

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

1-5 Structure of questionnaire items

● 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