



[CRN Collaborative Research] Survey on Children's Daily Life among 8 Asian Countries 2021

Result Report



<https://www.childresearch.net/crna-research-activities.html>

Purpose

1. To ascertain the importance of resilience in the COVID-19 pandemic as well as suggestions for involvement by parents and childcare facilities in order to improve resilience of children
2. To ascertain the characteristics and issues of children and child rearing in each country through the comparison of eight Asian countries

Contents

1. Overview of this research
2. Importance of resilience (association with well-being) and keys for the development of children's resilience
3. Characteristics of children and child rearing in each country through the comparison of eight Asian countries

Appendix: Basic attributes

Key concept of this research

= **Resilience: Capacity to adapt and recover from adversity**

1) Importance of resilience and keys for the development of children's resilience

- **Development of “Resilience” is important for children's well-being during the Covid-19 Pandemic**
Resilience of children was associated with their well-being in all the eight countries
- **Support by both families (parents) and childcare facilities (caregivers) is crucial to improve resilience of children**
Items regarding interaction with children were identified which could be implemented at home and/or childcare facilities

2) Characteristics of children and child rearing in each country through the comparison of eight Asian countries

- **Mother's parenting attitude/childrearing perceptions**
 - Lower proportions in Japan and Thailand in question items of “I let my emotions get the best of me when disciplining my child” and “If my child makes a mistake, I become very critical of him/her”
 - Level of satisfaction in daily life scored high in the Philippines, Thailand, and Malaysia
- **Childrearing support**
 - Support by spouses tends to be less in Japan
 - Sufficient involvement with children by the caregivers of childcare facilities/teachers of schools in all the countries
- **Children's daily life, play, usage of digital media**
 - Difference among the countries in how to spend time on weekdays (“playing outdoors”, “studying at home”, “using/watching smartphones/tablet at home”)
 - Children often play with their siblings and parents in all the countries
 - Digital media is used in diverse ways in the Philippines and Thailand

1. Overview of this research

Background

It has become clear that the COVID-19 pandemic has been causing problems in the mental health of children and threatening their well-being. **This research was designed to focus on resilience (capacity to adapt and recover from adversity) to achieve well-being of children in unforeseeable difficulties such as the COVID-19 pandemic.**

Aim of the research

To explore the environment for nurturing "Happy and Resilient" children in the time of COVID-19 from the three environmental perspectives of families, childcare facilities/schools, and government/society.

Survey overview

Subjects: Mothers of 5-year-olds attending kindergarten (daycare center), or 7-year-olds attending elementary school

Participating countries: Japan, China, Taiwan, Indonesia, Malaysia, the Philippines, Singapore, and Thailand (Joint research with researchers cooperating with CRN in eight Asian countries)

Numbers of valid responses: 1,973 mothers of 5-year-olds (8 countries), 1,372 mothers of 7-year-olds (6 countries apart from China and Singapore)

Method: Questionnaire survey (Online/Paper)

Period: August - November 2021

* Attributes of the research subjects in each country were aligned as much as possible on the assumption of international comparison. Research subjects were designated to be "middle class in cities and suburbs." The analysis of the research in this document is based on unmodified collected raw data.

1-2 Overview of the survey in eight countries

Participating countries	Japan				China				the Philippines				Malaysia			
Period	September - November 2021				September 2021				August - September 2021				September 2021			
Method	Online/Paper				Online				Online				Online			
Numbers of valid responses	Mothers of 5-year-olds		Mothers of 7-year-olds		Mothers of 5-year-olds		Mothers of 7-year-olds		Mothers of 5-year-olds		Mothers of 7-year-olds		Mothers of 5-year-olds		Mothers of 7-year-olds	
	246		114		264		0		218		202		250		250	
* Gender of the child (%)	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
	45.1	54.9	50.9	48.2	52.3	47.7	-	-	46.3	53.2	47.0	53.0	47.2	52.8	50.4	49.6

Participating countries	Taiwan				Indonesia				Singapore				Thailand			
Period	September 2021				September 2021				September - November 2021				October 2021			
Method	Paper				Online				Online/Paper				Online			
Numbers of valid responses	Mothers of 5-year-olds		Mothers of 7-year-olds		Mothers of 5-year-olds		Mothers of 7-year-olds		Mothers of 5-year-olds		Mothers of 7-year-olds		Mothers of 5-year-olds		Mothers of 7-year-olds	
	260		251		416		335		136		0		183		220	
* Gender of the child (%)	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
	48.8	50.0	50.2	49.0	50.0	50.0	51.6	47.8	50.7	49.3	-	-	50.8	49.2	51.8	48.2

* For the question asking the gender of the child, some respondents provided no answers.

Well-being:

Healthy physical and mental conditions, happiness

Scale of well-being used in this research :

The KINDL scale (developed by Ravens-Sieberer & Bullinger) was used in this research in order to widely measure QOL (Quality of Life).

The questionnaire comprises a total of 24 items in the six sub-scales of physical well-being, emotional well-being, self-esteem, family relationship, friends, and everyday functioning (childcare facilities/schools).

The 5-point scale is used with the lowest score of 24, and the highest of 120 points.

Resilience:

Capacity to adapt and recover from adversity

Scale of resilience used in this research :

The PMK-CYRM-R scale (developed by Resilience Research Centre in Canada) was used. The questionnaire consists of a total of 17 items; some concerning individual children and other items concerning parents/caregivers.

The 5-point scale is used with the lowest score of 17, and the highest of 85 points.

Resilience is the capacity to adapt and recover from adversity

It is also referred to as the ability to bounce back, achieve mental recovery, flexible strength, undaunted spirit, etc.

There are two types of “strength of mind”

- Capacity of robust resistance to bounce back, without being influenced by stress → hardiness
- Capacity to adapt flexibly and recover from adversity and stress → resilience

This research was focused and conducted on resilience, not hardiness.

There are two major aspects in resilience

- In adversity: ability to bounce back and recover from disasters or illness
- In daily lives: ability to bounce back and recover from daily difficulties or stress

Why did resilience start to attract attention in Japan? * both in 2011

- In the context of education, OECD’s PISA survey used the term “resilient students (high performing students despite their disadvantaged socioeconomic background)”
- In the context of disaster recovery after the Great East Japan Earthquake, the term “resilience” began to be widely used

In “Educating 21st Century Children” by OECD, resilience is given the same importance as required skills to survive the 21st Century along with socioemotional skills and digital literacy.

Educating 21st Century Children *Emotional Well-being in the Digital Age*
(OECD’s Centre for Educational Research and Innovation, Oct. 1, 2019)

https://www.oecd-ilibrary.org/education/educating-21st-century-children_b7f33425-en

● Basic attributes

- Q2 Basic data of subject child
- Q3 Current facility/school attendance
- Q5 Academic performance
- Q21-(1) Basic information on household

● Situation of COVID-19

- Q1 Situation of COVID-19, mothers' awareness and concerns about COVID-19

● Situation of child's resilience / Child's well-being

- Q6 Subject child's resilience
- Q7 Child's well-being

● Environmental factors surrounding children

<Mothers' parenting attitude/perceptions>

- Q8 Mothers' parenting attitude
- Q16 Mothers' childrearing perceptions
- Q17 Mothers' emphasized aspects in childrearing
- Q20 Mothers' level of satisfaction in daily life

● Environmental factors surrounding children

<Childrearing support>

- Q4 Situation of childcare/education (support provider)
- Q18 Splitting household chores with family member(s) (including housemaid, etc.)
- Q19 Spouse's relationship with subject child, marital relationship
- Q21-(2) Childcare support provider

● Environmental factors surrounding children <Children's daily life, play, usage of digital media>

- Q9 Subject child's actual usage of digital media
- Q10 Parental involvement when subject child uses digital media
- Q11 Changes in mothers' discomfort in children's ICT usage from pre- to post-COVID-19
- Q12 Child's way of spending time daily: Play, digital media usage, etc.
- Q13 Child's way of spending time daily: Enrichment classes, etc.
- Q14 Changes in time length from pre- to post-COVID-19: Play, digital media usage
- Q15 Child's play situation

2. Importance of resilience (relationship with well-being) and keys for the development of children's resilience

● Research procedure

- Extracted data of 5-year-olds from 5-year-olds/7-year-olds data in the eight Asian countries for analysis
- As a representing example of the eight Asian countries, data of 246 cases for 5-year-olds in Japan was extracted for analysis

● Findings

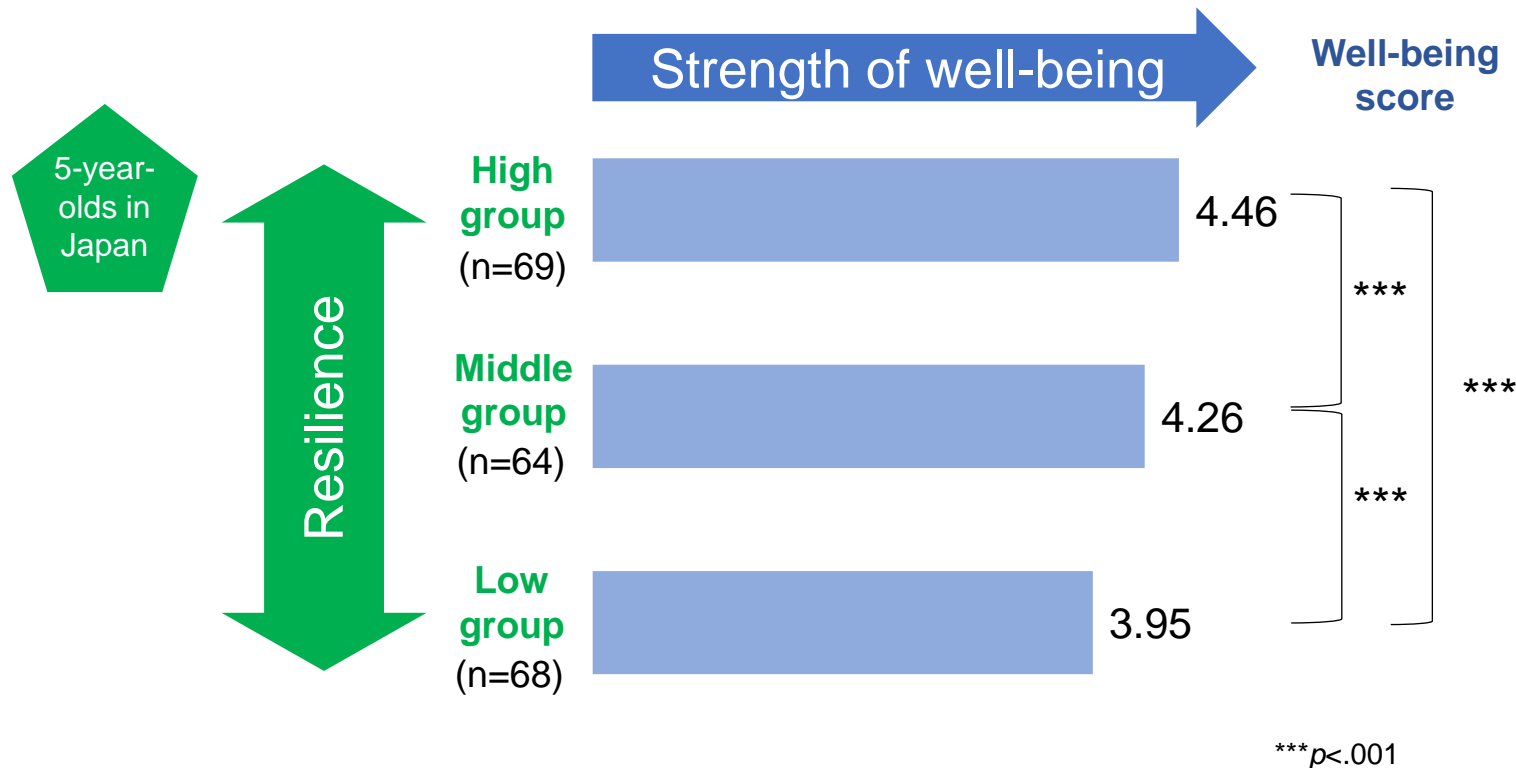
1. **Relationship between Children’s “Well-being” and “Resilience”:** “Resilience” is associated with children’s well-being in all eight countries.
2. **In Japan, the following factors were identified as keys for the development of children’s resilience. Detailed items of each factor were also identified.**
 - (1) **Interaction of mothers effective for developing resilience**
 - 1) Mothers’ responsive parenting attitude, 2) Mother’s childrearing confidence, 3) Mothers’ support when using digital media
 - (2) **Interaction of childcare facilities (caregivers) effective for developing resilience**

Support from childcare facilities(caregivers)
 - (3) **Other factors effective for developing resilience**

Number of friends to play with
3. **Factors effective for developing resilience for 5-year-olds in Japan are effective in other Asian countries**



- Higher well-being was achieved in groups with higher resilience in all the eight countries
- The following shows the analysis result of 5-year-olds data in Japan. Similar results were found in all eight countries.

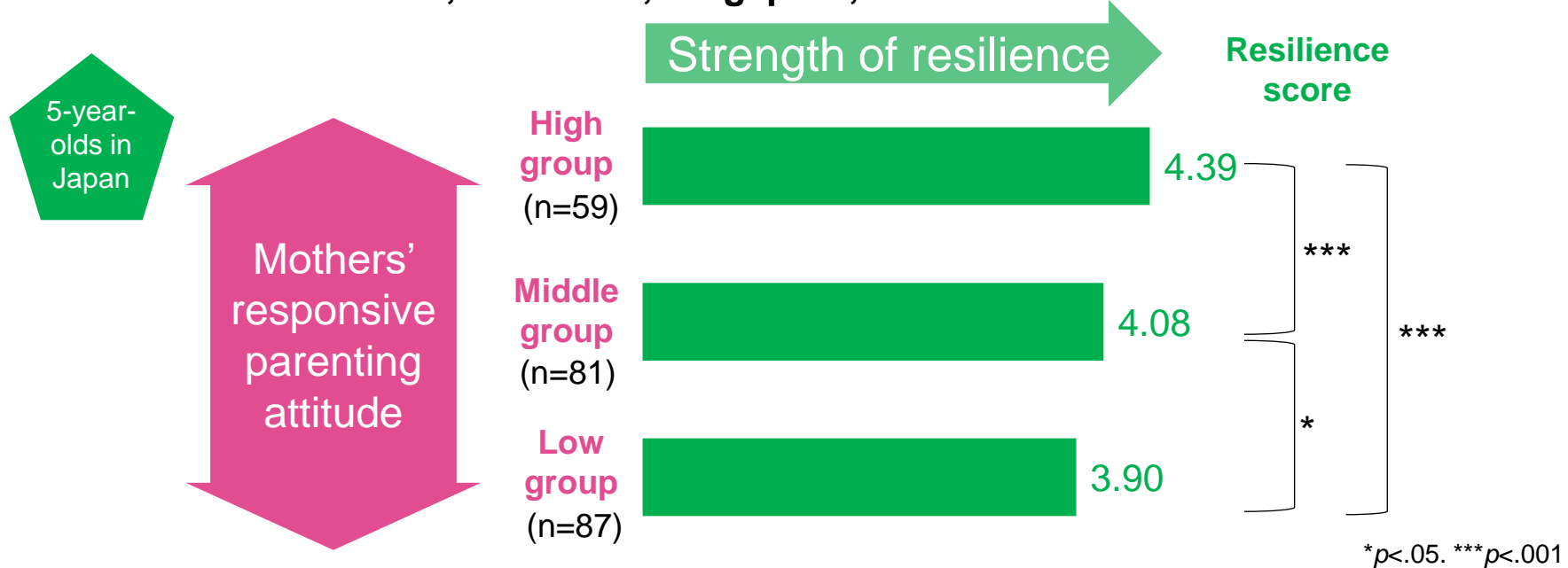


* **Three resilience groups:** After aggregating the scores of 17 resilience items using the PMK-CYRM-R scale, the resulting data was almost equally divided into three groups of “High,” “Middle,” and “Low” based on the distribution.

* **Well-being scores:** After aggregating the scores of 24 well-being items using the KINDL scale from “Never” (1 point) to “All the time” (5 points), the resulting data (1 to 5 points) was divided by the number of items. The above figures are the average values of each group (high, middle, and low resilience groups).



- Stronger responsive parenting attitudes indicate higher children's resilience scores
- The following shows the analysis result of 5-year-olds data in Japan. Similar results were found in Taiwan, Indonesia, Singapore, and Thailand.



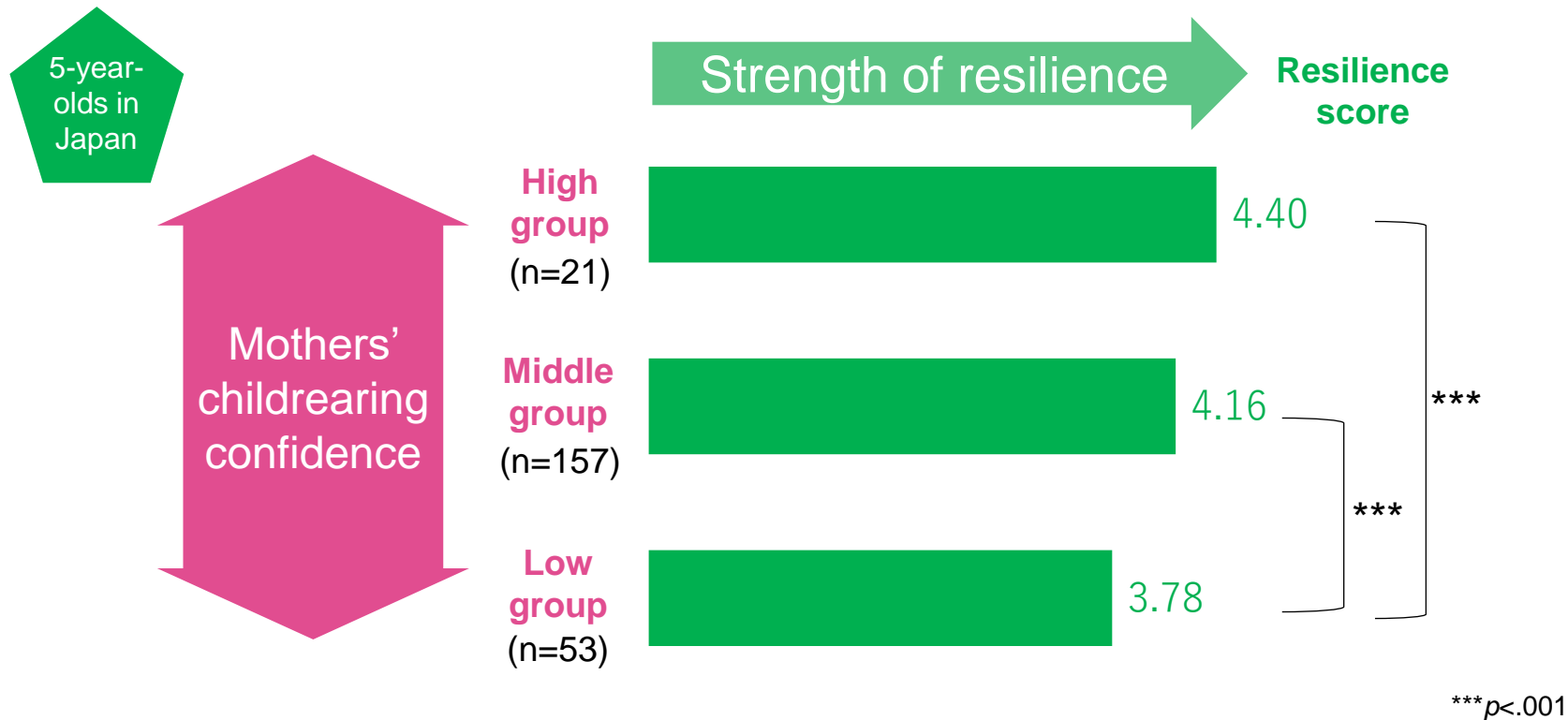
- Items especially effective for developing resilience in children
- ✓ I talk to my child in a warm and gentle manner.
 - ✓ We have physical contact.
 - ✓ I respond to my child's needs.
 - ✓ I provide an environment where my child can work on what he/she wants to do.

* **Three groups of responsive parenting attitudes:** First, the scores of the following seven factors were aggregated: "I talk to my child in a warm and gentle manner," "We have physical contact," "I respond to my child's needs," "I am proud when my child does something well," "When my child is about to do something, I don't interfere and watch them through to the end (except when it's dangerous)," "I provide an environment where my child can work on what he/she wants to do," and "I provide opportunities for playing and experiencing things that expand my child's interests." And then, the resulting data was almost equally divided into the three groups of "High," "Middle," and "Low" based on the distribution.

* **Resilience scores:** After aggregating the scores of 17 resilience items using the PMK-CYRM-R scale from "Not at all" (1 point) to "Very much so" (5 points), the resulting data was divided by the number of items (distribution range: 1 to 5 points). The above figures are the average values of each group (high, middle, and low responsive parenting attitude groups).



- Stronger mothers' childrearing confidence indicates higher children's resilience scores
- The following shows the analysis result of 5-year-olds data in Japan. Similar results were found in Taiwan, Indonesia, and Thailand.



* **Three groups of childrearing confidence:** The scores of "I feel my child has grown up fairly well" was divided into three groups: "1. Very much so" = High group; "2. Fairly so" = Middle group; "3. Not so much" and "4. Not at all" = Low group.

* **Resilience scores:** After aggregating the scores of 17 resilience items using the PMK-CYRM-R scale from "Not at all" (1 point) to "Very much so" (5 points), the resulting data was divided by the number of items (distribution range: 1 to 5 points). The above figures are the average values of each group (high, middle, and low Mothers' childrearing confidence groups).



- Stronger mothers' support when the child is using digital media indicates higher children's resilience scores
- The following shows the analysis result of 5-year-olds data in Japan. Similar results were found in Malaysia, Taiwan, and Indonesia.

5-year-olds in Japan

* Though this question is limited in "when using digital media", it may be applicable to the overall involvement of mothers with their children in other situations.



Items especially effective for developing resilience in children

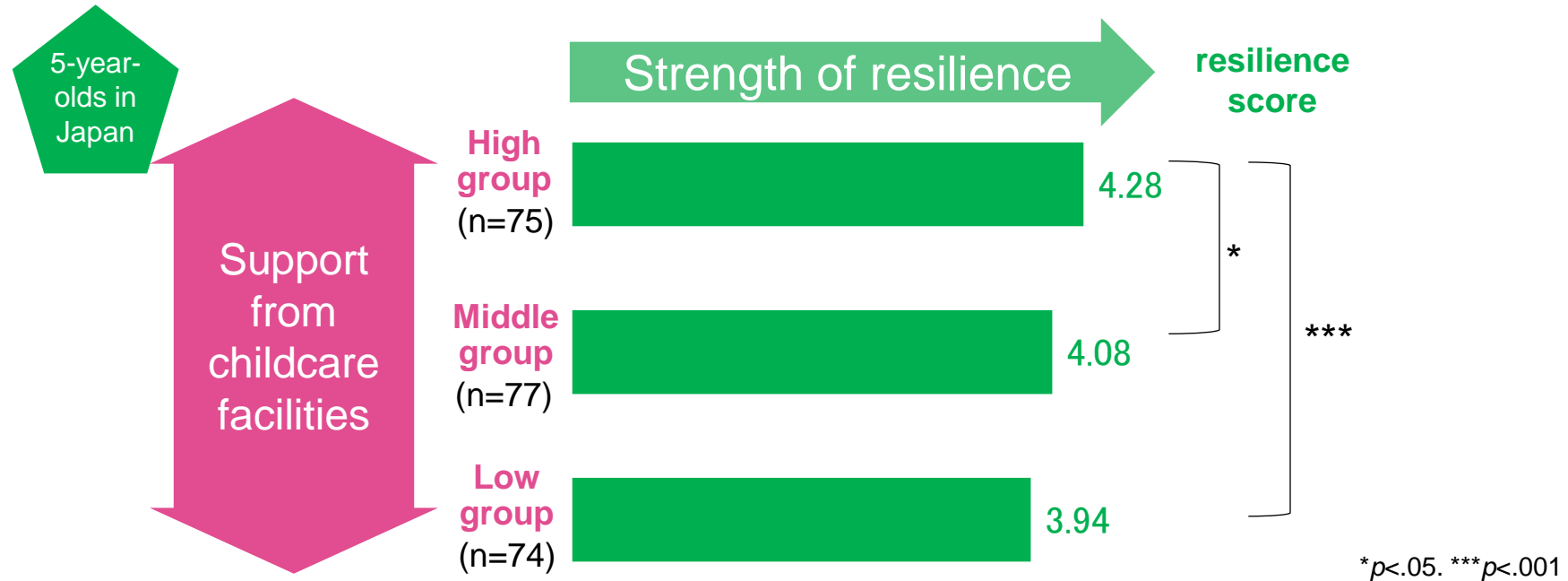
- ✓ Parents choose what he/she watches/uses
- ✓ I keep an eye on my child when he/she is using/watching it
- ✓ I encourage to decide time length of use/viewing
- ✓ I support my child so that he/she can do difficult activities

* **Three groups of mother's support:** First, the scores of the following seven factors were aggregated: "Parents choose what he/she watches/uses," "I keep an eye on my child when he/she is using/watching it," "I talk to my child in line with the content my child is using/watching," "I watch/use together with my child," "I encourage to decide time length of use/viewing," "I research together when something he/she does not know comes up," and "I support my child so that he/she can do difficult activities." And then, the resulting data was almost equally divided into the three groups of "High," "Middle," and "Low" based on the distribution.

* **Resilience scores:** After aggregating the scores of 17 resilience items using the PMK-CYRM-R scale from "Not at all" (1 point) to "Very much so" (5 points), the resulting data was divided by the number of items (distribution range: 1 to 5 points). The above figures are the average values of each group (high, middle, and low mothers' support groups).



- Stronger support from childcare facilities indicates higher children’s resilience scores
- The following shows the analysis result of 5-year-olds data in Japan. Similar results were found in China, Indonesia, Singapore, and Thailand.



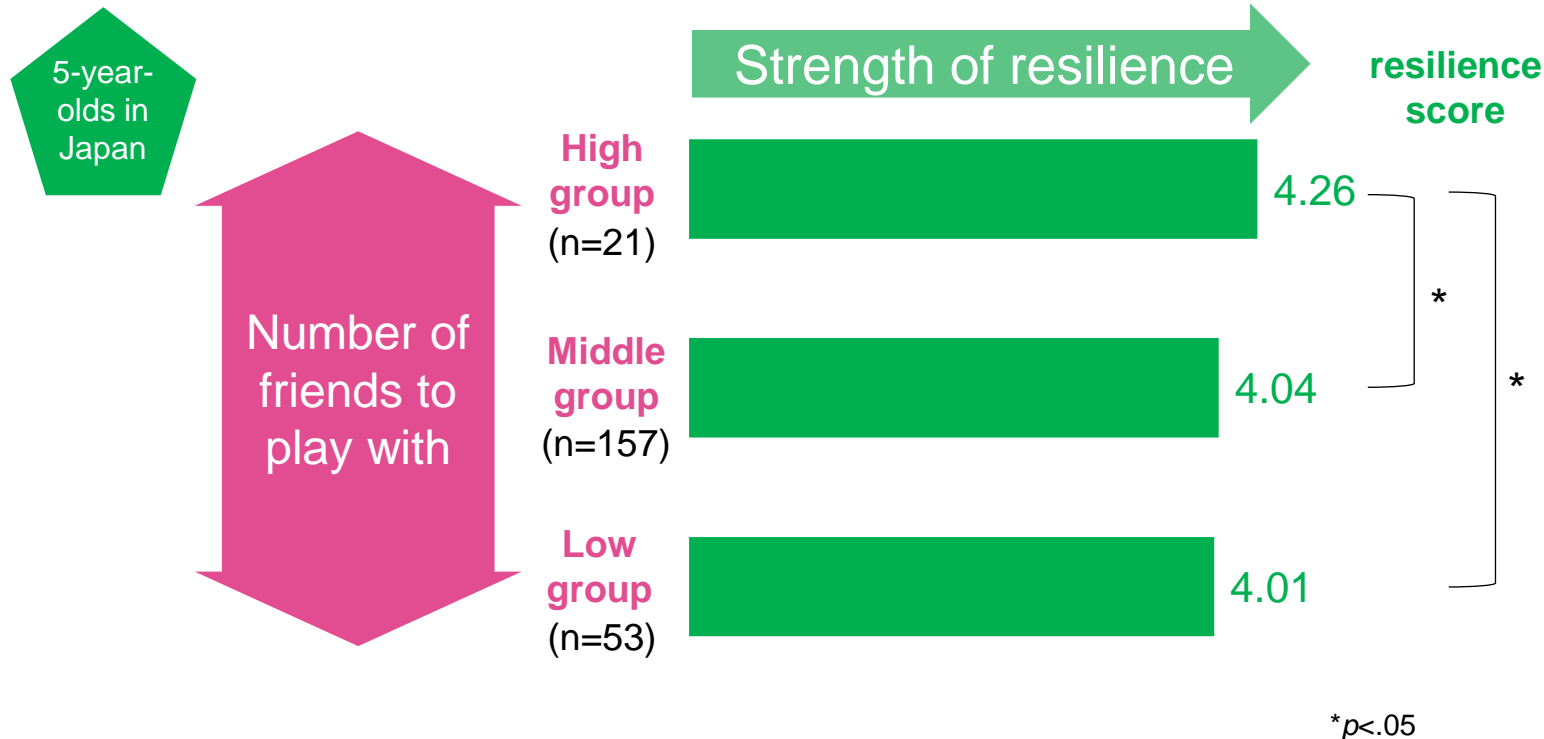
Items especially effective for developing resilience in children

- ✓ Caregivers/teachers care about the subject child
- ✓ There are caregivers/teachers whom I can turn to for advice

* **Three groups of support from childcare facilities:** First, the scores of the following five factors were aggregated: “Caregivers'/teachers' conversation and involvement with the subject child are warm-hearted,” “Caregivers/teachers respect the subject child's feelings,” “Caregivers/teachers care about the subject child,” “Caregivers/teachers care about you (subject child's mother),” and “There are caregivers/teachers whom I can turn to for advice.” And then, the resulting data was almost equally divided into the three groups of “High,” “Middle,” and “Low” based on the distribution.

* **Resilience scores:** After aggregating the scores of 17 resilience items using the PMK-CYRM-R scale from “Not at all” (1 point) to “Very much so” (5 points), the resulting data was divided by the number of items (distribution range: 1 to 5 points). The above figures are the average values of each group (high, middle, and low caregivers/teachers support groups).

- The more friends a child has to play with indicates higher children’s resilience scores
- The following shows the analysis result of 5-year-olds data in Japan. Similar results were found in Indonesia.



* **Three groups of number of friends to play with:** The scores of “How many friends does your child have whom he/she can play with? (Select one)” was divided into three groups: “4. 5 or more” = High group; “3. 3-4” = Middle group; “2. 1-2” and “1. None (0)” = Low group.

* **Resilience scores:** After aggregating the scores of 17 resilience items using the PMK-CYRM-R scale from “Not at all” (1 point) to “Very much so” (5 points), the resulting data was divided by the number of items (distribution range: 1 to 5 points). The above figures are the average values of each group (high, middle, and low number of friends to play with groups).



● Factors effective for developing resilience for 5-year-olds in Japan are effective in other Asian countries



Situations in Asian countries about items concerning resilience for 5-year-olds in Japan (○ indicates items correlated to resilience of children in each country)

	Japan	China	the Philippines	Malaysia	Taiwan	Indonesia	Singapore	Thailand
(1) Mothers' responsive parenting attitude	○				○	○	○	○
(2) Mothers' childrearing confidence	○				○	○		○
(3) Support from childcare facilities/schools	○	○				○	○	○
(4) Mothers' support when using digital media	○			○	○	○		
(5) Number of friends to play with	○					○		

Above (1) - (5) are listed in the order of strong correlation with resilience in 5-year-olds in Japan with (1) as the strongest.

3. Characteristics of childrearing in each country through the comparison of eight Asian countries

Summary of Chapter 3

● Mother's parenting attitude/childrearing perceptions

- Lower proportions in Japan and Thailand in question items of “I let my emotions get the best of me when disciplining my child” and “If my child makes a mistake, I become very critical of him/her” →**p.21**
- Mothers in Japan put less emphasis on “to let the child play with friends”, or “to help the child value tradition/culture” compared with mothers in other countries →**p.23**
- Level of satisfaction in daily life scored high in the Philippines, Thailand and Malaysia →**p.25**

● Childrearing support

- Support by spouses tends to be less in Japan →**p.27**
- Sufficient involvement with children by the caregivers of childcare facilities/teachers of schools in all the countries→**p.29**
- In Japan, a significant difference was found in the level of support for mothers between childcare facilities (5-year-olds) and schools (7-year-olds) →**p.30**

● Children's daily life, play, usage of digital media

- Difference among the countries in how to spend time on weekdays (“playing freely outdoors”, “studying at home”, “using/watching smartphones/tablet at home”) →**p.31-34**
- Children often play with their siblings and parents in all the countries→**p.36**
- Digital media is used in diverse ways in the Philippines and Thailand (watching video clips, reading, playing games, studying, etc.)→**p.37**
- China, Malaysia and Indonesia showed the strongest discomfort toward the children's use of digital media →**p.41-44**

<Note>

This chapter introduces the trends of responses by extracting question items which showed the difference among countries (especially characteristics of Japan). Please refer to the summary sheets for details of the whole data.

* Click here for the summary sheets

→ <https://www.childresearch.net/crna-research-activities.html>

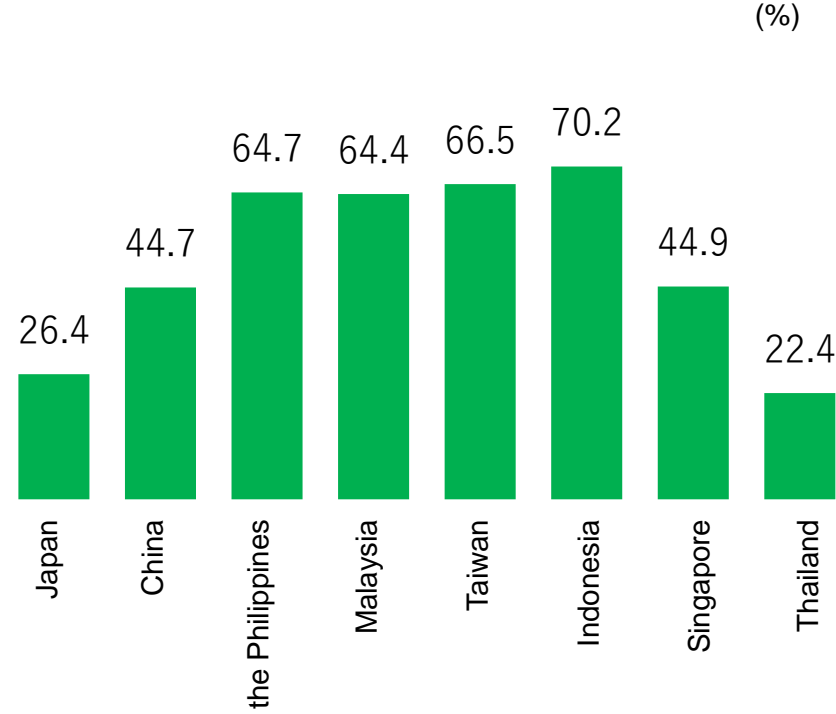
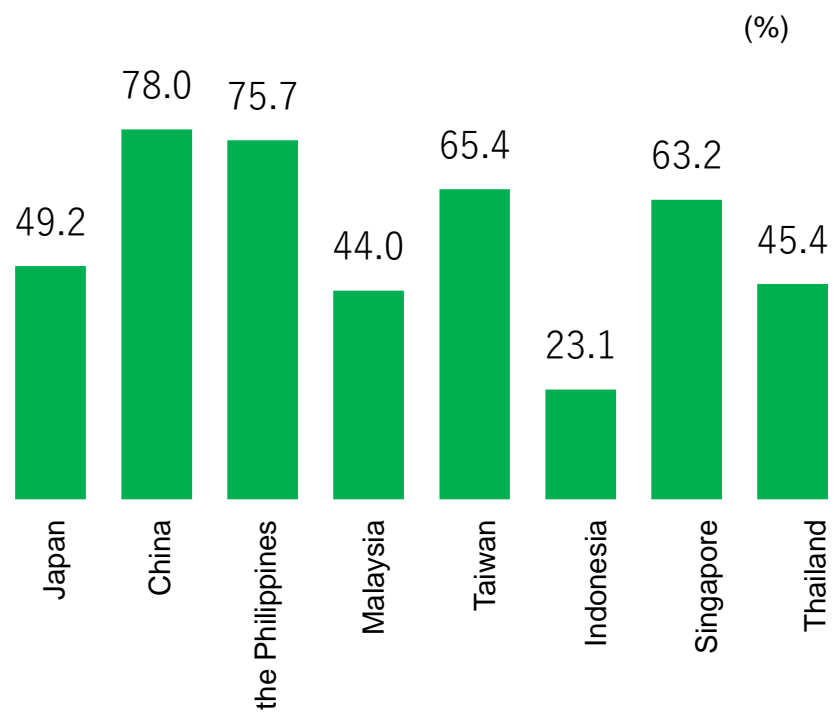
5-year-olds

● Lower proportions in Japan and Thailand in question items of “I let my emotions get the best of me when disciplining my child” and “If my child makes a mistake, I become very critical of him/her”

◆ How much of the following currently applies to your involvement with the subject child?

I let my emotions get the best of me when disciplining my child

If my child makes a mistake, I become very critical of him/her



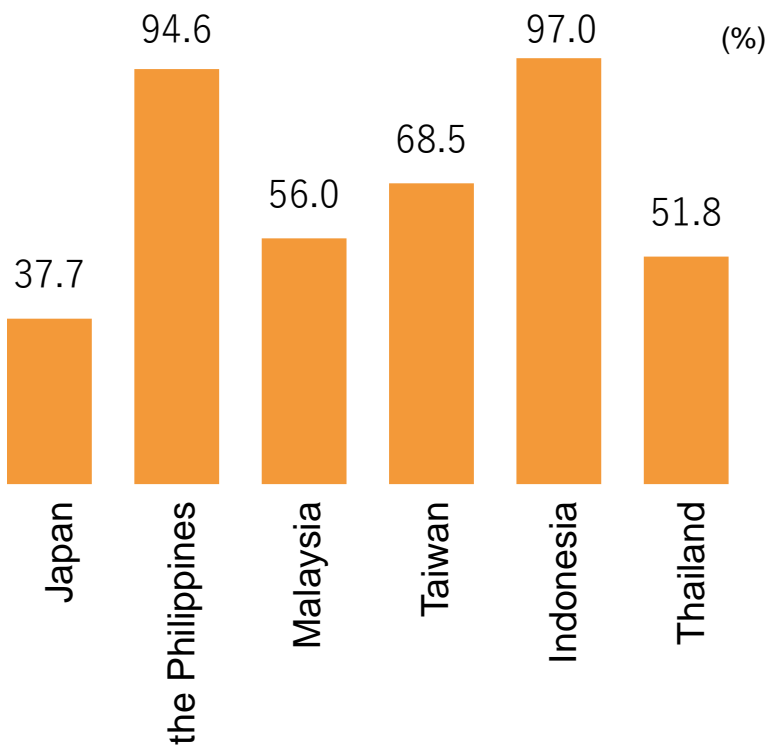
* % of “Strongly agree” + “Somewhat agree”

7-year-olds

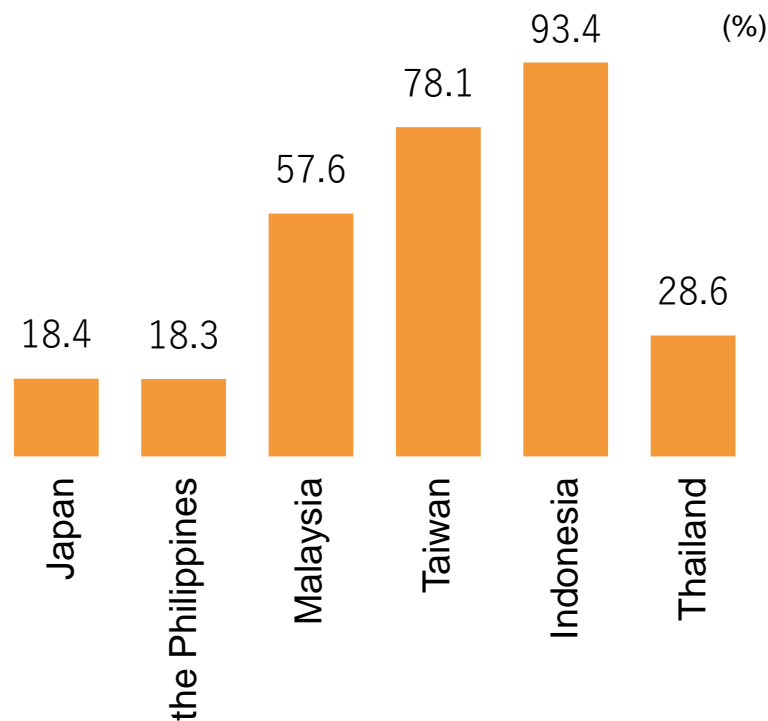
- Lower proportions in Japan and Thailand in question items of “I let my emotions get the best of me when disciplining my child” and “If my child makes a mistake, I become very critical of him/her”

◆ How much of the following currently applies to your involvement with the subject child?

I let my emotions get the best of me when disciplining my child



If my child makes a mistake, I become very critical of him/her



* % of “Strongly agree” + “Somewhat agree”



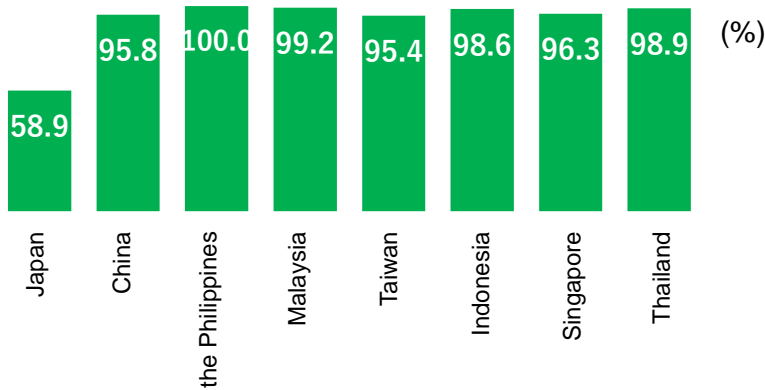
3-2 Mothers' emphasized aspects in childrearing (1)

● Mothers in Japan put less emphasis on “to help the child learn numbers /letters,” “to let the child play with friends,” or “to help the child value tradition/culture” compared with mothers in other countries

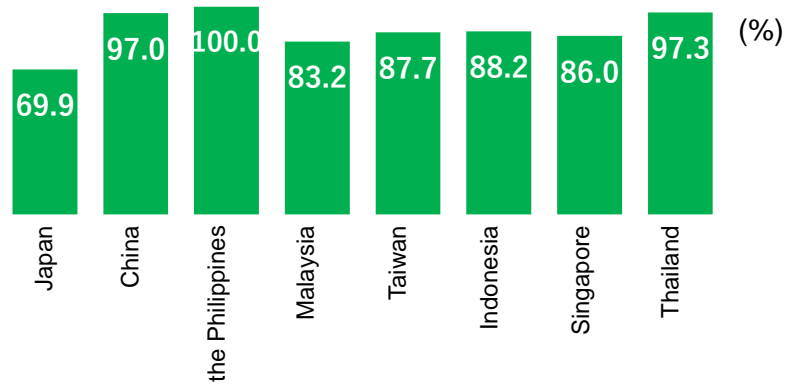
5-year-olds

◆ How much emphasis do you put on the following aspects when rearing the subject child?

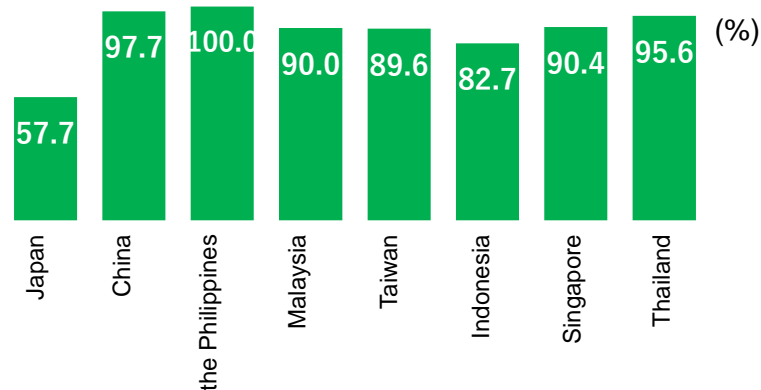
To help the child learn numbers/letters



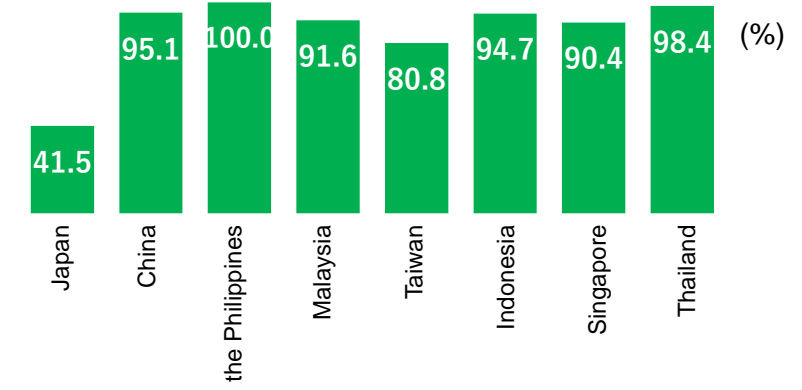
Give the child opportunities for nature experience



To let the child play with friends



To help the child value tradition/culture



* % of “Strongly agree” + “Somewhat agree”



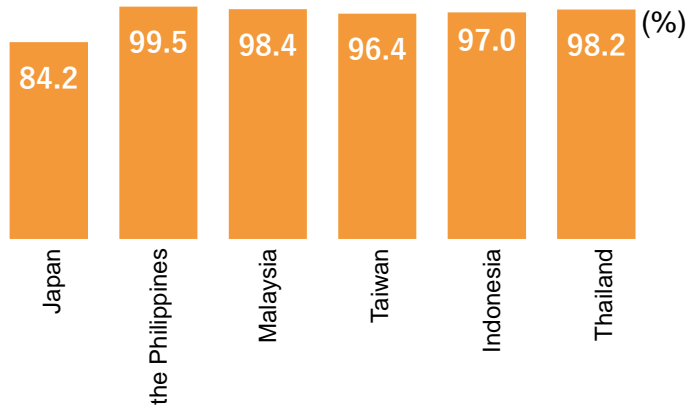
3-2 Mothers' emphasized aspects in childrearing (2)

7-year-olds

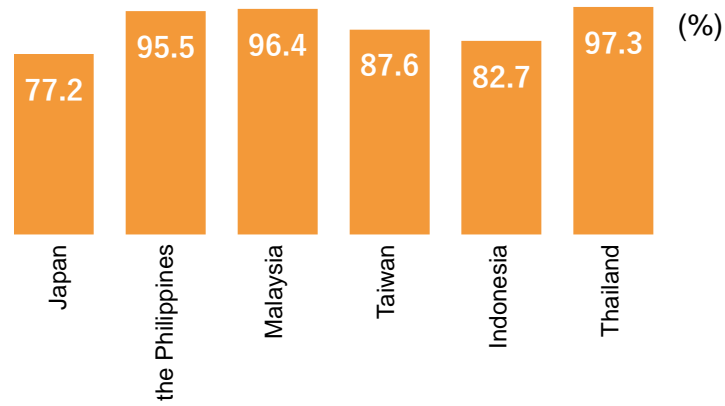
● Mothers in Japan put less emphasis on “to let the child play with friends,” or “to help the child value tradition/culture” compared with mothers in other countries

◆ How much emphasis do you put on the following aspects when rearing the subject child?

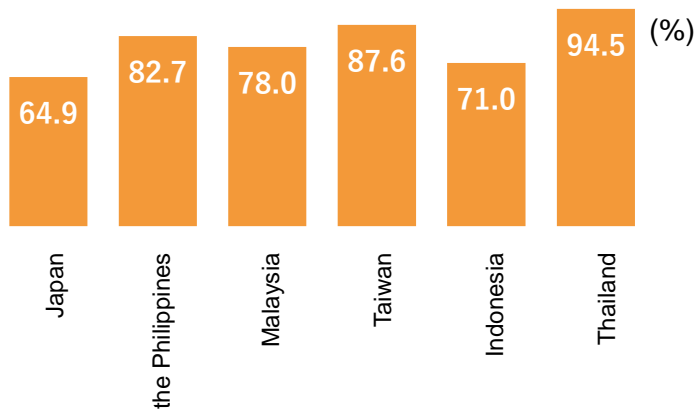
To help the child learn numbers/letters



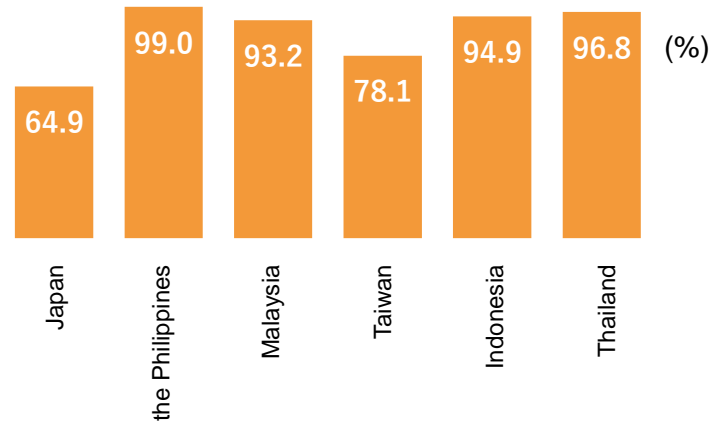
Give the child opportunities for nature experience



To let the child play with friends



To help the child value tradition/culture



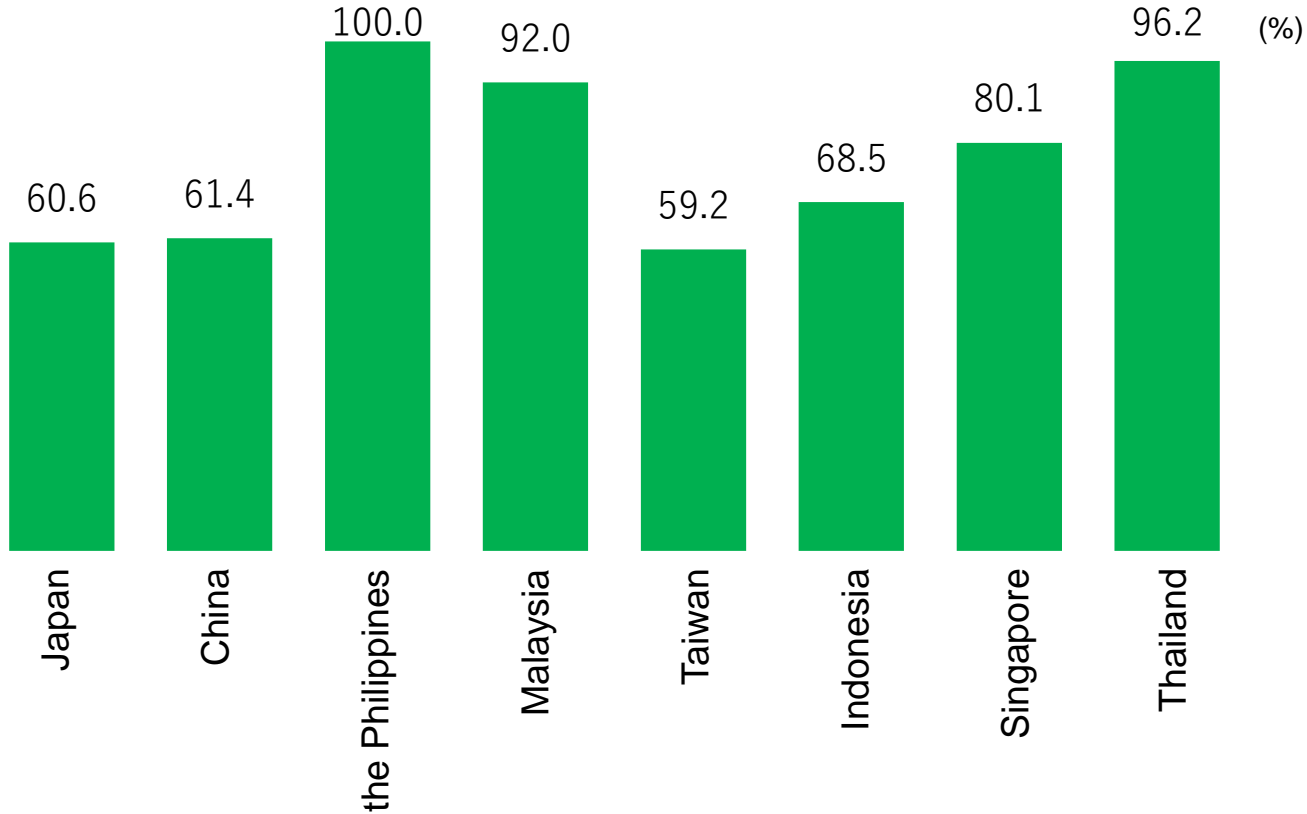
* % of “Strongly agree” + “Somewhat agree”



● Level of satisfaction in daily life scored high in the Philippines, Thailand, and Malaysia

◆ Please answer the following about your current daily life.

I am satisfied with my overall life



* % of "Strongly agree" + "Somewhat agree"



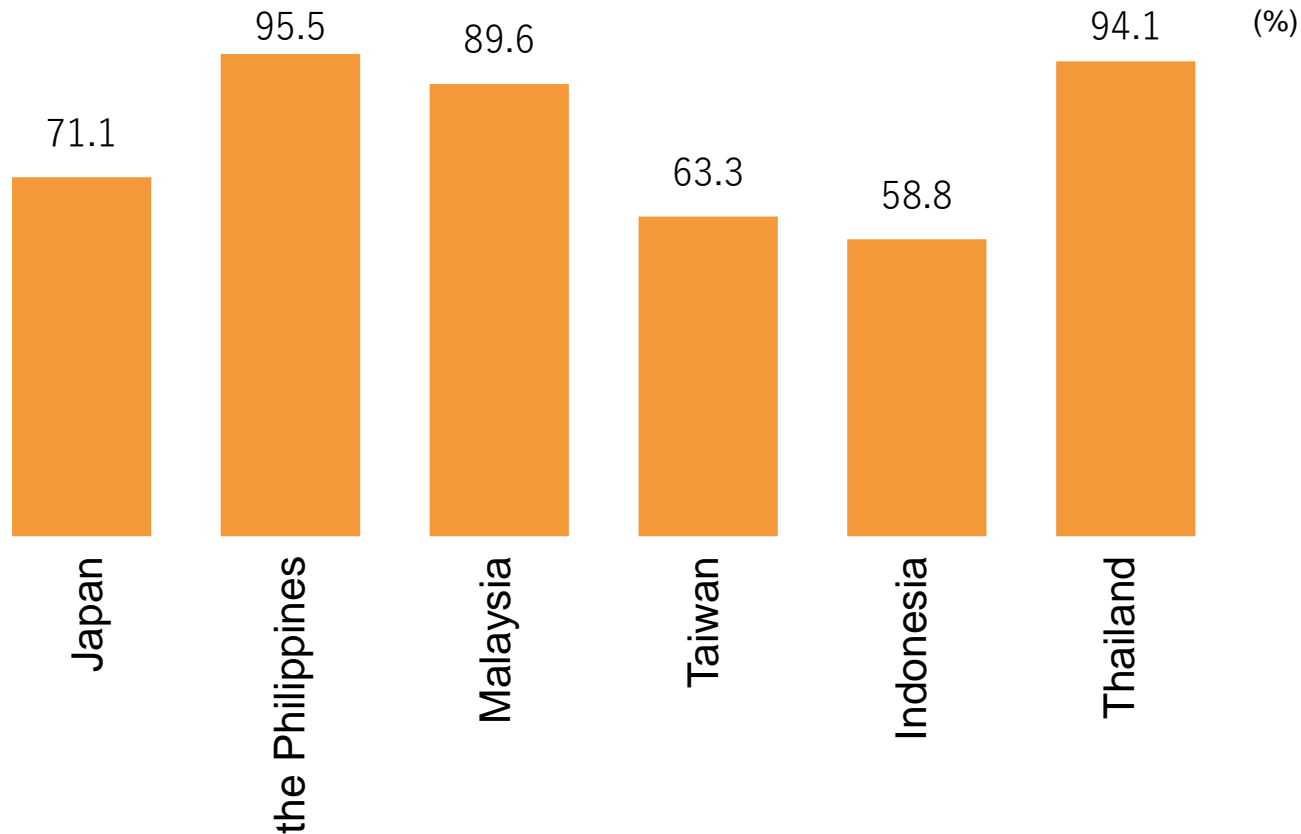
3-3 Mothers' level of satisfaction in daily life (2)

7-year-olds

- Level of satisfaction in daily life scored high in the Philippines, Thailand, and Malaysia

◆ Please answer the following about your current daily life.

I am satisfied with my overall life



* % of "Strongly agree" + "Somewhat agree"

3-4 Support by the spouses (1)

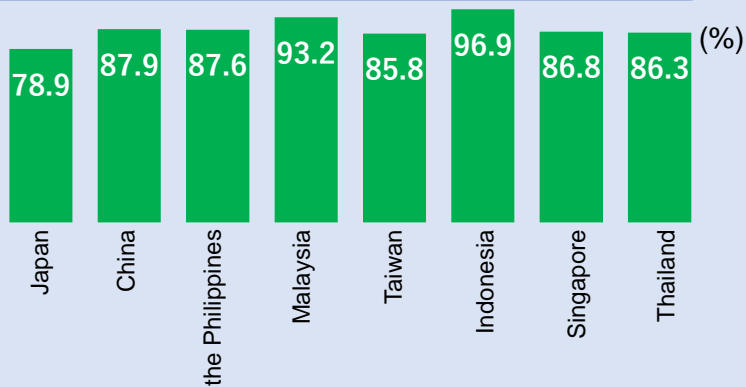
● Support by spouses (for childrearing & wives) tends to be less in Japan

◆ How much of the following applies to the current relationship between your spouse/partner and the subject child, or between your spouse/partner and you?

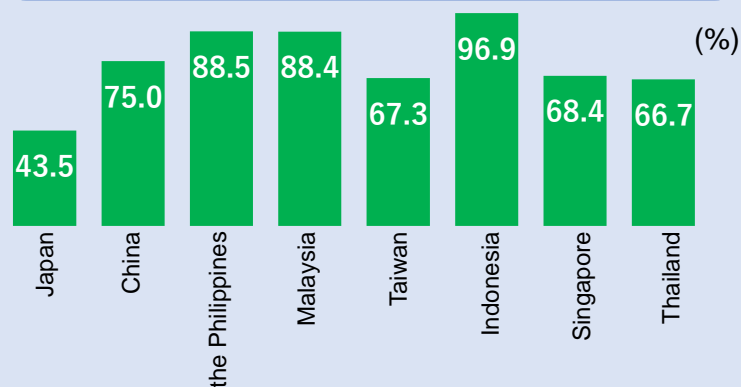
5-year-olds

Support for childrearing

Plays with the subject child

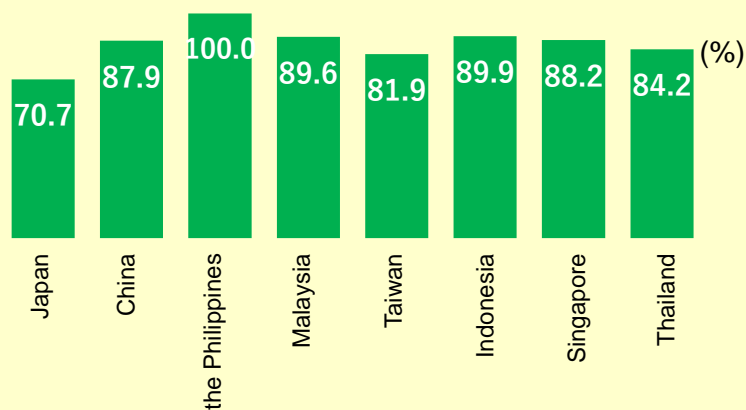


Teaches studying to the subject child

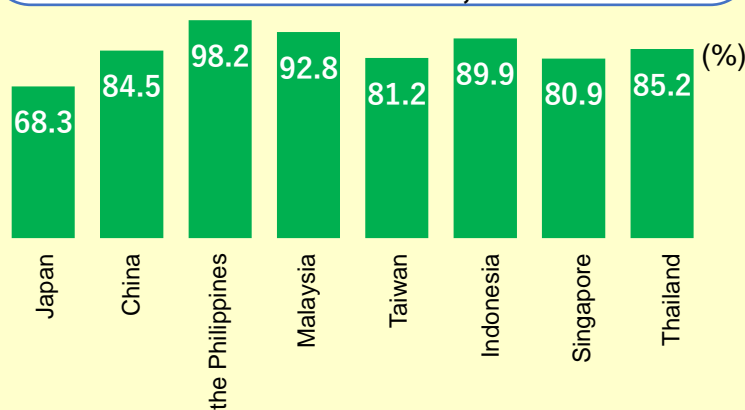


Support for wives

Listens my child care concerns



Understands my child care, housework, work difficulties, etc.



* % of "Strongly agree" + "Somewhat agree"

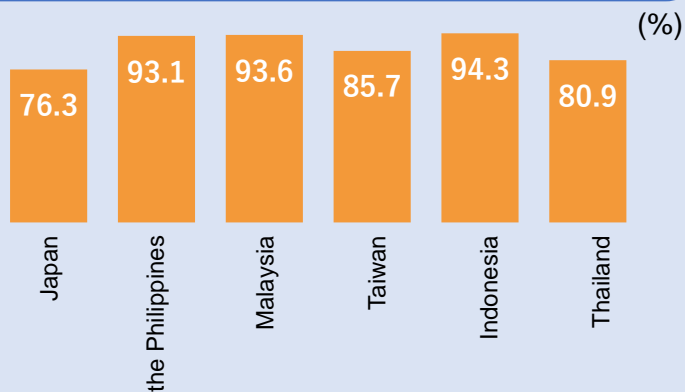
7-year-olds

● Support by spouses (for childrearing) tends to be less in Japan

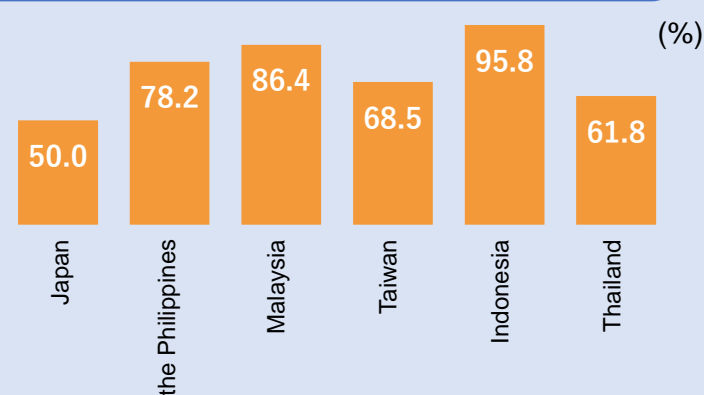
◆ How much of the following applies to the current relationship between your spouse/partner and the subject child, or between your spouse/partner and you?

Support for childrearing

Plays with the subject child

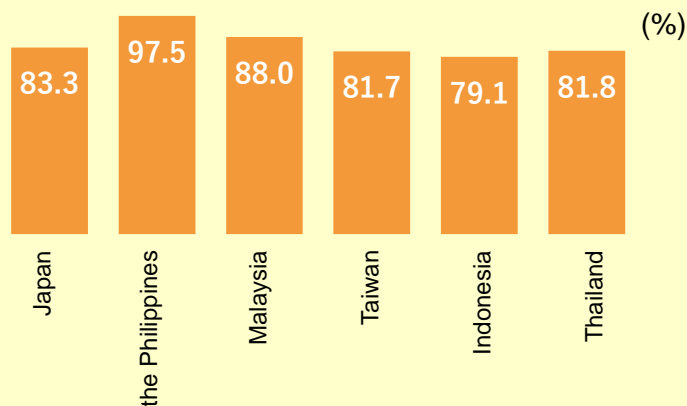


Teaches studying to the subject child

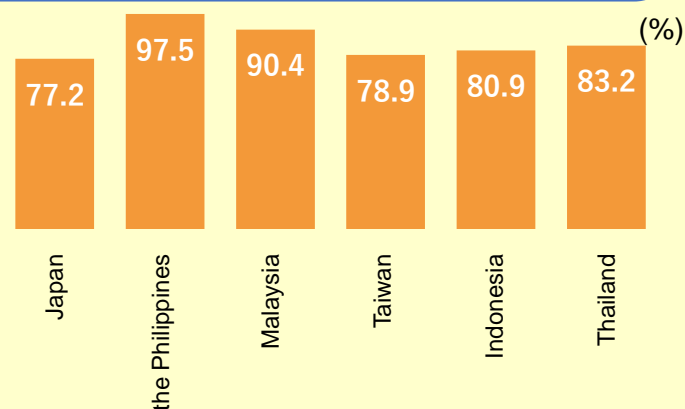


Support for wives

Listens my child care concerns



Understands my child care, housework, work difficulties, etc.



* % of "Strongly agree" + "Somewhat agree"



● Sufficient involvement with children by the caregivers of childcare facilities/teachers of schools in all the countries

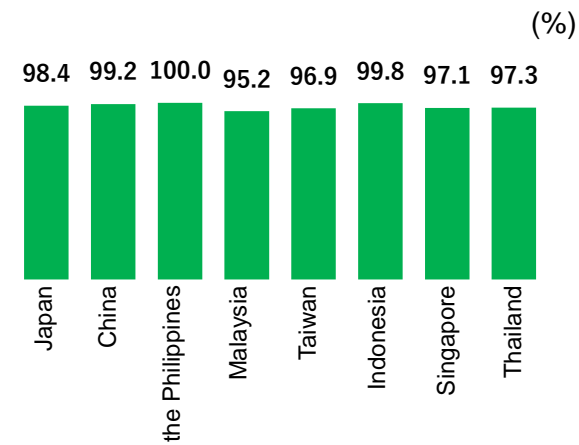
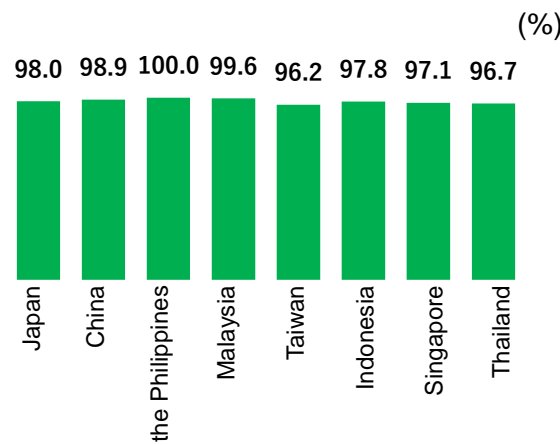
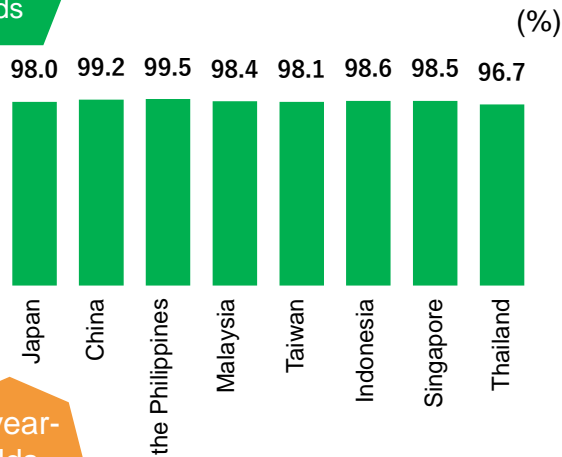
◆ Here we ask you about the caregivers/teachers at the childcare facility/school the subject child attends.

Caregivers'/teachers' conversation and involvement with the subject child are warm-hearted

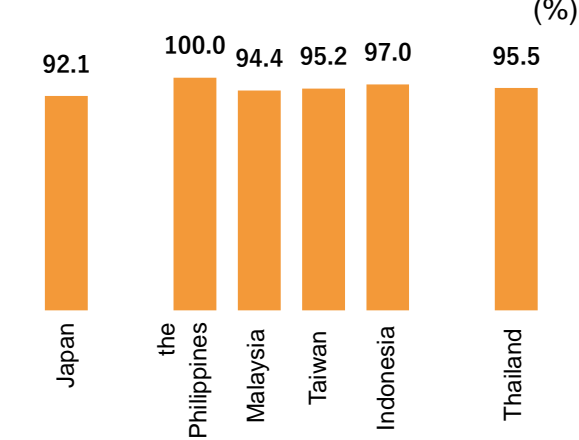
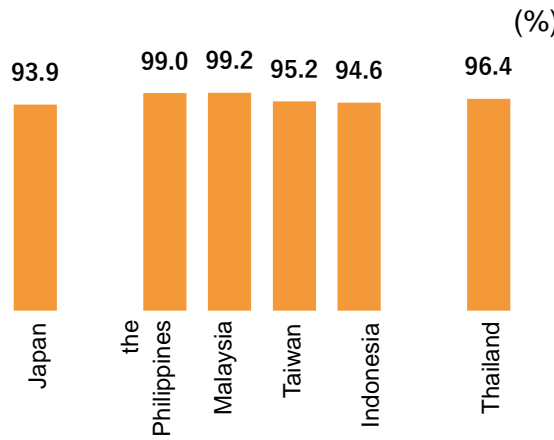
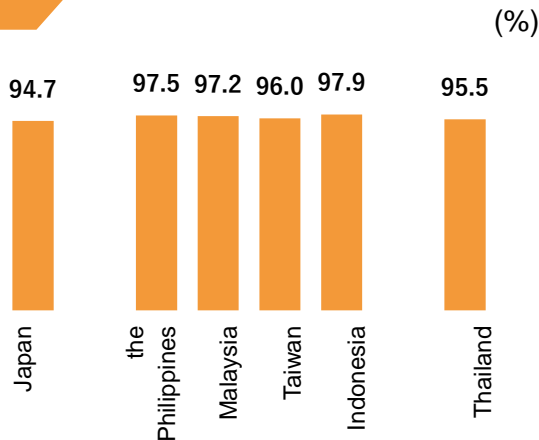
Caregivers/teachers respect the subject child's feelings

Caregivers/teachers care about the subject child

5-year-olds



7-year-olds



* % of "Strongly agree" + "Somewhat agree"

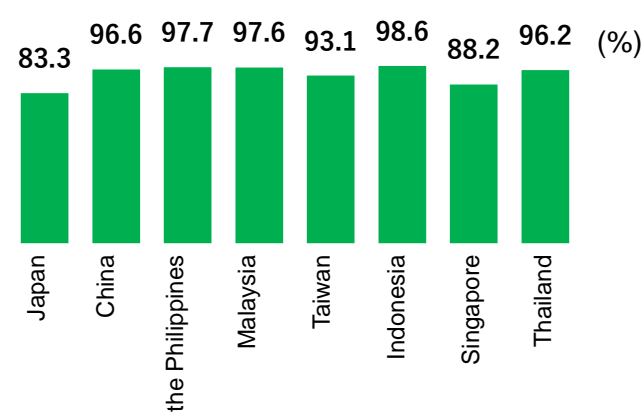
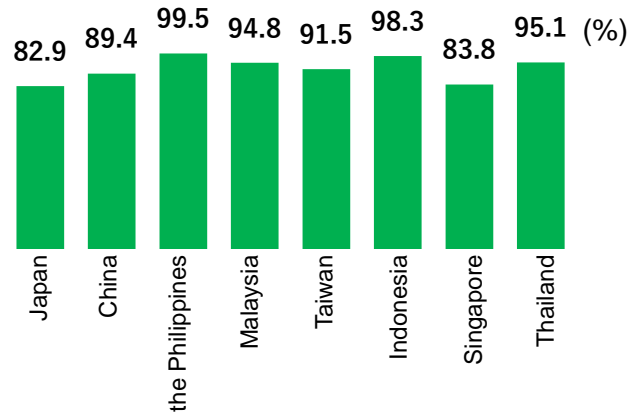
● In Japan, a notable difference was found in the level of support for mothers between childcare facilities (5-year-olds) and schools (7-year-olds)

◆ Here we ask you about the caregivers/teachers at the childcare facility/school the subject child attends.

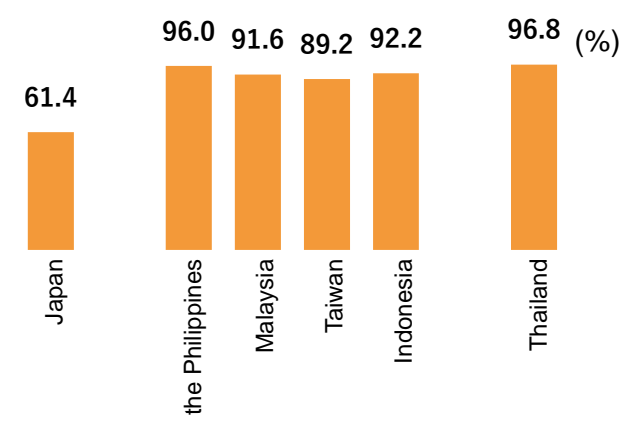
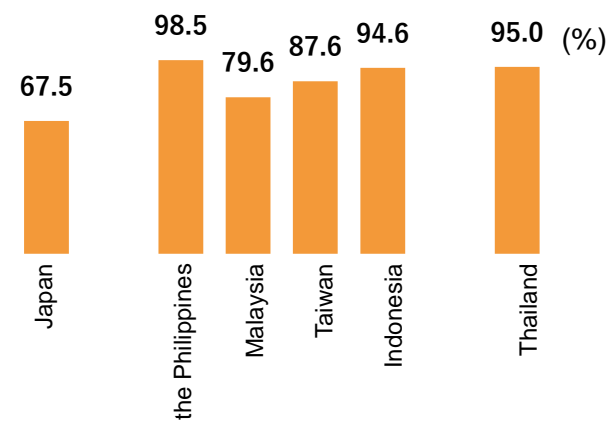
Caregivers/teachers care about you (subject child's mother)

There are caregivers/teachers whom I can turn to for advice

5-year-olds



7-year-olds



* % of "Strongly agree" + "Somewhat agree"



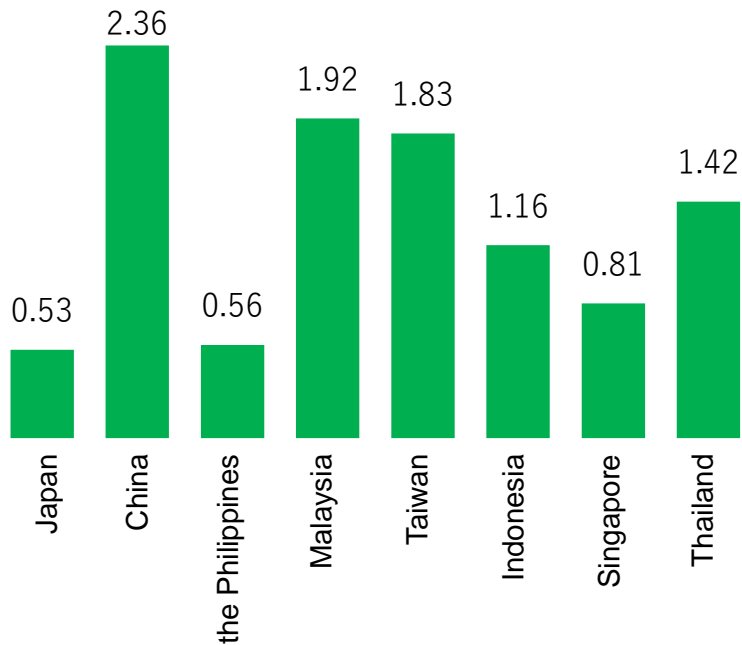
3-6 [Daily life] Playing freely outdoors on weekdays (excluding at the childcare facility, school, etc.)

◆ How much time does the subject child have for playing freely outdoors (excluding at the childcare facility, school, or enrichment classes)? Please answer the average time per weekday about the past week.

5-year-olds

● Shorter time in Japan and the Philippines, longer time in China

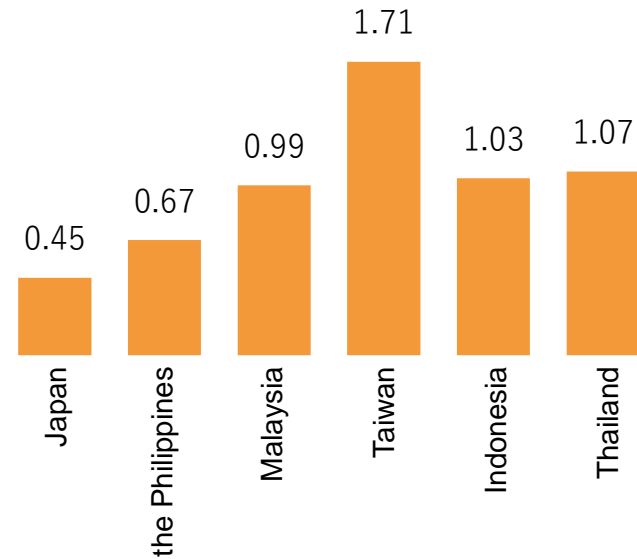
Average hours



7-year-olds

● Shorter time in Japan and the Philippines, longer time in Taiwan

Average hours



* Average time is calculated by converting “none” to “0 hour”, “About 30 minutes” to “0.5 hours”, “About 1 hour” to “1 hour”, “About 3 hours” to “3 hours” and “4 hours and more” to “4 hours”, etc., excluding “no response, unknown.”



◆ How much time does the subject child have for studying at home (including distance learning)? Please answer the average time per weekday about the past week.

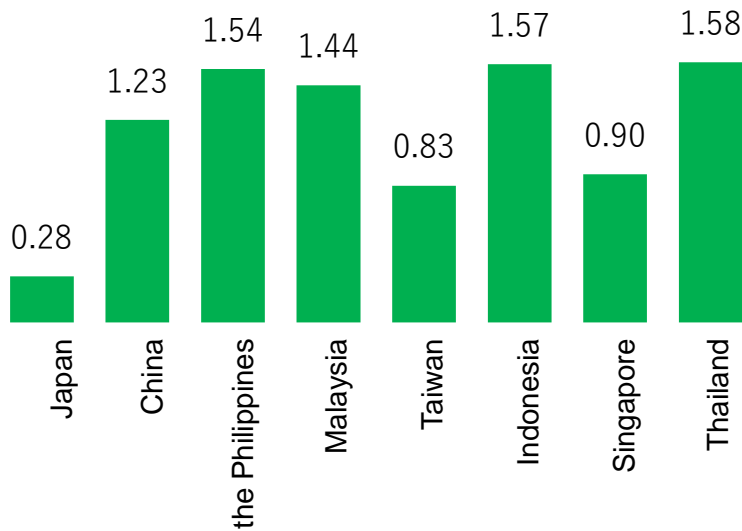
5-year-olds

● Shorter time in Japan, longer time in Thailand, Indonesia, and the Philippines

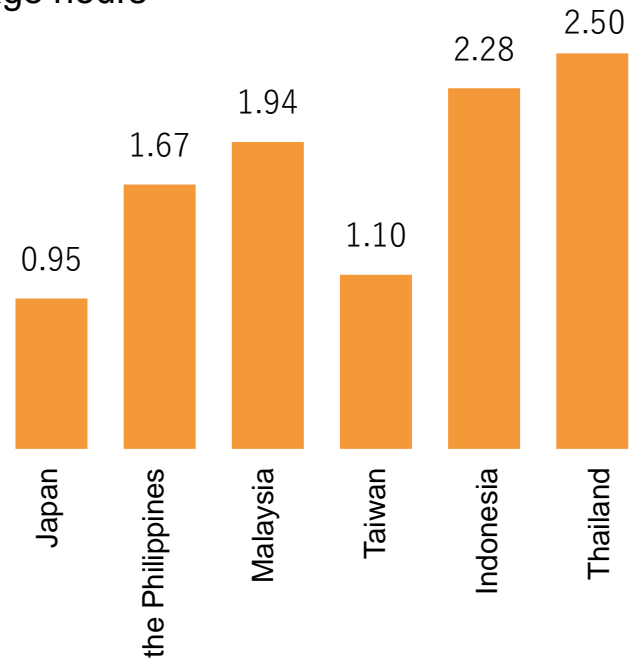
7-year-olds

● Shorter time in Japan and Taiwan, longer time in Thailand and Indonesia

Average hours



Average hours



* Average time is calculated by converting “none” to “0 hour”, “About 30 minutes” to “0.5 hours”, “About 1 hour” to “1 hour”, “About 3 hours” to “3 hours” and “4 hours and more” to “4 hours”, etc., excluding “no response, unknown”.



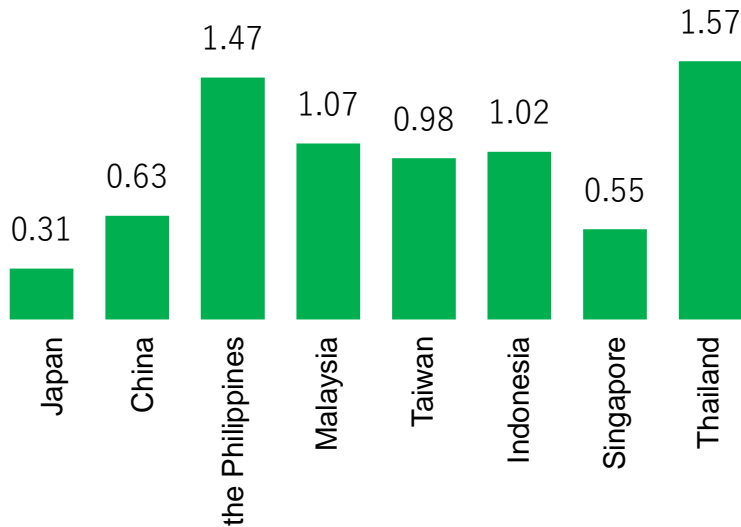
3-8 [Daily life] Using smartphones at home on weekdays

◆ How much time does the subject child have for using smartphones at home? Please answer the average time per weekday about the past week.

5-year-olds

● Shorter time in Japan, longer time in Thailand and the Philippines

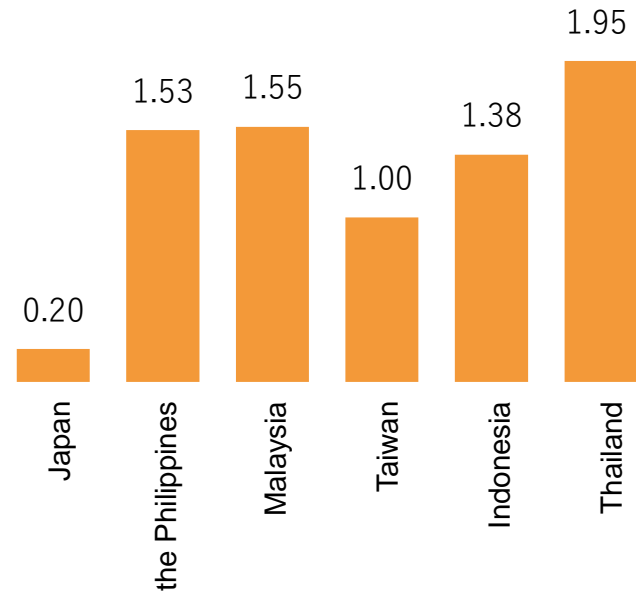
Average hours



7-year-olds

● Shorter time in Japan, longer time in Thailand

Average hours



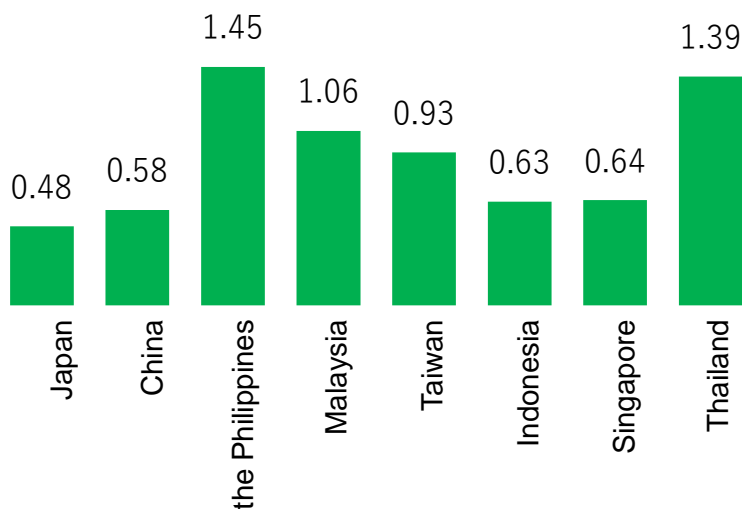
* Average time is calculated by converting "none" to "0 hour", "About 30 minutes" to "0.5 hours", "About 1 hour" to "1 hour", "About 3 hours" to "3 hours" and "4 hours and more" to "4 hours", etc., excluding "no response, unknown".

◆ How much time does the subject child have for using tablets at home? Please answer the average time per weekday about the past week.

5-year-olds

● Shorter time in Japan and China, longer time in the Philippines and Thailand

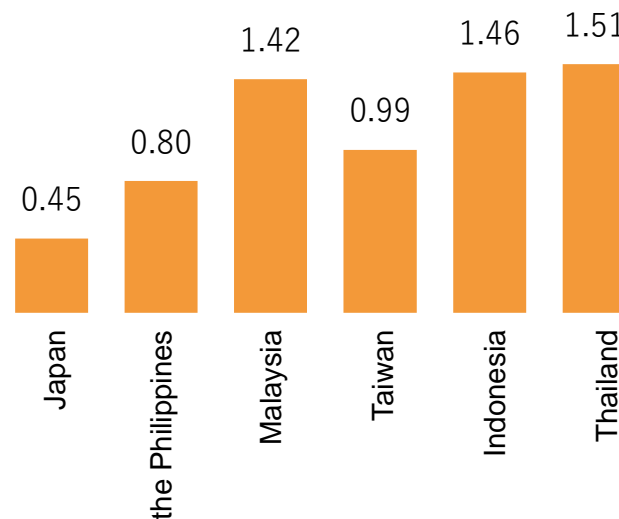
Average hours



7-year-olds

● Shorter time in Japan, longer time in Thailand, Indonesia, and Malaysia

Average hours



* Average time is calculated by converting “none” to “0 hour”, “About 30 minutes” to “0.5 hours,” “About 1 hour” to “1 hour,” “About 3 hours” to “3 hours” and “4 hours and more” to “4 hours,” etc., excluding “no response, unknown.”

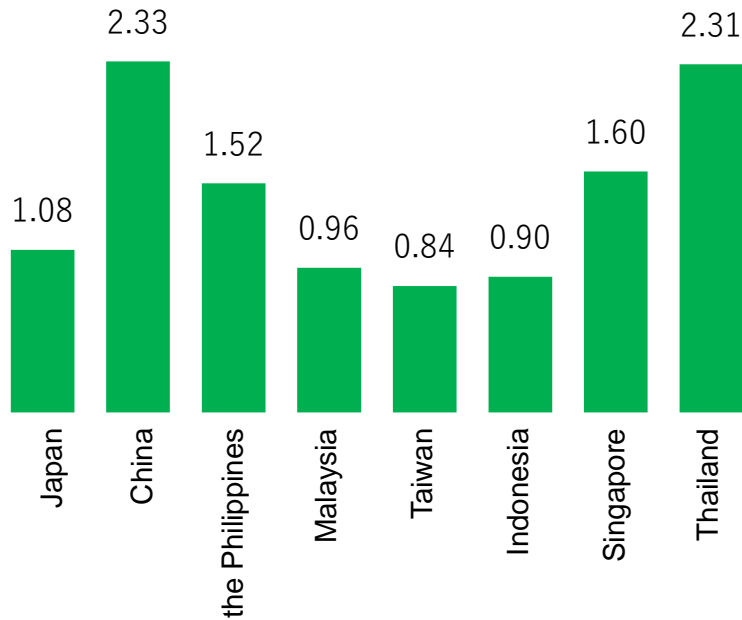


◆ How often does the subject child have the chance to do enrichment classes?
Please answer the frequency about the past week.

5-year-olds

● Less often in Taiwan and Indonesia, more often in China and Thailand

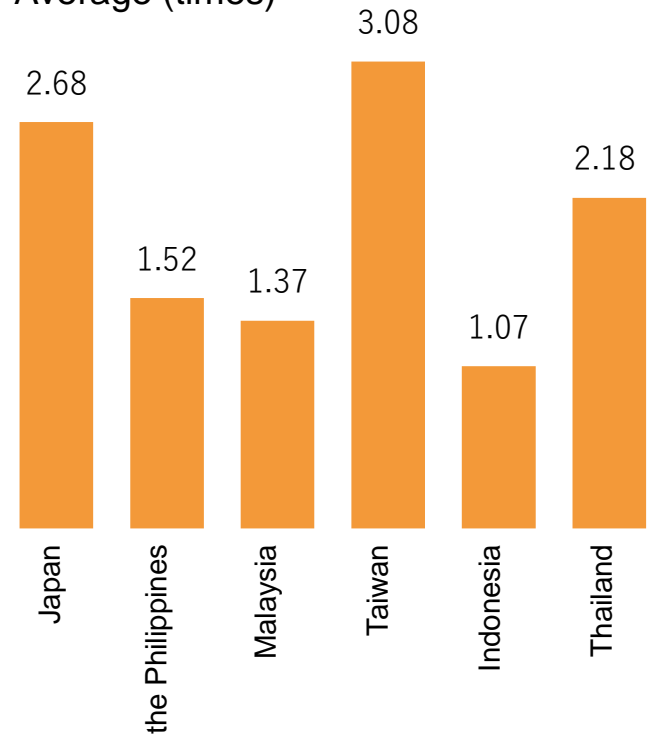
Average (times)



7-year-olds

● Less often in Indonesia, more often in Taiwan and Japan

Average (times)



* Average number is calculated by converting "None" to "0 times", "Once" to "1 time", "Four times" to "4 times", "Five times or more" to "5 times", etc., excluding "no response, unknown."

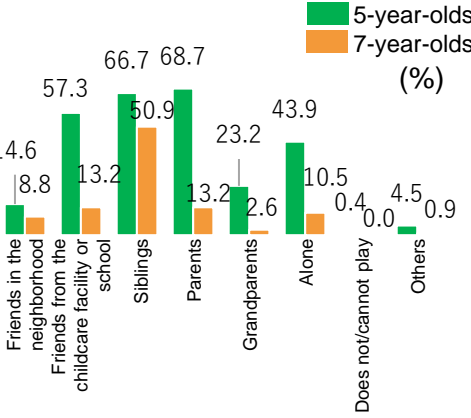
5-year-olds

7-year-olds

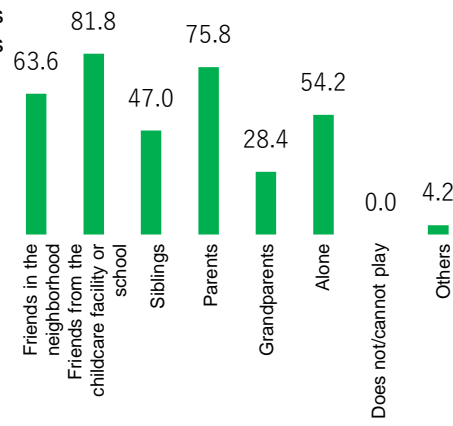
● Children tend to play with their siblings and parents in all the countries

◆ Who does your child often play with? (Multiple answers allowed)

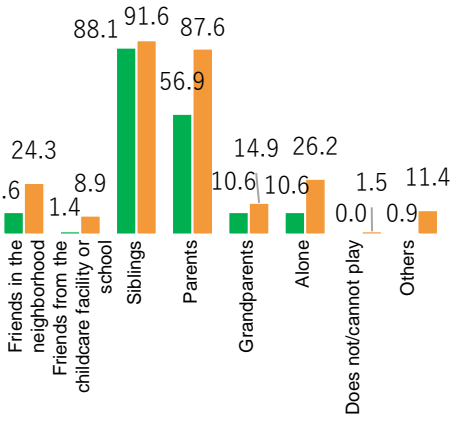
Japan



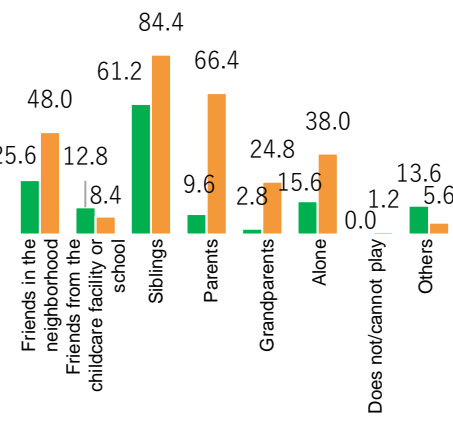
China



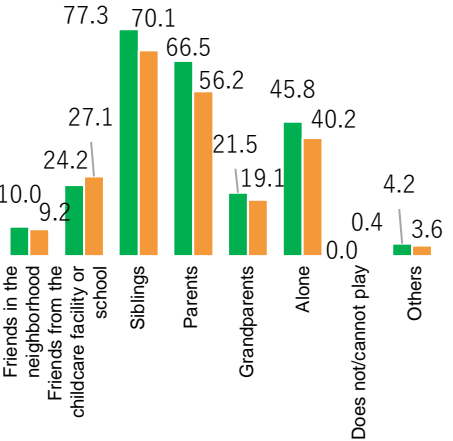
the Philippines



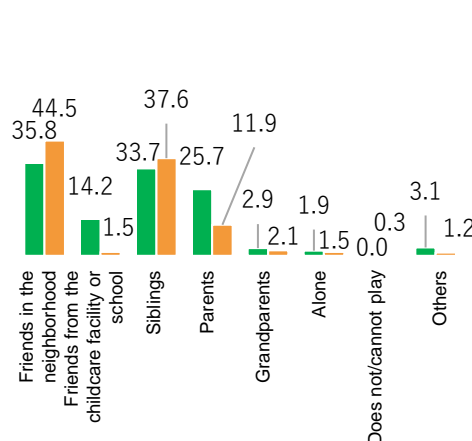
Malaysia



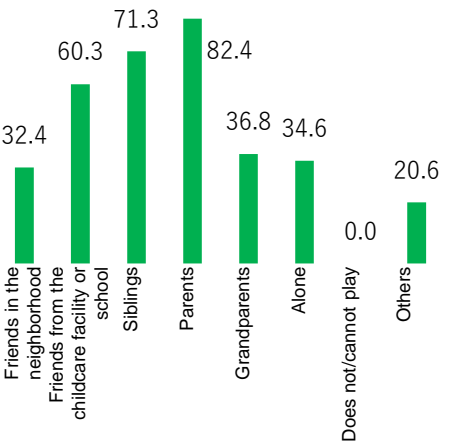
Taiwan



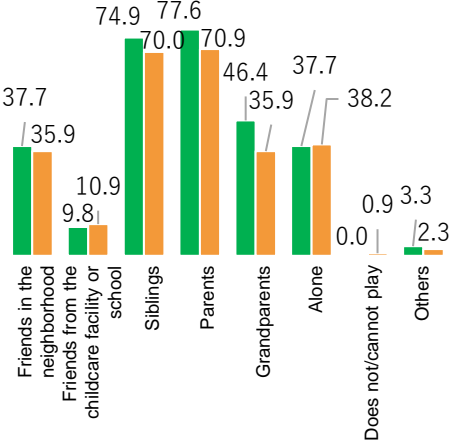
Indonesia



Singapore



Thailand



● Digital media is used in diverse ways in the Philippines and Thailand (watching video clips, reading, playing games, studying, etc.)

5-year-olds

◆ How often does the subject child do the following on digital devices such as tablets, smartphones, computers, etc.?

● Numbers and names of items which scored over 50% in “Very often” + “Sometimes” (within the total 17 items)

Japan	China	the Philippines	Malaysia	Taiwan	Indonesia	Singapore	Thailand
5 items	7 items	13 items	2 items	2 items	11 items	9 items	14 items
<ul style="list-style-type: none"> ■ Watches video clips. ■ Plays with letters and numbers. ■ Reads books/picture books (including e-books). ■ Draws pictures (including coloring books). ■ Listens to music. 	<ul style="list-style-type: none"> ■ Reads books/picture books (including e-books). ■ Enjoys learning a foreign language. ■ Listens to music. ■ Does homework from the childcare facility or school. ■ Does studying other than homework from the childcare facility or school. ■ Participates in online classes (including childcare facility, school, or enrichment classes) ■ Watch programs distributed from the childcare facility, school, enrichment classes or cram school. 	<ul style="list-style-type: none"> ■ Watches video clips. ■ Takes photos. ■ Plays with letters and numbers. ■ Reads books/picture books (including e-books). ■ Draws pictures (including coloring books). ■ Listens to music. ■ Enjoys programs for physical exercise. ■ Plays games. ■ Searches for information (including studying). ■ Does homework from the childcare facility or school. ■ Participates in online classes (including childcare facility, school, or enrichment classes) ■ Watch programs distributed from the childcare facility, school, enrichment classes or cram school. ■ Communicates using video chat apps. 	<ul style="list-style-type: none"> ■ Talks on the phone, sends emails, or uses SNS. ■ Communicates using video chat apps. 	<ul style="list-style-type: none"> ■ Watches video clips. ■ Listens to music. 	<ul style="list-style-type: none"> ■ Takes photos. ■ Plays with letters and numbers. ■ Reads books/picture books (including e-books). ■ Draws pictures (including coloring books). ■ Listens to music. ■ Enjoys programs for physical exercise. ■ Talks on the phone, sends emails, or uses SNS. ■ Does studying other than homework from the childcare facility or school. ■ Participates in online classes (including childcare facility, school, or enrichment classes) ■ Watch programs distributed from the childcare facility, school, enrichment classes or cram school. ■ Communicates using video chat apps. 	<ul style="list-style-type: none"> ■ Watches video clips. ■ Plays with letters and numbers. ■ Reads books/picture books (including e-books). ■ Draws pictures (including coloring books). ■ Listens to music. ■ Enjoys programs for physical exercise. ■ Plays games. ■ Does studying other than homework from the childcare facility or school. ■ Participates in online classes (including childcare facility, school, or enrichment classes) 	<ul style="list-style-type: none"> ■ Watches video clips. ■ Takes photos. ■ Plays with letters and numbers. ■ Reads books/picture books (including e-books). ■ Draws pictures (including coloring books). ■ Listens to music. ■ Enjoys programs for physical exercise. ■ Plays games. ■ Talks on the phone, sends emails, or uses SNS. ■ Does homework from the childcare facility or school. ■ Does studying other than homework from the childcare facility or school. ■ Participates in online classes (including childcare facility, school, or enrichment classes) ■ Watch programs distributed from the childcare facility, school, enrichment classes or cram school. ■ Communicates using video chat apps.

● Digital media is used in diverse ways in the Philippines and Thailand (watching video clips, reading, playing games, studying, etc.)

7-year-olds

◆ How often does the subject child do the following on digital devices such as tablets, smartphones, computers, etc.?

● Numbers and names of items which scored over 50% in “Very often” + “Sometimes” (within the total 17 items)

Japan	the Philippines	Malaysia	Taiwan	Indonesia	Thailand
8 items	17 items	11 items	2 items	12 items	14 items
<ul style="list-style-type: none"> ■ Watches video clips. ■ Takes photos. ■ Plays with letters and numbers. ■ Reads books/picture books (including e-books). ■ Draws pictures (including coloring books). ■ Listens to music. ■ Does homework from the childcare facility or school. ■ Does studying other than homework from the childcare facility or school. 	<ul style="list-style-type: none"> ■ Watches video clips. ■ Takes photos. ■ Plays with letters and numbers. ■ Reads books/picture books (including e-books). ■ Enjoys learning a foreign language. ■ Draws pictures (including coloring books). ■ Listens to music. ■ Enjoys programs for physical exercise. ■ Plays games. ■ Talks on the phone, sends emails, or uses SNS. ■ Watches the news. ■ Searches for information (including studying). ■ Does homework from the childcare facility or school. ■ Does studying other than homework from the childcare facility or school. ■ Participates in online classes (including childcare facility, school, or enrichment classes) ■ Watch programs distributed from the childcare facility, school, enrichment classes or cram school. ■ Communicates using video chat apps. 	<ul style="list-style-type: none"> ■ Watches video clips. ■ Plays with letters and numbers. ■ Draws pictures (including coloring books). ■ Listens to music. ■ Enjoys programs for physical exercise. ■ Plays games. ■ Does homework from the childcare facility or school. ■ Does studying other than homework from the childcare facility or school. ■ Participates in online classes (including childcare facility, school, or enrichment classes) ■ Watch programs distributed from the childcare facility, school, enrichment classes or cram school. ■ Communicates using video chat apps. 	<ul style="list-style-type: none"> ■ Participates in online classes (including childcare facility, school, or enrichment classes) ■ Watch programs distributed from the childcare facility, school, enrichment classes or cram school. 	<ul style="list-style-type: none"> ■ Takes photos. ■ Plays with letters and numbers. ■ Reads books/picture books (including e-books). ■ Draws pictures (including coloring books). ■ Listens to music. ■ Talks on the phone, sends emails, or uses SNS. ■ Searches for information (including studying). ■ Does homework from the childcare facility or school. ■ Does studying other than homework from the childcare facility or school. ■ Participates in online classes (including childcare facility, school, or enrichment classes) ■ Watch programs distributed from the childcare facility, school, enrichment classes or cram school. ■ Communicates using video chat apps. 	<ul style="list-style-type: none"> ■ Watches video clips. ■ Takes photos. ■ Plays with letters and numbers. ■ Reads books/picture books (including e-books). ■ Draws pictures (including coloring books). ■ Listens to music. ■ Plays games. ■ Talks on the phone, sends emails, or uses SNS. ■ Searches for information (including studying). ■ Does homework from the childcare facility or school. ■ Does studying other than homework from the childcare facility or school. ■ Participates in online classes (including childcare facility, school, or enrichment classes) ■ Watch programs distributed from the childcare facility, school, enrichment classes or cram school. ■ Communicates using video chat apps.

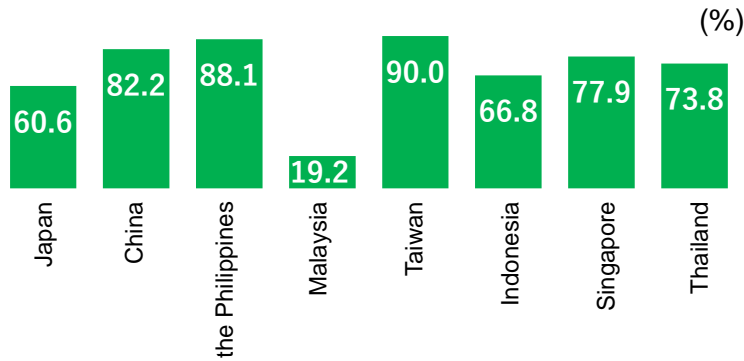


5-year-olds

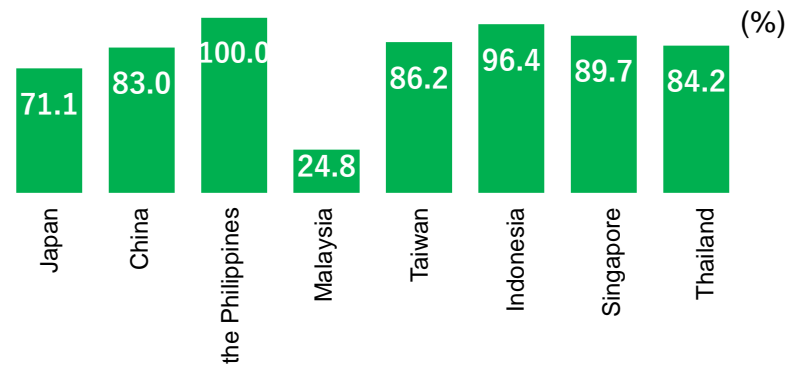
● “I support my child so that he/she can do difficult activities” showed higher proportions in all the countries.

◆ Please select all that applies about your involvement with the subject child when he/she uses/watches digital devices.

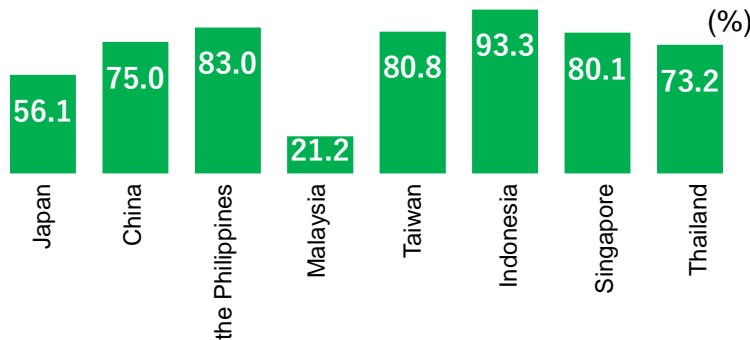
Parents choose what he/she watches/uses



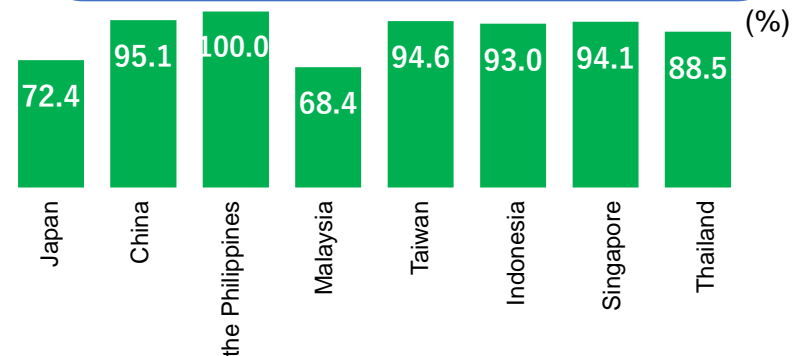
I talk to my child in line with the content my child is using/watching



I watch/use together with my child



I support my child so that he/she can do difficult activities



* % of “Strongly agree” + “Somewhat agree”

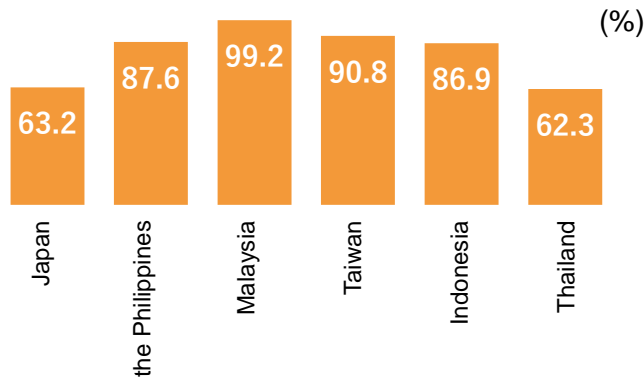


7-year-olds

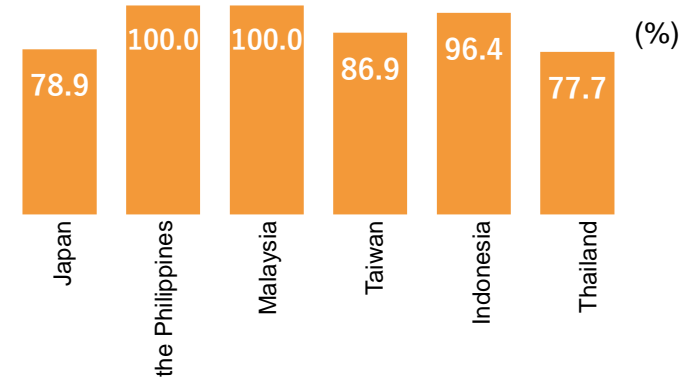
● The responses “I talk to my child in line with the content my child is using/watching,” and “I support my child so that he/she can do difficult activities” showed higher proportions in all the countries.

◆ Please select all that applies about your involvement with the subject child when he/she uses/watches digital devices.

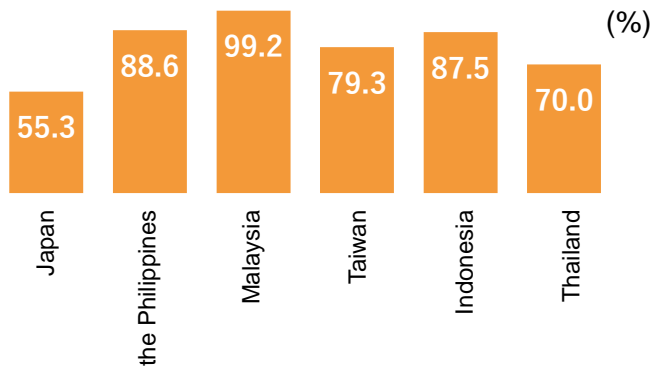
Parents choose what he/she watches/uses



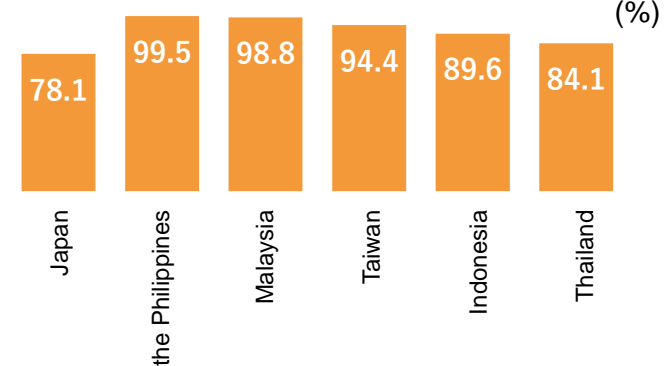
I talk to my child in line with the content my child is using/watching



I watch/use together with my child



I support my child so that he/she can do difficult activities



* % of “Strongly agree” + “Somewhat agree”

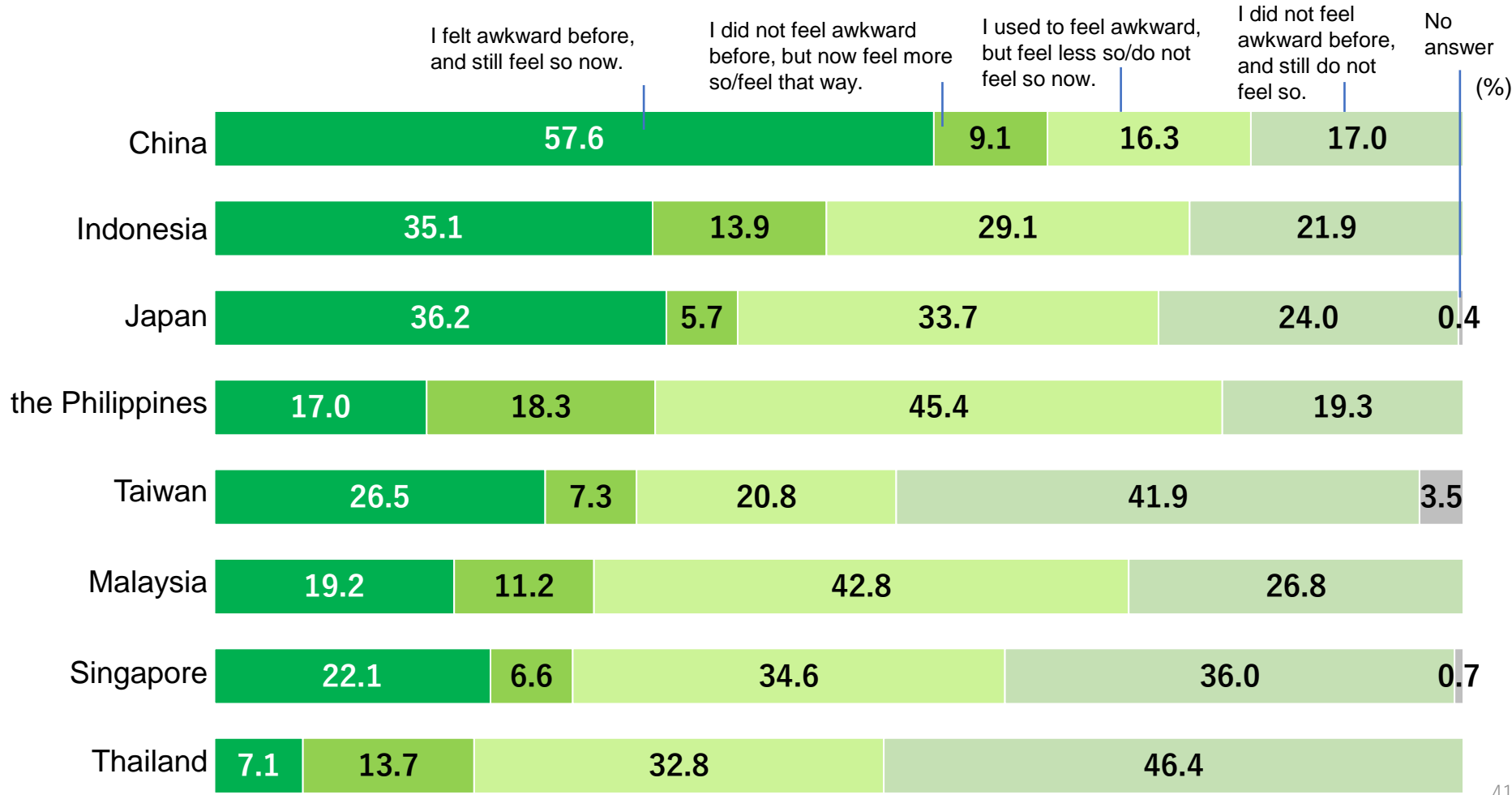


3-14 Change of discomfort toward the children's use of digital media: as a tool for entertainment and play (1)

5-year-olds

- China showed the strongest discomfort toward use as a tool for entertainment and play
- The Philippines and Malaysia showed large groups with decreased discomfort

◆ Has your discomfort toward the subject child's use of digital devices changed compared to before the COVID-19 pandemic? (About the use of digital devices as a tool for entertainment and play)

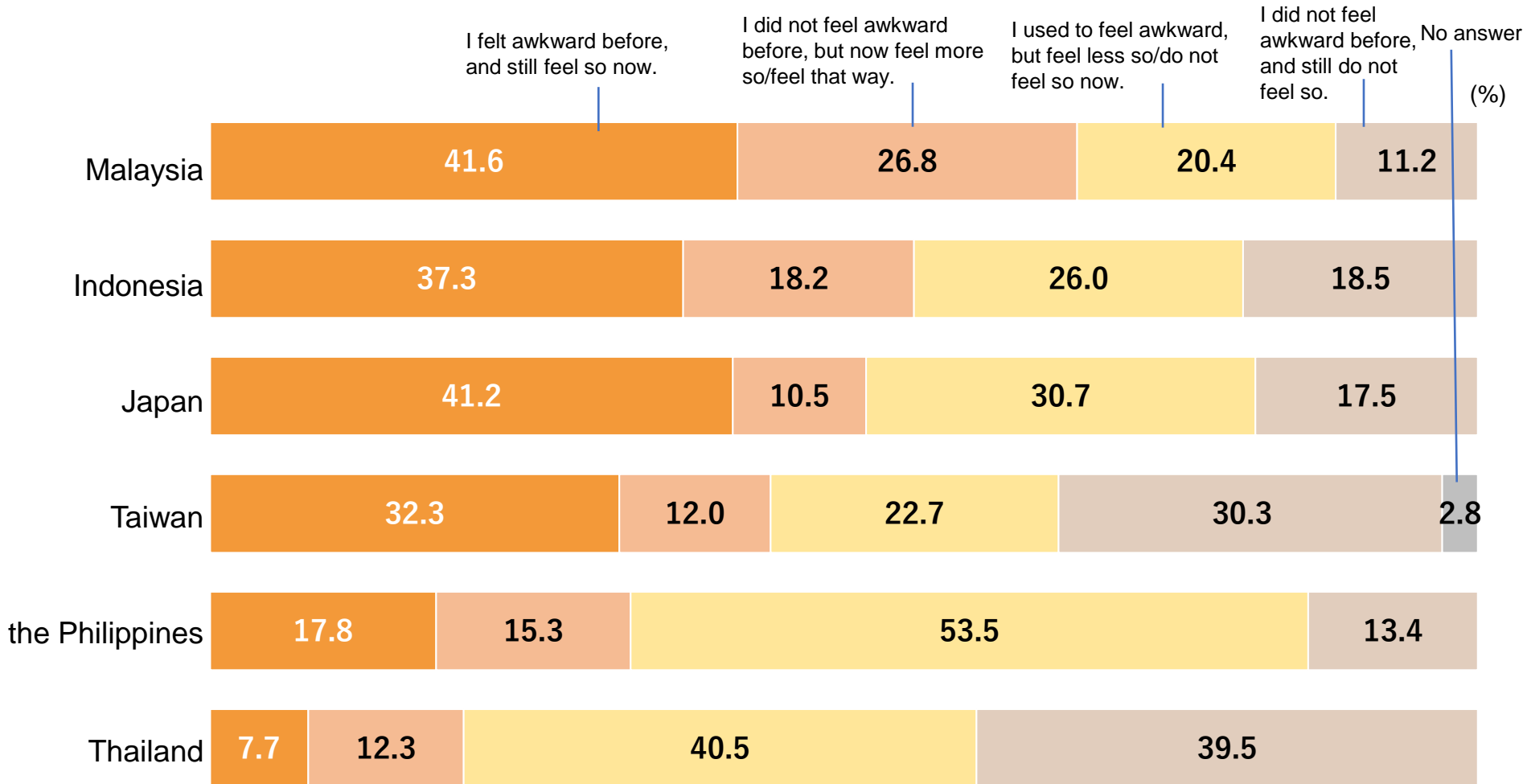




3-14 Change of discomfort toward the children's use of digital media: as a tool for entertainment and play (2)

7-year-olds

- Malaysia showed the strongest discomfort toward use as a tool for entertainment and play
- The Philippines and Thailand showed large groups with decreased discomfort
- ◆ Has your discomfort toward the subject child's use of digital devices changed compared to before the COVID-19 pandemic? (About the use of digital devices as a tool for entertainment and play)



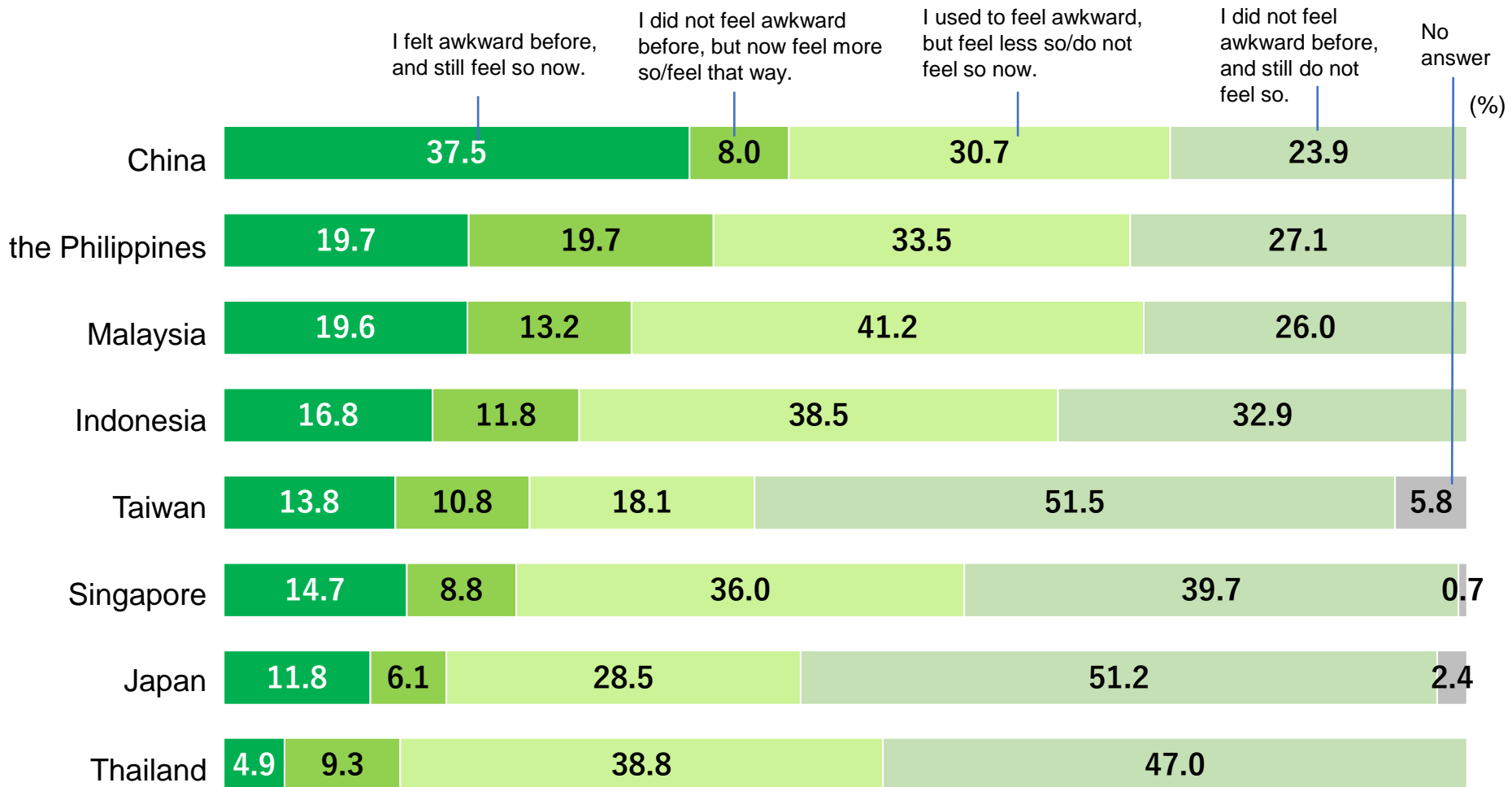


3-15 Change of discomfort toward the children's use of digital media: as a tool for studying (1)

5-year-olds

- China showed the strongest discomfort toward use as a tool for studying
- Malaysia showed a high proportion of mothers with decreased discomfort

◆ Has your discomfort toward the subject child's use of digital devices changed compared to before the COVID-19 pandemic? (About the use of digital devices as a tool for studying)



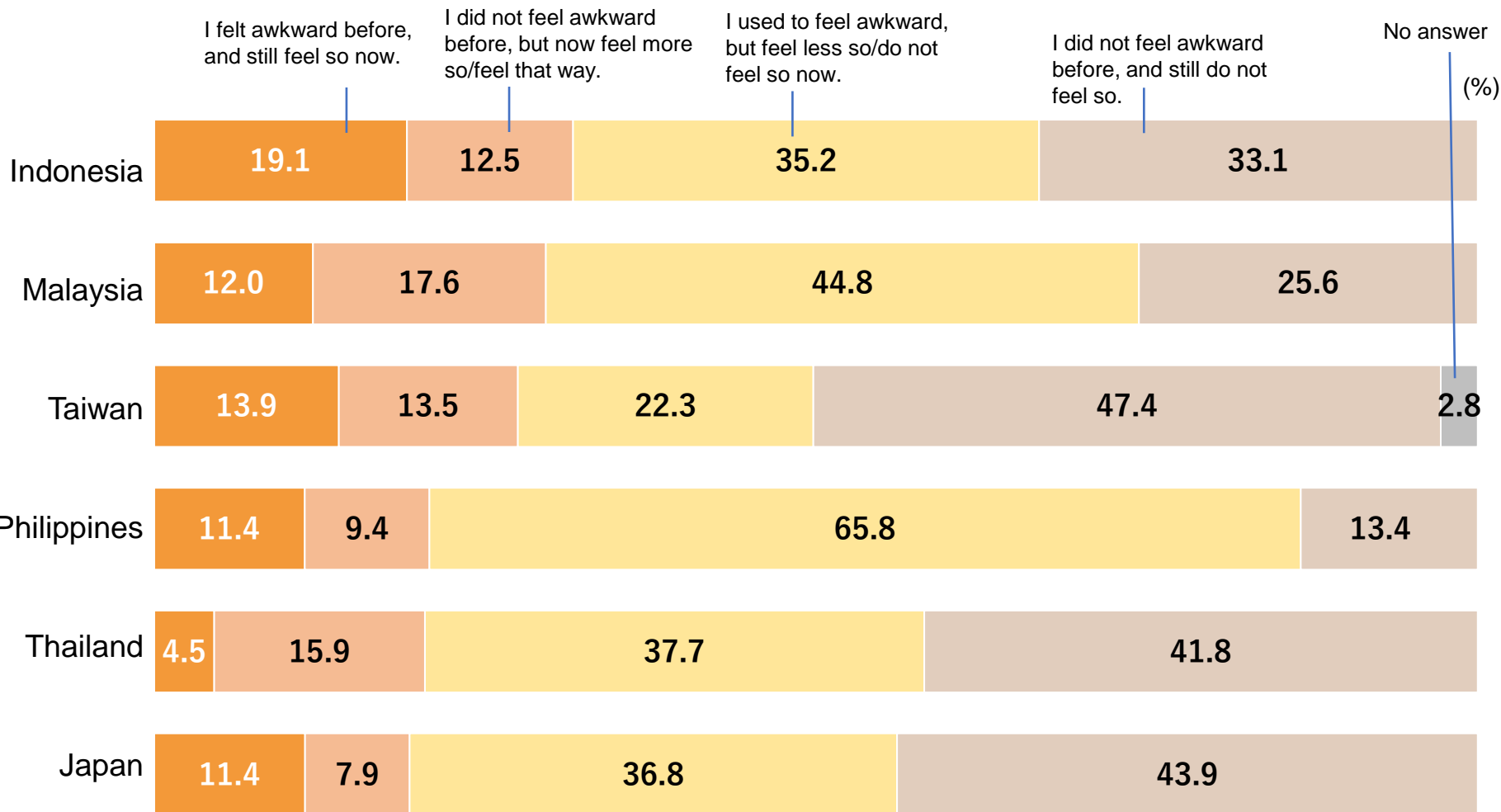


3-15 Change of discomfort toward the children's use of digital media: as a tool for studying (2)

7-year-olds

- Indonesia showed the strongest discomfort toward use as a tool for studying
- The Philippines and Malaysia showed a high proportion of mothers with decreased discomfort

◆ Has your discomfort toward the subject child's use of digital devices changed compared to before the COVID-19 pandemic? (About the use of digital devices as a tool for studying)



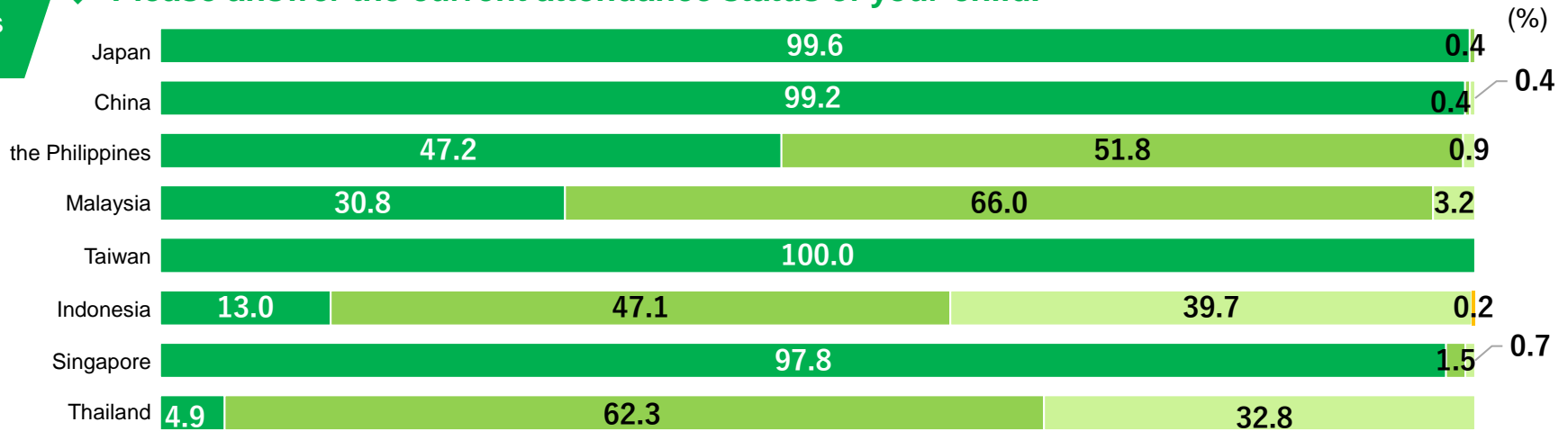
Appendix: Basic attributes



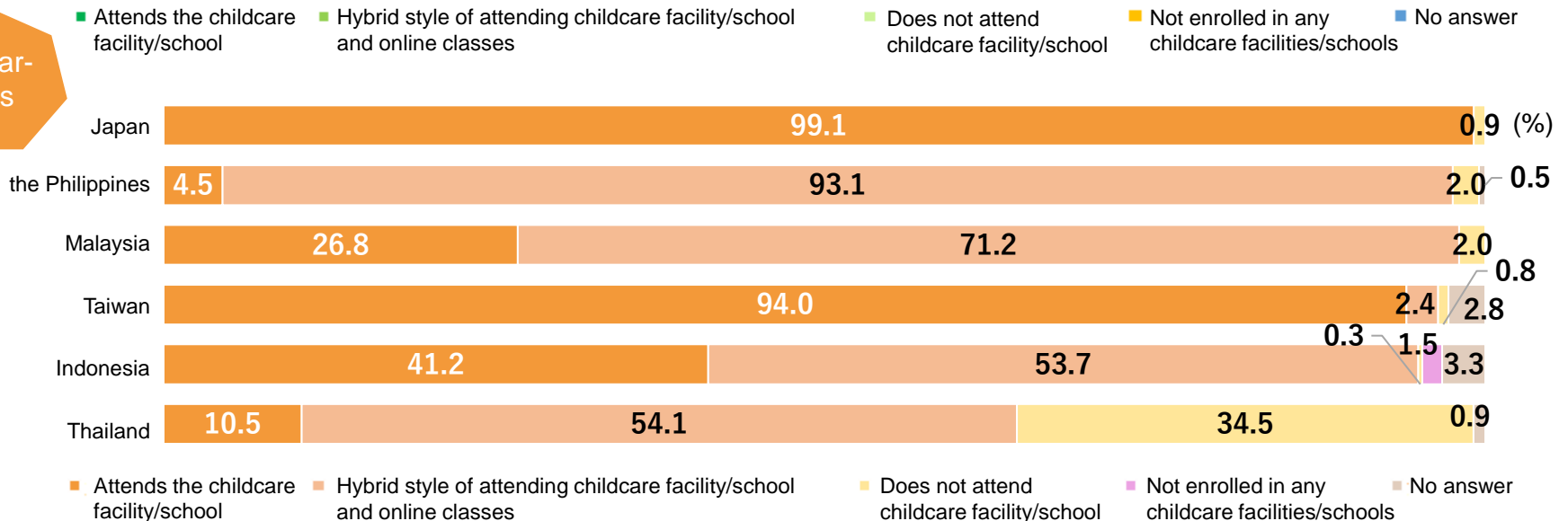
● Children attend childcare facilities/schools as usual in Japan, China, Taiwan, and Singapore. Hybrid style attendance is often observed in other countries.

5-year-olds

◆ Please answer the current attendance status of your child.



7-year-olds

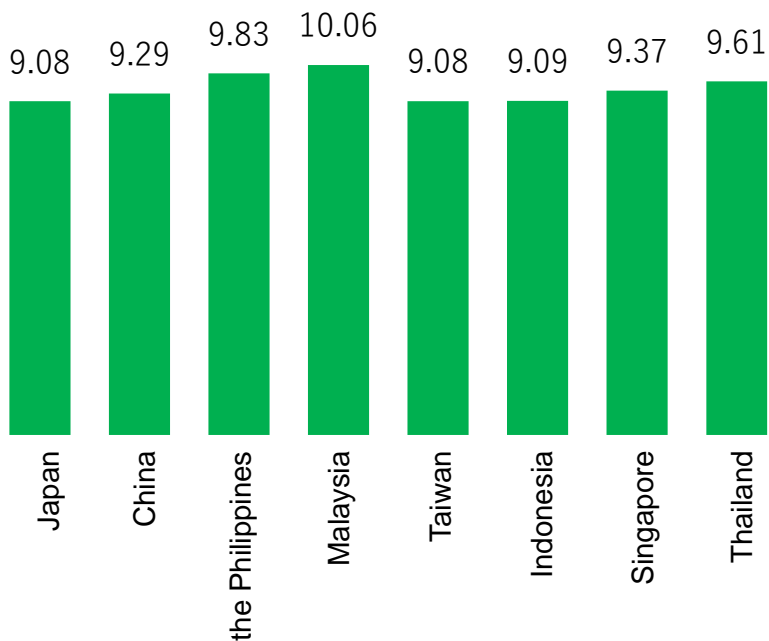


◆ Average sleeping hours per day (including nap) of the subject child

5-year-olds

- Shorter time in Japan, Taiwan and Indonesia, longer time in Malaysia and the Philippines

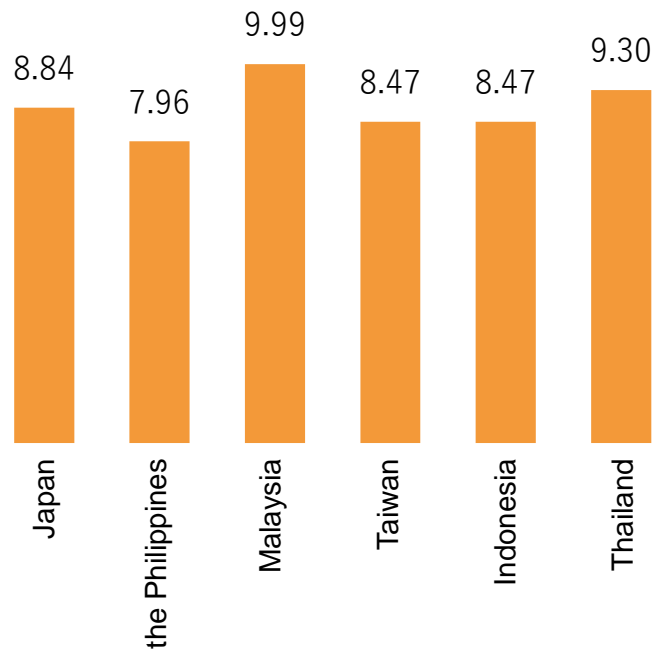
Average hours



7-year-olds

- Shorter time in the Philippines, longer time in Malaysia

Average hours



* Average sleeping hours is calculated by converting “Shorter than 6 hours (hs)” to “5.5 hours”, “Longer than 6 hs shorter than 7 hs” to “6.5 hours”, “Longer than 11 hs shorter than 12 hs” to “11.5 hours”, “Longer than 12 hours” to “12.5 hours”, etc., for calculation, excluding “No answer, unknown”.

- Many working mothers in 6 countries, apart from Malaysia and Indonesia
- Many unemployed or stay-at-home mothers in Malaysia and Indonesia

◆ Please indicate your current employment status.

(%)

	Japan		China		the Philippines		Malaysia		Taiwan		Indonesia		Singapore		Thailand	
	5-year-olds (246)	7-year-olds (114)	5-year-olds (264)		5-year-olds (218)	7-year-olds (202)	5-year-olds (250)	7-year-olds (250)	5-year-olds (260)	7-year-olds (251)	5-year-olds (416)	7-year-olds (335)	5-year-olds (136)		5-year-olds (183)	7-year-olds (220)
Full-time position (full-time employee/regular worker) *Including work from home.	55.3	21.1	62.9		87.6	45.0	33.6	36.0	46.9	58.6	17.3	21.2	72.1		38.8	40.9
Part-time worker	18.3	21.1	3.0		0.5	8.9	4.4	4.8	5.4	3.6	3.4	0.0	6.6		3.3	2.7
Contracted/dispatched employee	4.9	7.9	6.8		0.0	0.5	1.6	4.0	1.5	1.6	3.6	0.3	0.0		7.1	5.9
Home pieceworker	0.0	0.0	5.3		0.0	0.0	0.4	0.4	1.2	0.0	0.2	0.0	0.0		0.0	1.4
Employer	0.0	0.0	0.4		0.0	0.0	1.6	2.8	0.8	0.4	11.1	0.0	0.7		1.6	0.0
Self-employed/family-run business	6.5	11.4	4.5		7.8	9.9	4.0	5.2	6.5	9.6	9.1	6.9	7.4		24.6	23.2
In agriculture, forestry, and fishery	0.0	0.0	0.0		0.0	0.0	4.8	0.0	0.4	0.0	0.2	0.0	0.0		0.5	0.9
Student	0.0	0.0	0.0		0.0	0.0	1.2	0.0	0.0	0.0	0.2	0.0	0.7		0.0	0.9
Unemployed	13.0	37.7	12.9		1.4	32.7	48.4	44.0	31.5	20.3	47.1	71.0	8.8		15.8	16.4
Others	1.2	0.9	4.2		2.8	3.0	0.0	2.8	3.8	2.8	7.7	0.0	0.7		8.2	7.7
No answer	0.8	0.0	0.0		0.0	0.0	0.0	0.0	1.9	3.2	0.0	0.6	2.9		0.0	0.0

* Number of samples indicated in parentheses.

* The survey was not conducted for 7-year-olds in China and Singapore.



Educational background of respondents (mothers)

- Many have completed higher education in 6 countries, apart from Malaysia and Indonesia
- Many have completed up to secondary education only in Malaysia and Indonesia (7-year-olds)

◆ Please select the last academic institution you graduated.

(%)

	Japan		China		the Philippines		Malaysia		Taiwan		Indonesia		Singapore		Thailand	
	5-year-olds (246)	7-year-olds (114)	5-year-olds (264)		5-year-olds (218)	7-year-olds (202)	5-year-olds (250)	7-year-olds (250)	5-year-olds (260)	7-year-olds (251)	5-year-olds (416)	7-year-olds (335)	5-year-olds (136)		5-year-olds (416)	7-year-olds (335)
Mandatory education	2.0	0.0	1.5		6.4	1.0	1.2	4.0	3.5	5.6	9.6	17.9	2.9		19.1	21.8
Secondary education	28.0	15.8	5.7		0.0	16.8	62.8	59.2	32.3	27.1	34.6	58.5	14.0		24.6	20.5
Higher education	67.9	83.3	92.4		93.6	69.3	35.2	36.8	63.5	66.5	55.0	23.6	72.8		54.6	55.9
Others	0.8	0.9	0.4		0.0	12.4	0.8	0.0	0.0	0.4	0.7	0.0	8.8		1.6	1.4
No answer	1.2	0.0	0.0		0.0	0.5	0.0	0.0	0.8	0.4	0.0	0.0	1.5		0.0	0.5

* Number of samples indicated in parentheses.

* The survey was not conducted for 7-year-olds in China and Singapore.

* In actual questions, respondents chose answers from the choice of local educational institutions (educational levels) in each country. The division above has been confirmed by each country.

<Reference: Ratio of enrollment in higher education (%) >

Japan (2021)	Mainland China (2021)	the Philippines (2021)	Malaysia (2020)	Taiwan (2020: completion rate)	Indonesia (2018)	Singapore (2019)	Thailand (2016)
83.8	57.8	35.5	42.6	47.3	36.3	91.1	49.3

Country	Source
JPN	https://www.mext.go.jp/content/20211222-mxt_chousa01-000019664-1.pdf
CHN	https://english.www.gov.cn/statecouncil/ministries/202205/17/content_WS62833890c6d02e533532aca9.html#:~:text=BEIJING%20%E2%80%94%20The%20gross%20enrollment%20rate.of%20Education%20on%20May%2017.
PHL	https://uis.unesco.org/country/PH
MYS	https://uis.unesco.org/country/MY
TWN	https://www.taiwan.gov.tw/content_9.php
IDN	http://uis.unesco.org/en/country/id
SGP	http://uis.unesco.org/country/SG
THA	http://uis.unesco.org/country/TH

* As of August 30, 2022

- The middle range income was most prevalent in the Philippines, while the lower range income was most common in Malaysia.
- In the other 6 countries, the household income levels were rather evenly distributed.

◆ How much is the combined gross annual income of your household?

(%)

	Japan		China		the Philippines		Malaysia		Taiwan		Indonesia		Singapore		Thailand	
	5-year-olds (246)	7-year-olds (114)	5-year-olds (264)		5-year-olds (218)	7-year-olds (202)	5-year-olds (250)	7-year-olds (250)	5-year-olds (260)	7-year-olds (251)	5-year-olds (416)	7-year-olds (335)	5-year-olds (136)		5-year-olds (416)	7-year-olds (335)
Lower range income	10.2	3.5	37.9		3.7	22.3	76.0	68.4	29.2	23.5	19.7	30.4	37.5		43.7	37.7
Middle range income	38.6	31.6	37.9		96.3	77.2	12.8	16.8	43.1	51.0	21.2	14.9	18.4		37.7	39.5
Upper range income	38.6	50.0	10.2		0.0	0.5	11.2	14.8	4.6	9.6	15.9	6.9	19.9		15.3	17.3
Do not know/do not want to answer	11.0	14.9	14.0		0.0	0.0	0.0	0.0	18.8	14.3	43.3	47.8	24.3		3.3	5.5
No answer	1.6	0.0	0.0		0.0	0.0	0.0	0.0	4.2	1.6	0.0	0.0	0.0		0.0	0.0

* Number of samples indicated in parentheses

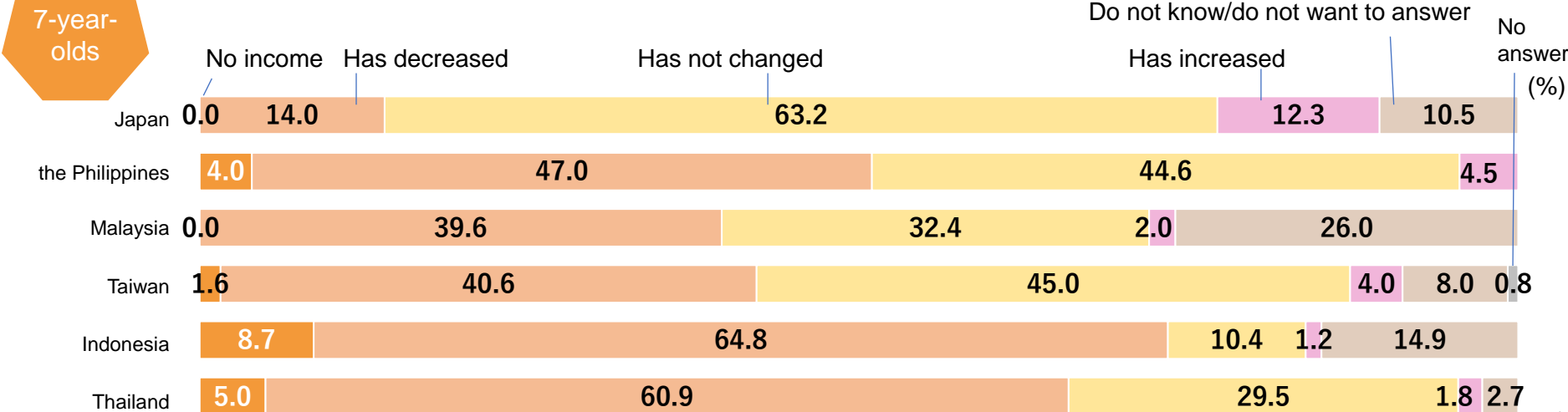
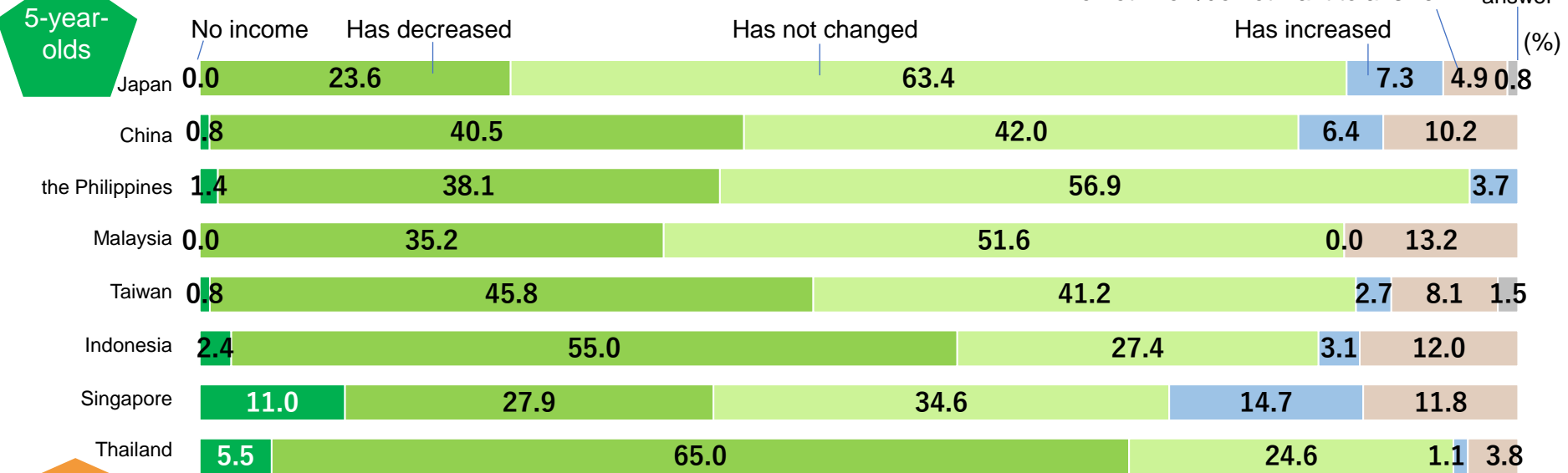
* The survey was not conducted for 7-year-olds in China and Singapore.

* In the actual questions, respondents chose answers from the choice indicated in the local currency of each country. Then the income range was divided as above after confirming with each country.



● Many answered “Has not changed” in Japan. Many answered “Has decreased” in other countries.

◆ How has your household income changed compared to before the COVID-19 pandemic (2019)?



[CRN Collaborative Research]
Survey on Children's Daily Life among 8 Asian Countries
2021
Result Report

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