

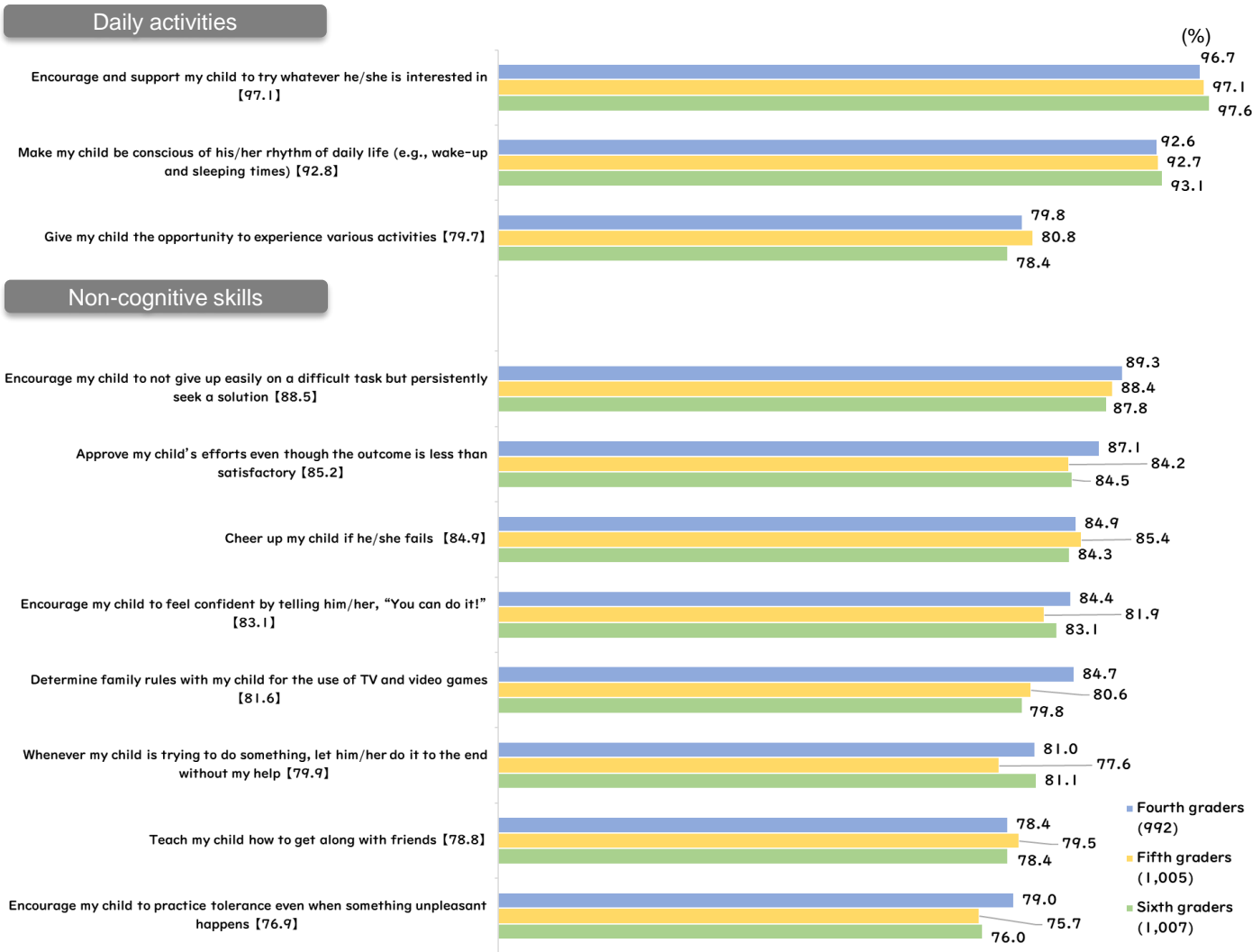
(1) Parental Involvement in Children’s Daily Life and Non-Cognitive Skills

Strong parental involvement in both children’s daily activities and non-cognitive skills

We asked the participating parents about their parental involvement in three items of children’s daily activities and eight items of non-cognitive skills. About 80-90% of parents answered “Strongly agree” or “Somewhat agree” for each item, indicating a high level of parental involvement. There is almost no difference in the answers of overall parents regardless of their child’s grade, apart from the item of “Determine family rules with my child for the use of TV and video games.” These results indicate that parents are placing a great deal of emphasis on children’s daily activities and non-cognitive skills.

Q: Please indicate to what extent the following behavior patterns apply to you regarding your child’s daily and learning activities, which are subject to this survey.

■ Figure2-1: Parental involvement in children’s daily activities and non-cognitive skills (overall/by grade)



* The percentage of “Strongly agree” + “Somewhat agree.”

* Figures shown in parentheses are the average scores of children in fourth to sixth grades.

* Average scores of children in fourth to sixth grades are displayed in descending order by daily activities/non-cognitive skills.

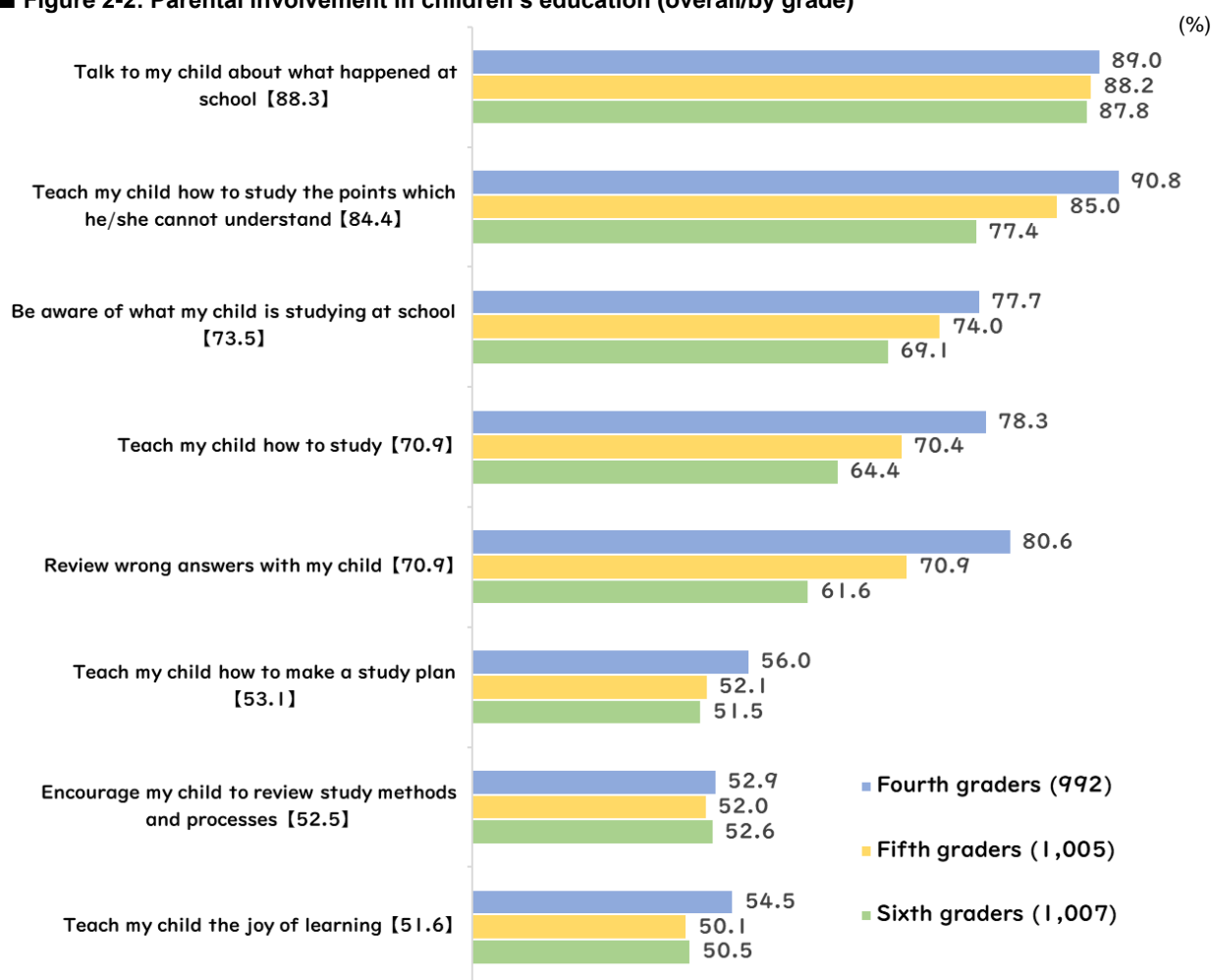
(2) Parental Involvement in Children's Studying

50% of parents are involved in facilitating children's study planning and reflective learning

We asked the participating parents about their parental involvement in children's learning activities with eight items. The most popular answer is "Talk to my child about what happened at school," for which about 90% of parents answered "Strongly agree" or "Somewhat agree." In addition, the number of parents who help their children with their studies –i.e. "Review wrong answers with my child," "Teach my child how to study," and "Teach my child how to study the points which he/she cannot understand" –decrease as the child's school grade proceeds to higher years.

Q: Please indicate to what extent the following behavior patterns apply to you regarding your child's daily and learning activities, which are subject to this survey.

■ Figure 2-2: Parental involvement in children's education (overall/by grade)



* The percentage of "Strongly agree" + "Somewhat agree."

* Figures shown in parentheses are the average scores of children in fourth to sixth grades.

* Average scores of children in fourth to sixth grades are displayed in descending order.

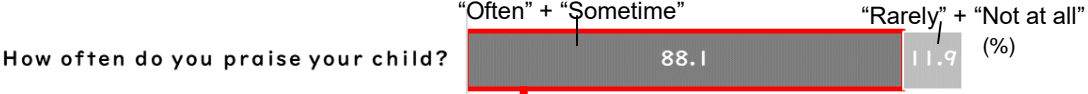
(3) Parents' Way of Praising a Child and its Effects

Parental praise influences children's metacognition and learning

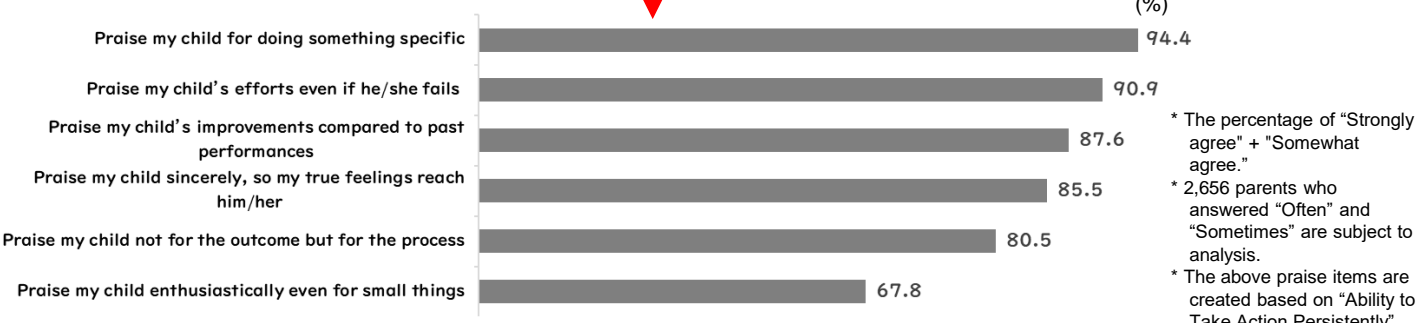
We asked the participating parents about praising children. 88.1% of parents answered "Often" or "Sometimes." Of which, more than 90% of parents answered "Praise my child for doing something specific" or "Praise my child's efforts even if he/she fails." We also divided parents into two groups of "frequently praise" and "rarely praise." In terms of children's metacognition, children whose parents frequently praise them are more likely to show a high level of metacognition, higher usage of learning strategies, and more self-directed towards their motivation to study. It is also revealed that they are more confident to study and willing to determine things by themselves. In a way, it can be said that children's self-directed learning attitude and behavior patterns may influence parents' involvement, which favorably leads to more positive parenting attitudes that enhance the development of children.

Q: How often do you usually praise your child?

■ Figure 2-3: Type and frequency of praise by parents (overall)



Q: How do you praise your child?



■ Figure 2-4: Effects of praising children (by frequency of praising children)

