

Digest version

Japanese Longitudinal Study of Children and Parents(JLSCP) 2015–2018



Purpose of the research project

The Institute of Social Science, the University of Tokyo and Benesse Educational Research and Development Institute launched a joint research project in January 2014 to find out the realities of “Everyday Life and Learning of Children.” This project is intended to survey the realities of children’s everyday life and learning and the aspects of guardians’ parenting over multiple years to find out how they change as children grow. We aim to understand the present situation and problems of children’s everyday life and learning/parenting through this multi-year survey and discuss what better education/parenting should be.

Features of the research project

1. This enables us to understand the “present” and “change over time” of 1st-12th graders.

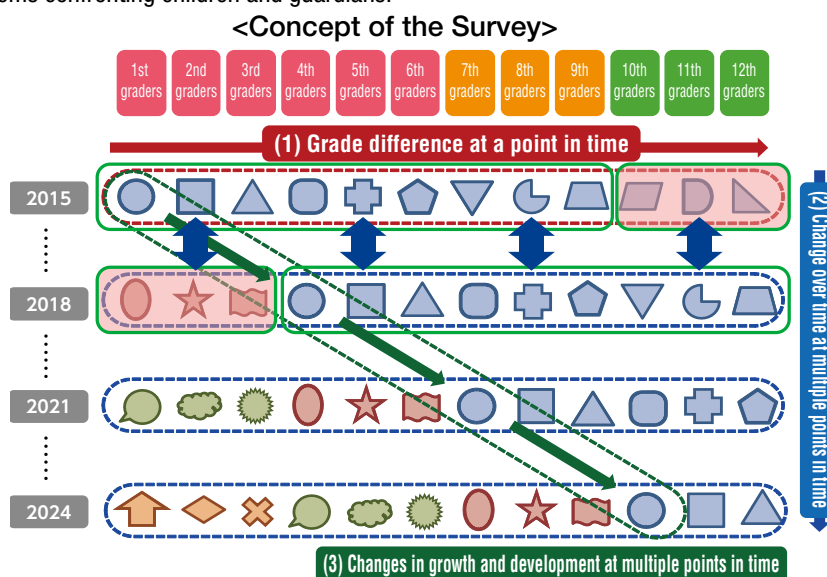
In this project, we continue to conduct surveys every year on children in 1st-12th grades and their guardians. We can find out the “present” aspects of children’s life and learning and guardians’ parenting practices across 12 grades—grade differences at a point in time (shown at (1) in the figure below). We can also find out “change over time” of children and their guardians through a multi-year comparison (shown at (2) in the figure below).

2. This enables us to grasp the process of “growth and development” of parent and child (panel data analysis on parents and children)

In this project, we continue to survey the same children and their guardians. This enable us to find out how children grow and develop every year, and how such growth/development change guardians’ attitude towards, or involvement with, their children, and other aspects and causal effects of “growth and development” of parents and children (shown at (3) in the figure below).

3. This enables us to grasp various attitudes and realities relating to children's life and learning in detail.

Child survey asks children about various aspects such as of their life, learning, interpersonal relationship, values, and degree of independence. Guardian survey asks guardians about involvement with their children, attitude for parenting and education. We seek to reveal the aspects of daily life/learning of children and guardians through these two types of survey and capture problems confronting children and guardians.



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Outline of the survey

- **Theme of the survey** [Child survey] Children’s attitude towards life and learning and actual situation
[Guardian survey] Guardians’ attitude towards parenting and education and actual situation
* Questions focused on life both in the 1st survey and the 4th survey.
- **Survey method** 1st survey : self-reporting questionnaire survey via mail or the internet.
* Respondents were allowed to choose one of the two ways.
4th survey: self-reporting questionnaire survey via mail.
- **Survey period** 1st survey: from July through August 2015, 4th survey: from July through September 2018
- **Survey subjects:** Children in 1st to 12th grades and their guardians across the nation.
* As for 1st-3rd graders, their guardians answered questions.

		Number of those surveyed											
		1st graders	2nd graders	3rd graders	4th graders	5th graders	6th graders	7th graders	8th graders	9th graders	10th graders	11th graders	12th graders
Interannual & Panel	1st survey (2015)	1277	1049	1074	939	896	942	901	862	906	1254	1278	1344
		3400			2777			2669			3876		
	4th survey (2018)	1739	1642	1547	1277	1049	1074	939	896	942	901	862	906
		4928			3400 [72.5%]			2777 [70.3%]			2669 [65.9%]		
Single year	4th survey (2018)	1739	1642	1547	1328	1136	1152	1004	974	989	982	950	978
		4928 (91.1 %)			3616 (78.0%)			2967 (74.6%)			2910 (69.3%)		

- * In the 1st survey, we distributed questionnaires to all monitors of this research project (children in 1st-12th grades and their guardians). In the 4th survey, we distributed questionnaires to those who have answered the 1st survey and/or 2nd survey as “monitors.” The monitors for the 1st survey were 21,569 pairs of child and parent and the monitors for the 4th survey were 19,715 pairs. In the 4th survey, however, we refrained from distributing to monitors living in disaster-hit areas (1,337 pairs).
- * In the above table, figures in the row of Interannual & Panel data represent the numbers of valid respondents that have answered both 1st survey (2015) and 4th survey (2018).
- * Everyday Life and Learning of Children, we used the number of valid respondents for each year for an interannual comparison.
- * Figures within [] of the 4th survey of Interannual & Panel data are the proportions of those who answered the 4th survey to those who answered the 1st survey (i.e., continuity rate).
- * Figures shown in the 4th single-year survey (2018) are the number of valid respondents of the 4th survey. Figures within () are response rates.
- * The number of 10th-12th graders does not include those who answered “I am not enrolled.”

About data

In the digest version, the responses of children and their guardians who have answered both the 1st survey (2015) and the 4th survey (2018) were analyzed as “Interannual & Panel data.”

About interannual data

In interannual data, we compared responses obtained three years ago (2015) and those obtained in 2018 to see if there is any change between them.

Child 2015 & 2018 show interannual data on children, and **Guardian 2015 & 2018** show interannual data on guardians.

About panel data

As for 2018 panel data, we compared responses obtained three years ago (2015) and those obtained in 2018 for each respondent to see any change.

Child 2015-2018 shows panel data on children, while **Guardian 2015-2018** shows panel data on guardians. **Guardian 2015-Child 2018** is the result of assessing children’s responses in 2018 by guardians’ responses in 2015.

About single-year data

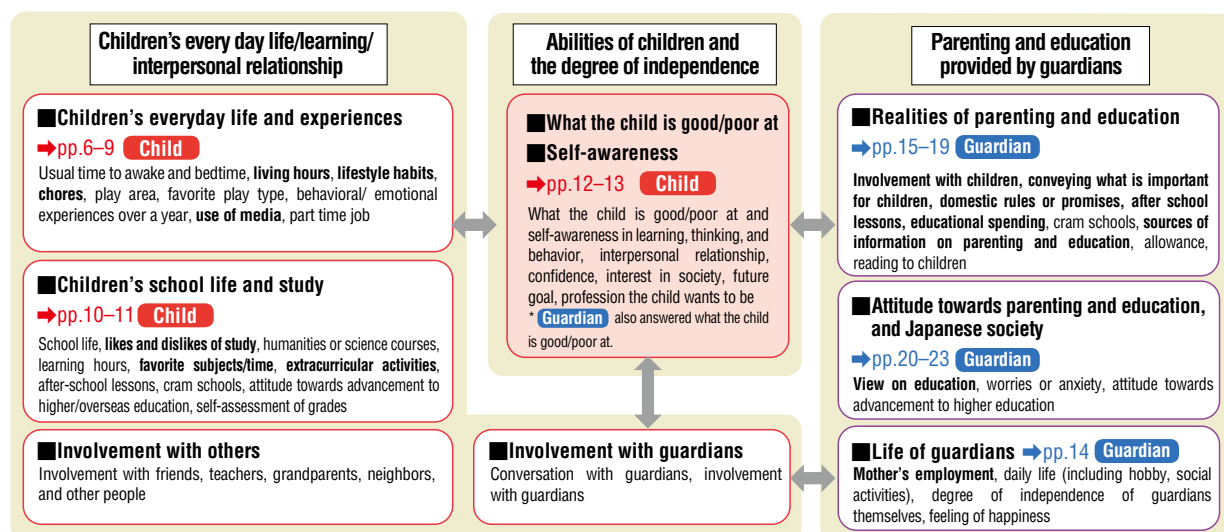
Child 2018 in the text represents Children’s responses in the 4th survey (2018), and **Guardian 2018** represents guardians’ responses in the 4th survey (2018).

Points to remember in reading data

- (1) In the text of this report, pupils in the first grade of elementary school is indicated as “1st graders.” Also, students in the 1st-3rd grades of lower secondary school are indicated as “7th-9th graders,” and students in the 1st-3rd grades of upper secondary school are indicated as “10th-12th graders.”
- (2) In the following charts, we did not indicate the number of samples when all valid respondents were tallied every three grades (1st to 3rd grades, 4th to 6th grades, 7th-9th grades, 10th-12th grades), for both children and guardians.
- (3) The percentages (%) shown 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.

Survey design

The survey was designed to reveal how attitudes and actual situation regarding “children’s everyday life/learning/interpersonal relationship” and “parenting and education provided by guardians” relate to the “abilities of children” or the degree of “independence,” and how they lead to “independence” at the time of graduation from upper secondary school.



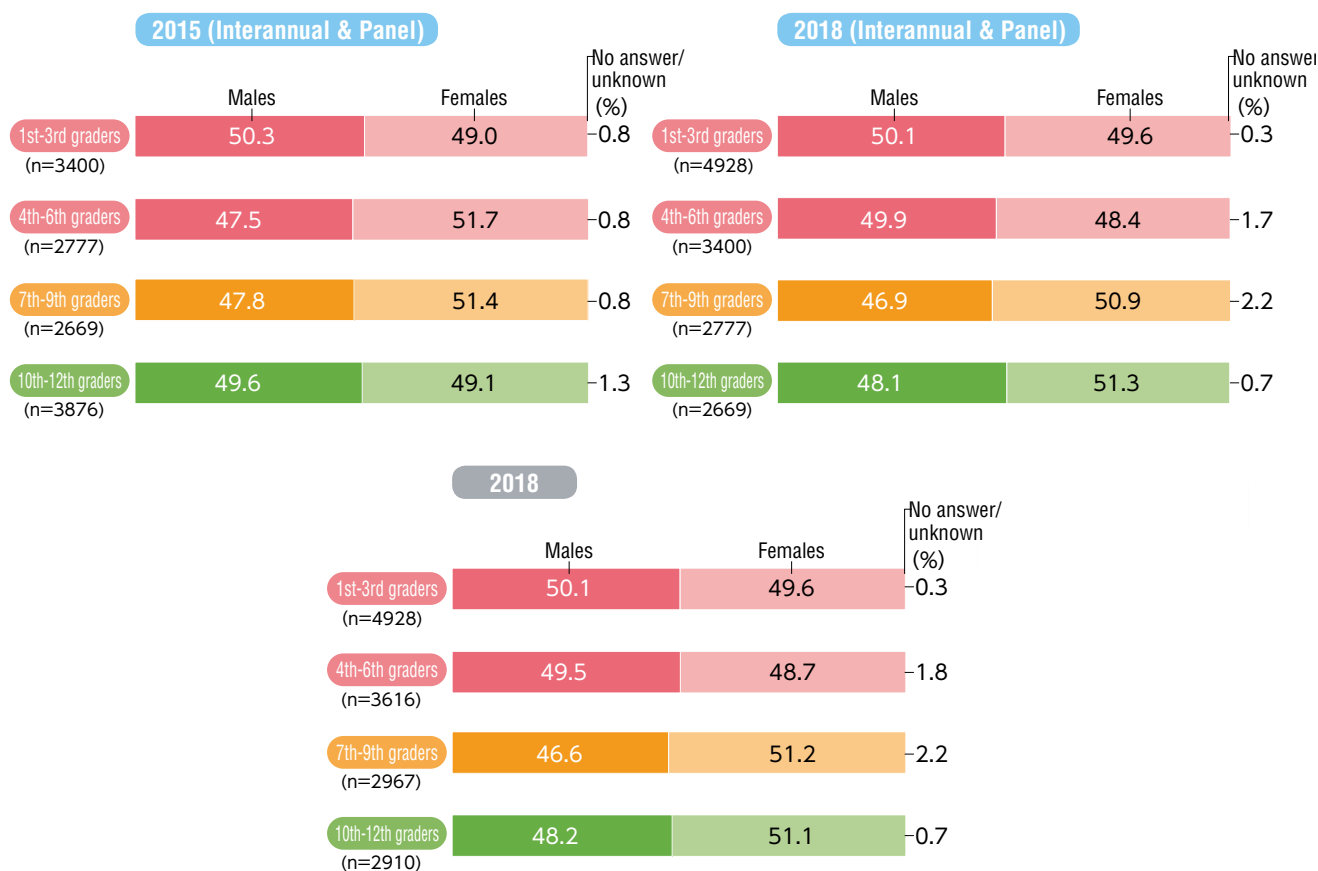
*In addition to the above, questions related to the attributes of children/guardians were asked.

*As for 1st-3rd graders, their guardians responded to some questions under Child section.

*Sections included in this digest version are indicated by boldface.

Basic attributes

Gender of child (by school stage)



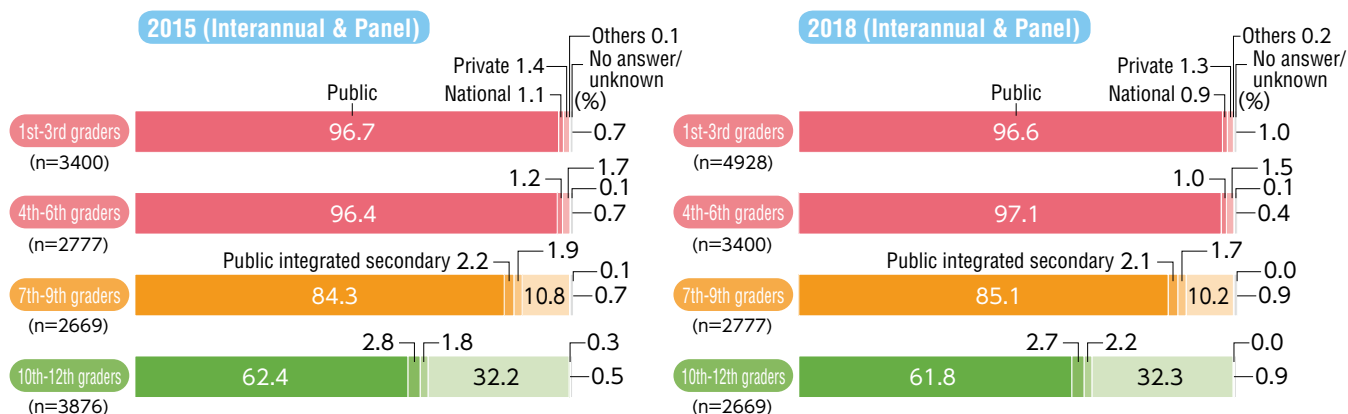
Note 1: As for 1st-3rd graders, their guardians answered.

Note 2: School grades used in 2015 (Interannual & Panel) represent the grades as of 2015, while grades used in 2018 (Interannual & Panel) represent the grades as of 2018.

Note 3: The graph 2018 shows the figures for the single year.

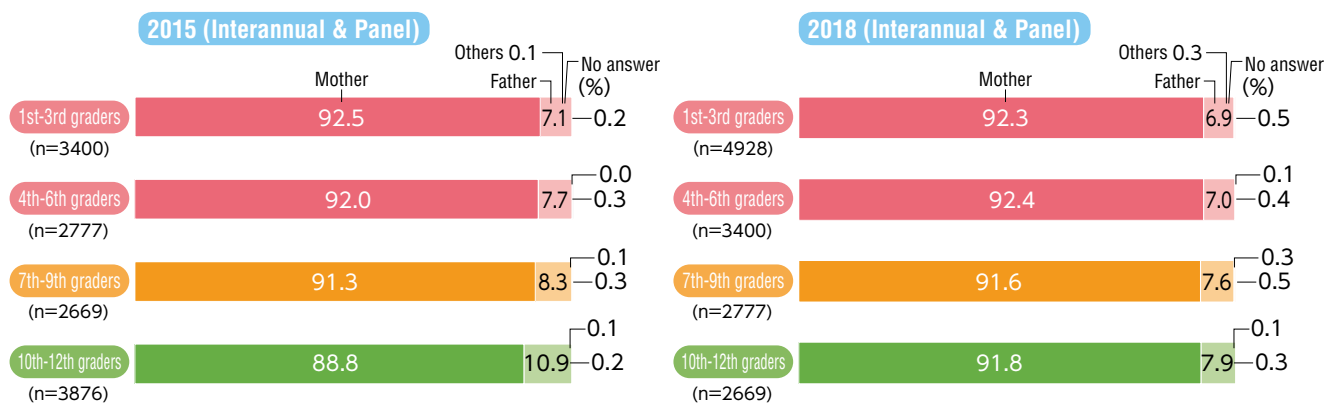
Basic attributes

Type of a child's school (by school stage)



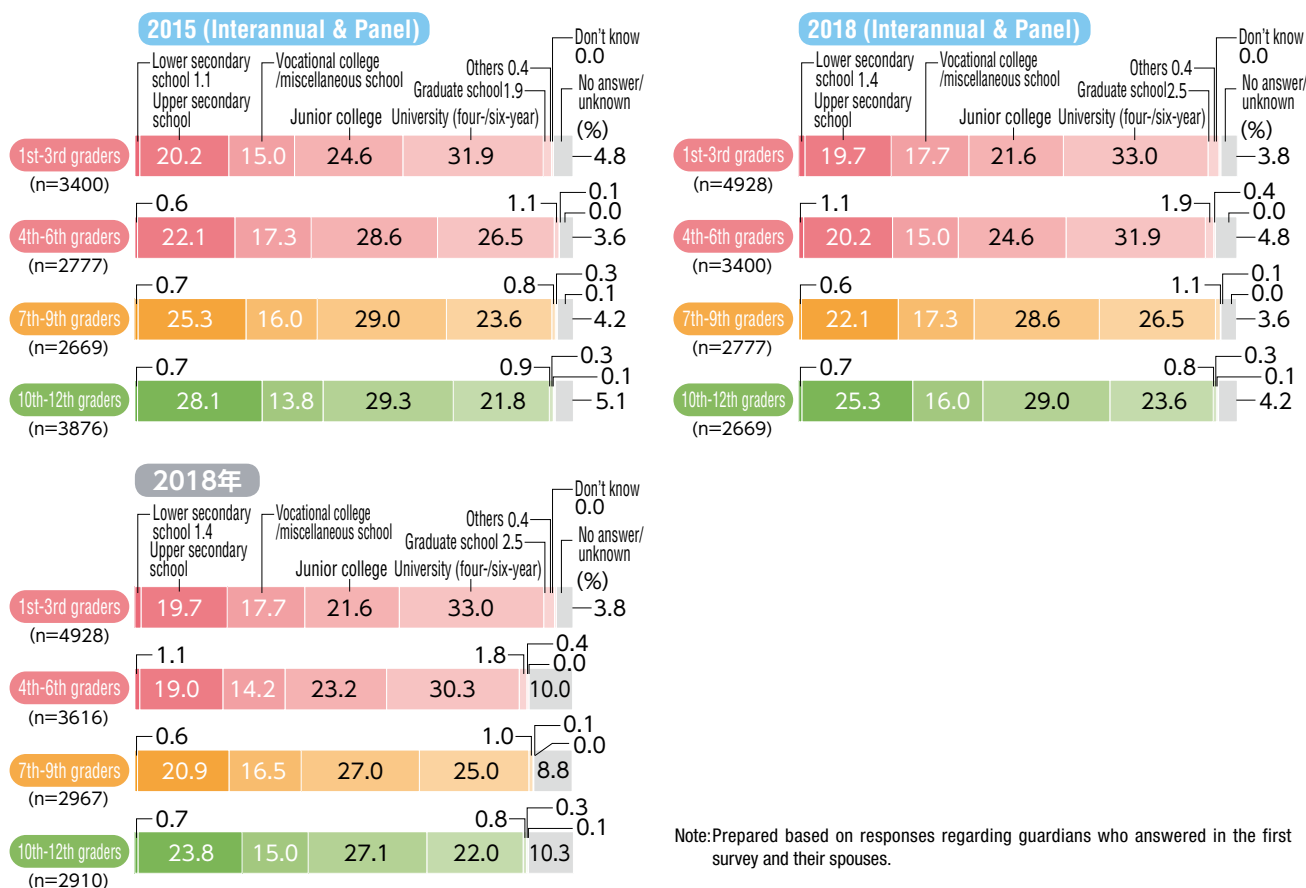
Note: Answered by guardians.

Guardian (respondent)'s relation with child (by school stage)



Note 1: "Others" include grandmother, grandfather, and others. Note 2: Answered by guardians.

Mother's final academic background (by school stage)



Note: Prepared based on responses regarding guardians who answered in the first survey and their spouses.

1. Current situation and change of children's everyday life (1) Lifestyle habits

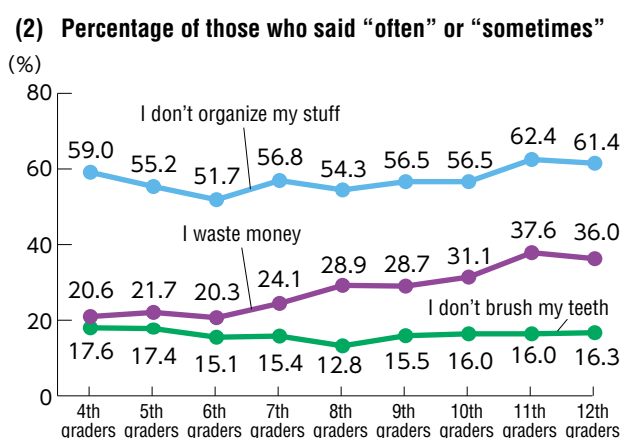
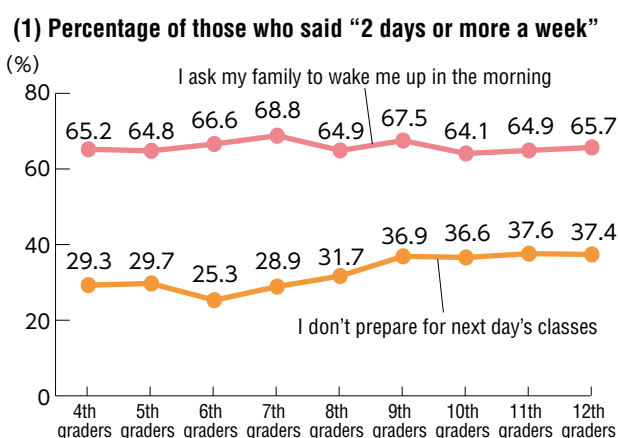
7th-9th graders who had established lifestyle habits when they were 1st-6th graders have become to study in a more planned manner than those who hadn't.

The percentages of "I ask my family to wake me up in the morning"(about 60%), "I don't organize my stuff"(50-60%), and "I don't brush my teeth"(about 10%) do not decrease as the grade goes up, and there is not much difference among different school stages. The percentages of "I don't prepare for next day's classes" and "I waste money" (about 20-30%, respectively) increase as the grade goes up, highest in 10th-12th graders. When looking at the relationship between whether or not lifestyle habits had been established three years ago and present lifestyle habits/learning styles, children who had established lifestyle habits three years ago still maintain the lifestyle habits and have higher percentage in "I plan and study" and "I accomplish whatever I decided to do."



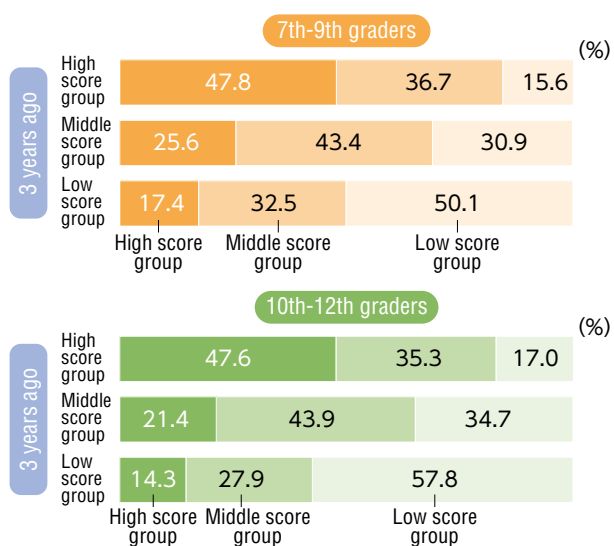
How often do you do the followings in your usual life?

Child 2018 Figure 1-1 Lifestyle habits (by grade)

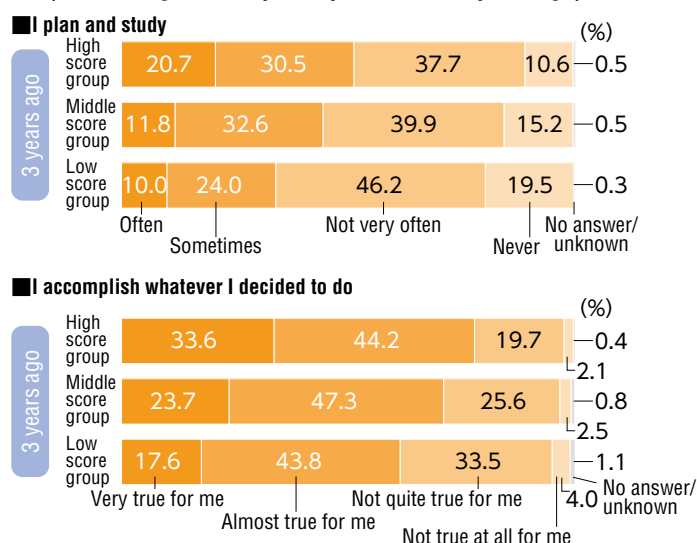


Child 2015-2018 Figure 1-2 Relationship between the lifestyle habits of 3 years ago (2015) and present (2018) lifestyle habits & learning styles, etc.

(1) Present lifestyle habits (by lifestyle habits of 3 years ago)



(2) Current learning style, etc. (in 7th-9th graders, by lifestyle habits of 3 years ago)



Note 1: The percentages represent the proportion of "4-5 days a week" plus "2-3 days a week." Children gave answers about their daily habits on a school day (Figure 1-1 (1)).

Note 2: The percentages represent the proportion of "often" plus "sometimes" (Figure 1-1 (2)).

Note 3: These are school stages as of 2018. High/middle/low score groups in "3 years ago" and "present lifestyle habits" were derived by giving scores to five answer options in Figure 1-1 (on a scale of 1 for "4-5 days a week" and "often" to 4 for "never") and adding up scores to gain a total score, and then dividing all total scores into three equal parts based on the number of samples (Figure 1-2).

Note 4: "I plan and study" is the response to the question "how much do you do the followings when you study?" "I accomplish whatever I decided to do" is an answer to the question "how much do the followings hold true for you?" In Figure 1-2 (2), the results by the score of 3 years ago showed the same tendency.

(2) Housework; chores

7th-9th graders who had been doing chores when they were 1st-6th graders tend to answer “I do what I can do on my own.”

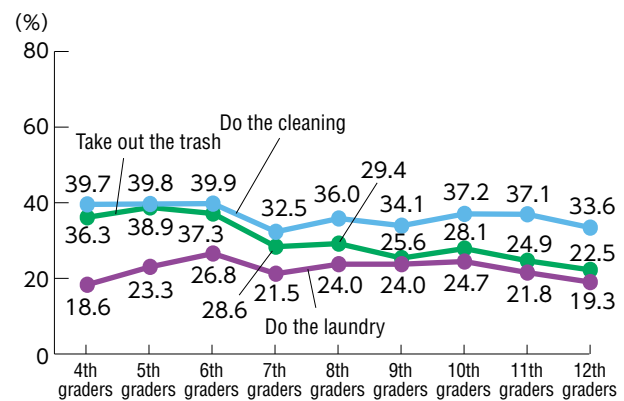
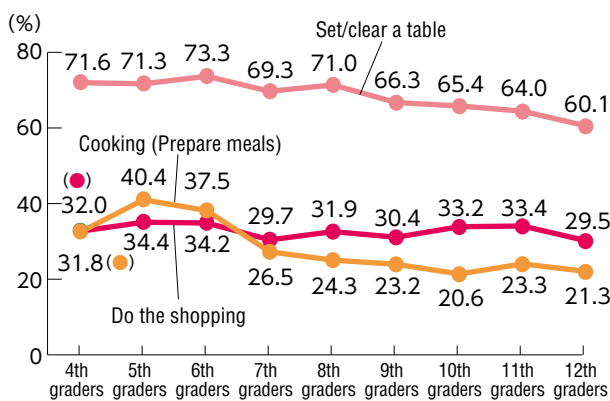
As for chores, the percentages of “do the shopping” (around 30%), “do the cleaning” (30% or more), and “do the laundry” (around 20%) are almost equal in all school graders. On the other hand, the percentage of chores, such as “set/clear a table” (about 60–70%), “cooking” (20–40%), “take out the trash” (about 20–30%), is higher among 1st-6th graders than among 7th-12th graders. When looking at the relationship between whether or not children had been doing chores three years ago and chores being done currently/current situation of life attitudes, children who had been doing chores three years ago still tend to do chores now and have higher percentage in “I do what I can do on my own” and “I collaborate with others to work as a team.”



How often do you do the following housework or chores?

Child 2018 Figure 1-3 Housework; chores

(by grade)

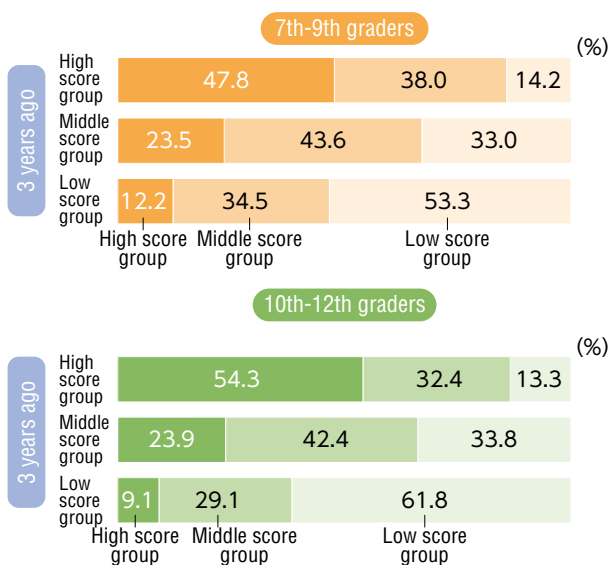


Child 2015-2018

Figure 1-4 Relationship between chores being done 3 years ago (2015) and chores being done currently/current situation (2018) of life

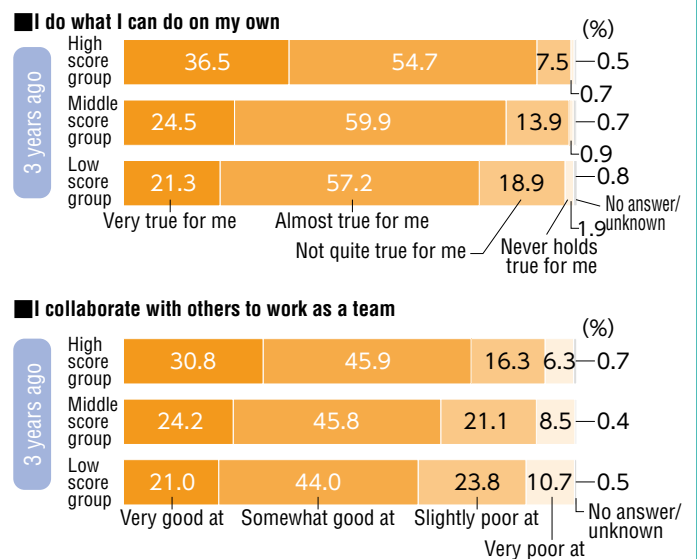
(1) Current chores

(by chores conducted 3 years ago)



(2) Current situation of life

(7th-9th graders, by chores conducted 3 years ago)



Note 1: The percentages represent the proportion of “often” plus “sometimes” (Figure 1-3).

Note 2: These are school stages as of 2018. High/middle/low score groups in “3 years ago” and “chores being done currently” were classified as follows: giving scores to six answer options in Figure 1-3 (on a scale of 1 for “never” to 4 for “often”) and adding up scores to obtain a total score, and then dividing all total scores into three equal parts based on the number of samples (Figure 1-4).

Note 3: “I do what I can do on my own” is an answer to the question “how much do the followings hold true for you?” “I collaborate with others to work as a team” is a response to the question “Are you good at the followings or poor at the followings?” In Figure 1-4 (2), the results by the score of 3 years ago show the same tendency.

(3) Use of media

7th-9th graders using their own smartphones have increased.

When looking at a change in usage of media by children over the last three years, particularly as for smartphones, the percentage of “I use my own device” has increased by 18 points in 7th-9th graders and by 5 points or so in 1st-6th graders and 10th-12th graders, while that of “I don’t use it” has decreased. As for tablets, the percentage of “I use my own device” has increased by 5 points or more among 1st-6th graders, and that of “I share the device with family members” has also increased by 5 points or more among all school graders from 1st through 12th, while that of “I don’t use it” has decreased. With regard to time spent on media, time spent on cellphone/smartphones has increased by 7–19 min per day across all grades, and time spent on PCs and tablets has increased by 8–11 min per day in 1st-6th graders.

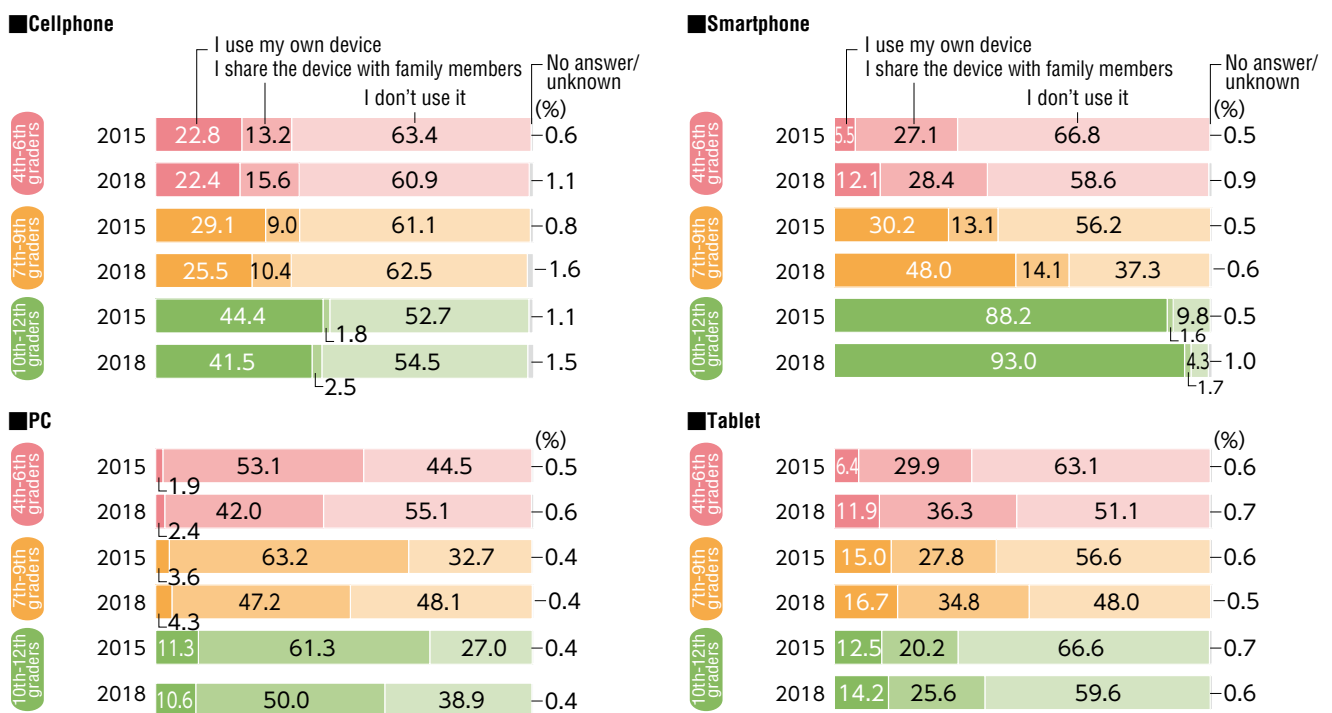


Do you use the following digital devices at home?

Child 2015 & 2018

Figure 1-5 Change in media usage situation

(by school stage)

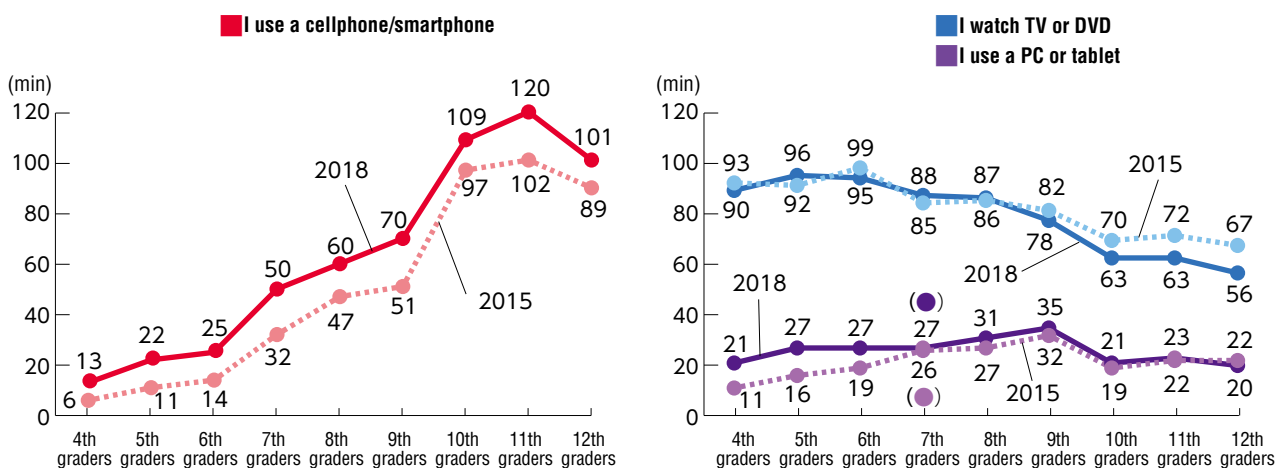


How many hours a day do you spend doing the followings on a school day?

Child 2015 & 2018

Figure 1-6 Change in time spent on media

(by grade)



Note: Children gave answers by excluding hours of using devices within their schools. The average time was calculated by replacing “spend no time” with 0 minute, “spend 5 minutes” with 5 minutes, and “spend more than 4 hours” with 300 minutes, with “no answer/unknown” excluded (Figure 1-6).

Lower/upper secondary students who use “their own device” spend about 50 minutes longer per day on cellphones/smartphones than those who “share the device with family members.”

When looking at the average time spent on cellphones/smartphones by gender and by grades, the time tends to be longer in females and in children with low academic achievement. As for the average time by media usage situation, children who use “their own” spend more time on media, particularly lower/upper secondary students who use “their own” spend about 50 minutes longer per day than those who “share the device with family members.” As for the average time by the presence or absence of a rule at home regarding “how to use cellphones/smartphones,” 1st-6th graders and 7th-9th graders who have a rule spend more time, suggesting that they are controlling the usage which tends to become longer by setting a rule.



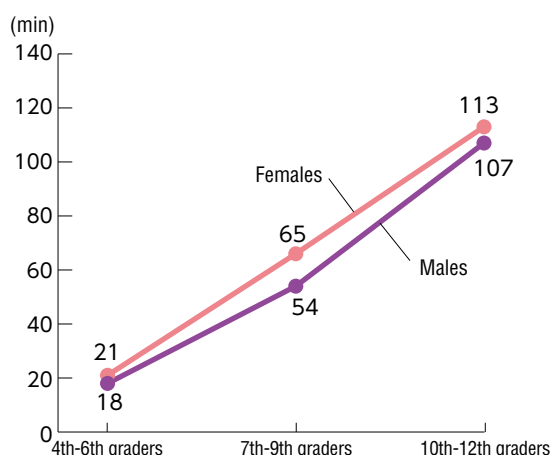
How many hours a day do you spend doing the followings on a school day?

Child 2018

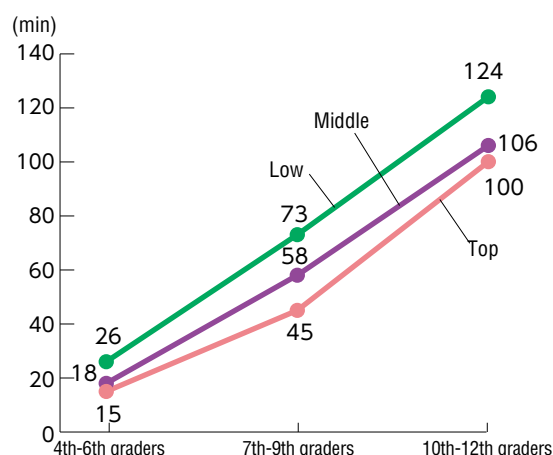
Figure 1-7 Time spent on cellphones/smartphones

(by school stage)

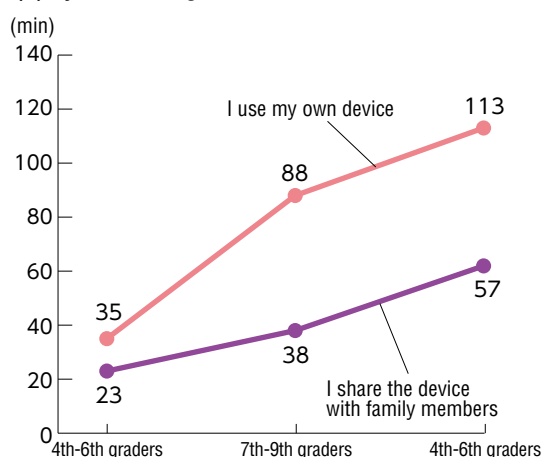
(1) By gender



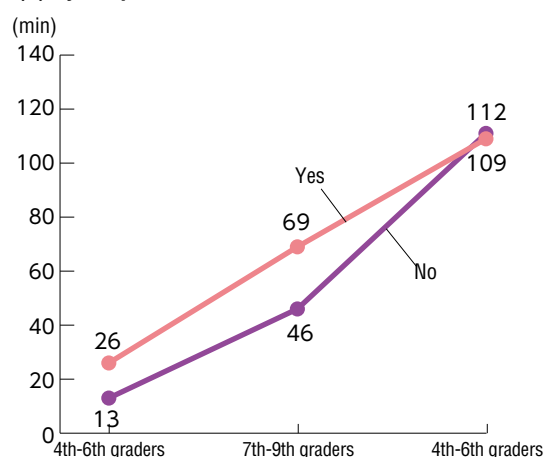
(2) By grades



(3) By media usage situation



(4) By the presence or absence of a rule at home



Note 1: Children gave answers by excluding hours of using devices within their schools. The average time was calculated by replacing “spend no time” with 0 minute, “spend 5 minutes” with 5 minutes, and “spend more than 4 hours” with 300 minutes, with “no answer/unknown” excluded (Figure 1-7).

Note 2: Grades were reported by children themselves (self-assessment). 4th-6th graders reported their self-assessment for 4 subjects (Japanese, math, science, social studies) and 7th-9th/10th-12th graders reported for 5 subjects (Japanese, math, science, social studies, English) on a scale of 1 to 5. We then added up scores to obtain a total score for each sample and divided all total scores into three groups of “top,” “middle,” and “low” for each school stage so that the number of samples should be the same among three groups (Figure 1-7 (2)).

Note 3: Among those who answered “I use my own device” in Figure 1-5, those answered that they were using their own “cellphone” and/or “smartphone” are indicated as “I use my own device” in Figure 1-7 (3), and likewise those who answered that they were sharing “cellphone” and/or “smartphone” with family members are indicated as “I share the device with family members” in Figure 1-7 (3).

Note 4: In Figure 1-7 (4), we used guardians’ responses to the question “Do you have any rules at home on how to use cellphones or smartphones?”

(4) Likes and dislikes of studying, likes and dislikes of subjects

Females who like “science” decrease significantly compared to males from 7th-9th grades and onward.

The percentage of those who answered “I like studying” (“like it very much” plus “kind of like it”) declines significantly between 6th graders and 7th graders in both males and females (Figure 1-8 (1)). When looking at the percentage of “I like studying” (“like it very much” plus “kind of like it”) by subject, females show higher percentages than males in “Japanese” and “English,” while males show higher percentages than females in “math,” “science,” and “social studies” (Figure 1-8 (2)–(6)). Particularly, the percentage of females who said “I like science” declines more significantly compared to males from 7th-9th grades and onward (Figure 1-8 (4)). As for “English,” the percentage of males who said “I like English” declines more significantly than that of females for 7th graders and 10th graders (Figure 1-8 (6)).



How much do you like “studying”?

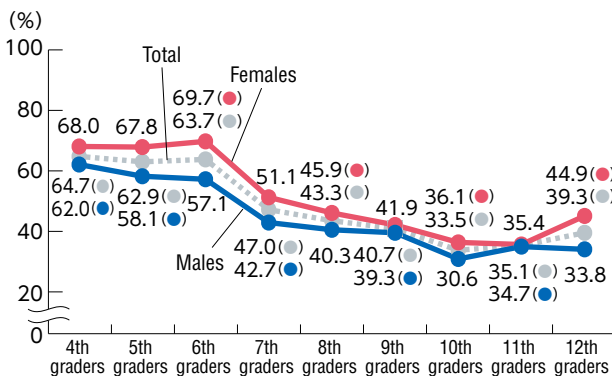
How much do you like the following subjects or classes?

Child 2018

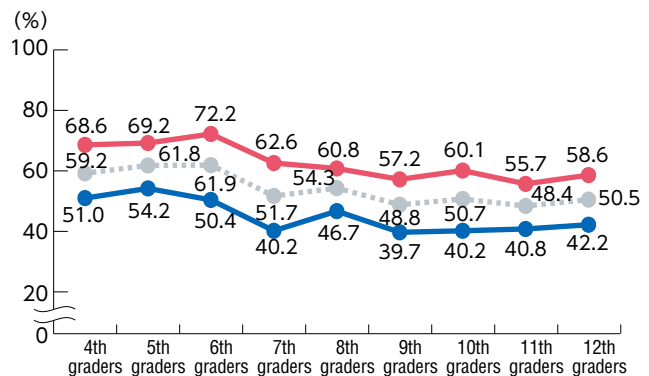
Figure 1-8 Percentage of “I like studying” and “I like the subject”

(total, by grade, by gender of children)

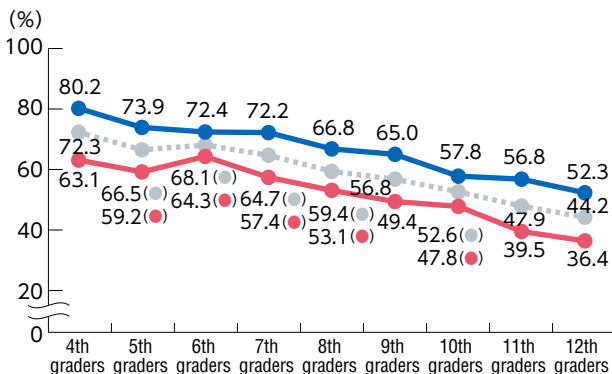
(1) Percentage of those who said “I like studying”



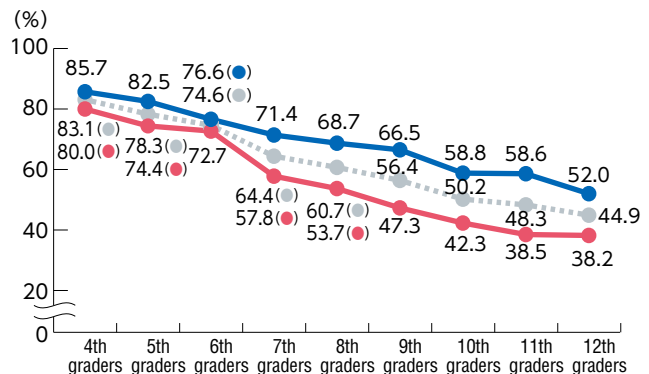
(2) Percentage of those who said “I like Japanese”



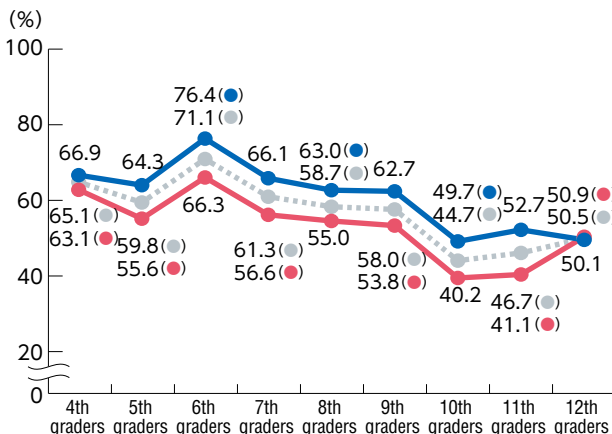
(3) Percentage of those who said “I like math”



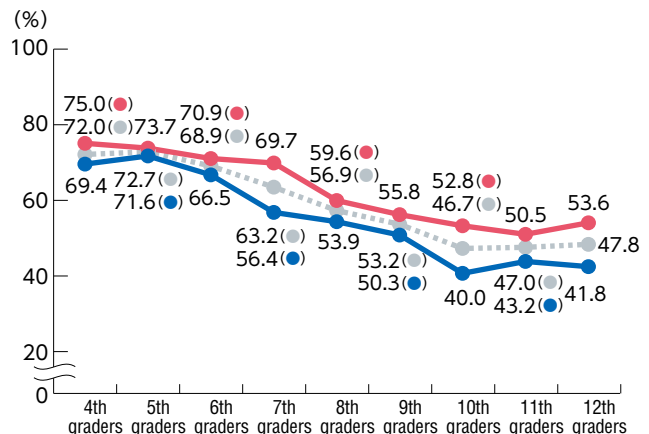
(4) Percentage of those who said “I like science”



(5) Percentage of those who said “I like social studies”



(6) Percentage of those who said “I like English”



Note 1: The percentages represent the proportion of “like it very much” plus “kind of like it” (Figure 1-8 (1)–(6)).

Note 2: In Figure 1-8 (1)–(6), the percentages were calculated after excluding the number of “no answer/unknown.”

(5) Extracurricular club activities

Less lower/upper secondary students participate in extracurricular club activities 7 days a week

As for the question about the number of days of extracurricular club activities per week, the percentage of 7th-9th graders who chose “7 days (everyday)” has decreased significantly by 12.9 points from 29.0% in 2015 to 16.1% in 2018, and that of 10th-12th graders has decreased by 6.9 points from 25.6% in 2015 to 18.7% in 2018 (Figure 1-9). In addition, the average hours of extracurricular activities per day have decreased by 10 min from 2 hr and 2 min in 2015 to 1 hr and 52 min in 2018 for 7th-9th graders, and decreased by 4 min from 1 hr and 51 min in 2015 to 1 hr and 47 min in 2018 for 10th-12th graders. These results—decrease in the number of days per week and hours per day—indicate that the time spent by lower/upper secondary students on extracurricular club activities has decreased significantly between 2015 and 2018. Meanwhile, the percentage of students who said “extracurricular club activities are enjoyable” has been on the downward trend among lower/upper secondary students.

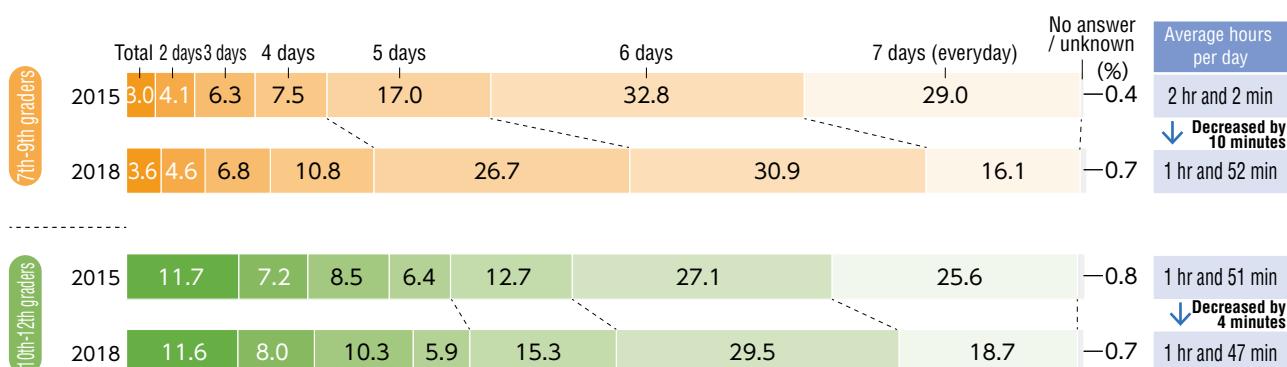


How many days do you participate in extracurricular club activities during a week?

How many hours per day do you spend on extracurricular club activities? Please tell us an average approximate time.

Child 2015 & 2018

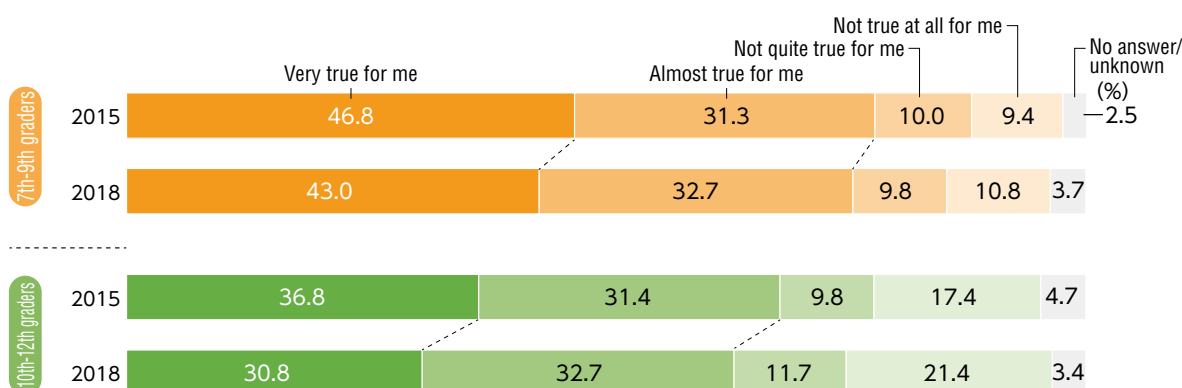
Figure 1-9 Number of days per week and average hours per day on extracurricular club activities (by school stage)



How much are the followings true for you in your school life?

Child 2015 & 2018

Figure 1-10 Percentage of those who said “extracurricular club activities are enjoyable” (by school stage)



Note 1: Only lower/upper secondary students participating in extracurricular activities were asked these questions (Figures 1-9 and 1-10).

Note 2: The average time spent on extracurricular club activities per day was calculated by replacing “30 min” with 30 min, “1 hour” with 60 min, “4 hours” with 240 min, “more than 4 hours” with 270 min, with “no answer/unknown” excluded (Figure 1-9).

(6) About themselves

The percentage of self-esteem of 1st-6th and 7th-9th graders has increased, but that of resilience (capacity to regain confidence even after a failure) shows an overall declining trend

The percentages of those who answered “very true” to the question “I can say what my good points are” have increased by more than 5 points, respectively, in 4th-6th and 7th-9th graders, showing an upward trend in “self-esteem” of 1st-6th and 7th-9th graders. On the other hand, the percentage of “I can regain confidence even after a failure”(“very true ” plus “almost true”) has decreased by about 5 points among all school graders from 1st through 12th, showing an overall downward trend in “resilience” when they are forced to confront a failure. Next, we divided the 1st-6th and 7th-9th graders who said in 2015 that they had “self-esteem” into two groups: a group with resilience and a group without resilience, and then compared the percentage of “I have self-esteem” between the two groups in 2018. As a result, a group with resilience indicated a more than 10-points higher percentage in self-esteem than a group without resilience.



How much do the followings hold true for you?

Child 2015 & 2018

Figure 1-11-1 Percentage of “I can say what my good points are” (self-esteem) (by school stage)

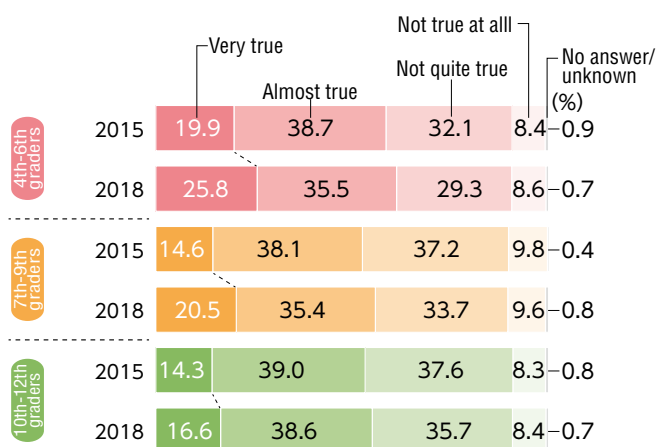
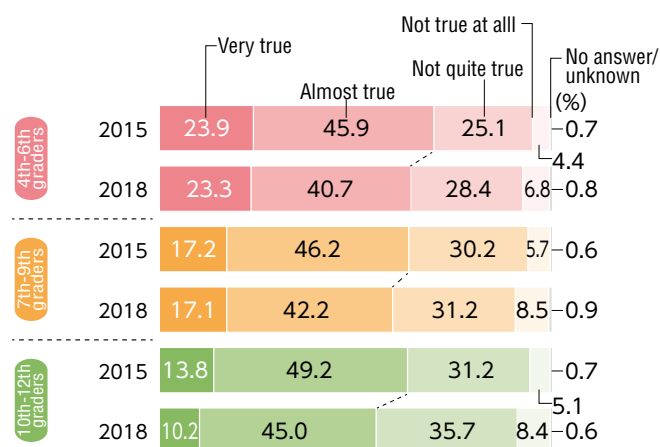


Figure 1-11-2 “I can regain confidence even after a failure” (resilience) (by school stage)

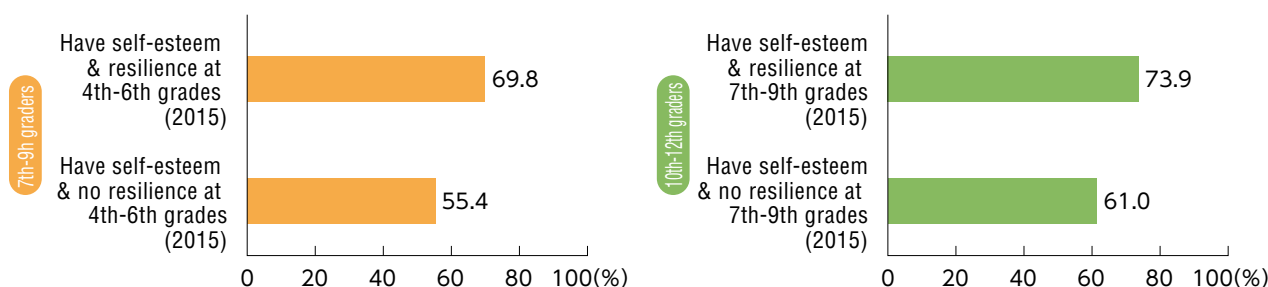


How much do the followings hold true for you?

Child 2015-2018

Figure 1-12 Percentage of “I can say what my good points are”(self-esteem)

(by school stage, 2018)



Note: Positive responses to “I can say what my good points are” (i.e., “very true” and “almost true”) are represented as “have self-esteem,” positive responses to “I can regain confidence even after a failure” (i.e., “very true” and “almost true”) are represented as “have resilience,” and negative responses (i.e., “not quite true” and “not true at all”) are represented as “no resilience” (Figure 1-12).

Whether mother was employed or not does not have a certain influence on changes in her child's grades, self-esteem, or resilience.

What relation is there between mother's academic background/employment and changes in her child's grades, self-esteem, or resilience? The only item that seems to be affected by whether mother has a college degree or not—a gap between the percentage of “rise” and that of “decline” as more than 5 points—was “change in grades” between 7th-9th graders and 10th-12th graders. Similarly, the only item for which there was a gap in the percentage of “rise” of more than 5 points due to whether mother was employed or not was also “change in grades” between 7th-9th graders and 10th-12th graders. As for “change in self-esteem” and “change in resilience,” a gap due to mother's academic background/employment was not confirmed. Overall, whether mother was employed or not seems not to have a great influence on children's conditions.

Q How much do the followings hold true for you?

Child 2015-2018

Figure 1-13-1 “Change in academic performance”

(by mother's academic background, by mother's employment status in 2015, 2015 - 2018)

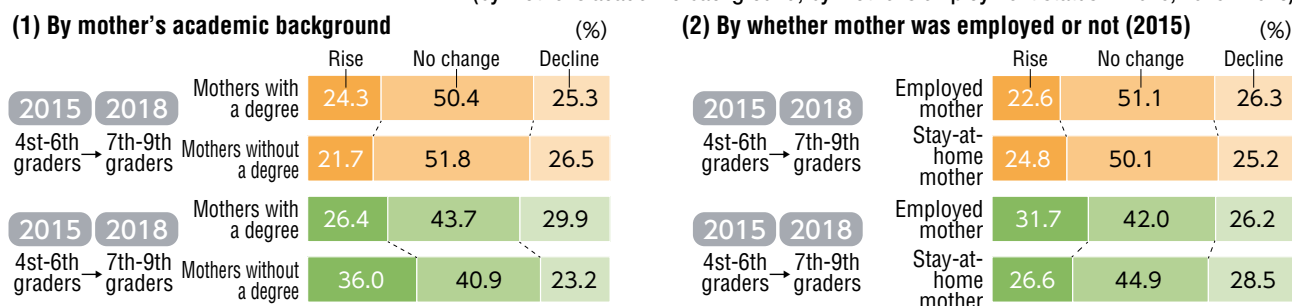


Figure 1-13-2 Change in self-esteem

(by mother's academic background, by mother's employment status, 2015 - 2018)

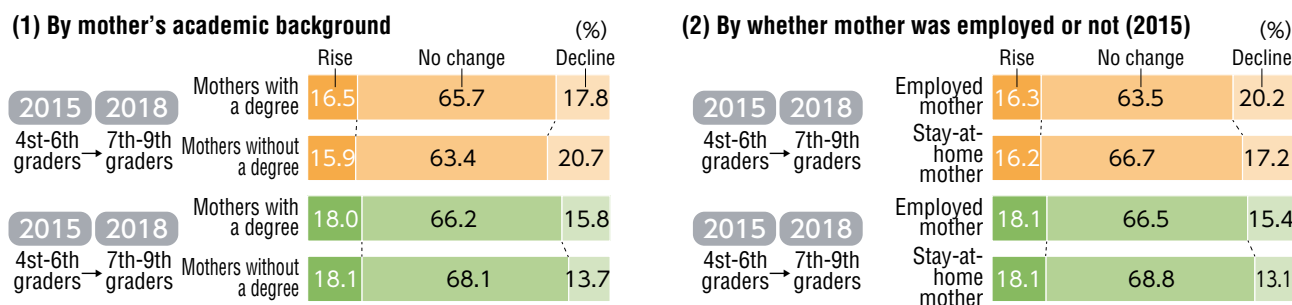
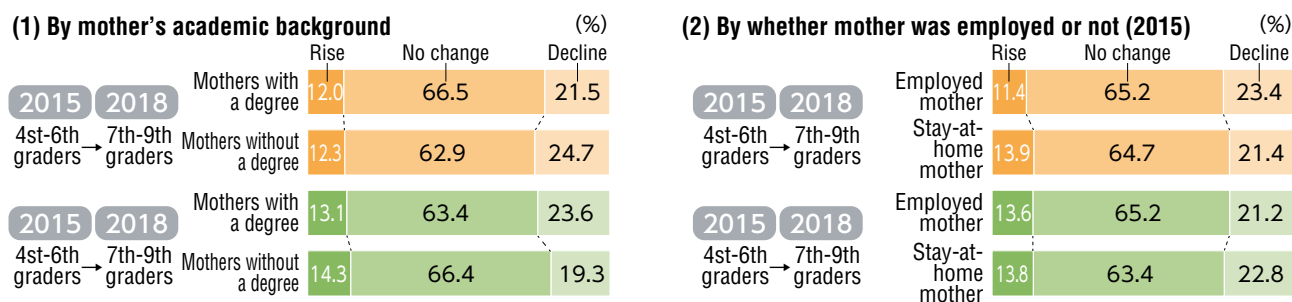


Figure 1-13-3 “Change in resilience”

(by mother's academic background, by mother's employment status, 2015 - 2018)



Note 1: As for “Change in grades,” we divided all total scores of self-assessment of grades reported in 2015 and 2018 into three groups for each school stage so that the number of samples should be the same in the order from highest to lowest and classified them into three groups of “rise,” “no change,” and “decline” by taking a difference (or change) in the group each sample belonged to between 2015 and 2018 (Figure 1-13-1).

Note 2: As for change in “self-esteem”(“I can say what my good points are”) and “resilience”(“I can regain confidence even after a failure”), we divided all total scores of the self-assessment reported in 2015 and 2018 into two groups of “Yes” and “No” and classified all samples into three groups of “rise,” “no change,” and “decline” by taking a difference (or change) in the group each sample belonged to between 2015 and 2018 (Figures 1-13-2, 1-13-3).

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).

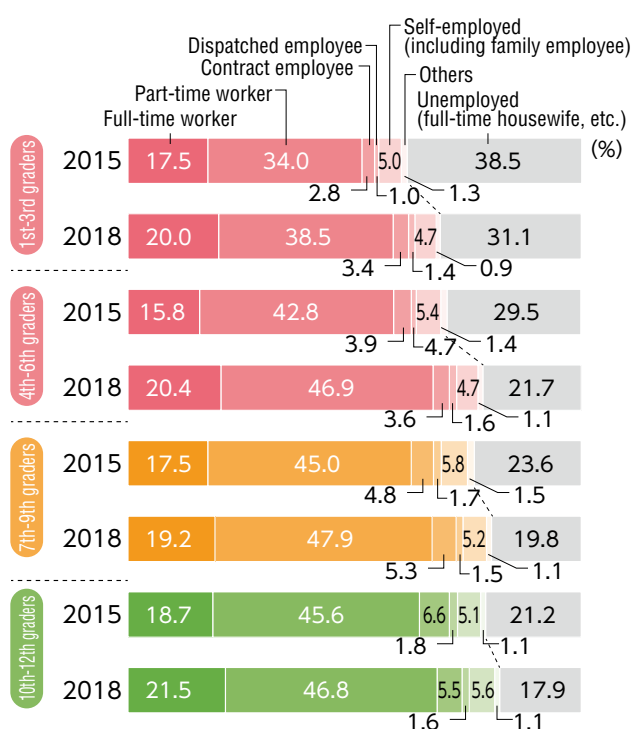


Please tell us about the present job of you and your spouse in terms of employment type and working hours.

Guardian 2015 & 2018

Figure 2-1 Change in mother's employment type

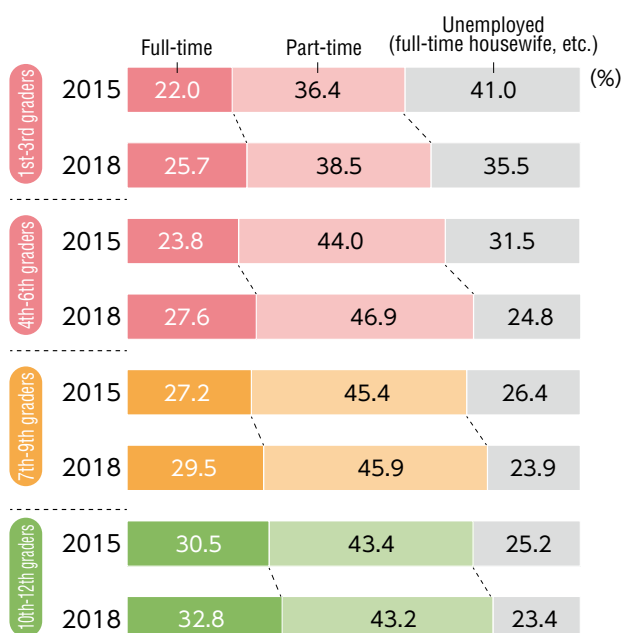
(by school stage)



Guardian 2015 & 2018

Figure 2-2 Change in mother's working hours

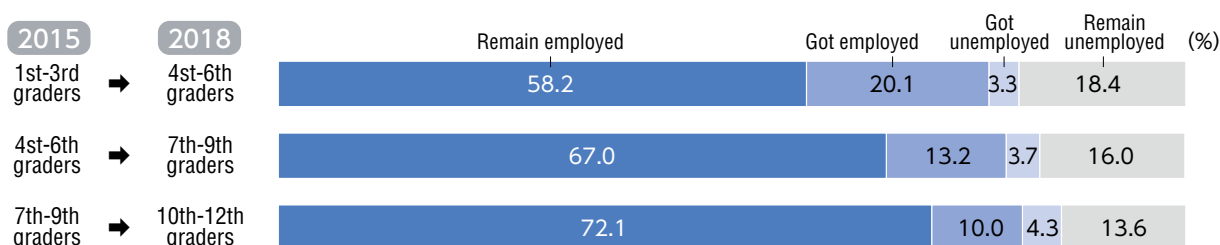
(by school stage)



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

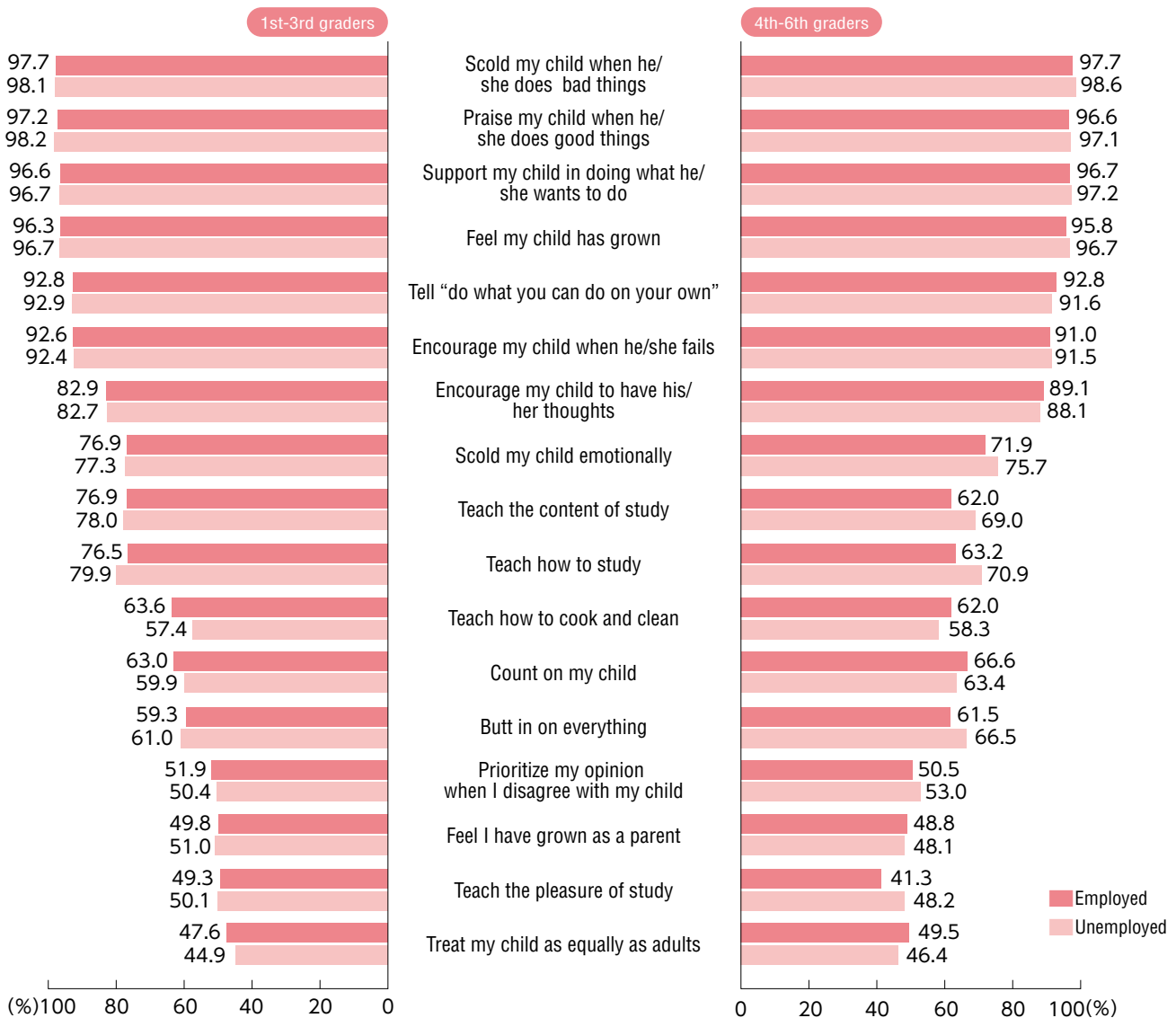
We didn't find much difference due to a mother's employment/unemployment in responses to many statements asked regarding involvement with her child in 1st-3rd graders, except for "I teach how to cook and clean" for which employed mothers indicated a higher percentage (difference of about 6 points). In 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."



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).

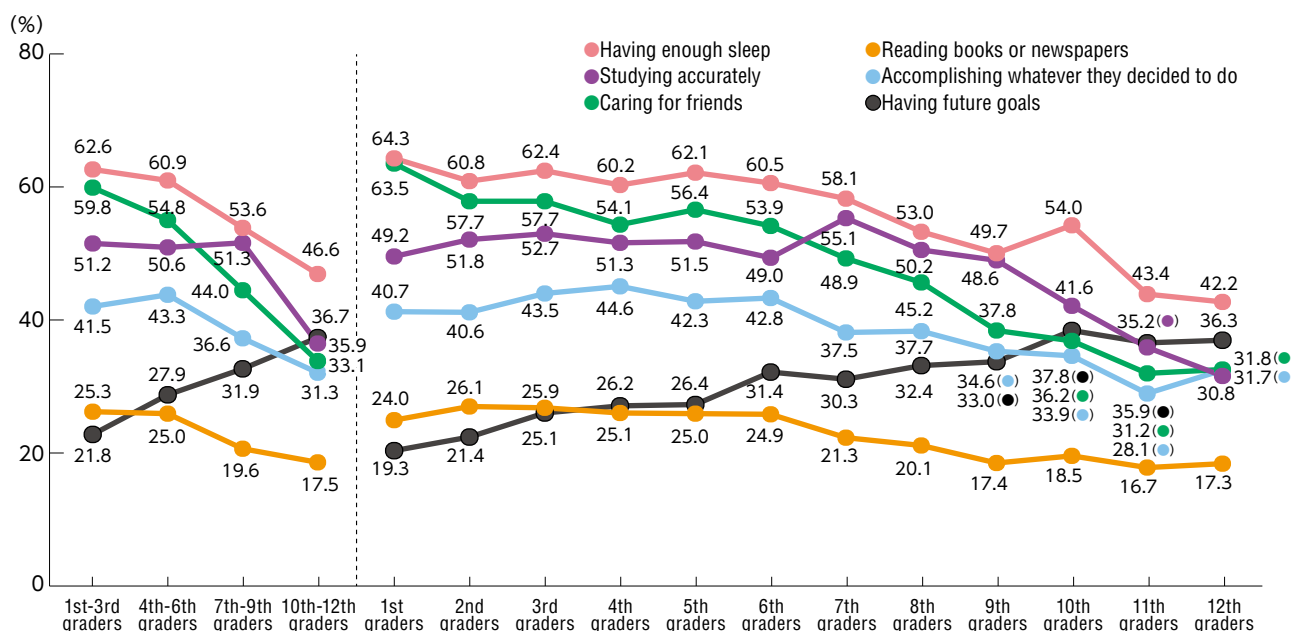


How often do you convey to your child the importance of the following things in home education?

Guardian 2018

Figure 2-5 What is conveyed by guardians in home education

(by school stage, by grade)



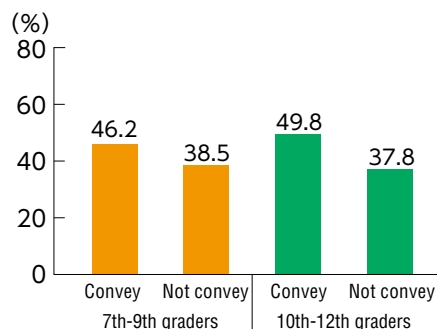
Question for guardians: How often do you convey to your child the importance of “having future goals” in home education?

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

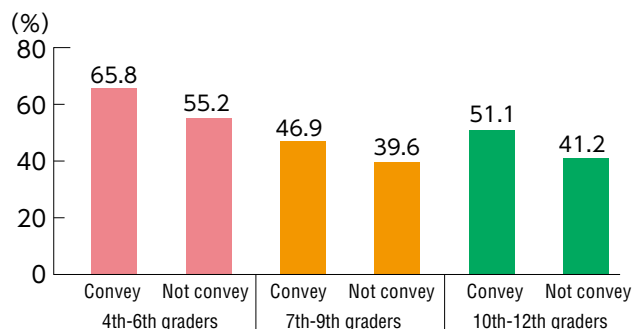
(by school stage, by guardians’ answer to whether they convey the importance of “having future goals” or not in 2015)



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).

3. Change in the reality of guardians' education (1) Source of educational information

Guardians obtain educational information from persons close to them and information websites.

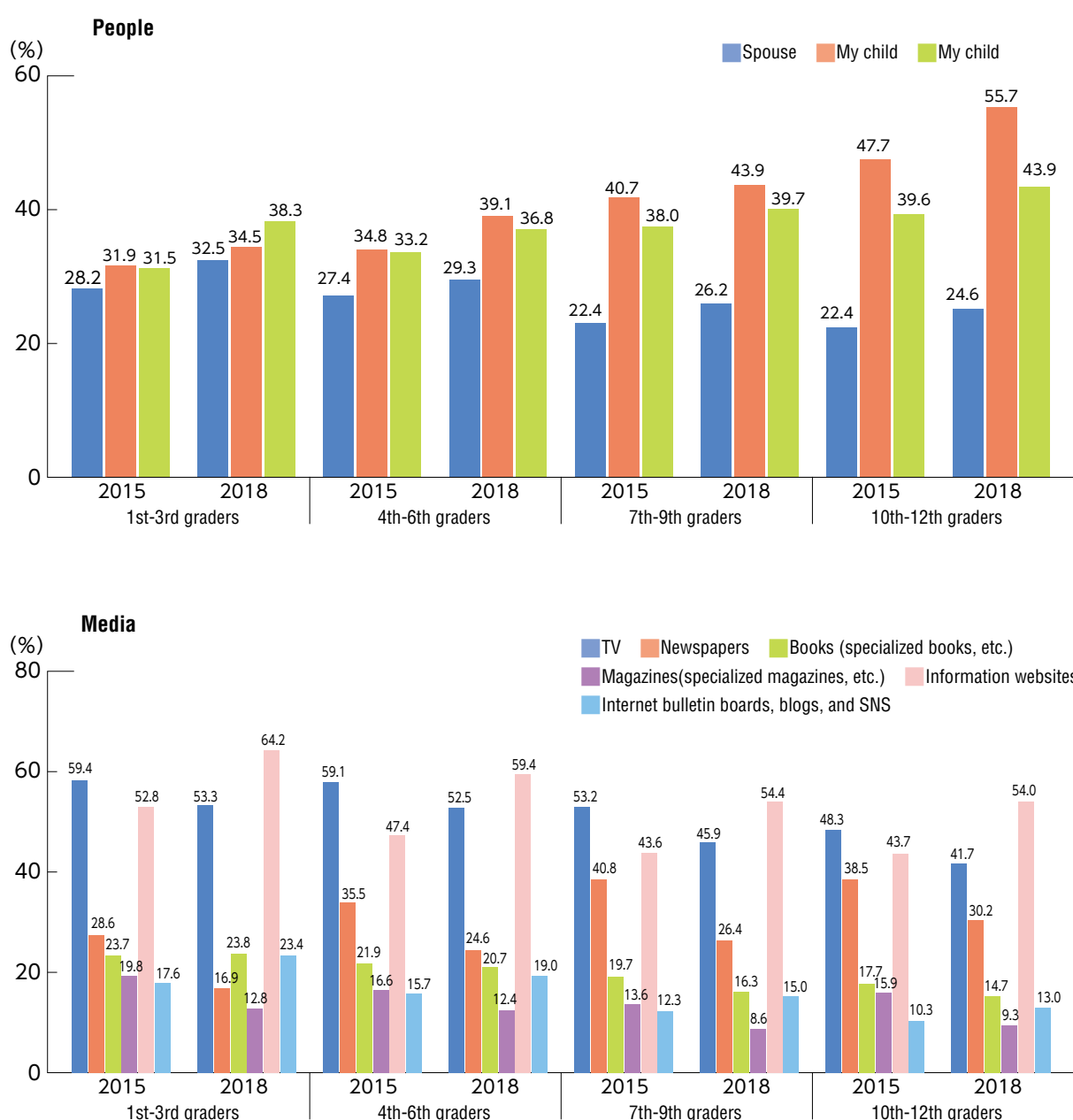
As for responses to the question of from where they obtain information on parenting and education, the percentage of guardians who answered "spouse," "their children," or "school teachers" was higher in 2018 than in 2015. As the school stage advances, information obtained from "spouse" decreases while information from "my child" increases. As for media used as the source of information, in 2018, information obtained from TV, newspapers, and magazines decreases but the use of information websites increases significantly compared to 2015.



From where (or whom) do you usually obtain information on parenting and education?

Guardian 2015 & 2018

Figure 3-1 Change in the "source of information" on parenting and education (by school stage)



Note 1: Multiple answers were allowed.

Note 2: In Figure 3-1, we picked up answers for which we could see a significant change in percentage between 2015 and 2018.

(2) Educational spending

Educational spending per child has increased.

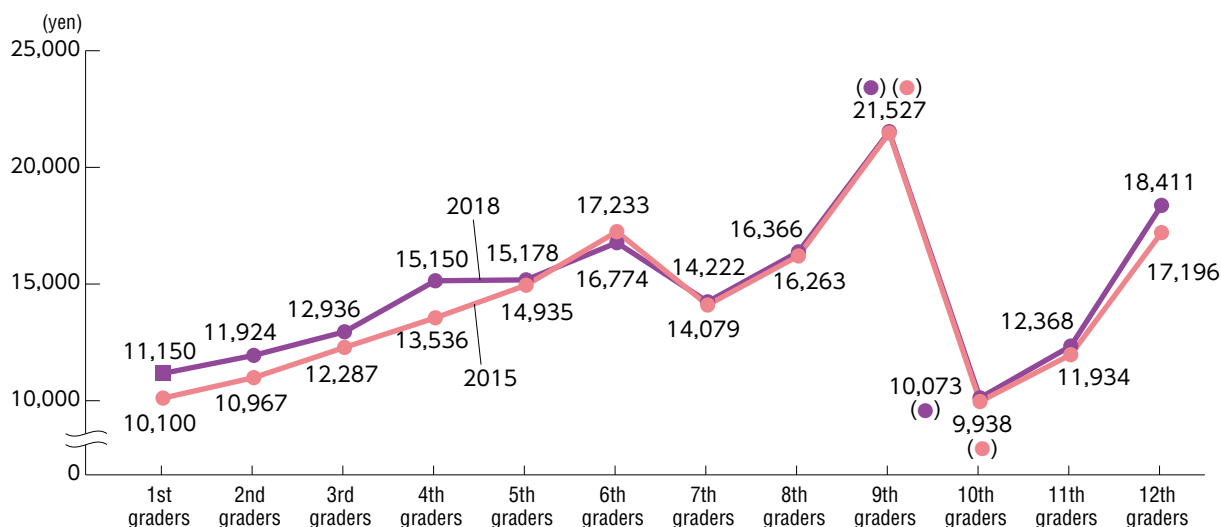
Educational spending per child for 2018 exceeds the spending for 2015 between 1st graders and 5th graders, particularly higher at 4th graders (the difference is about 1,600 yen). Our interannual comparison in 6th graders and onwards did not find much difference (Figure 3-2). An increase in educational spending by households with annual income of 8 million yen or more is considered to be one of the reasons for such more educational spending in the first several years of elementary school (Figure 3-3).



How much do you spend on education for your child or children (i.e., total expenses for after-school lessons or cram schools, educational materials and the like)?

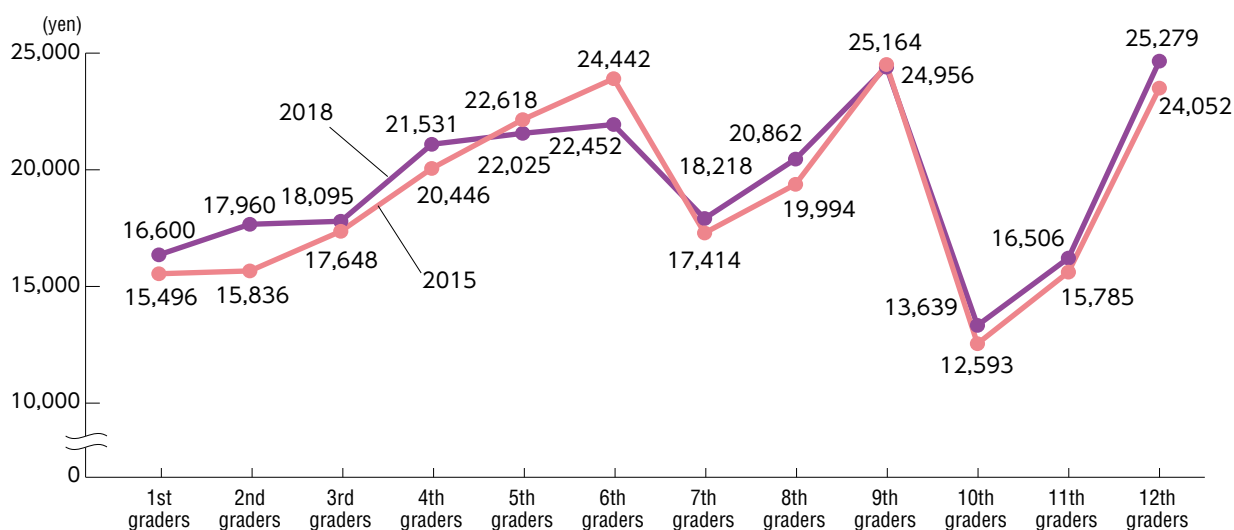
Guardian 2015 & 2018

Figure 3-2 Change in educational spending per child (average amount by grade)



Guardian 2015 & 2018

Figure 3-3 Change in educational spending per child among households with annual income of 8 million yen or more (average amount by grade, by household annual income)



Note 1: The average amount of spending was calculated by replacing, for example, "less than 1,000 yen" with 500 yen, "1,000-less than 2,500 yen" with 1,750 yen, "40,000-less than 50,000 yen" with 45,000 yen, and "50,000 yen or more" with 55,000 yen, with "no answer/unknown" excluded (Figures 3-2 and 3-3).

Note 2: The amount of household annual income is the answer to the question "How much is the annual income of your family (when both parents have income, total income of parents)?" Please tell us the rough estimate of annual income of the last year including tax. "I don't want to answer" and "no answer/unknown" were excluded from calculation (Figure 3-3).

(3) After-school lessons

The higher the school stage, the lower the percentage of those who attend after-school lessons

Children who attend after-school lessons accounts for 80% in 1st-6th graders, while less in 7th-12th graders. In terms of interannual change, the percentage of children who attend after-school lessons was lowered among 7th-9th and 10th-12th graders (Figure 3-4). When looking at what kind of after-school lessons 1st-6th graders take, males tend to prefer athletic lessons, such as swimming and soccer while females prefer cultural lessons, such as private musical instrument/music classes (Table 3-1).



Does your child currently attend after-school lessons or sports club outside the school?
(Please do not include extracurricular activities or cram schools)

Guardian 2015 & 2018

Figure 3-4 Change in after-school lessons

(by school stage)



Child 2018

Table 3-1 Ranking of after-school lessons (by school stage, by gender) [1st-6th graders only]

	1st-3rd graders		4th-6th graders	
	Males	Females	Males	Females
1st place	Swimming (45.4%)	Musical instrument/ music class (37.7%)	Swimming (29.3%)	Musical instrument/ music class (35.0%)
2nd place	Soccer (17.3%)	Swimming (37.1%)	Soccer (19.1%)	Calligraphy and penmanship (22.6%)
3rd place	English conversation/English class (16.3%)	English conversation/English class (21.1%)	English conversation/ English class (15.2%)	Swimming (18.7%)
4th place	Musical instrument/ music class (13.2%)	Calligraphy and penmanship (17.6%)	Musical instrument/ music class (12.3%)	English conversation/ English class (17.8%)
5th place	Gymnastics and exercise (11.8%)	Gymnastics and exercise (11.7%)	Calligraphy and penmanship (11.1%)	Abacus (10.7%)

Note 1: Multiple answers were allowed. In Figure 3-5, percents (%) written adjacent to after-school lessons indicate the proportion of children who have attended that after-school lesson.

Note 2: "Don't attend" and "no answer/unknown" responses were included in calculation of percentages (Table 3-1).

Ninety percent or more of guardians want to let their children “acquire various capabilities.”

When we asked guardians about their opinion for new trend in education, in all school stages, about 80–90% (which is the percentage of “very true” plus “almost true” responses) of the guardians answered that they wanted to let their children acquire “various capabilities other than knowledge” or “practical English.” The percentage of the answer option “this holds true” for “I let my child acquire qualifications or take tests for certification considered to be useful for an entrance exam” tends to increase in higher school stages. Meanwhile, guardians who answered “I’m unsure about how I cope with change in education” accounted for nearly 60%.

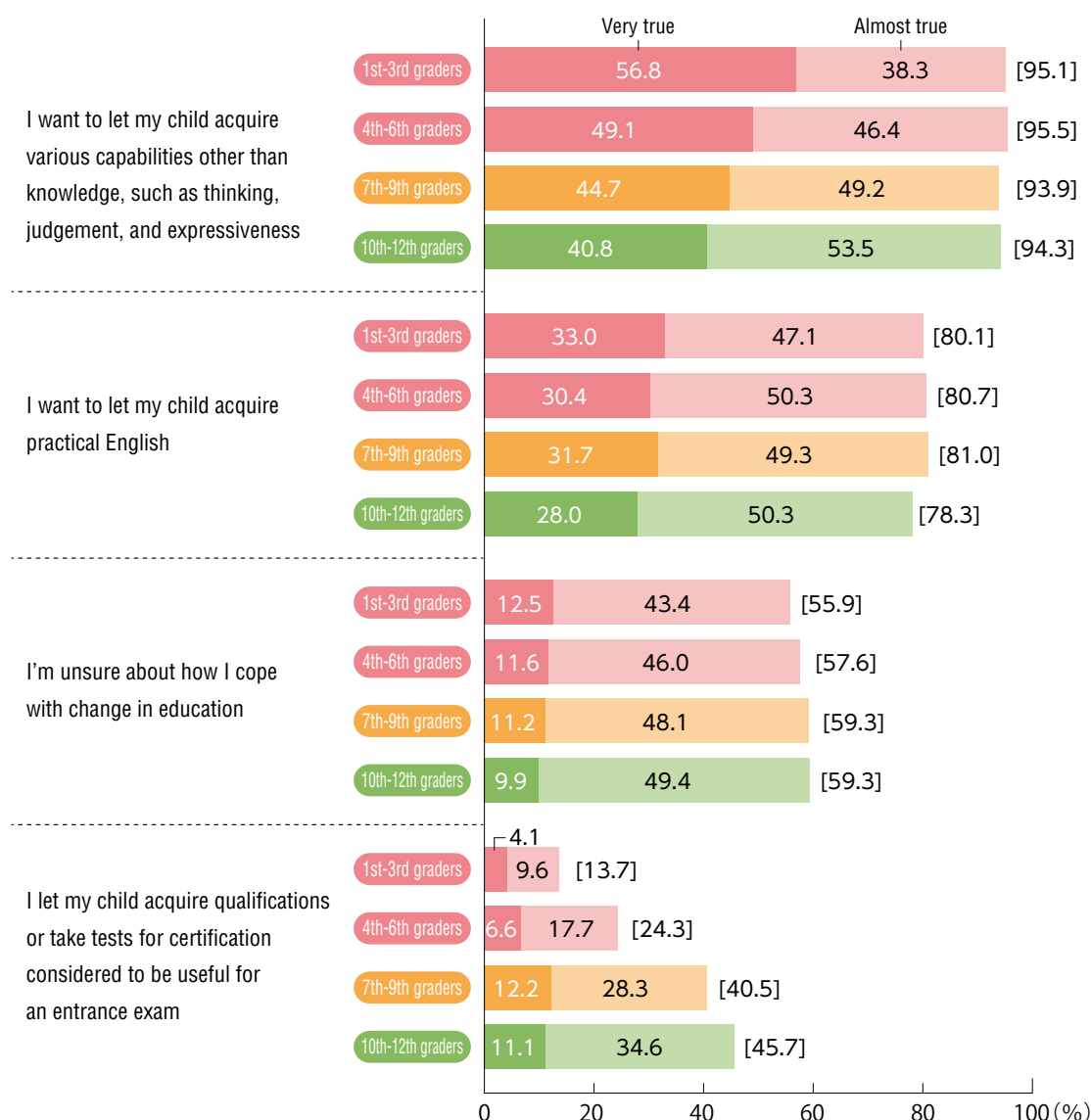


How much do the followings hold true for education for your child?

Child 2018

Figure 4-1 Guardians' attitude towards change in education

(by school stage)



Note: Figures within [] indicate the percentage of “very true” plus “almost true.”

Guardians who have children with low achievement tend to be unsure about change in education.

When looking at the results of “I’m unsure about how I cope with change in education” by school stage and by grades, guardians who have children with lower achievement tend to have higher percentage of “this holds true” (Figure 4-2). Table 4-1 indicates that of guardians who have 10th-12th graders, those who have low- or middle-grade 10th graders are most unsure about how to cope with change in education.



How much do the followings hold true for education for your child?

Guardian 2018

Figure 4-2 “I’m unsure about how I cope with change in education”

(by school stage, by achievement level)

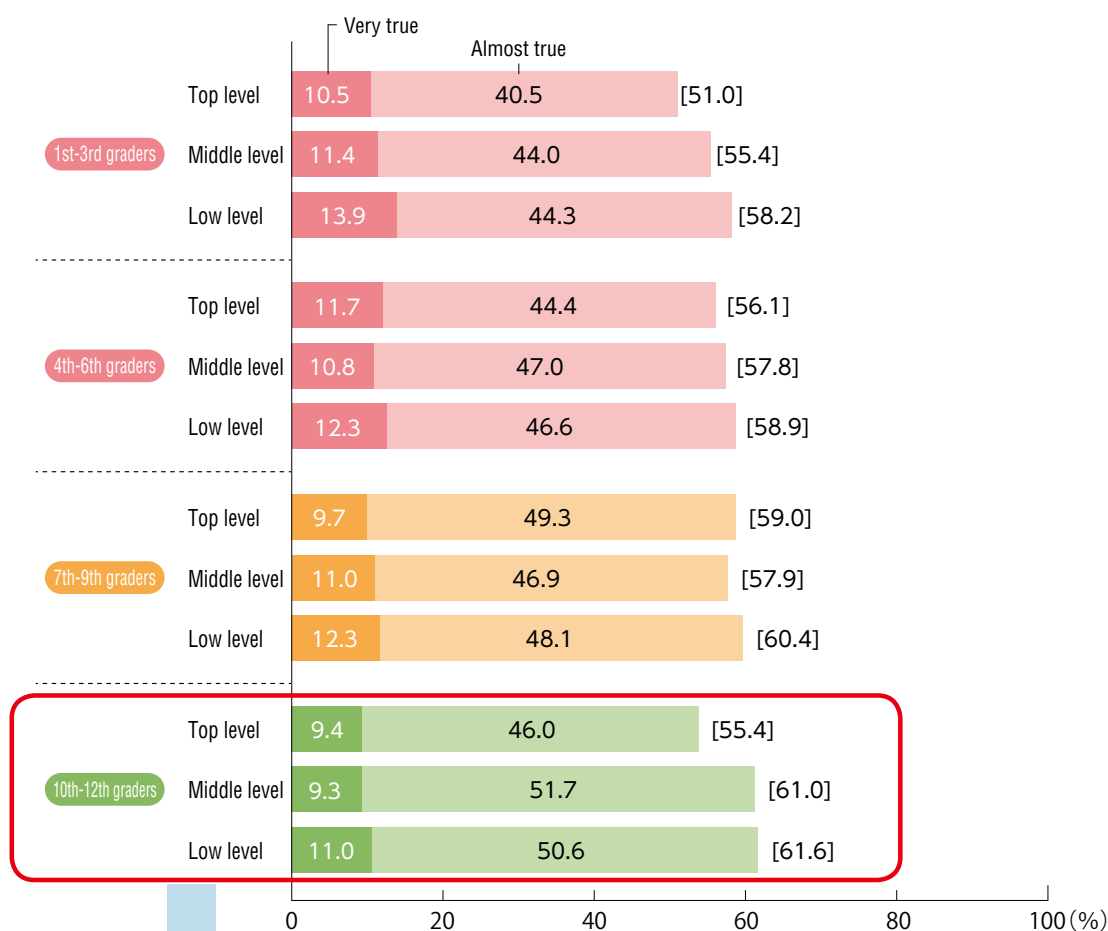


Table 4-1 Classified according to school grades and achievement level (10th-12th graders)

	Total	Top level	Middle level	Low level
10th graders	64.6	59.5	67.5	68.4
11th graders	60.0	56.3	58.5	61.4
12th graders	53.2	50.0	57.0	52.9

Note 1: In Figure 4-2, figures within [] indicate the percentage of “very true” plus “almost true.”

Note 2: The percentages represent the proportion of “very true” plus “almost true” (Table 4-1).

Note 3: The data of achievement level is based on answers reported by guardians. In the case of 4th-12th graders, we calculated a total score by giving scores to answers on a scale of 1–5 from top to bottom and then divided all total scores into three groups of “top,” “middle” and “low” levels so that the number of samples for each school stage should be the same among three groups (in the case of 1st-3rd graders, we obtained a total score from answers that were given scores on a scale of 1–5 for “math” and “Japanese.”

(2) Guardian's awareness of education reform

The higher the school stage, the higher the awareness of education reform

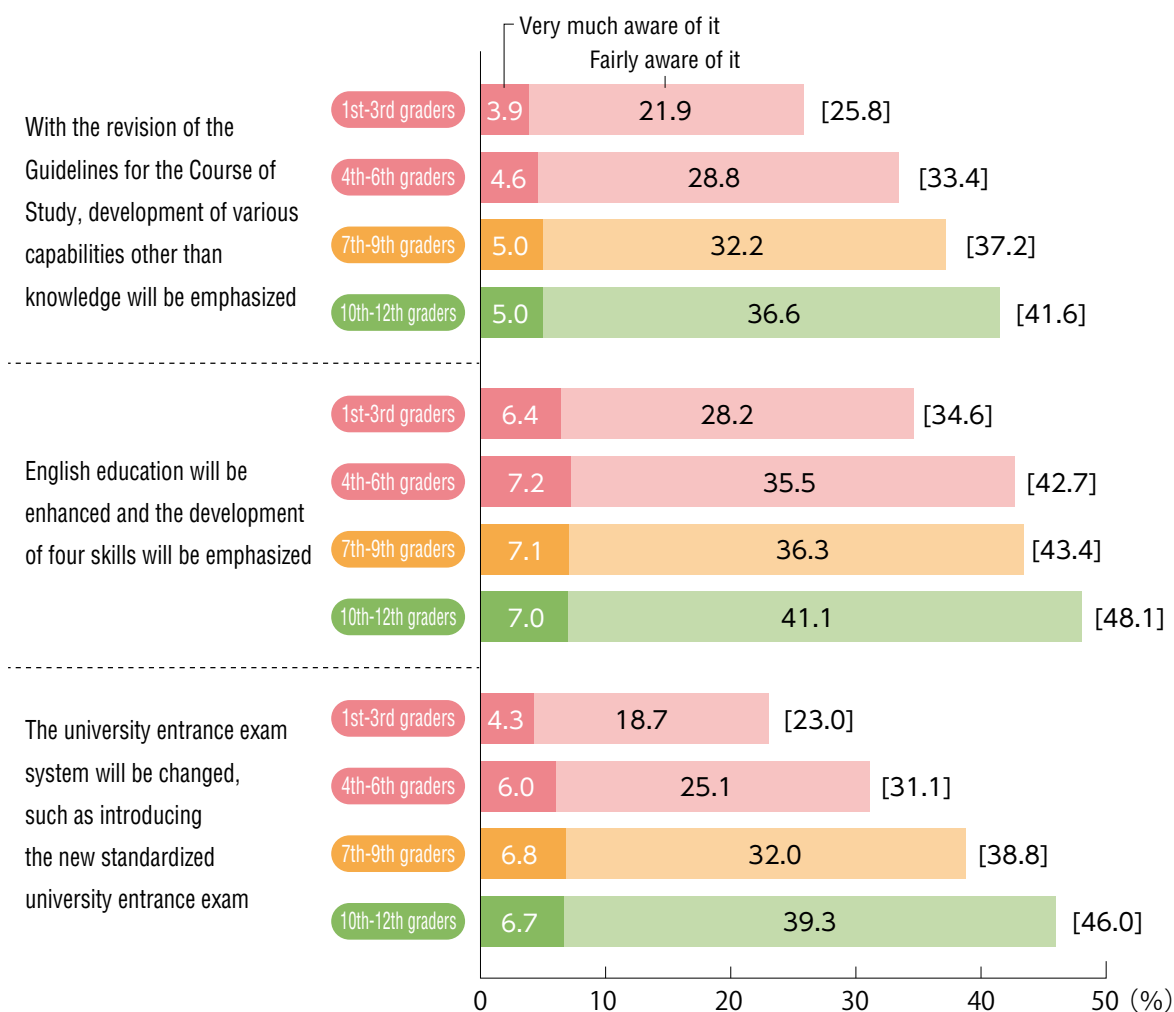
Among three statements asked regarding the awareness of education reform, "enhancement of English education, emphasis on developing four skills" showed higher percentage of the answer choice "aware of it" (which includes "very much aware of it" and "fairly aware of it") compared to other two statements in all school stages. Meanwhile, the statement that showed the most significant tendency to increase in awareness as the school stage advances was "change in the university entrance exam system" among the three statements. All three statements, however, showed low percentages of those who answered "very much aware of it" (less than 10%) in all school stages.



How much are you aware of matters relating to education reform or university entrance exam?

Guardian 2018

Figure 4-3 Guardian's awareness of education reform (by school stage)



Note: Figures within [] indicate the percentage of "very much aware of it" plus "fairly aware of it."

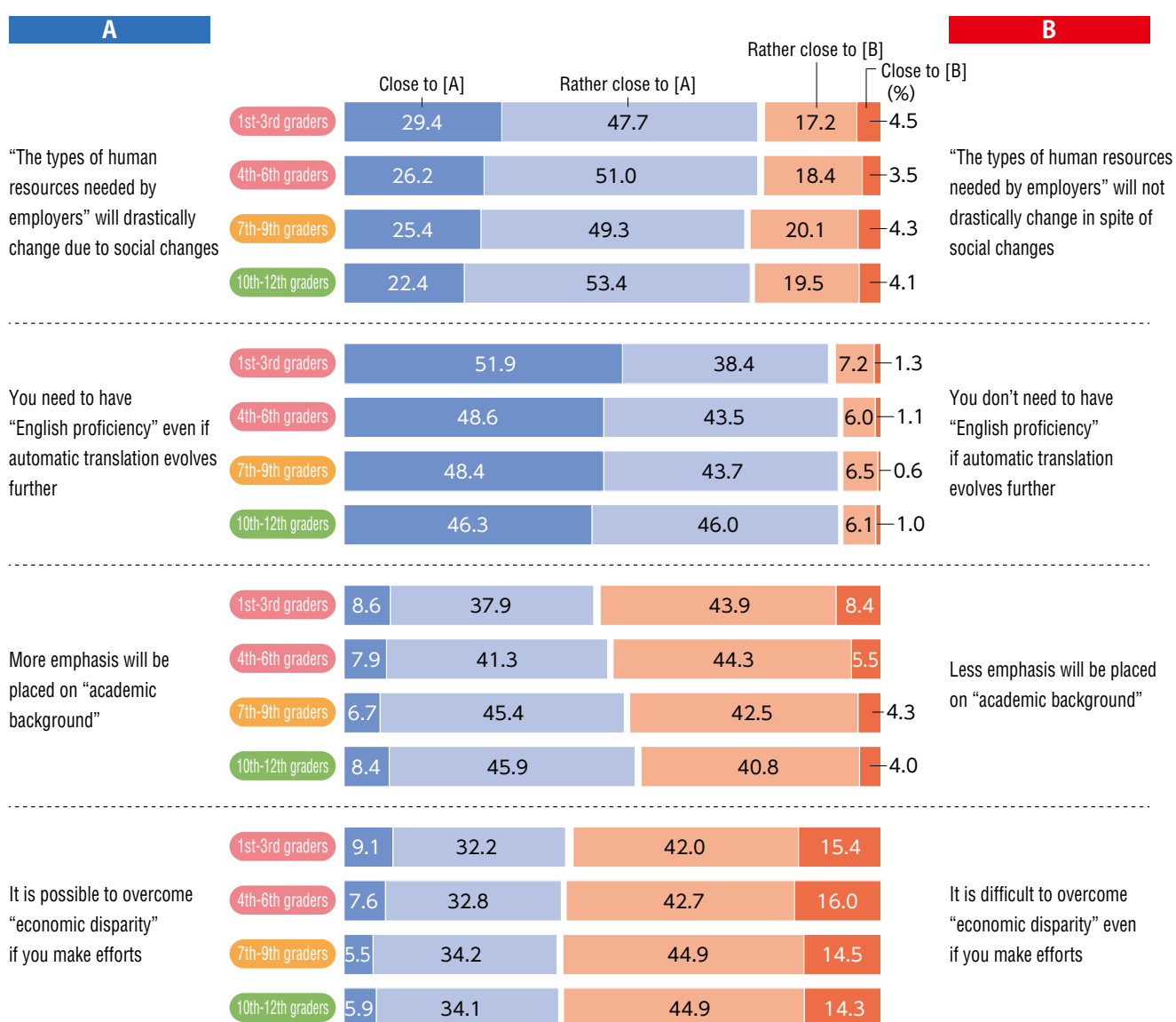
(3) Views on the future Japanese society

Guardians who think “you need to have English proficiency even if automatic translation evolves further” accounted for more than 90%.

Guardians who think “the types of human resources needed by employers’ will drastically change due to social changes” accounted for 70–80% in all school stages. When asked about their opinions on “academic background,” the respondents indicated two different opinions, “more emphasis will be placed” and “less emphasis will be placed,” in almost the same percentage. As the school stage advances, more guardians tend to choose “more emphasis will be placed.” And, guardians who answered “It is difficult to overcome ‘economic disparity’ even if you make efforts” accounted for nearly 60%.

Q Among two opposite opinions on the future Japanese society (A and B), which opinion is close to your idea? Circle the number you chose.

Guardian 2018 Figure 4-4 Views on the future Japanese society (by school stage)



Note: Percentages do not add up to 100% because “no answer/unknown” are not displayed on the charts.

ISS BERD Joint Research Project “JLSCP”

“Japanese Longitudinal Study of Children and Parents(JLSCP)2015–2018”

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The following is the website of this project

The details of the project and the survey are posted on the following websites:

Institute of Social Science, the University of Tokyo:

<http://web.iss.u-tokyo.ac.jp/clal/Benesse>

berd.benesse.jp/special/childedu/

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