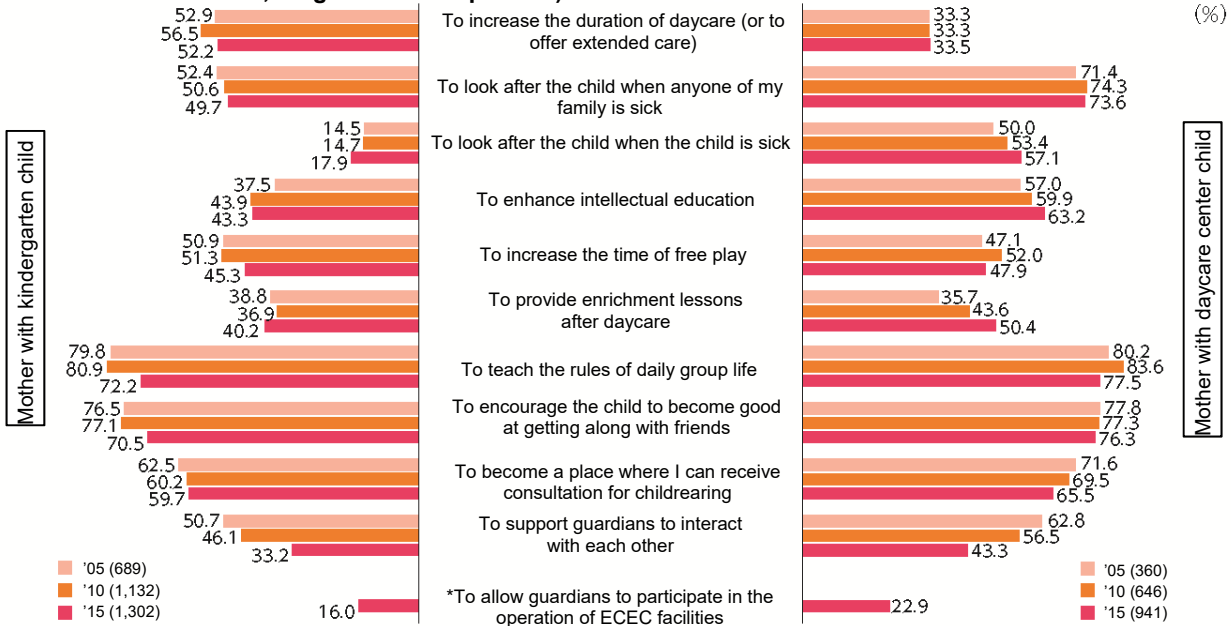
# Among requests to ECEC facilities, those related to the rules of daily group life have been decreasing

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%.

**Q** 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)

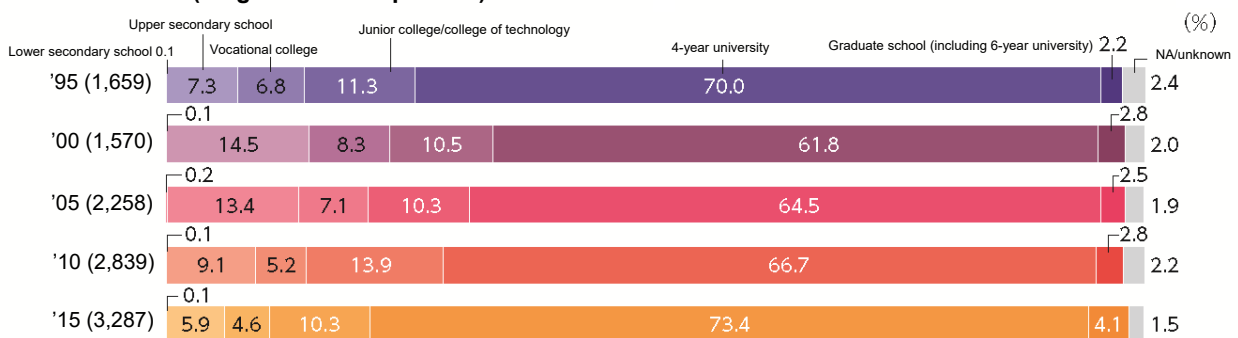


‡ The percentages represent the proportion of “strongly think so” plus “rather think so.”  
 ‡ This question was answered only by those who let their children attend ECEC facilities.  
 ‡ We analyzed only the answers of mothers.  
 ‡ The request marked with asterisks (\*) was listed only in the '15 survey.

**Q** 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.

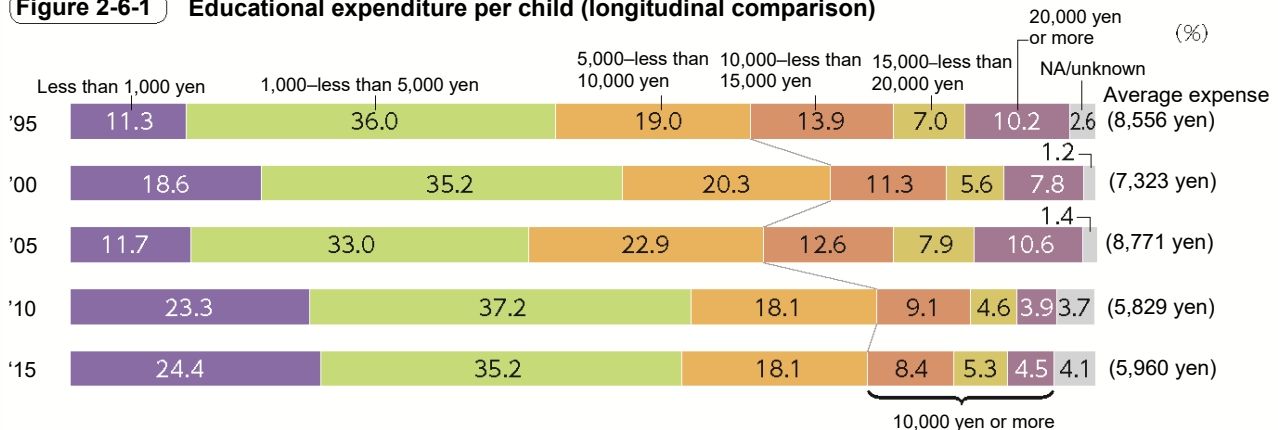
The proportion of the respondents who spent 10,000 yen or more per month for education was 18.2% in the '15 survey, showing little difference from 17.6% in the '10 survey. As for expenses for ECEC facilities, the proportion of those who spent 30,000 yen or more per month has increased from 49.9% in the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



### 2. Mothers' awareness

**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.

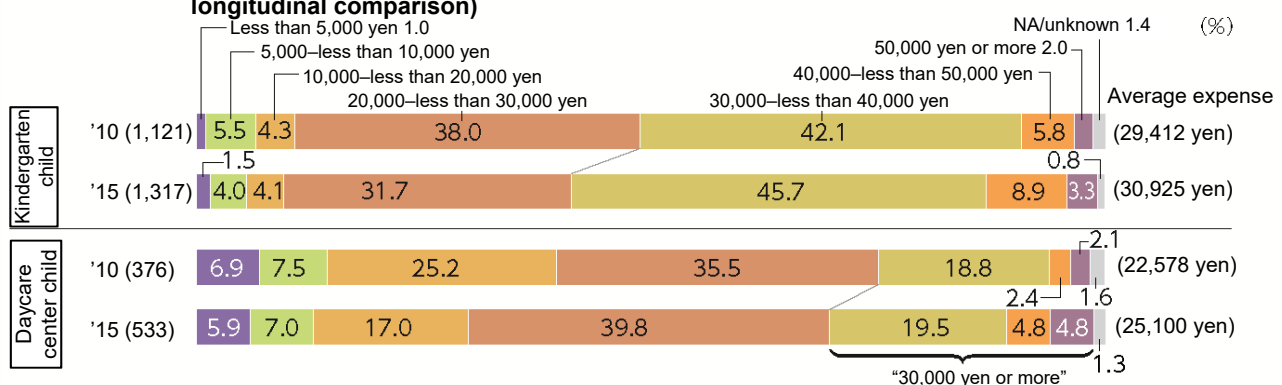
Subjects whose response was NA/unknown were excluded from the analysis.

‡ 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).





# While the mother is away from home, more “fathers” take care of their child, and less mothers ask their “neighbors” to look after their child.

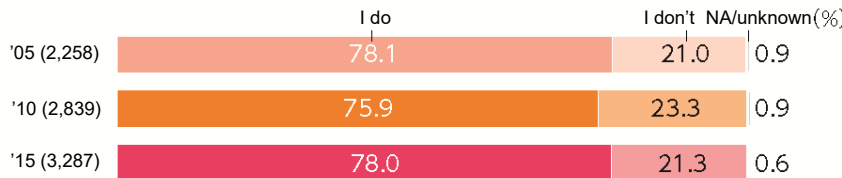
Little change was seen in the proportion of mothers who answered that they have someone to take care of the child while they are away from home. Meanwhile, the proportion of mothers who mentioned “father” as a person to take care of the child has increased.



**Q Do you have someone (including organization, service) to take care of the child while you are away from home?**  
Please answer the question by excluding the time the child stays in kindergarten or daycare center.



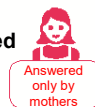
**Figure 3-1-1** Whether the respondent has a person to take care of the child (including organization, service) or not (longitudinal comparison)



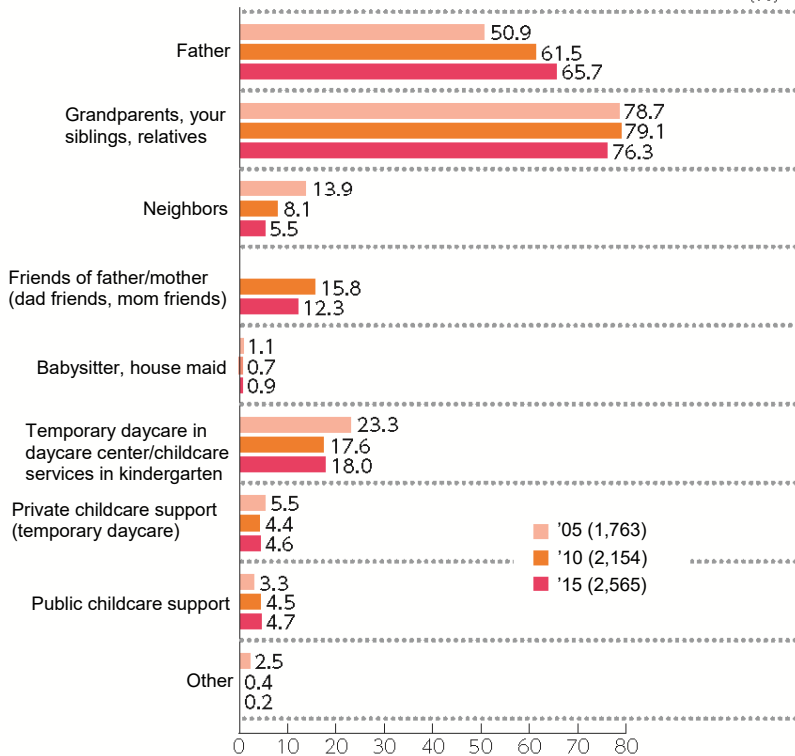
‡ This question was answered only by mothers.  
‡ The question asked in the '05 survey was “Do you have any person to take care of the child (including organization, service) while you are away from home for reasons other than business?”



**Q Please list all individuals (including organization, service) involved in taking care of the child.**



**Figure 3-1-2** Childcare providers (including organization, service) (longitudinal comparison)



by age group, by attendance status, '15 (%)

	Lower age group		Higher age group	
	Child not attending ECEC facilities (711)	Daycare center child (366)	Kindergarten child (955)	Daycare center child (396)
Father	70.9	< 76.0	56.3	< 69.5
Grandparents, your siblings, relatives	76.8	75.3	76.6	74.9
Neighbors	3.6	1.5	8.8	4.4
Friends of father/mother (dad friends, mom friends)	5.6	3.1	22.1	> 9.7
Babysitter, house maid	0.3	2.7	0.3	1.8
Temporary daycare in daycare center/childcare services in kindergarten	12.1	9.8	31.3	> 5.6
Private childcare support (temporary daycare)	6.1	3.4	4.0	3.1
Public childcare support	4.7	7.3	3.1	5.2
Other	0.1	0.3	0.2	0.3

- ‡ Multiple answers were allowed. ‡ This question was answered only by mothers. This question was answered only by those who answered that they “have” a person to take care of the child (including organization, service).
- ‡ The answer option “Friends of father/mother (dad friends, mom friends)” was added in the '10 survey and onward.
- ‡ Inequality symbols (<, >) in the table were put on the items which recoded the difference of 5 percentage points or more by the examination of the results by age group/attendance status.
- ‡ Lower age group consists of children aged 18 months to 3 years and 11 months. Higher age group consists of children aged 4 years to 6 years and 11 months.
- ‡ We changed the name of the answer option from “Grandparents, relatives” (used until the '10 survey) to “Grandparents, your siblings, relatives” in the '15 survey.

The proportion of mothers who answered that they have someone to take care of the child while away from home was 78.0% in the '15 survey, which is almost the same as the percentages in the previous surveys (Figure 3-1-1). The proportion of mothers who mentioned “father” as a person to take care of the child has increased from 50.9% in the '05 survey, 61.5% in '10 survey, to 65.7% in the '15 survey, whereas the proportion of those who chose “neighbors,” “friends of father/mother (dad friends, mom friends)” has decreased.

When looking at the results by age group/attendance status, in the lower age group, the percentages of “father” and “grandparents, your siblings, relatives” accounted for more than 70%, respectively, significantly higher than other answer options (Figure 3-1-2). The results of the higher age group indicated lower percentage in “father” compared to a lower age group but indicated higher percentage in “temporary daycare at daycare center/childcare services in kindergarten” (31.3%) and “friends of father/mother (dad friends, mom friends)” (22.1%).

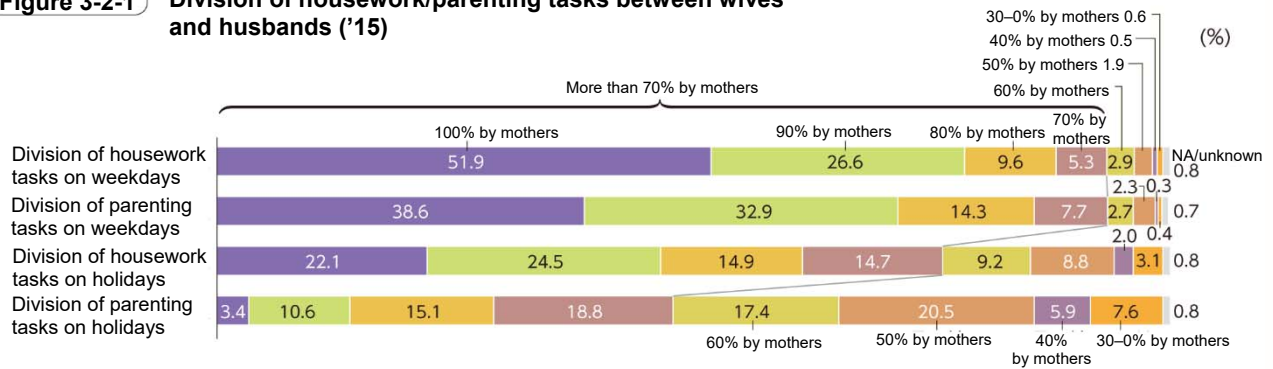
## Most mothers (93.5%) answered that they do 70% or more of parenting tasks on weekdays.

Looking at the results of responses relating to housework/parenting tasks on weekdays and holidays, the combined percentage of responses that said mothers do more than 70% of the tasks stood at 93.5% in “parenting on weekdays.” Examination of the results by mother’s employment status shows that the proportion of fathers who do housework/parenting is higher among mothers with full-time jobs than among part-time or full-time housewives.

**Q** What do you think is the proportion of housework/parenting tasks between you and your husband?

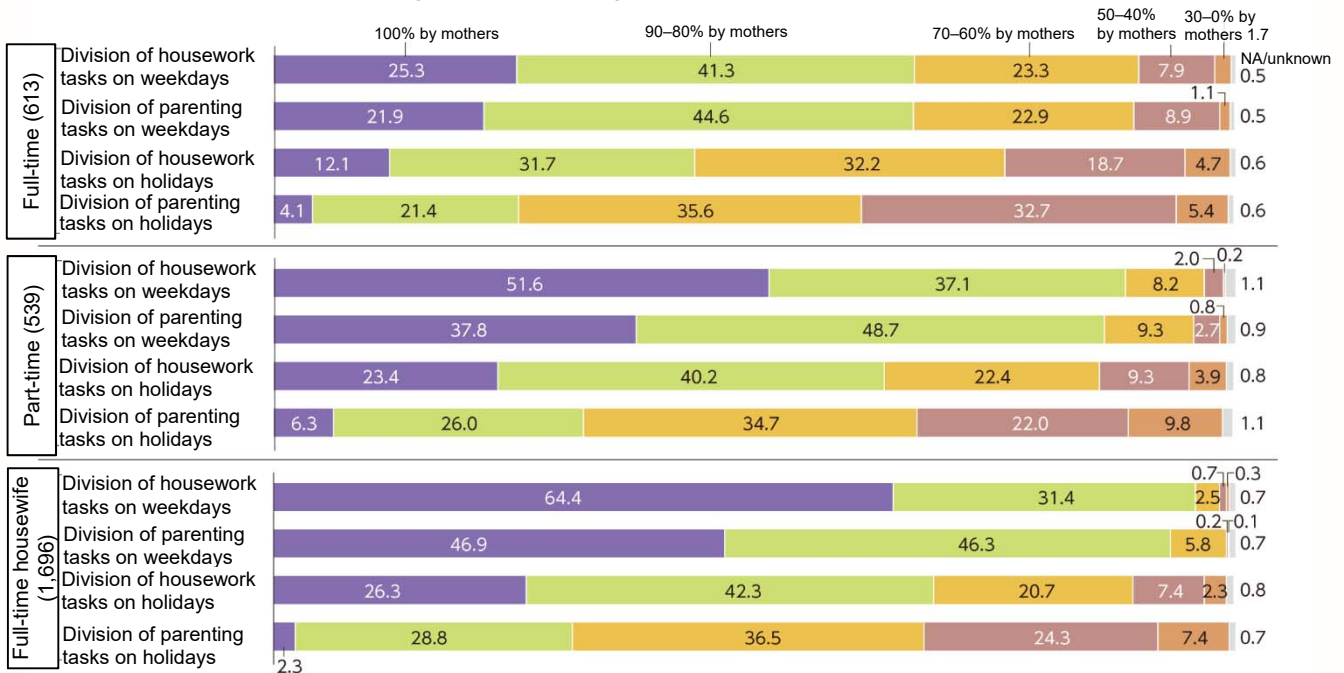


**Figure 3-2-1** Division of housework/parenting tasks between wives and husbands ('15)



‡ This question was answered only by mothers who have spouses (3,228).  
 ‡ In the graph, the answer “mother’s share is 100% and father’s share is 0%” is indicated as “100% by mothers,” “mother’s share is 90% and father’s share is 10%” as “90% by mothers,” and “mother’s share is 0% and father’s share is 100%” as “0% by mothers.”

**Figure 3-2-2** Division of housework/parenting tasks between wives and husbands (by mother’s employment status, '15)



‡ This question was answered only by mothers who have spouses.  
 ‡ In the graph, “mother’s share is 100% and father’s share is 0%” is displayed as “mother 100%,” “mother’s share is 90% and father’s share is 10%” as “mother 90%,” and “mother’s share is 0% and father’s share is 100%” as “mother 0%.”

With regard to housework/parenting tasks on weekdays and holidays, we asked mothers about the proportion of the tasks done by mothers between those done by fathers (Figure 3-2-1). The combined percentage of responses that said mother’s share was more than 70% stood at 93.4% in “housework on weekdays,” 93.5% in “parenting on weekdays,” 76.2% in “housework on holidays,” and 47.9% in “parenting on holidays.” This suggests that mothers do most of housework/parenting

particularly on weekdays and that fathers do housework or interact with children mainly on holidays. Examination of the results by mother’s employment status shows that the proportion of fathers who do housework/parenting is higher among mothers with full-time jobs than among mothers with part-time jobs or full-time housewives, and this trend is more outstanding in housework/parenting on weekdays than that on holidays (Figure 3-2-2).

## Changes in the Everyday Life of Preschool Children: A 20-Year Survey

**Takashi Muto** (Shiraume Gakuen University)

The daily life of preschool children over the last twenty years has been affected by changes in Japanese society. First, the birthrate has continued to decline. Children spend less time playing with friends, and forming peer relationships has become difficult. For this reason, daycare centers and kindergartens have come to play a larger role in daily life because children gather there in numbers. Second, there has been an increase in dual-income families that send their children to daycare centers. In tandem with this trend, fathers are becoming more involved in child-raising, in particular, on weekends. Increased time spent in daycare also results in greater expectations of daycare centers and kindergartens, and the demand for intellectual education is also rising. Furthermore, although the typical family with a full-time housewife-mother is also decreasing, it continues to exist to a considerable extent. In all households, the mother is primarily responsible for caring for and spending time with the child on weekdays, in particular. Third, economic disparity is growing. Overall expenditure for education is declining, and there is a widening gap between households that can only afford a low absolute amount and those that are able to keep spending a certain amount. This results in a pronounced difference in enrichment lessons that parents can pay for as well as other disparities. Although the survey alone cannot establish whether low expenditure on education has a negative effect on the child's future, the question clearly requires further study. Fourth, values are diversifying. It is not possible to identify one primary view of child raising; opposing views are held by rather large percentages of the respondents. In any case, the survey indicates that satisfaction regarding child raising is rather high. Furthermore, when it comes to seeking advice, a greater percentage of younger parents tend to rely on information on the internet.

## In Play and through Play—Toward a World where Children can Experience a Sense of Richness and Accomplishment

**Akiko Sato** (Associate professor, Tokyo Kasei University)

The survey of the everyday life of children was also the fifth survey that had been conducted every five years over a period of twenty years from 1995, and the children who had participated in the first survey were now in the position of being parents. In 2014, the total fertility rate was 1.42, and the average age of the parents who responded to the survey was between 38.5-36.5 years, three years older than in the first survey. This appears to be closely related to such factors as the mother's educational background, view of employment, employment conditions (maternity leave and childcare leave, age of eligibility for childcare services, childcare time schedule, and childcare expenses), etc. The increase in working mothers has affected the lives of children in various ways.

○ Early to bed and early to rise is an increasing tendency, and children are spending more time at daycare centers and kindergartens, and ECEC centers: *nintei kodomo en*. → This may be due to the wider childcare service such as after-hours childcare, over-time childcare provided by ECEC facilities and the varied working hours of mothers.

○ Children's development, toilet training, and independence of daily habits are slow and occurring later → Mother's changing awareness.

○ An increasing number of children are citing their mother as their weekday playmate and state that their number of friends is declining. → Due to the declining birthrate, the mother's working hours, etc., children do not have the time or a place to play with friends after leaving daycare.

In childhood, it is important to experience a sense of richness and accomplishment in play and through play. In the future, to achieve the greatest happiness of children, it will be even more important to improve childcare support services that place priority on child development and growth.

## Changing Opportunities for Children to Grow Up Together

**Misako Aramaki** (Full-time lecturer, Mejiro University)

The most pronounced change in the past twenty years can be found in the answer to the question "Who do you play with on weekdays?" Children who answered "with my mother" increased by 30 points to 86 percent in the most recent survey. In contrast, those answering "with a friend" has gradually declined, and in the recent survey, accounted for only 27.3 percent. In addition to the fact that children are spending more time in daycare centers and have fewer opportunities to engage with children their own age outside the daycare center, this result can also be attributed to a change in the parents' approach to child-raising. For example, there is a steady decline in the percentage of parents who devote time and energy to "playing with friends."

However, the most recent survey also shows that although "to encourage the child to care about others" and "to help the child acquire social manners / follow rules" are given importance or show a slight declining trend, over 70 percent of parents expect childcare facilities to help children develop social skills. This indicates that parents are still very concerned about their children acquiring social skills, but rather than providing opportunities for children to play together, the growing tendency is for parents to depend on activities at childcare facilities.

Certainly, there is much for children to learn from their friends and caregivers. But, is experience at daycare and the home enough? In some small childcare facilities, for example, for years, children end up only knowing and interacting with fixed members of the facility. As ties with the local community weaken, children have fewer opportunities to learn from interaction with others, and this is also an issue that requires careful study and consideration.

## Members for the planning and analysis of surveys

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<https://berd.benesse.jp/>

Benesse Educational Research and Development Institute posts information magazines, etc. on the website for teachers and staff of kindergartens, daycare centers, elementary schools, and lower/upper secondary schools, and the faculty of colleges and universities, as well as research and study reports from the laboratories. (Japanese only)

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