

2. Change in involvement between parent & child (1) Mother's employment

Compared to three years ago, mother's employment rate has increased.

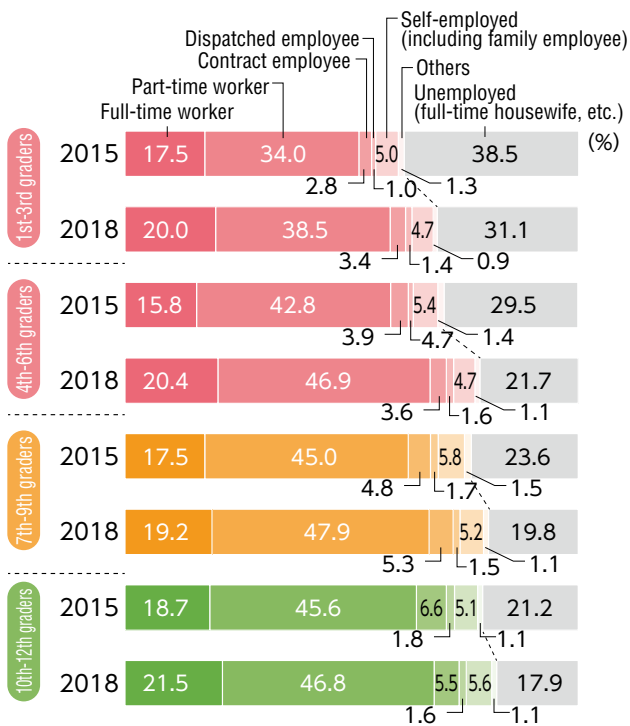
When looking at mother's employment type, unemployed mothers (full-time housewives, etc.) have decreased, but full-time workers and part-time workers have increased across all school stages (Figure 2-1). We can see a similar tendency in working hours where part-time and full-time have increased (Figure 2-2). When looking at a change in mothers' employment status, about 20% of the mothers began to work outside the home "from 1st-3rd to 4th-6th graders," and by combining "remain employed" with "got employed," employed mothers accounted for about 80% (Figure 2-3).

Q Please tell us about the present job of you and your spouse in terms of employment type and working hours.

Guardian 2015 & 2018

Figure 2-1 Change in mother's employment type

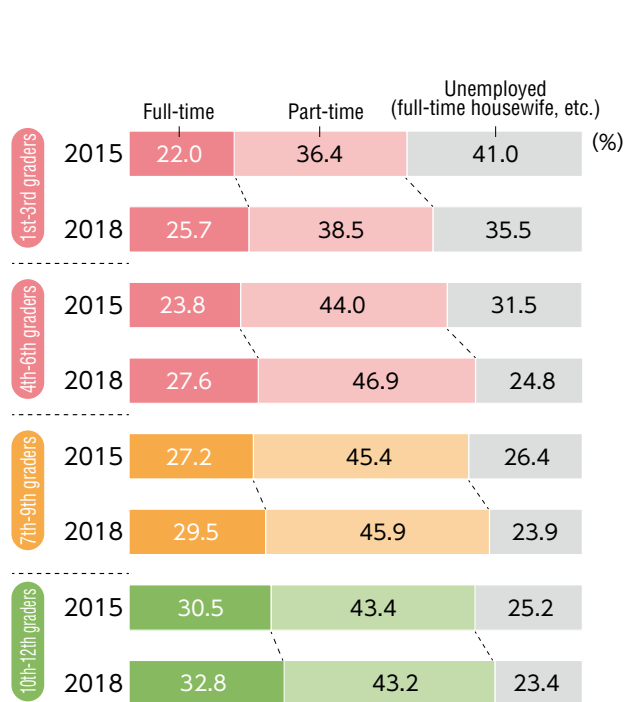
(by school stage)



Guardian 2015 & 2018

Figure 2-2 Change in mother's working hours

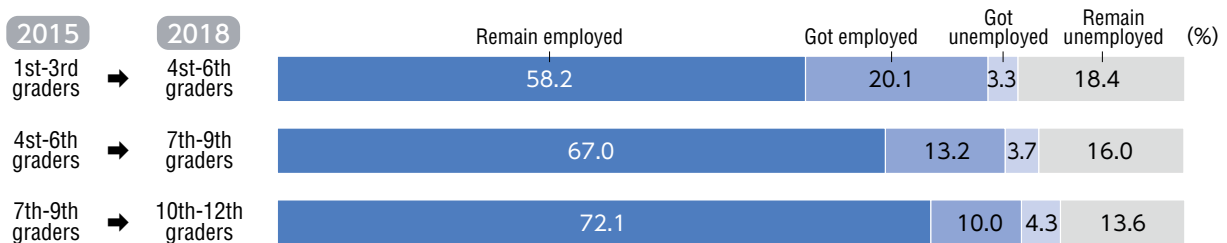
(by school stage)



Child 2015-2018

Figure 2-3 Change in the mother's employment

(by school stage)



Note 1: The percentages of mother's employment types and working hours were calculated by excluding "I don't know" and "no answer/unknown" (Figures 2-1, 2-2).

Note 2: Mothers working outside the home were classified to "employed" regardless of employment type and working hours, and those not working (full-time housewife, etc.) were classified to "unemployed" to see changes in the same guardian at the time of the 2015 survey and the 2018 survey (Figure 2-3).

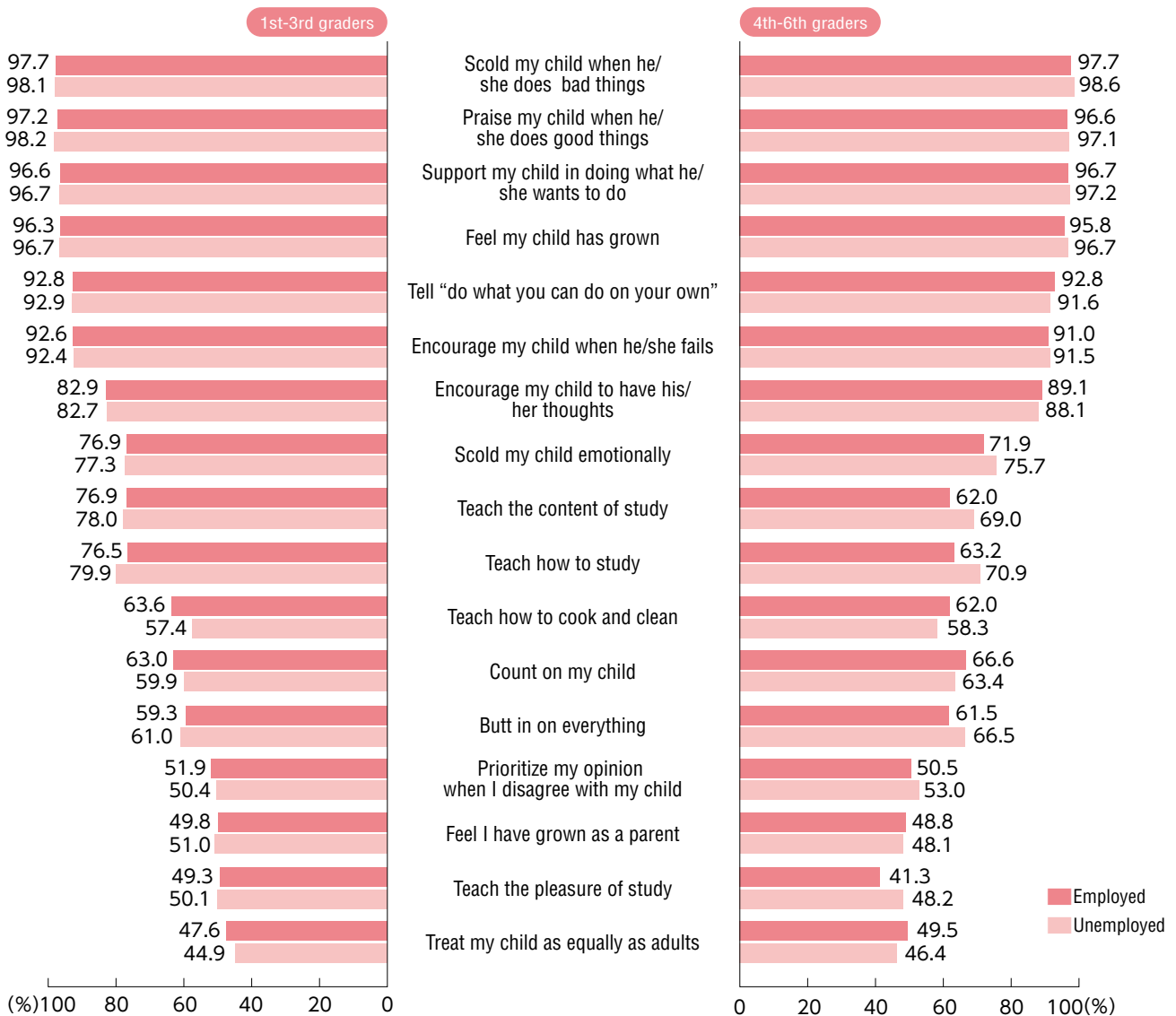
(2) Mother's employment and involvement between parent & child

The results showed that a mother's involvement with her child was different depending on whether the mother is employed or not in 4th-6th graders, compared to in 1st-3rd graders

We didn't find much difference due to a mother's employment/unemployment in responses to many statements asked regarding involvement with her child in 1st-3rd graders, except for "I teach how to cook and clean" for which employed mothers indicated a higher percentage (difference of about 6 points). In 4th-6th graders, unemployed mothers (full-time housewife, etc.) exceeded employed mothers in the percentage of positive response to "I teach the content of study," "I teach how to study," and "I teach the pleasure of study" (difference of about 7 points). On the other hand, employed mothers indicated a higher percentage in the statements regarding independent life, such as "I teach how to cook and clean," "I rely on my child," and "I treat my child as equally as adults."

Q How much do the followings hold true for your involvement with your child?

Guardian 2018 Figure 2-4 Involvement with children (by mother's employment) [1st-6th graders only]



Note 1: The percentages represent the proportion of "very true" plus "almost true" (Figure 2-4).

Note 2: Working mothers were classified to the category of "employed," regardless of their employment type and working hours, and non-working mothers (full-time housewife, etc.) were classified to "unemployed."

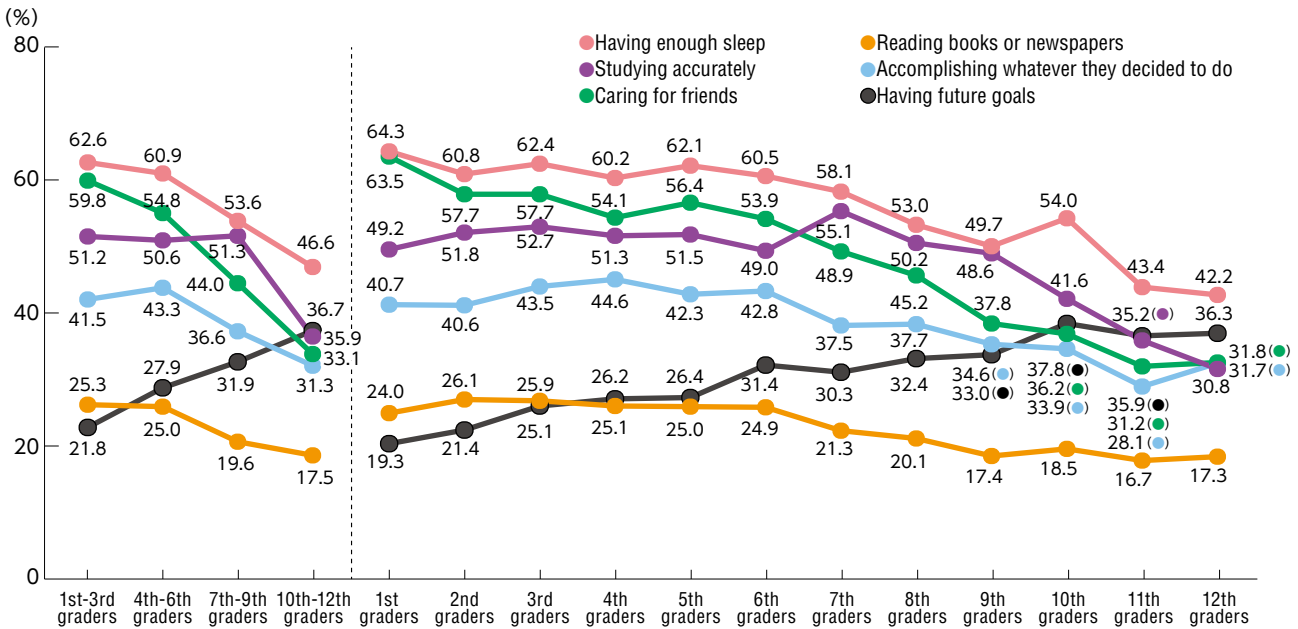
(3) Conveying what is important for children

The higher the grade, the fewer the proportion of “conveying what is important in home education,” except “having future goals,” of which percentage increased among the guardians of lower/upper secondary students.

The higher the grade, the fewer guardians “convey what is important for children in home education,” but the results show that guardians reconfirm conveying the importance of certain things during connection periods, such as “studying accurately” in 7th graders and “having enough sleep” in 10th graders (Figure 2-5). Children who have been told by their guardians about the importance of “having future goals” at the point of 2015 show higher percentage in “I want to enter an upper secondary school (or university) known for its difficulty to get into” and “I have the profession I want to be” (Figures 2-6 and 2-7).

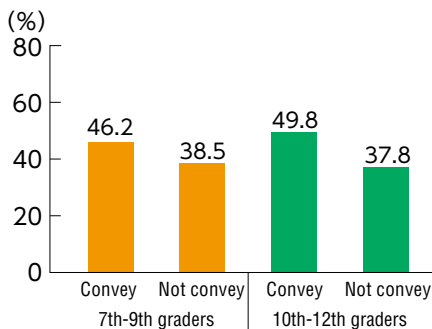
Q How often do you convey to your child the importance of the following things in home education?

Guardian 2018 Figure 2-5 What is conveyed by guardians in home education (by school stage, by grade)

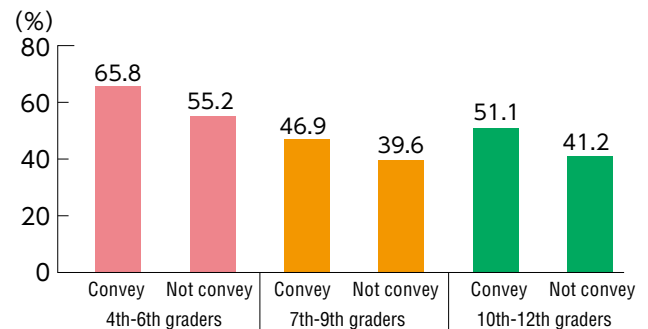


Q Question for guardians: How often do you convey to your child the importance of “having future goals” in home education?
 Questions for children: (1) Do you want to enter an upper secondary school (or university) known for its difficulty to get into?
 (2) Do you have any profession (or work) you want to be in the future?

Guardian 2015-Child 2018 Figure 2-6 (1) Challenges children face in career making decision (by school stage, by guardians’ answer to whether they convey the importance of “having future goals” or not in 2015)



Guardian 2015-Child 2018 Figure 2-7 (2) Proportion of children who “have” the profession they want to be. (by school stage, by guardians’ answer to whether they convey the importance of “having future goals” or not in 2015)



Note 1: In Figure 2-5, the percentages represent the proportion of “convey frequently.”
 Note 2: The percentages represent the proportion of “true for me” response to “I want to enter an upper secondary school (or university) known for its difficulty to get into.” Only 7th-9th and 10th-12th graders responded (Figure 2-6).
 Note 3: In Figure 2-7, the percentages represent the proportion of children who “have” the profession they want to be.
 Note 4: Among answer options to the question asking guardians whether they convey the importance of “having future goals” or not, “convey frequently” and “convey sometimes” are represented as “convey,” and “convey not frequently” and “not convey at all” are represented as “not convey,” with no answer/unknown excluded (Figures 2-6 and 2-7).