

About the research project “Everyday Life and Learning of Children”

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.

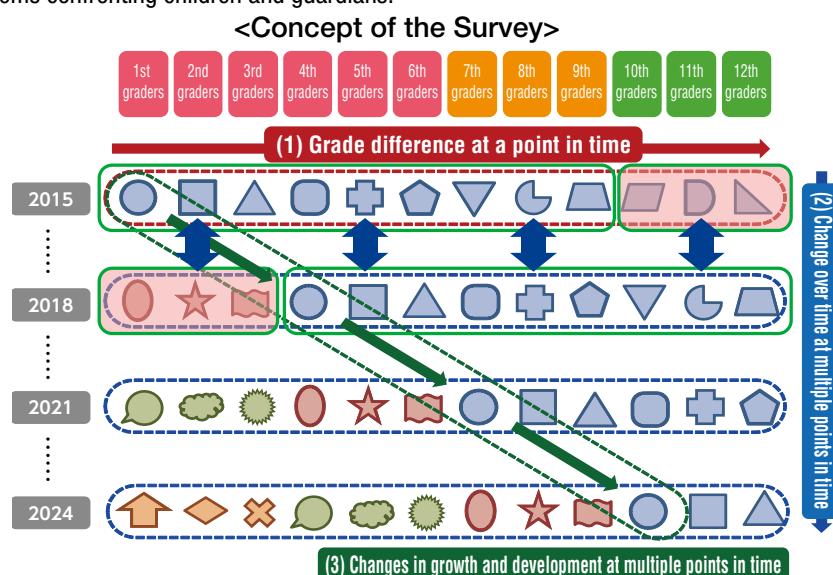
In this project, we continue to conduct surveys every year on children in 1st-12th grades and their guardians. We can find out the “present” aspects of children’s life and learning and guardians’ parenting practices across 12 grades—grade differences at a point in time (shown at (1) in the figure below).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

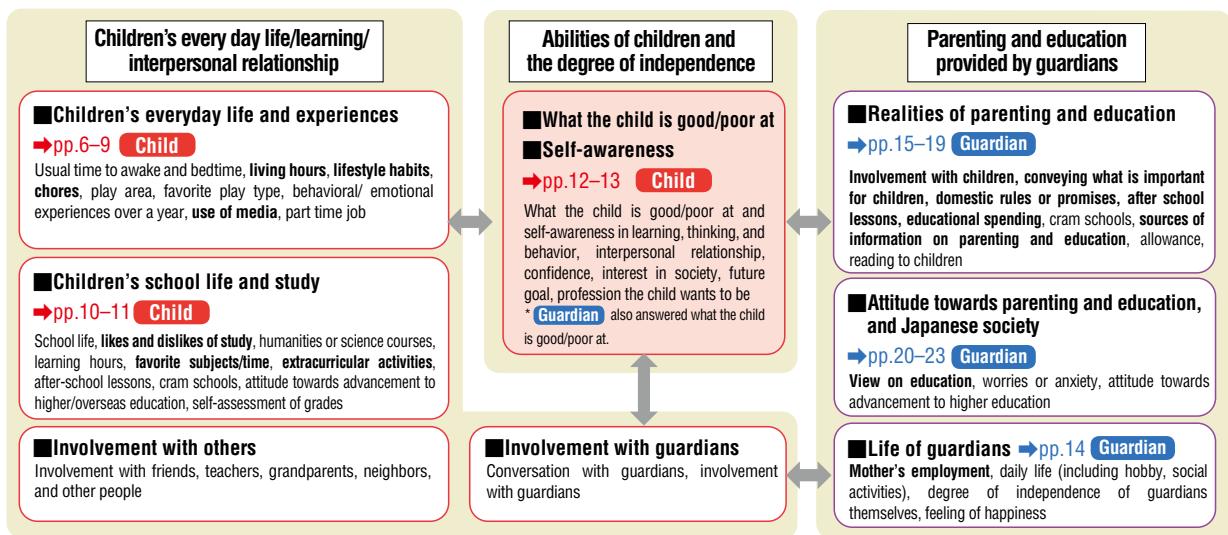
[Child 2018](#) in the text represents Children's responses in the 4th survey (2018), and [Guardian 2018](#) represents guardians' responses in the 4th survey (2018).

● 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.



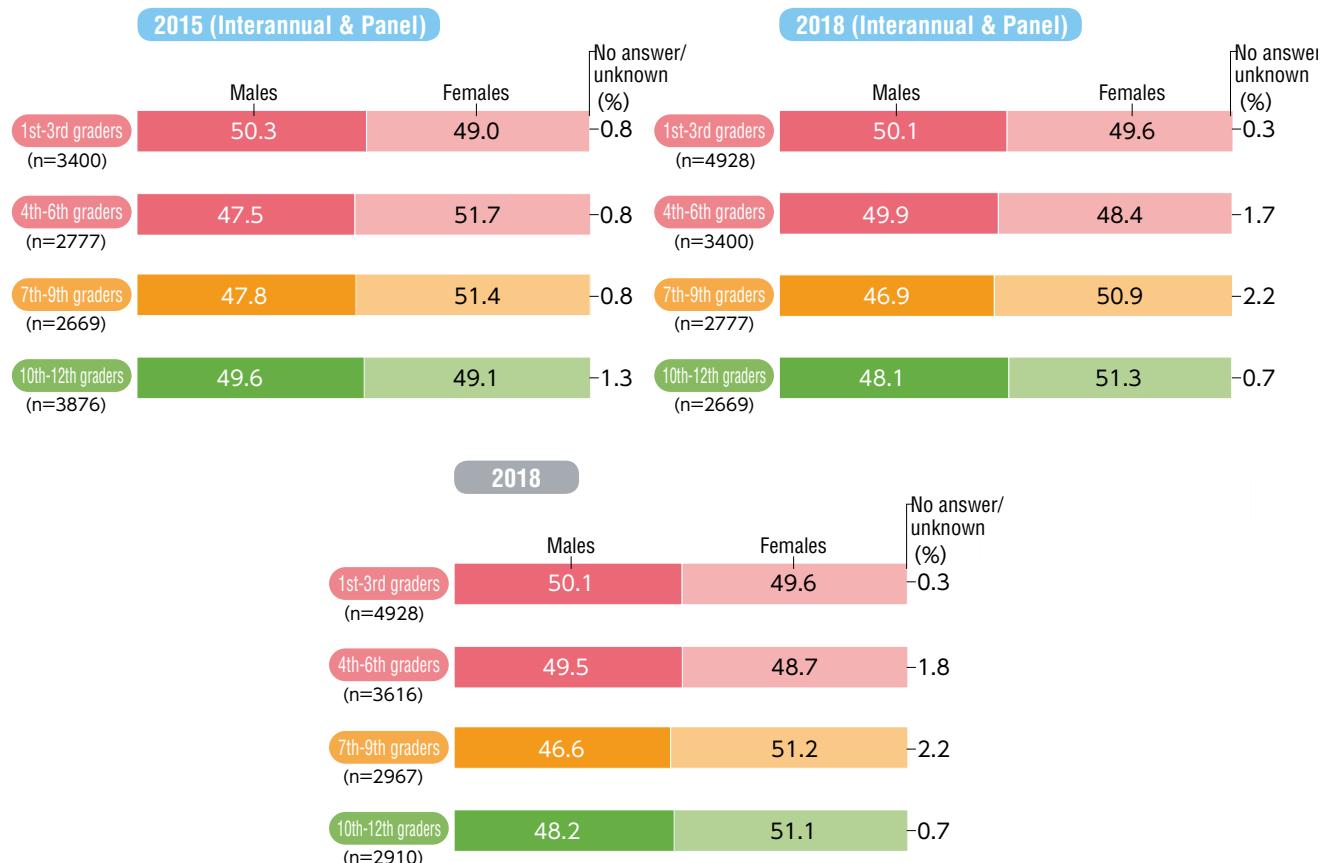
*In addition to the above, questions related to the attributes of children/guardians were asked.

*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)



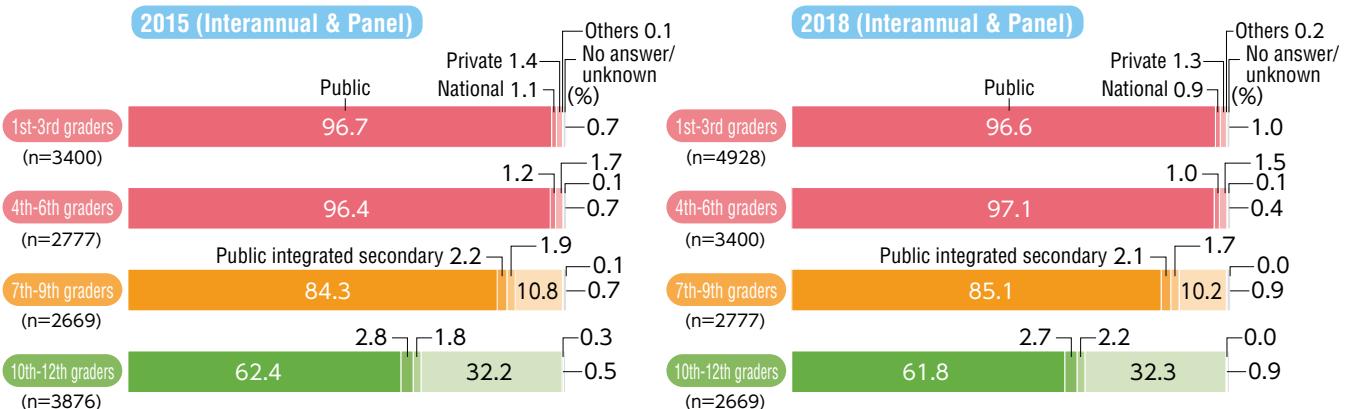
Note 1: As for 1st-3rd graders, their guardians answered.

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.

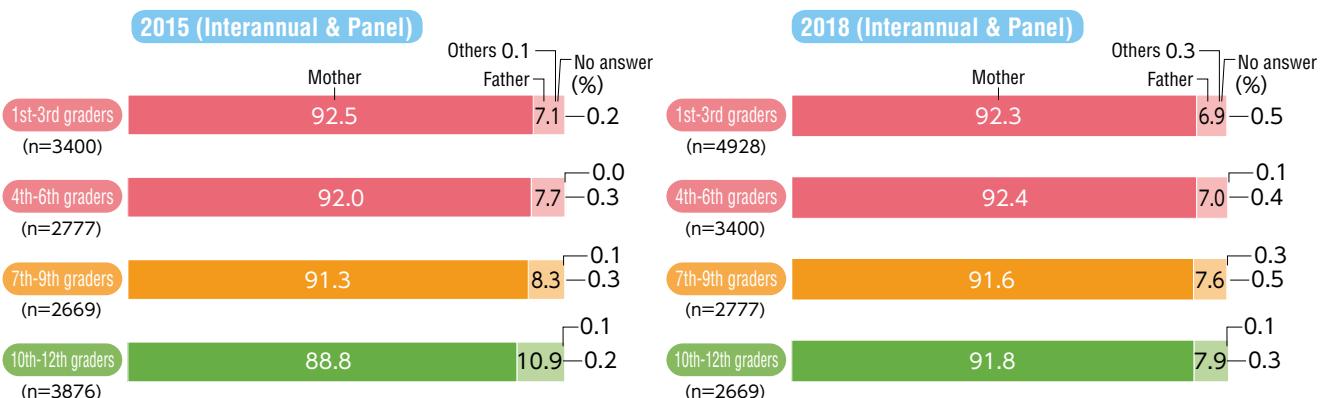
Basic attributes

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



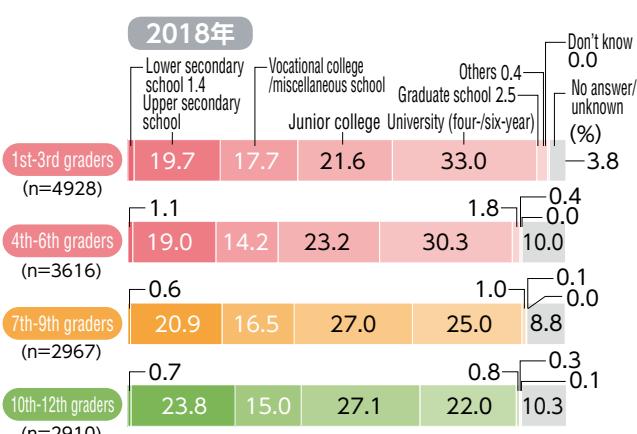
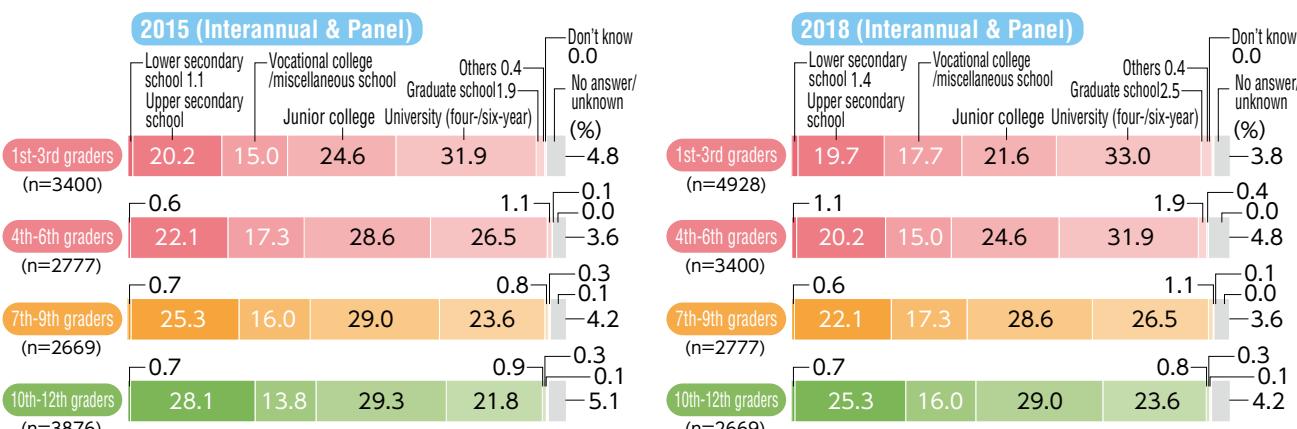
Note: Answered by guardians.

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.