

# 3 Changes in Parental Involvement

How do parents interact with their children at home during the period of development between K1 and the first grade of elementary school?

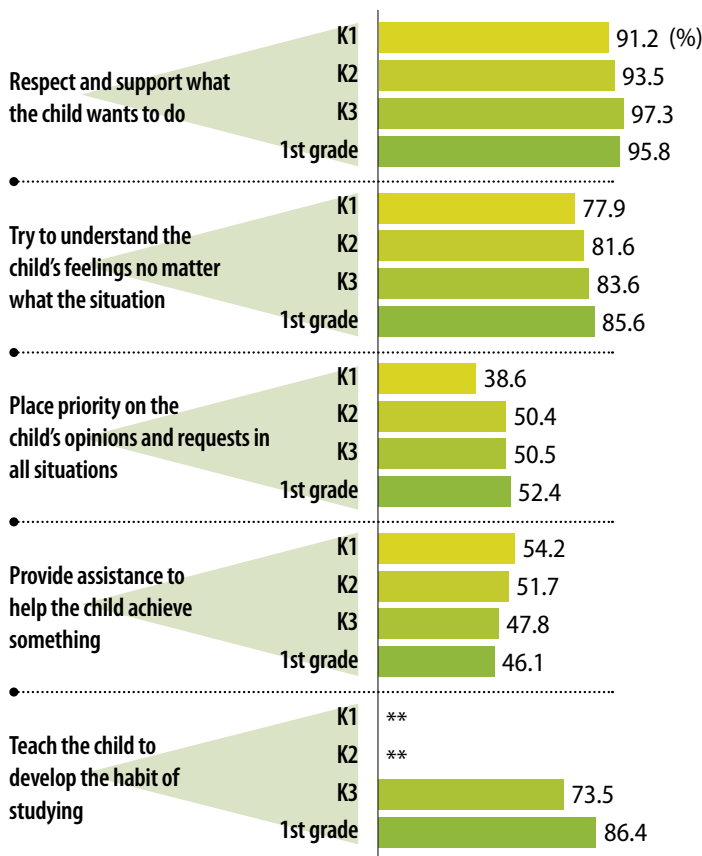
Here we examine the shifts over the course of four years and the relation between the degree of parental involvement and learning after children enter elementary school.

## Parental Involvement

Q Are the following statements true for you?

### Attitudes toward Childrearing

Fig. 3-1 Very true + Somewhat true



\*\* Items for K3 period and upwards.



### Parents shift from assisting their child to perform a task to respecting the child's wishes

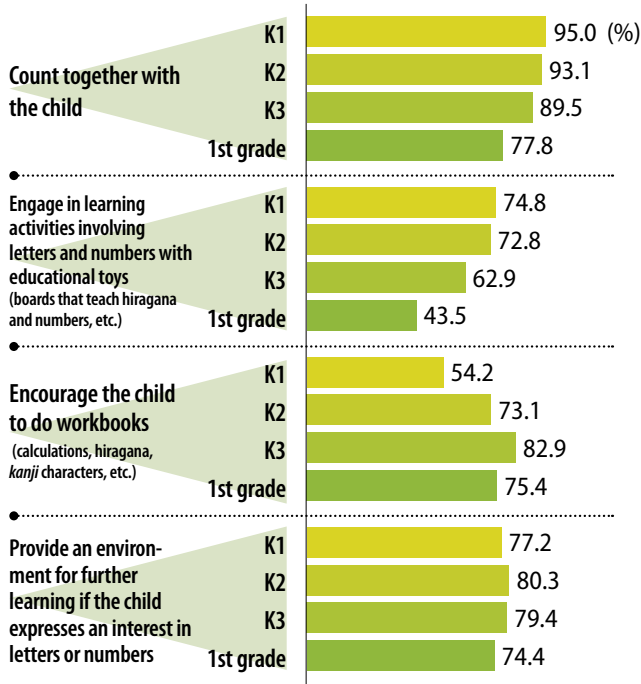
A look at the transitions in parental attitudes toward childrearing over the course of four years in Fig. 3-1 indicates an increase in "respect and support what the child wants to do" and "try to understand the child's feelings no matter what the situation." Conversely, "provide assistance to help the child achieve something" showed a decrease. This appears to indicate a shift from parents directly helping their child when he/she is doing something to supporting them through respecting what the child wants.



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

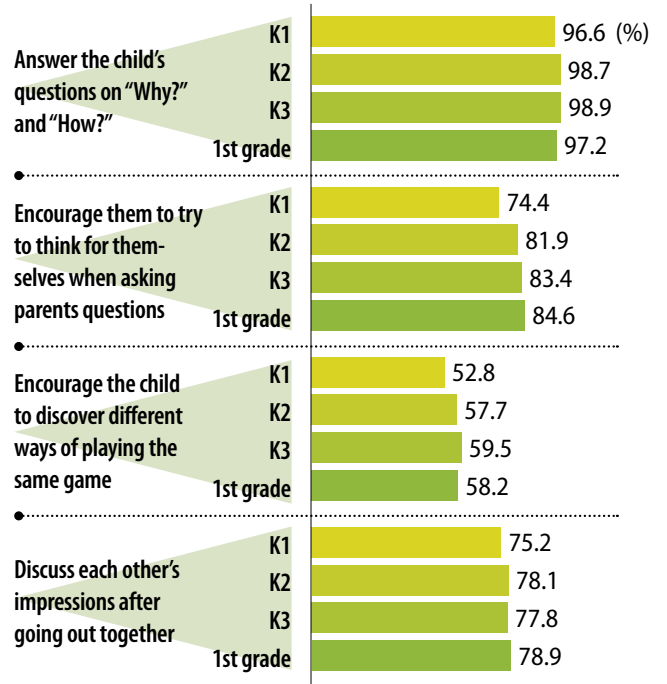
### Involvement Related to Creating an Environment for Learning

Fig. 3-2 Quite often + Once in a while



### Involvement Related to Encouraging Thinking

Fig. 3-3 Quite often + Once in a while



Description

**Change in parental involvement related to creating a learning environment seen according to the child's age.**

**No changes in involvement related to encouraging thinking.**

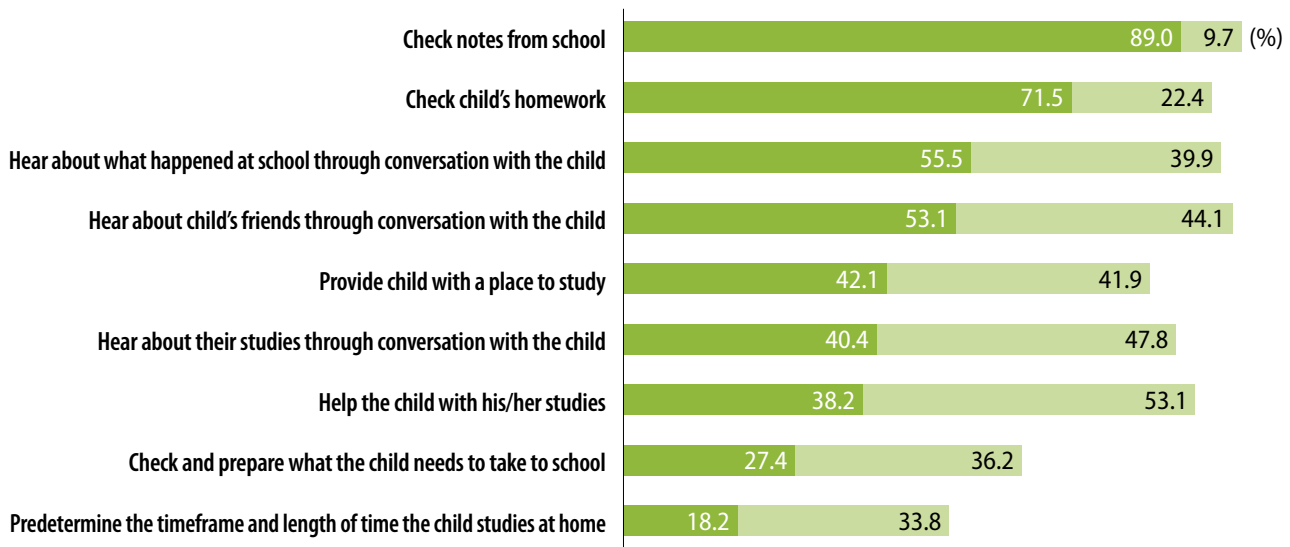
When "parental involvement related to creating a learning environment" is compared in different periods, Fig. 3-2 shows that the highest percentage for "engage in learning activities involving letters and numbers with educational toys" was in the K1 period, scoring 74.8%, and the highest percentage for "encourage the child to do workbooks" was in the K3 period with 82.9%. Fig. 3-3 indicates that there was little change in the involvement to encourage thinking, with parents responding favorably to "encourage the child to try to think for themselves when asking parents questions" remaining around 80% from the K2 period through to the first grade.

### 3 Changes in Parental Involvement

#### Parental Encouragement in School Life and Home Learning (first grade)

Q How often do you do the following for your child?

Fig. 3-4 ■ Frequently ■ Sometimes



#### Description



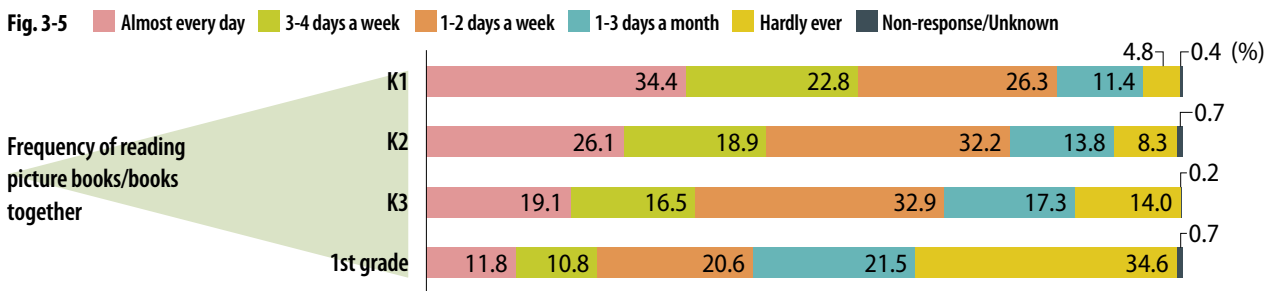
**Parents who reported checking homework “frequently” after the child has entered elementary school stood at 71.5%.**

Fig. 3-4 indicates that 89.0% of parents “frequently” “check notes from school” and 71.5% “check the child’s homework,” showing a high percentage of parents who confirm information from the school. Following this, between 40% and 50% of parents said that they “frequently” converse with their children in order to hear about incidents at school, friends and studies. The results also indicated that 38.2% of parents “help the child with his/her studies” “frequently,” and 53.1% do so “sometimes” in accordance with necessity.

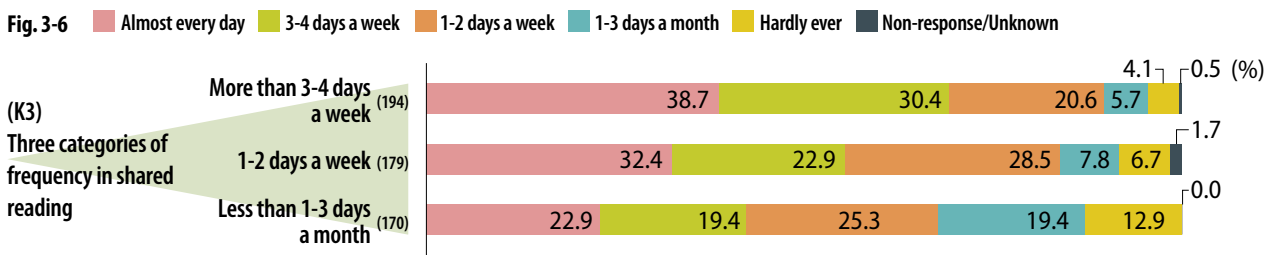
## Children Reading Picture Books or Books and Parents Reading to Children

**Q** How often does your child read (or look at) picture books or books on his/her own?

### Frequency of Reading Picture Books/Books Together



### Frequency of Children Reading Books/Picture Books on Their Own (first grade)



\* Sample size indicated in brackets.



**The more frequently parents read to children in K3, the more frequently children read books on their own in first grade.**

Fig. 3-5 shows that the frequency of parents reading to children decreases as the children become older. As shown in Fig. 3-6, out of the children whose parents read to them “more than 3-4 days a week” in K3, 38.7% read (or looked at) picture books or books on their own “almost every day,” which is higher than those who were read books “less than 1 to 3 days a month.” The more frequently parents read to children in K3, the more frequently children read (or looked at) picture books or books on their own in first grade. It is thought that parents reading books to their children stimulates an interest in the child to read picture books and other books.