

# Related Data

## Survey of Japanese Mothers

“ Survey on Child-rearing Anxieties  
and Information”

Information and Education Institute

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## Introduction

I have been researching time series surveys of child rearing by parents with infants in Japan, in the Tokyo metropolitan area, and in other countries for almost twenty years.

Each time I read the questionnaires, I feel as if I am receiving a message regarding child-care from each of the parents.

The responses, ranging from satisfaction to concerns about child-care, reflect contemporary socio-economic issues. Here, I have edited the digest version of the survey, so that the valuable voices of respondents may be conveyed to as many people as possible.

For this research, I was able to get cooperation from kindergarten and day-care center teachers from Tokyo, Saitama, Kanagawa, and Chiba prefectures. I would like to take this opportunity to show my deep appreciation towards everyone who has supported me.

This digest of the “Survey on child-rearing anxiety and information” was carried out prior to the “Research on multicultural child-rearing.” The digest, together with the “Research on multicultural child-rearing,” plays an important role in primary research targeted at Japanese mothers.

The feelings of mothers who have children must be universal, beyond racial or national differences. Therefore, in order to compare the similarities and differences between the Japanese mothers and non-Japanese mothers, we used most of the same questions that were used in the “Survey of child-rearing anxiety and information” for the latter part of the “Research on multicultural child-rearing.” The same questions were also used for the survey in China, described in Chapters 5 and 6.

I would be truly gratified if these survey reports contribute to better multi-cultural understanding and child rearing support in child-care and child-education fields, local communities, and for all the families involved.

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## Summary of the research

### 1. Survey goals

The goals of this research are to examine the factors that regulate child rearing awareness and attitudes, and verify what future child-care information and assistance should be like. Moreover, it is hoped that this will be primary research that will enable the deepening of understanding in the community areas in which the families reside and child-care facilities involved in multi-cultural child rearing.

### 2. Content

- 1) How mothers should feel about child development, daily life and discipline
- 2) Awareness of child rearing concerns, discipline, educational views, and child-care assistance from husbands and others.
- 3) The information the mothers use along with how they decide on the reliability of the sources. Awareness of and ways they gather information.
- 4) How the mothers were brought up
- 5) Basic Child and Parent Characteristics

### 3. Survey Period: July to August 1999

### 4. Participants: Mothers with preschool children between the ages of 1 to 6

### 5. Survey Regions: Tokyo, Saitama, Kanagawa, and Chiba Prefectures

### 6. Survey Method: Distribution of questionnaires through preschools. 9 kindergartens and 11 day-care centers

### 7. Number distributed: 2,430

### 8. Number of respondents: 1,723 (70.9%). Valid sample: 1,704 (70.1%)

In this report, only the responses of mothers were used.

## Basic Attributes

### 1. Child Attributes

55.0% of the children surveyed were boys and 45.0% were girls (Fig. 8-1). 56.2% were first born and 43.8% were second born or later. (Fig. 8-2)

3.6% of the children were 1 year olds, 4.5% 2 year olds, 20.5% 3 year olds, 31.2% 4 year olds, 31.4% 5 year olds, and 8.8% 6 year olds (Fig. 8-3) .

34.9% were attending day-care centers and 65.1% were attending kindergarten. The class levels of the children were: For day-care centers, 4.1% were in the 1 year old class, 4.9% in the two year old class, 7.9% in the three year old class, 8.7% in the four year old class, and 9.3% in the five year old class. For kindergarten, 18.3% were in the three year old class, 24.6% in the four year old class, and 22.1% in the five year old class. (Fig. 8-4)

### 2. Parent Attributes

The parents were mainly in their 30's. The mean age of the mothers was 34.2, (the median age was 34.0, the mode age was also 34.0, and the SD: 4.4. The mean age of the fathers was 36.9 (the median age was 37.0, the mode age was 36.0 and the SD: 5.3) (Fig. 8-5).

The working status of the mothers was: 55.0% housewives, 27.2% part-time workers, and 17.7% full time workers (Fig. 8-6) .

The mother educational level was: 4.4% junior high school graduates, 42.7% high school graduates, 30.6% college graduates, 20.8% university graduates, and 0.8% had attended graduate school (Fig. 8-7) .

The respondents were living in 23Wards in Tokyo (23.0%), Tama area in Tokyo (31.3%), Saitama Prefecture (16.7%), Chiba Prefecture (7.2%), and Kanagawa Prefecture (20.9%) (Fig. 8-8) .

27.9% of the respondents had 1 child, 52.9% 2 children 16.6% 3 children, and 2.6% 4 children (Fig. 8-9) .

98.7% of the respondents were mothers between the ages of 25 to 44. Including part-time workers, 44.8% were working.

According to a special research project on the labor force carried out in August 1999 by the Statistics Bureau and Statistics Center, 46.1% of mothers between the ages of 25 to 44 have children between the ages of less than 1 to 6 years old. This statistic is similar to that of the mothers in this report.

Fig. 8-1 Child gender

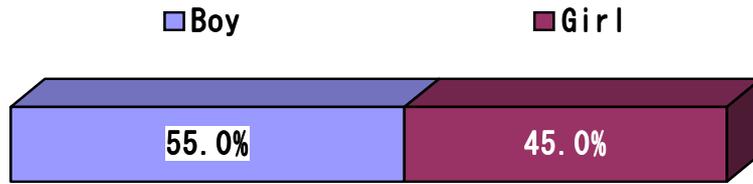


Fig. 8-2 Child birth order

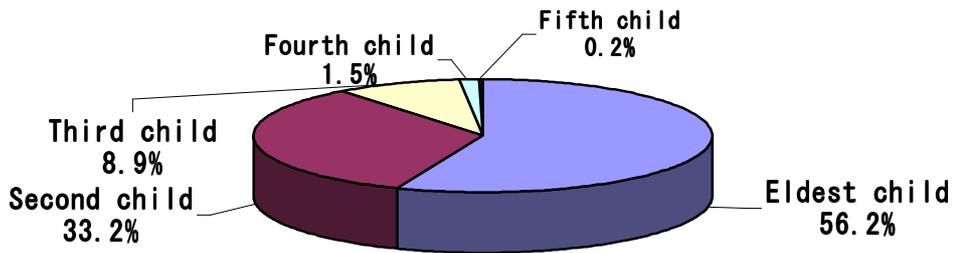


Fig. 8-3 Child age

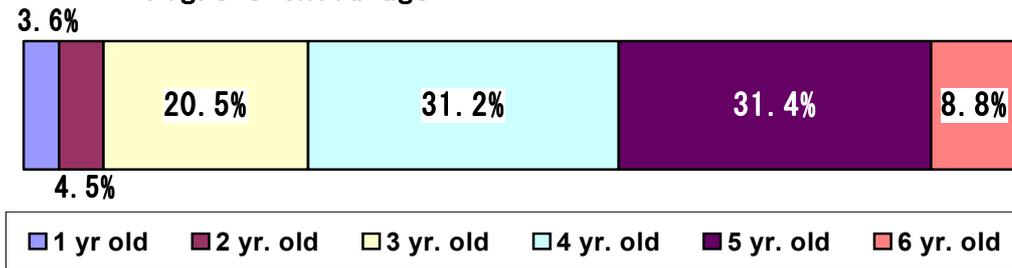


Fig. 8-4 Preschool and class level

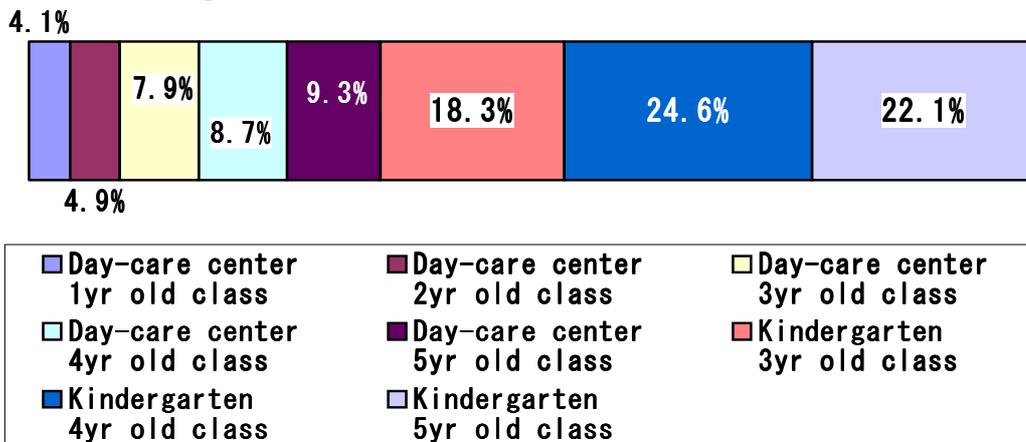
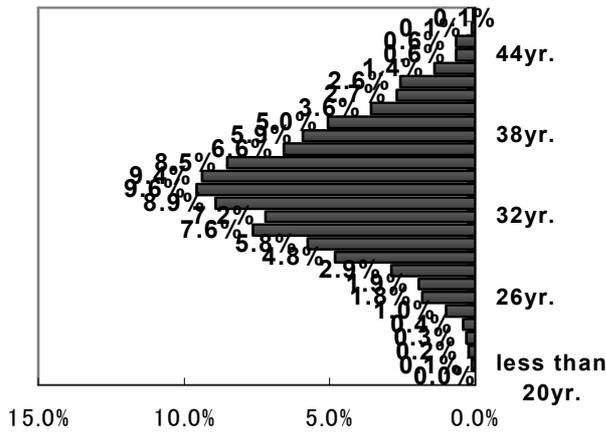


Fig. 8-5 Parent age (Mothers)



(Fathers)

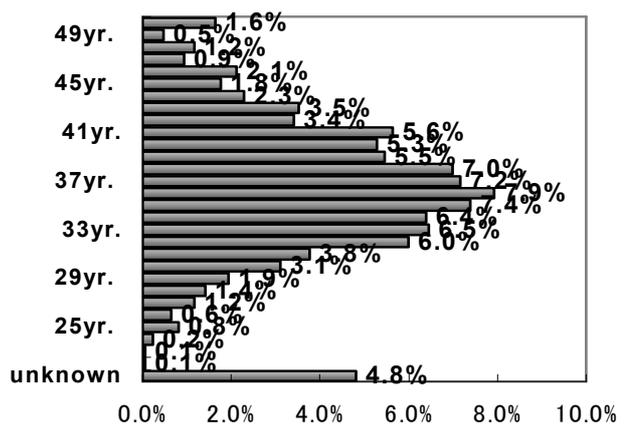


Fig. 8-6 Working status of mother

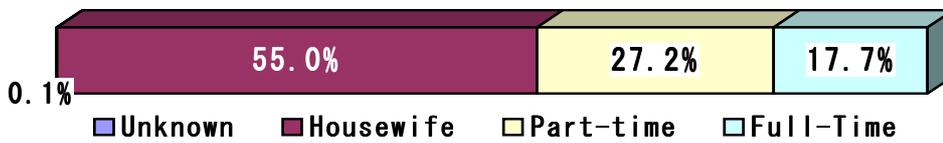


Fig. 8-7 Mother's educational level

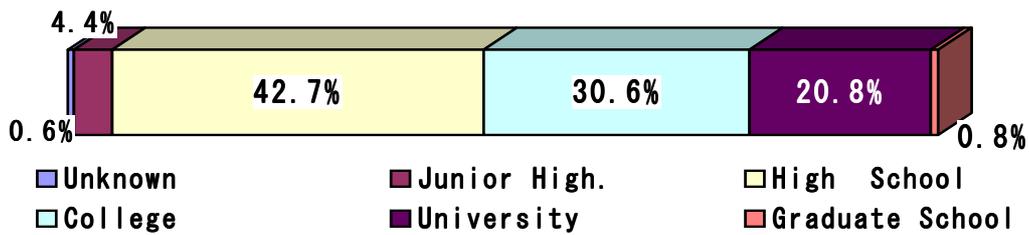


Fig. 8-8 Area of residency

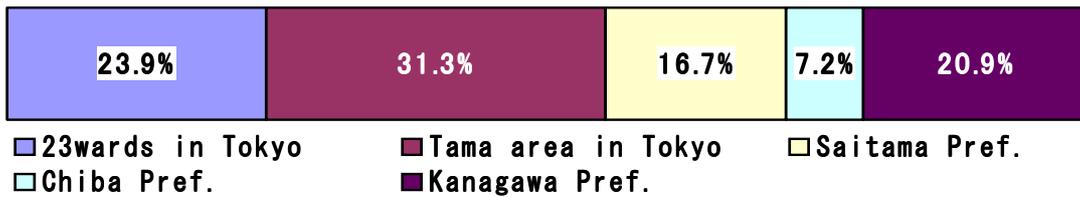
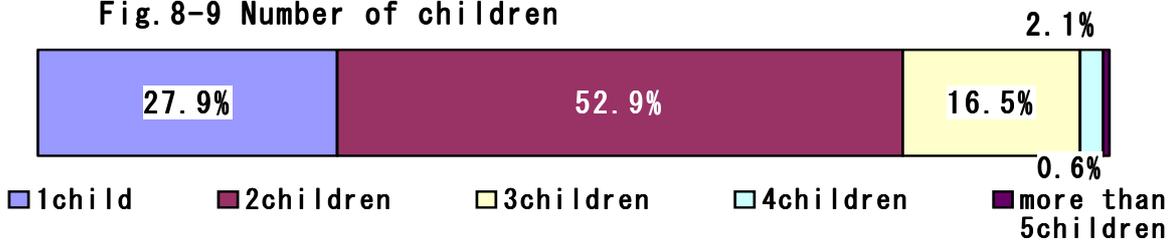


Fig. 8-9 Number of children



## **Data 1: Parents concerns about children straightening up, Getting along with friends and eating habits**

### **Straightening up and relationships with playmates as the start of long lasting concerns (Fig. 8-10)**

The mothers rated 19 items regarding concerns on daily child rearing, education, and child attitudes. The items were scored on a 4-point Likert scale (1 not worried at all to 4 very worried) The replies “very worried” and “worried” were then examined. The three most replies were: (1) “Cleaning up” (47.7%), (2) “getting along with others” (42.2%), and (3) “greeting others” (40.1%).

“Straightening up” is a continuous concern that begins when children are still in their infancy. According to my past research, only 1 out of every 5 elementary school children and 1 out of 3 junior high students voluntarily straighten up, and 40 % of the mothers ranked this factor first as something they wish their child would be more conscientious about.

At the same time, “getting along with friends” together with “bad habits” and “bullying” were concerns that started at a young age and continued until puberty.

### **Concerns about child waking up time gradually getting later**

#### **The most problems are with 3 year olds (Table 8-1, Table 8-2)**

The child rearing concern data were also examined by age and gender regarding mother concerns about children getting along with friends from an early stage and their degree of socializing with other parents through child rearing.

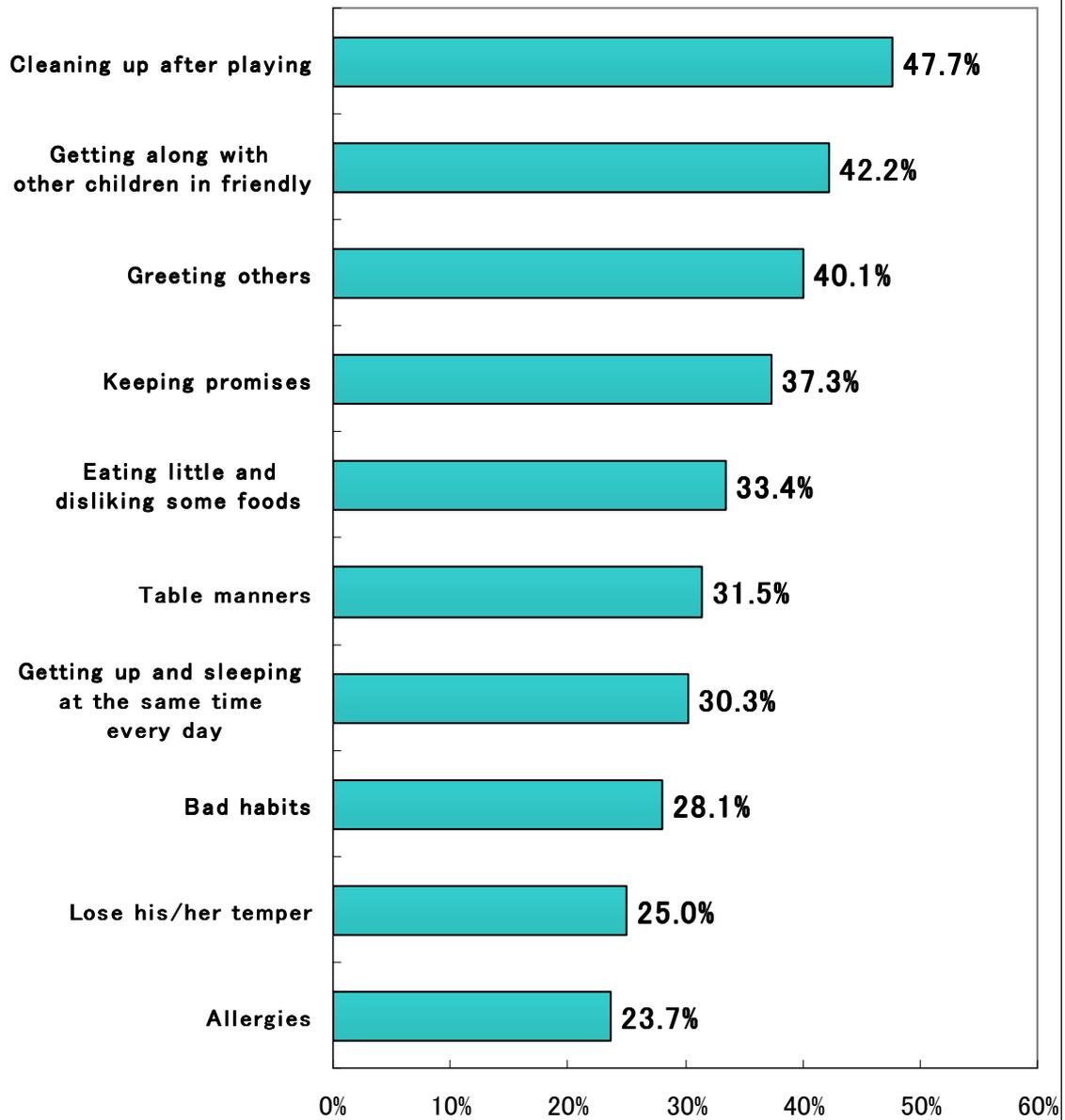
Concerning eating habits, many parents worried about school lunches or how their children behaved when eating in groups, especially when the child was 3 or 6 years old, just before they enter preschool or elementary school.

Regarding playmates, personality, behavior, life style and being independent, the percentage of concerns was higher for children who were 3 years old than for other ages, since they are in the stage of developing self-consciousness, which makes it harder for them to get along with others.

Compared by gender, the main concerns for girls were “crying” and “bad habits”, and for boys, “paying attention”; “keeping promises to parents and teachers”; and “development of language ability”.

In addition, concerns about the time their child went to bed and woke up, a recent occurrence for some children who do not have a normal sense of time due to staying up late with their parents to watch videos and TV could also be seen in our survey.

**Fig.8-10 Child-rearing concerns (Main 10)**  
(very worried + rather worried)



N=1, 704

**Table8-1 Concerns on child-rearing (by age and gender)**

Order	1 year old		2 year old		3 year old	
	Boys 33	Girls 28	Boys 40	Girls 36	Boys 183	Girls 167
1	Getting along with other children in friendly Boys 27.3 Girls 32.1		Getting along with other children in friendly 40.0 52.8		Cleaning up after playing 48.1 44.3	
2	Cleaning up after playing Boys 21.2 Girls 32.1		Toilet training 40.0 52.8		Getting along with other children in friendly 47.5 43.7	
3	Toilet training Boys 18.2 Girls 32.1		Keeping Promises 35.0 41.7		Eating little and disliking some foods 41.5 37.7	
4	Greeting others Boys 15.2 Girls 21.4		Cleaning up after playing 22.5 50.0		Keeping Promises 45.4 32.9	
5	Bad habits Boys 21.2 Girls 28.6		Greeting others 32.5 33.3		Greeting others 45.9 31.7	
6	Allergies Boys 27.3 Girls 21.4		Bad habits 32.5 27.8		Table manners 36.6 32.3	
7	Lose her/his temper Boys 15.2 Girls 32.1		Eating little and disliking some foods 25.0 33.3		Sleeping habits 32.8 28.7	
8	Sleeping habits Boys 21.2 Girls 25.0		Lose her/his temper 25.0 30.6		Lose her/his temper 29.0 32.3	
9	Eating little and disliking some foods Boys 15.2 Girls 25.0		Sleeping habits 15.0 33.3		Toilet training 35.5 25.7	
10	Table manners Boys 18.2 Girls 17.9		Obeying 22.5 22.2		Bad habits 28.4 29.3	

**Table8-2 Concerns on child-rearing (by age and gender)**

Order	4 year old		5 year old		6 year old	
	Boys 295	Girls 237	Boys 302	Girls 233	Boys 85	Girls 65
1	Cleaning up after playing Boys 47.8 Girls 50.2		Cleaning up after playing 57.0 45.9		Cleaning up after playing 43.5 49.2	
2	Getting along with other children in friendly Boys 44.1 Girls 46.4		Greeting others 42.1 45.9		Greeting others 41.2 46.2	
3	Greeting others Boys 39.7 Girls 39.7		Getting along with other children in friendly 38.4 39.1		Getting along with other children in friendly 36.5 36.9	
4	Keeping Promises Boys 40.3 Girls 36.7		Keeping Promises 38.7 33.9		Keeping Promises 40.0 26.2	
5	Eating little and disliking some foods Boys 31.5 Girls 34.6		Eating little and disliking some foods 33.1 30.9		Table manners 35.3 29.2	
6	Table manners Boys 33.2 Girls 31.2		Table manners 34.8 27.5		Eating little and disliking some foods 38.8 24.6	
7	Sleeping habits Boys 29.8 Girls 34.6		Sleeping habits 31.1 30.0		Bad habits 22.4 40.0	
8	Bad habits Boys 25.8 Girls 32.9		Bad habits of my child 22.8 30.5		Sleeping habits 32.9 23.1	
9	Lose her/his temper Boys 25.8 Girls 26.6		Paying attention to others 28.1 21.0		Allergies 25.9 24.6	
10	Obeying Boys 25.1 Girls 24.9		Obeying 22.2 23.2		Obeying 22.4 27.7	

## **Data 2: Guilt–feelings about scolding their child and other reproaches Mothers feel concerning child–rearing**

**Child care does not always work out as planned.**

**Mothers feel responsible for behaving negatively with their child (Fig. 8-11)**

The parents were asked, “How they feel about daily child rearing” on a scale of 1 to 4. The replies that were rated as “very true” and “true” were examined. Fig.8-11 shows the results according to mother working status.

The factor of *Negative treatment* such as “I sometimes shout at my child depending on my feelings”; “I wonder if I am too strict because I scold my child too much”; “I sometimes hit my child without meaning to” were highly ranked.

The mothers tend to blame themselves, disapproving the way they scold their child at times. Regarding this phenomenon, some mothers felt as if the recent stories of child abuse were stories of themselves when they have overreacted. This may be what led to the high ranking of the above factor.

When compared with housewives, mothers who worked full-time had more interests aside from child rearing and their family. Since they raise their children with the assistance of preschool teachers and their parents, they seemed to have fewer anxieties about child rearing as a whole.

**Housewives have a higher percentage of child rearing concerns**

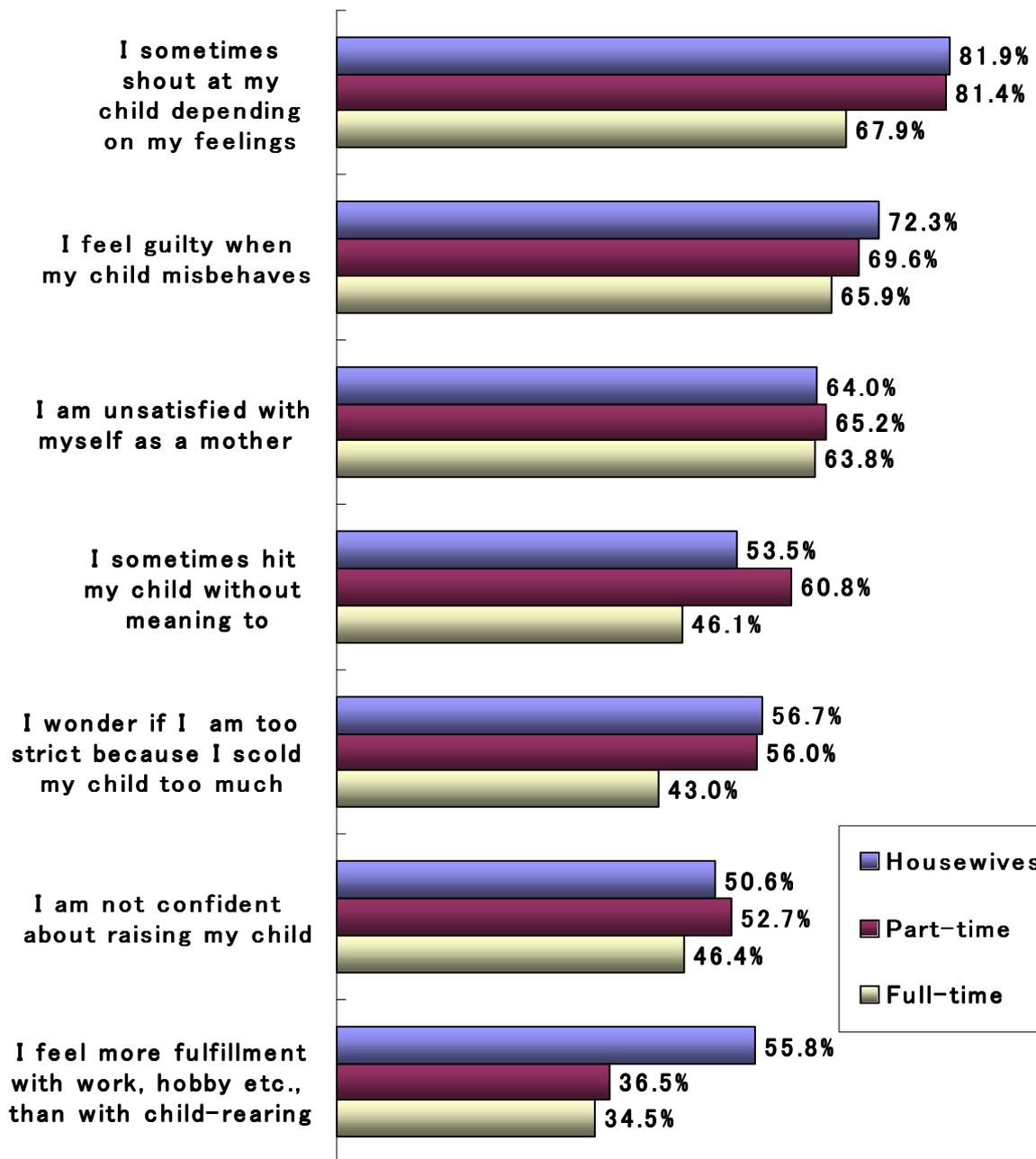
**Working mothers also have concerns about child discipline**

Compared with working mothers, more housewives were significantly worried about being insecure about the way they raised their children. This *child rearing inferiority complex* shows in comments such as “I am insecure with the way I raise my child,” “I feel guilty when my child misbehaves.” Another factor that they gave was “I don’t unsatisfied with other activities such as work, hobbies, sports and religion other than with child care”

Comparison of mothers with children in kindergarten and in day-care centers about “concerns regarding child development and child raising”, as seen in DATA 1, showed that mothers with children in 3 year old and 4 year old day-care center classes were highly concerned about “going to bed and waking up on time regularly”, possibly because there is a nap time at the day-care centers. Also, many parents gave “keeping promises” as a high concern.

Especially, the mothers with children going to day-care centers did not have confidence about the way they were raising their child and were having difficulties dealing with their child being selfish and losing their temper. On the other hand, parents with children attending kindergarten spent more time with their children, and were worried about items such as “relationships with playmates”, “toilet training” and “dressing themselves” and “washing their hands voluntarily”.

**Fig.8-11 Child-rearing anxieties by working status**



N=1, 673

### Data 3: The complex interaction of child rearing and education concerns with expectations and insecurity

#### Expectations and concerns for better child rearing and the influence of education on children (Fig. 8-12)

*Anxiety about discipline in the development and independency of children* such as the child's personality and attitudes, life style development and relationships with playmates are said to underlie child-rearing awareness.

Having great interest in their child's discipline-education is a basic characteristic of modern mothers. Being insecure about their relationships with other parents and having a *Child rearing inferiority complex* is the core anxiety that many of the mothers in our survey had.

This factor appeared in the items concerning the mothers feeling responsible when their child misbehaves, their being unconfident about the way they raise their child, or their constant concerns.

Some mothers feel insecure about the way they raise their child, and feel mentally confined. A factor of their *Education insecurity* is that they tend to push their children go to lessons or have high educational expectations, but the more they expect a higher education for their child, the more they become worried about evaluations which lower their self-esteem of being a mother.

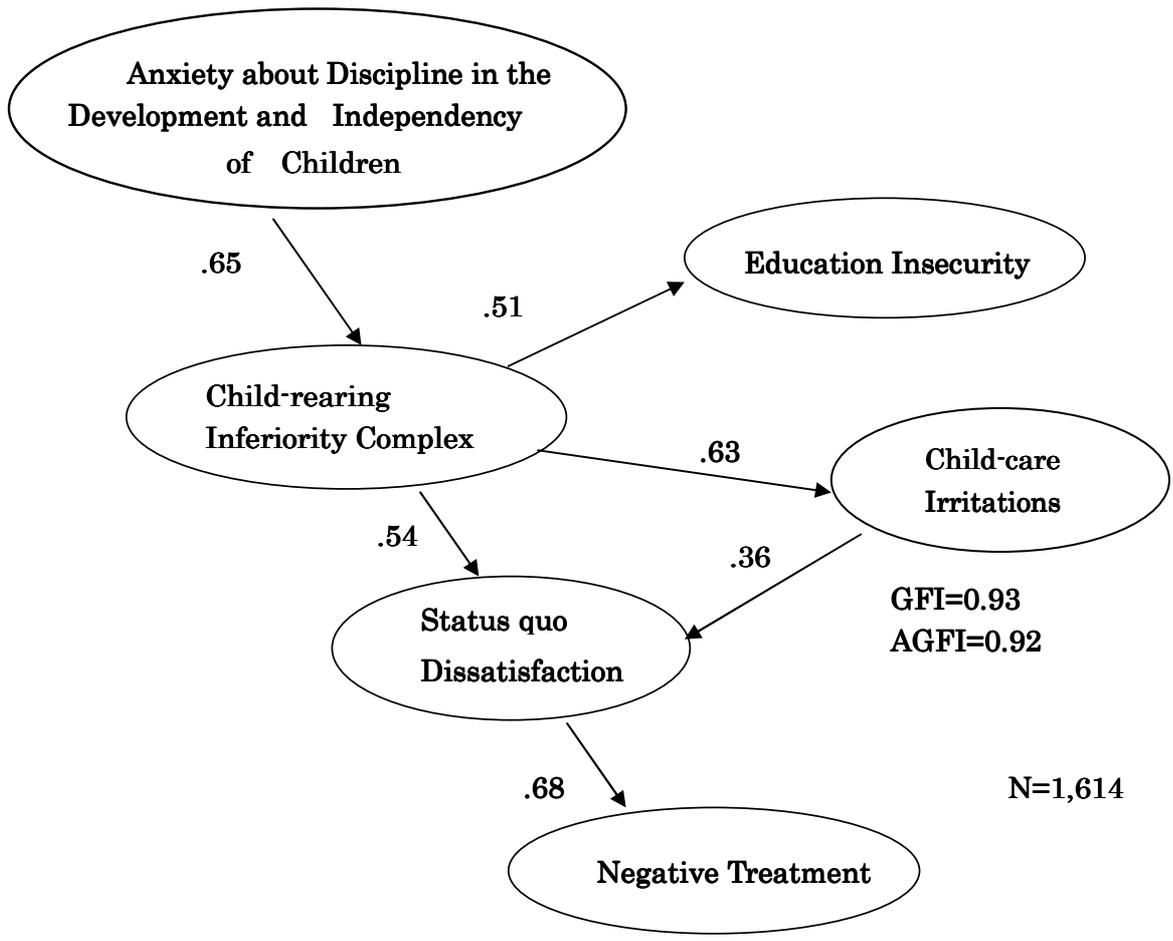
#### Consideration to mothers who are irritated and in need of counseling

The factor of the *Child rearing inferiority complex* effects *Child-care irritations* that are felt by mothers who are mentally vulnerable, as is shown in comments such as, "I feel annoyed and irritated with my child," "I sometimes feel anxiety and fears," or "I feel my present life is empty," indicating that they are in need of counseling and clinical help.

Moreover, the *Child rearing Anxiety model* can be seen here, which is that these two factors relate to *Status quo dissatisfaction*, namely, mothers not being satisfied with their lives. We can see this from the comment "I am unsatisfied with myself as a mother and myself for having a child" which leads to feeling negative and *Negative treatment*, in the way they raise their child, such as "scolding or hitting their child depending on their own feelings." Mothers that have a high level of irritation with child rearing are especially in need of consideration from those around them.

Fig.8-12 shows a hypothesized reciprocal relationship among the six child rearing anxiety factors on discipline -education embedded in a causal model. It was estimated by using a covariance structural equation in Amos 4 of SPSS analysis. The validity of the model sufficiently fit the data; goodness-of-fit index (GFI) =0.92, and adjusted goodness-of-fit index (AGFI) =0.93.

Fig.8-12 Child-rearing Anxiety Model



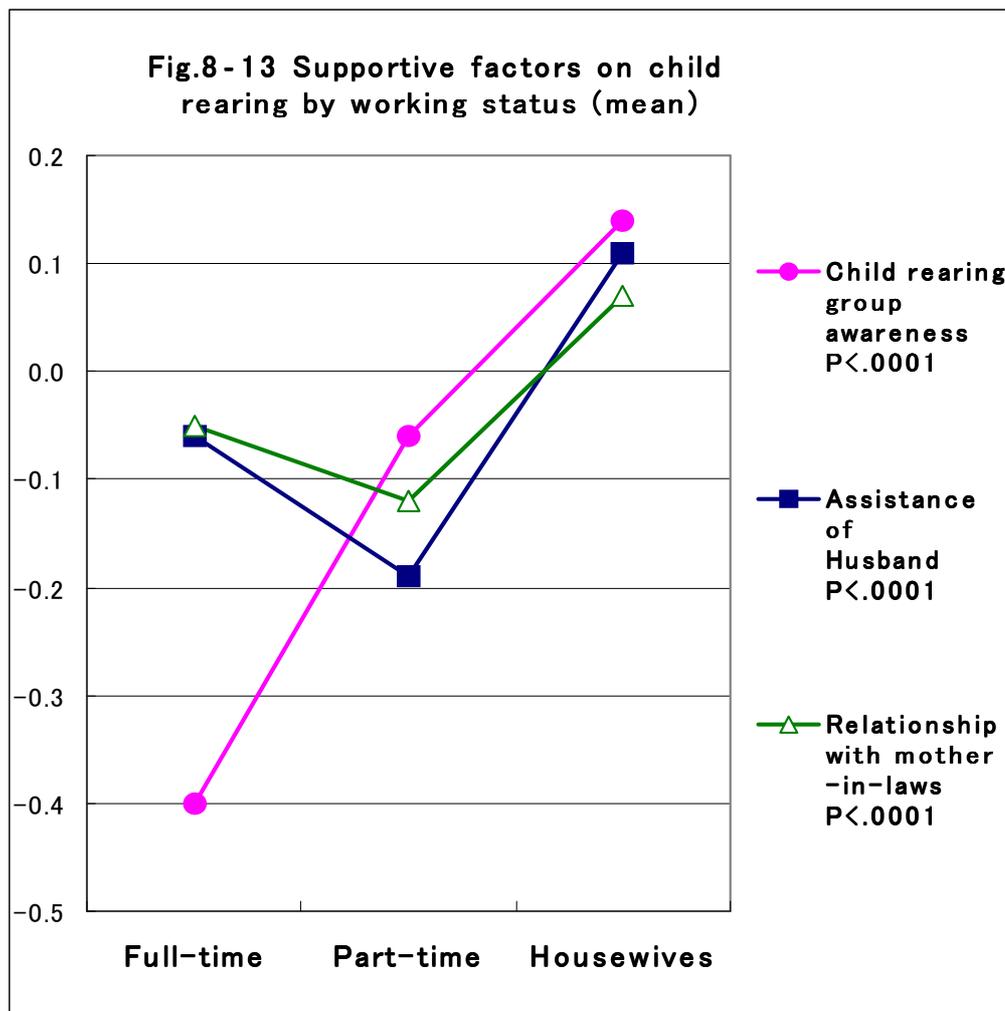
#### Data 4: Few concerns for highly socially active child rearing mothers, The hesitations of part-time workers between family and work

Part-time workers with little assistance from their husbands need understanding about their instability (Fig.8-13)

More mothers working part-time compared to full-time workers and housewives, who spent more time involved their community, felt significantly high the factor of *Child rearing awareness*, as seen in such comments as “I have friends who I can ask to look after my child as I do theirs” and “I have friends whom I can complain to about child care” or “I have a group of friends where I can be myself.”

Also, many of the mothers who were working part-time, dividing their time between both family and work, felt they did not receive enough assistance from their husbands. Their relationship with their mother-in-law also seemed more difficult than those of the housewives.

The definition of “part-time worker” means not having specialized up-to-date abilities, and puts them in an unstable job position compared to full-time workers. The finding suggested that more understanding and individual assistance at work and at home is needed for mothers working part-time.

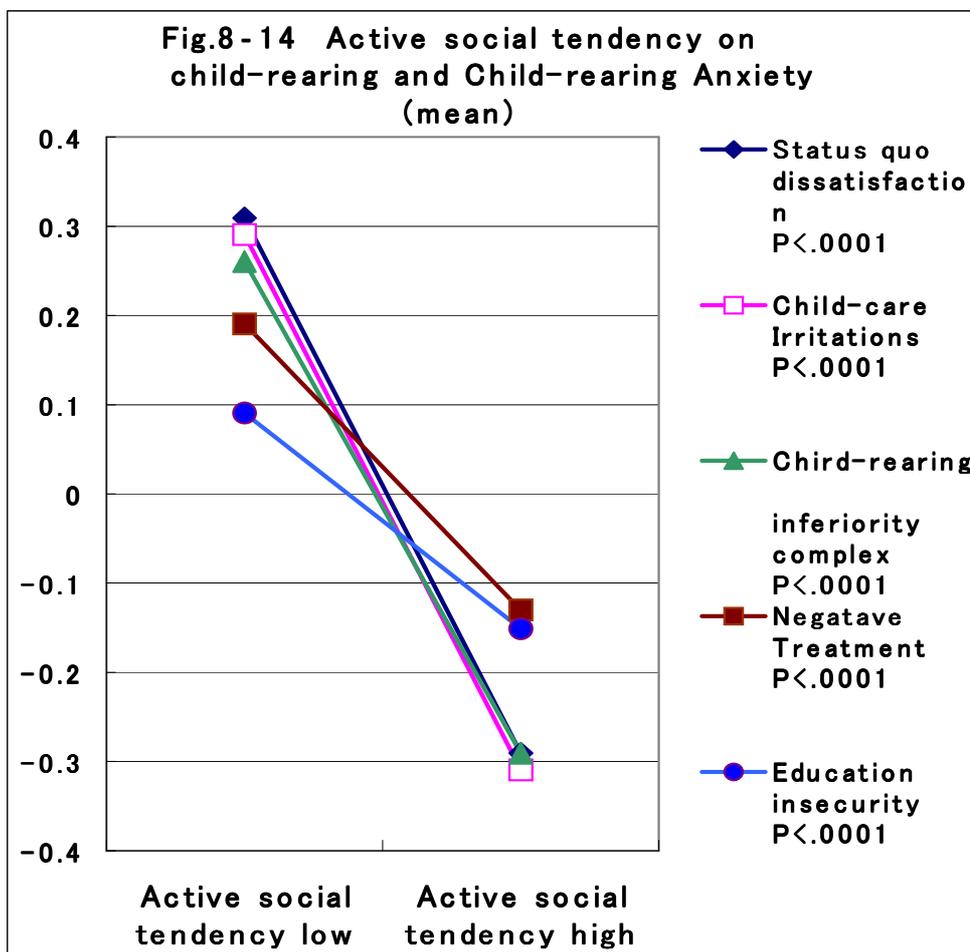


**Mothers who are interacting socially have fewer anxieties concerning child rearing (Fig.8-14)**

Child rearing concerns were examined based on the personality and daily behavior of the mothers.

Firstly, the mothers were asked if they felt close to other mothers who have similar-aged children and if they were actively involved in association with others through child raising. Some items of example comments were, “I can easily take part in a group of mothers who are talking together”; “I can get along with others in spite of thinking differently”; “I feel socializing with other mothers and children is a burden” and other such comments.

The total results of the six questions were divided into high and low interacting socially tendency groups (two items were reverse coded). The findings were then compared with five factors of child rearing anxieties and it was found that mothers who were very actively socially had a significantly lower level of anxieties in all aspects.



N=932

## **Data 5: Friends in the neighborhood are both useful and unreliable sources of information, The need to deal individually with information assistance**

### **Husbands, friends in the neighborhood, own mothers and preschool teachers were the main information sources (Fig.8-15)**

Among the many sources of information that mothers have access to, there are reliable sources that are helpful and useful for mothers concerning daily child-care, but there are also sources that are not reliable.

Fig.8-15 shows the nine main reliable sources in descending order on the right and the order of those thought to be not reliable in descending order on the left.

“Friends in the neighborhood” were the second most selected reliable source, but also the source which the mothers felt most anxious about.

Although “friends in the neighborhood” refers to any number of people and various kinds of friends, this does not change the fact that “friends in the neighborhood” is also the most unreliable source that the most mothers feel concerned about. The finding suggested that it is necessary to know in greater detail whether the concerns or stresses are due to the inadequacies of regional networks or child rearing groups.

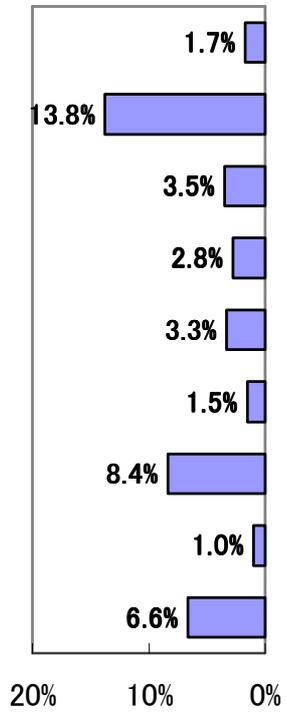
### **For single parent families, their mother and preschool teachers are reliable information sources**

Mothers who replied that their friends or preschool teachers were unreliable sources significantly trusted their husbands the most. On the other hand, mothers who worried about information from their own mothers trusted friends outside their neighborhood the most and greatly trusted child-care and education books, perhaps to form opinions using current information.

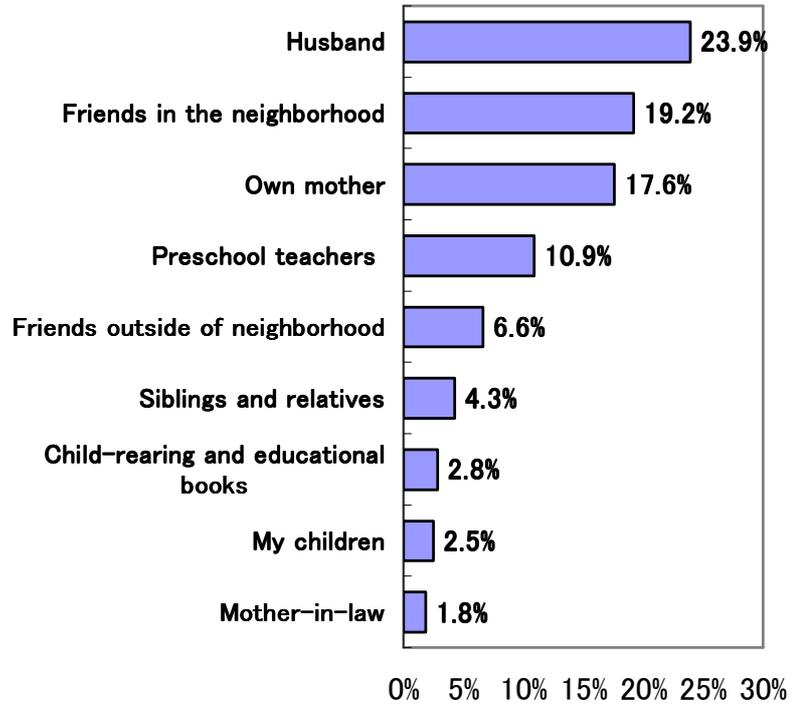
For single-mother families, the most relied source was their own mothers, followed by friends outside their neighborhood and preschool teachers. This significant result implies that preschool teachers were needed to give more attention to mothers who are unable to get assistance from their own mothers.

**Fig.8-15 Most anxious information sources and most reliable information sources (Top9)**

**Most anxious information sources**



**Most reliable information sources(Main9)**



N=1, 704

## **Data 6: Reliable information sources and person consulted differ during the important stages of child development**

### **Mothers of day-care center children rely on teachers, Mothers of kindergarten children rely on friends (Fig. 8-16)**

All of the one and two year olds in this research were attending day-care centers and had working mothers. The reason why the rate of “friends in the neighborhood” was so low is that for working mothers of day-care center children there are few opportunities to socialize with friends in the neighborhood as non-working mothers can.

However, according to the findings of my previous surveys, “friends in the neighborhood” is an important information source for housewives and mothers with kindergarten children.

In this research, for mothers with three year olds, “friends in the neighborhood” ranked second, and for mothers with four year olds, it was almost ranked as high as their most selected information source “husband”, due to the increase of mothers with kindergarten children at this age.

The order of the three main reliable sources for mothers with kindergarten children was “husband” (26.5%), “friends in the neighborhood” (24.5%), and “own mother” (17.3%). For parents with children attending day-care centers, the order was “husband” (21.8%), “own mother” (20.1%), and “day-care center teachers” (16.9%).

“Own mother” is a critical resource for working mothers and for those who have infants, but gradually decreases after their child becomes two years old. However, when their child becomes six and needs information on going to school, the percentage for this reliable source increases, as does the percentage of “day-care center teachers”.

### **Mothers with young children use family and professionals as information sources**

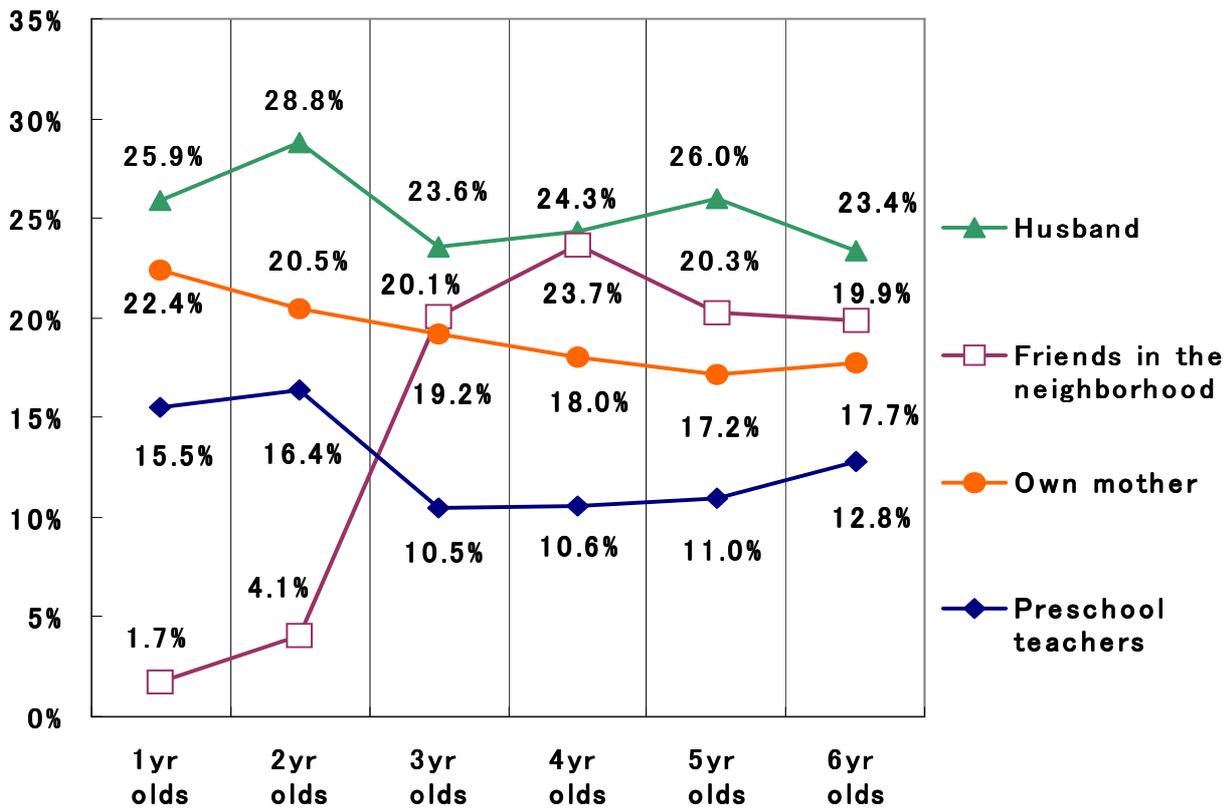
#### **Mothers with older children use friends and private lesson teachers as information sources**

To examine which information sources were used by the mothers according to the age of the child, mothers with one year olds mostly got information from “*Kin*” (mothers, mother-in-laws, siblings) and “*Specialists*” (teachers, doctors, nurses, and nutritionists). The percentages of kin and specialists decreased as the child became older. However, “private lesson teachers” increased from 8.2% (1 yr. olds), 23.8% (3 yr. olds), and to 37.6% (6 yr. olds) and also increased for “friends in the neighborhood” from 59.0% (1 yr. olds), 80.8% (3 yr. olds), and 84.6% (6 yr. olds) with age.

“Child rearing magazines” and “TV” were used the most by parents with 1 and 2 year olds, but mothers with 2 year olds used “books on child-care and educational books” with the percentage again increasing for parents with 6 year olds. “Newspapers” were read more by older parents.

Regarding “the Internet,” the mean of the usage rate was 4.8%. The usage rate was higher among those with younger children, 8.2% for parents with 1 year olds and 7.9% with 2 year olds. Mothers working full-time used these sources the most, followed by housewives, and then mothers working part-time.

Fig.8-16 The most reliable information source (Top4)



N=1,641

## Data 7 : Information oriented mothers use various information sources

### Why the important reason of the most reliable information sources differ according to the sources (Table 8-3)

The mothers were asked to rate on a scale of 1 to 4, the 13 reasons for deciding which information source they can rely on. The next step was to verify the most reliable source as a single answer to apply a chi-square test after cross tabulation of those who replied “very important” and their reason for choosing it.

The mothers who chose their husband as their most reliable source gave the following reasons for being “very important”: (1) “to raise my child as my husband was” (2) “to raise and educate my children according to my family standards”, and (3) “he is family“. Those that chose their own mothers gave reasons such as (1) “to raise my child the way I was” (2) “she is family”, and (3) “to get great experiences”, and (4) “easy access and personal consultation”.

Here, the results of chi-square test showed that the significant factors of “*family awareness*” and “*family identity*” are regarded important for deciding on information they get from family and relatives.

### In addition to “family awareness” and “family identity”, “professionalism” and “feeling close to others” are also important factors

Some reasons that mothers who chose “friends in the neighborhood” as their most reliable source, which they thought important and made them “*feeling close to friends*”, were: (1) “to understand others having the children in the same age group”, (2) “easy access and personal consultation”, and (3) “to know children very well”.

The reasons mothers chose “preschool teachers” was because they thought “*professionalism*” was important and gave reasons such as (1) “to have professional knowledge”, (2) “to get the latest information” and (3) “to get precise information”. Thus, it can be concluded that although mothers are surrounded by various information sources concerning discipline and child-care, each mother chooses reliable information sources based on their own information gathering decisions.

Moreover, according to the results of the child rearing information research on a time-series based perspective, recently among educated mothers there is a trend that places particular importance on “*professionalism*”.

**Table 8-3 Most Reliable Information Source and the Reason  
(reason rated “very important”)**

<b>Husband</b>			<b>Friends in the neighborhood</b>		
Order		%(Freq.)	Order		%(Freq.)
1	To raise my child the way my spouse was brought up	<b>55.1%( 34)</b>	1	To understand each other having the children	<b>27.2%( 243)</b>
2	To raise my child according to our family standards	<b>35.3%(209)</b>	2	Easy access and personal consultation	<b>22.5%(270)</b>
3	My family member	<b>33.7%(119)</b>	3	To get the latest information	<b>21.9%( 48)</b>
4	To keep matters private	<b>26.1%(174)</b>	4	To know children very well	<b>20.8%(213)</b>
5	Access to consultation personally and easily	<b>26.0%(312)</b>	5	To get useful and detailed advice	<b>19.1%(149)</b>

<b>Own Mother</b>			<b>Preschool Teachers</b>		
Order		%(Freq.)	Order		%(Freq.)
1	To raise my child the way I was brought up	<b>45.7%( 64)</b>	1	To have professional knowledge	<b>20.6%(110)</b>
2	My family member	<b>34.8%(123)</b>	2	To get the latest information	<b>16.9%( 37)</b>
3	To have great experiences	<b>20.6%(230)</b>	3	To get a precise information	<b>13.7%( 59)</b>
4	Easy access and personal consultation	<b>19.3%(231)</b>	4	To get useful and detailed advice	<b>12.6%( 98)</b>
5	To raise my child according to our family standards	<b>18.4%(109)</b>	5	To know children very well	<b>12.6%(129)</b>

## Column: The most reliable information sources for mothers (Classified by child age)

Figure 8-17 illustrates the information sources mothers trust the most, and how they change according to child age, from 1-year olds at day-care centers to 15-year old ninth-graders. Participants chose the most reliable information source concerning discipline and education as a single reply.

The data of mothers of first and second-graders is from research by Yamaoka et al. (1998)<sup>1</sup>, and the data of mothers of third to ninth-graders is from research by Yamaoka et al. (1999)<sup>2</sup>. Overall, many mothers regard their "Husband" as their reliable information source.

In this survey, the 1-year olds and 2-year olds were all preschoolers and their mothers did not seem to socialize so much with friends in the neighborhood. However, many mothers, including those of kindergarten children, trust "friends in the neighborhood," and the majority of mothers of first and second-graders at elementary school regard "friends in the neighborhood" as the most reliable information source, followed by "husband."

Child rearing circles and fellow child rearing mothers in the neighborhood are particularly very important reference sources for mothers, and also for mothers in cities and from nuclear families. In this survey, 89.3% of housewives regarded "friends in the neighborhood," as the most reliable source. More mothers trust "preschool teachers/school teachers" when they have difficulties in raising their children, such as when their children begin preschool or elementary school, and when they go through a negative phase. Especially, all the mothers of preschoolers, 89.7% of full-time working mothers, and 80.8% of part-time working mothers, chose "preschool teacher" as their most reliable information source.

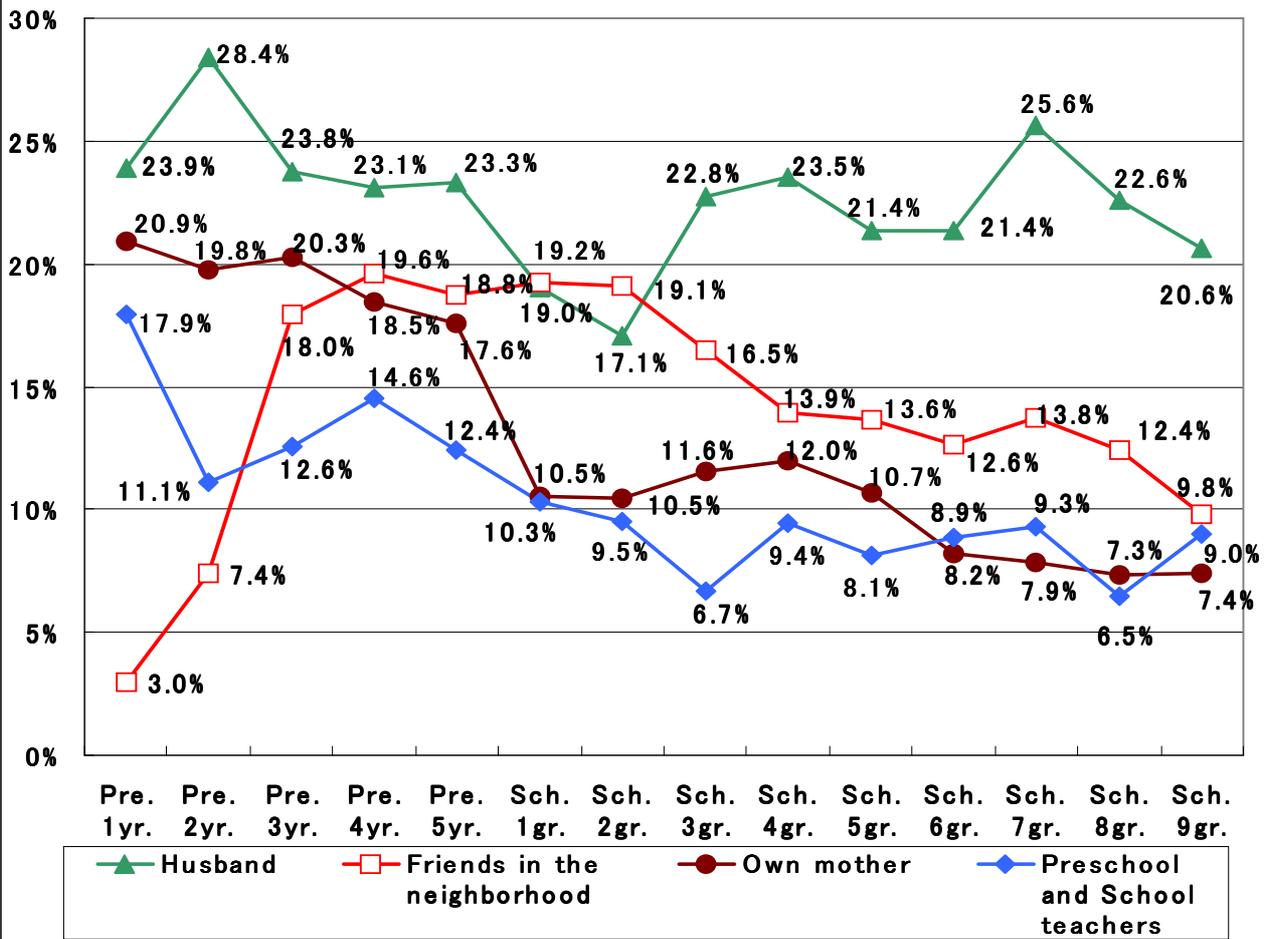
Overall, the results of this survey showed the diverse needs of mothers, who picked "husband, own mother, preschool teachers and friends in the neighborhood," depending on their working status and their other family members. Yet, mothers of third graders trust their "husband" the most, and the ratio of other information sources is lower, which indicates that they expect fathers should do their share in raising their children.

### Footnotes:

1 "Basic Survey on Child Rearing Report" Benesse Educational Research Center, 1998

2 "Basic Survey on Child Rearing Report II" Benesse Educational Research Center, 1999

Fig.8-17 The most reliable information sources for 14 years of education



N=1,704(preschool 1 yr.- 5yr. grade, including day-care center and kindergarten children)  
 N=1,694(elementary school 1-2 grade), N=4,475(elementary school 3-4 grade to junior high school 1-3grade)