



# **Report on the Survey on Morality of Adult Population and Their Childhood Experiences**

**Tokyo Gakugei University**

The office for promoting comprehensive moral education in  
collaboration with schools and the local communities

February 2012



## Introduction

Morality is of grave concern for humans in any culture at any period of time. Even though people may not use the word 'morality', everybody is interested in the set of values of anybody who relates to him/her, whether the other person is 'honest', 'considerate to others', 'responsible', or 'disciplined', in personal or professional life. In addition to this, each human being tends to ask the same questions of himself or herself, whether he/she is honest, has consideration towards others, is responsible or is disciplined, and often struggles to find answers. There have been many novels and plays written about these moral issues throughout the ages and cultures, and it is no exaggeration to say that morality is one of the biggest of human interests and the theme of life.

The interest in morality is thought to be strong in present day Japan. Again, though people may not use the word 'morality', many discussions with regard to people's morals, decency, judgments of right or wrong and a sense of justice are to be found everywhere, and opinions such as 'a sense of morals is declining among younger generations', 'children these days are lacking a sense of judging right from wrong', and 'there are many adults who lack a sense of justice' can be seen or heard in everyday life. Opinions may vary, but it is certain that many people in Japan are interested in morality.

It is also certain that many people are conscious of the importance of 'moral education', that we must nurture morality in children for the future and for the society. However, the opinions vary on mainly two points: 'how to define "morality"' and 'how much should the state and schools be involved in moral education'. As for the first point, the definition of 'morality', opinions vary widely among ordinary people as well as in academia, making the theme one of the biggest questions in philosophy. For example, something that is morally right for one person may be immoral for another. The opinions on the second point, the involvement of the state and schools in moral education, vary widely too. Some people think that the state and schools should be actively involved in moral education since morality is such an important issue. On the other hand, some people think that the state and schools should not be involved in moral education and it must be left to the families and individuals, since morality is such an important issue.

This leads us to questions such as how the adult population in Japan thinks of morality and its education. This is the core reason why we embarked on this present survey. Those who are involved in moral education insist that morality and its education are important. However, there have been very few empirical studies that investigated what the ordinary adult population thinks of morality and how they evaluate morality and its education. So, how important does the ordinary adult population consider morality and its education? This is a critical question that becomes the foundation of everything in promoting morality and moral education. If it turns out that many people do not think morality and its education are important, we may even have to rethink fundamentally about moral education and its theories and practices.

It is also important to find out the differences of attitude to morality by age groups. Many people point out the decline of moral sense among younger generations. On the other hand, there are opinions that the older generations have tended to have a stronger sense of winning and survival that made them less considerate to others and less concerned about good manners.

Is there any difference in attitudes to morality by age groups, or not?

The present survey also asks the respondents about their childhood experiences. Importance of real life experience is highlighted in the contents of Moral Education listed in the Courses of Study (the government curriculum guideline) and the necessity of moral education based on the real life experience is called for. Some point out that modern day children lack experiences that are necessary for healthy psychological development, due to the environmental changes in terms of nature, community, family, and so on, surrounding the children. The study also aims to examine the correlation between childhood experience and morality.

The present survey was conceived from this line of thought. This document mainly reports the results with a minimum amount of interpretation. Also it should be noted that the report only partially includes the aggregated results of the free description parts of the survey and its discussion. It is our future task to interpret and discuss the detail of the results as well as to investigate the content of respondents' free descriptions.

February 2012

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# Contents

## Introduction

Chapter 1	Aims and summary of the survey .....	1
Chapter 2	(Q1): Comparison of childhood experiences by age groups and genders .....	7
Chapter 3	(Q2): Attitude towards the importance of the contents of Moral Education listed in the Courses of Study and self-assessment of own practice .....	23
Chapter 4	(Q3): Attitude towards the importance of morality in society and education .....	55
Chapter 5	(Q4): Attitude towards morals (normative consciousness and attitude trends) .....	63
Chapter 6	The correlations between real life experiences and moral values & practice .....	71
Chapter 7	Summing-up .....	85

## Appendix

# Tokyo Gakugei University

The office for promoting comprehensive moral education  
Members as of the academic year starting 2011

◎ : The Office Head    ○ : Deputy Head

◎ Gunei Sato	Executive-Director ( for general and financial affairs )
Mitsuru Kokubun	Head of academic group (Comprehensive Educational Science)
Michinori Shimanaka	Head of academic group (Humanities and Social Science)
Ikuzo Kanazawa	Head of academic group (Natural Science)
Masahiro Ariyoshi	Head of academic group (Arts and Sports Educational Science)
Akira Izushima	Director, Student Affairs Department
○ Shigeo Nagata	Curriculum Center for Teachers
○ Naohiro Matsuo	Department of Educational Psychology
Seiichi Kondo	Graduate School of Teacher Education
Kyoko Iwatate	Department of Pedagogy
Shinichi Komori	Department of Health and Sports Science
Yuko Kitazume	Department of Pedagogy
Aya Fujisawa	Specially Appointed Lecturer for the office

## **Aims and summary of the survey**





# Chapter 1 Summary of the survey

## 1. Aims and summary of the survey

### (1) Aims of the survey

The main aims of the survey are the following four points:

#### 1) Understand childhood experiences of adult population

To learn to what extent does the ordinary adult population have childhood experiences, with regard to nature and social life, that are considered to have a correlation with the development of morality.

#### 2) Understand attitudes towards morality of the adult population

To investigate the ordinary adult population's attitudes towards several moral values, especially on the items stated in the curriculum guideline, and trends in normative consciousness and personal attitudes.

#### 3) Understand the thoughts on moral education of the adult population

To investigate how the ordinary adult population think about moral education in school, home, and local community.

#### 4) Examine the differences between the age groups on aforementioned variables as well as the correlations between the variables.

To study whether there are differences between age groups (generations) and genders with regard to the abovementioned factors (1 to 3). To examine the correlation between childhood experiences and attitude toward morals in adulthood.

### (2) Method of the survey

#### 1) Design of the survey

- Geographical coverage: nationwide
- Survey candidates: men and women between 20 to 59 (both including) years old
- Selection of the candidate: allocation method by gender and age
- Survey method: a questionnaire individually delivered to and collected from respondents' homes by a census taker
- Survey period: 4 February 2010 to 14 February 2010
- Survey organization: Shin Joho Center, Inc.

#### 2) Questionnaire recovery result: 1,020 valid responses

Sex: 514 men and 506 women

Age: 213 in 20s, 289 in 30s, 244 in 40s, and 274 in 50s

Geographical spreads:

51 in Hokkaido, 71 in Tohoku, 337 in Kanto, 51 in Hokuriku, 41 in Tosan, 102 in Tokai, 163 in Kinki, 61 in Chugoku, 41 in Shikoku, and 102 in Kyushu. The detail is shown in the table in the next page.

Table 1 Number of samples, survey points and point reference numbers by geographical areas

Each box contains sample number, survey points number, and point reference number from the top.

	Capital city	Major cities	Cities (population 200K+)	Cities (population 100K+)	Cities (population less than 100K)	Towns and villages	Total
Hokkaido		10 (1) 0111	10 (1) 0131	10 (1) 0151	10 (1) 0171	10 (1) 0191	50 (5)
Tohoku		10 (1) 0211	20 (2) 0231-0232	10 (1) 0251	20 (2) 0271-0272	10 (1) 0291	70 (7)
Kanto	70 (7) 0301-0307	60 (6) 0311-0316	70 (7) 0331-0337	60 (6) 0351-0356	50 (5) 0371-0375	20 (2) 0391-0392	330 (33)
Hokuriku		10 (1) 0411	10 (1) 0431	10 (1) 0451	10 (1) 0471	10 (1) 0491	50 (5)
Tosan			10 (1) 0531	10 (1) 0551	10 (1) 0571	10 (1) 0591	40 (4)
Tokai		30 (3) 0611-0613	20 (2) 0631-0632	20 (2) 0651-0652	20 (2) 0671-0672	10 (1) 0691	100 (10)
Kinki		50 (5) 0711-0715	50 (5) 0731-0735	20 (2) 0751-0752	30 (3) 0771-0773	10 (1) 0791	160 (16)
Chugoku		20 (2) 0811-0812	10 (1) 0831	10 (1) 0851	10 (1) 0871	10 (1) 0891	60 (6)
Shikoku			10 (1) 0931	10 (1) 0951	10 (1) 0971	10 (1) 0991	40 (4)
Kita-kyushu		20 (2) 1011-1012	10 (1) 1031	10 (1) 1051	10 (1) 1071	10 (1) 1091	60 (6)
Minami-kyushu			10 (1) 1131	10 (1) 1151	10 (1) 1171	10 (1) 1191	40 (4)
Total	70 (7)	210 (21)	230 (23)	180 (18)	190 (19)	120 (12)	1000 (100)

## 2. Survey details

The survey questionnaire comprises the following questions.

### Q1. About real life experiences before reaching 18 years old

(1) The respondents were asked to rate 17 question items regarding their childhood experiences in terms of frequency, using the score of 1 to 4. The questions were created in reference to 'Real experiences of everyday life and nature, nurturing the minds of children in Japan' published by the Lifelong Learning Council.

(2) The respondents were asked to describe freely the experiences that they considered to have influenced their own character building.

### Q2. Attitude towards the importance of the contents of Moral Education listed in the Courses of Study and self-assessment

The respondents were asked to rate, using the score of 1 to 5, the 24 items listed in the curriculum guideline for junior high schools' moral education on two fronts; A) how important does the respondent consider each statement listed and B) how does the respondent consider him/herself in living up to the statement.

### Q3. The importance of morality in society and education

(1) The respondents were asked to rate, using a score of 1 to 5, the 7 items with regard to the importance of morality in such as homes, local communities, and schools.

(4) The respondents were asked to choose one from multiple answers with regard to the amount of time allocated for lessons of moral education in elementary and junior high schools.

In addition to the above, the respondents were asked to write about the following 2 points, although they are not analyzed in this report.

(2) Free description with regard to the respondent's expectation for moral education in schools

(3) Free description with regard to memorable moral education that the respondent has received

### Q4. Attitude towards morals (normative consciousness and attitude trends)

The respondents were asked to rate, using the scale of 1 to 5, the 8 items with regard to normative consciousness and one's own attitude on improvement, etc.

### Other questions

The respondents were asked to fill in the following; gender, age, occupation, the number in the household, marital status, whether they have children, the satisfaction rating (1 to 5) and worries and anxiety rating (1 to 5) of their current life. This present report does not include the analysis of the provided information other than the gender and the age.

\*A set of actual questionnaire is attached as appendix.



## **The results**



## Chapter 2 <Q1>: Comparison of childhood experiences by age groups and genders

### (1) About real life experiences before reaching 18 years old

The overall tendency with regard to the childhood experiences was assessed with the aggregated numbers of answers 'many times' and 'several times'. The most encountered experiences were (a) Playing in the sea, mountains, lakes, rivers, etc. (91.1%), (e) Keeping and looking after animals, insects or other living creatures (84.5%), and (o) Playing sport and physical exercise (91.1%). The least encountered experiences were (h) Helping people with disabilities, the elderly or somebody in need of help (52.6%), (i) Participating in community cleaning-up activity (such as weeding and rubbish picking-up) (51.7%), (l) Sewing and knitting (52.5%), and (j) Making something out of wood (61.4%). (Fig.1-1)

Looking through the results with regard to age groups and genders, the following characteristics were found. A decreasing trend was found among the younger generation for (a) Playing in the sea, mountains, lakes, rivers, etc. A decreasing trend was found among the younger generation, especially in men, for (d) Catching fish, shellfish or insects as well as (j) Making something out of wood. A decreasing trend was found among the younger generation, especially in women, for (l) Sewing and knitting. (Figs.1-2 and 1-3)

As for (i) Participating in community cleaning-up activity (such as weeding and rubbish picking-up), (k) Preparing food using knives, and (n) Helping family such as house chores and family business, a decreasing trend is observed from the age group of 50s to 30s, however, the numbers go up in the age group of 20s. Combining the numbers of answers 'many times' and 'several times', there are several other items of which more people in their 20s experienced compared to the 30s. This suggests a certain level of success in the real life experience initiatives run by schools and local communities.

### (2) Free description of the experiences that influenced the character building of the respondents

The respondents were asked to write freely about their experiences that they considered to have influenced their own character building. They were instructed to write any experience including one of the 17 items listed in the Q1 (1), or anything else. The table 2 shows most frequently appeared keywords (frequency of 4 or more) by age groups.

'After-school activity' was the most frequently mentioned word for the 20s group. Though 'after-school activity' is a popular keyword among other age groups, the rate goes down as the age goes up. 'Sports' is another popular word among the 30s group, demonstrating that the younger generations considered after-school activity and sports were important in influencing their own character building. It is indicative that they are the generations in which participation of all school children in after-school activities was encouraged and opportunities of other sporting activities outside school have increased.

'Nature' is the most frequently mentioned word among the 30s group. The word 'nature' comes high in ranking among 20s and 50s, showing that experiencing nature is thought to influence character building.

Other nature relating words such as 'sea', 'mountains', and 'river' rank high among 30s, 40s, and 50s groups, revealing that many adults consider that experience of the natural world influenced the way they are now.

The most frequently mentioned word for the 40s group was 'child', however, it is most often used in the context of 'when I was a child'. The same for another high-ranking word 'now' with the context of '...influenced the way I am now'. Therefore, in reality, 'home' and 'parent' should be considered as the top ranking. As for the 50s group, 'home' came at the top. Also in the higher ranking is 'helping at home'. 'parent', 'home', 'family', and 'parents' were popular across the other age groups, showing many adults consider ordinary everyday life, such as living with and helping out the family, rather than special events, have influenced the way they are now.

'Friend(s)' and 'mate(s)' came high in ranking among 20s, 30s and 40s group and was also quite frequently mentioned in the 50s group. It is thought that friendship also influenced character building.



Q1. How often have you experienced the situations described below in your childhood (until approx. 18 years old)?

■ Many times ■ Several times ■ Few times ■ None

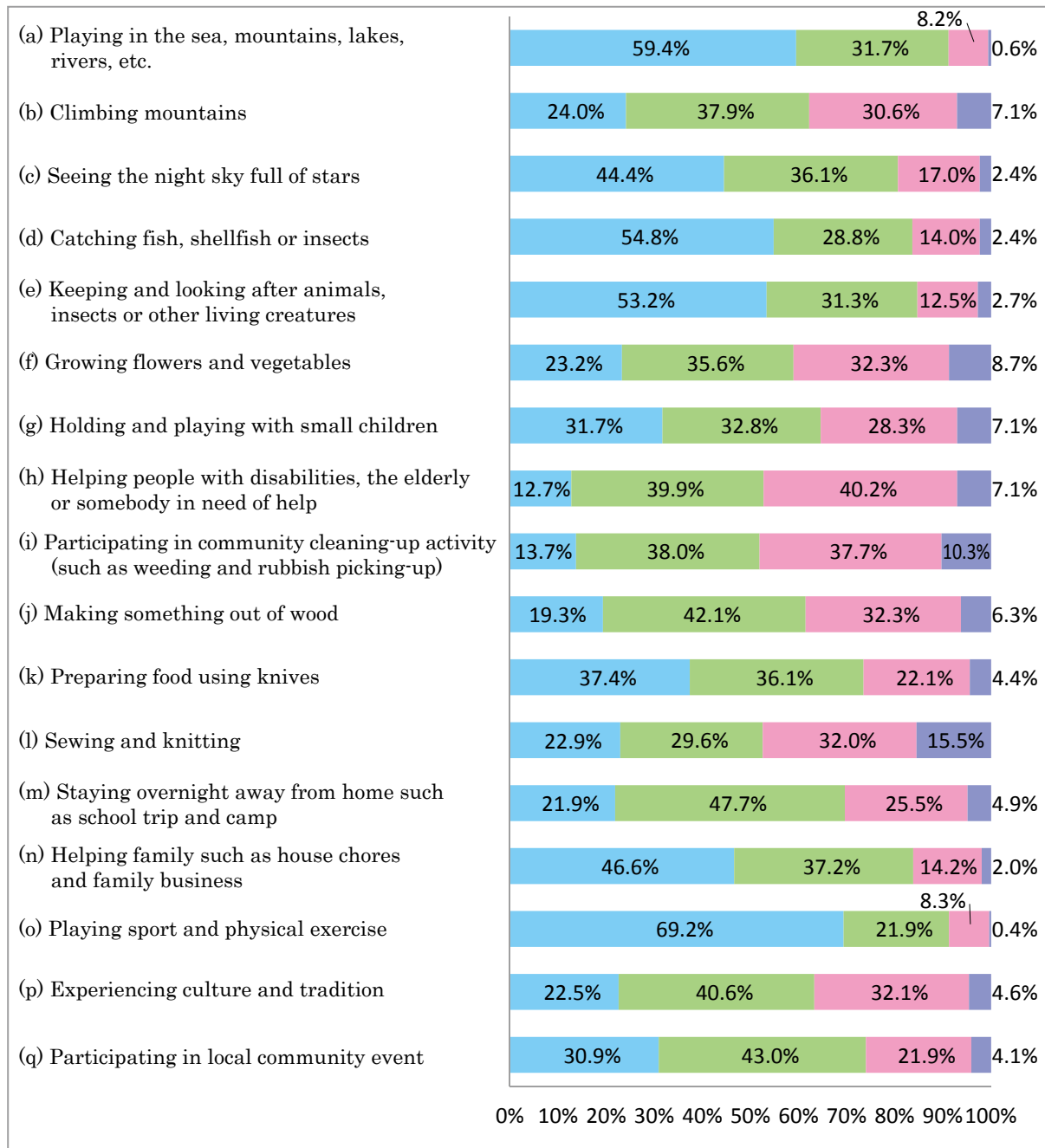


Fig.1-1 Childhood experiences

Q1. How often have you experienced the situations described below in your childhood (until approx. 18 years old)? -Result by age group-

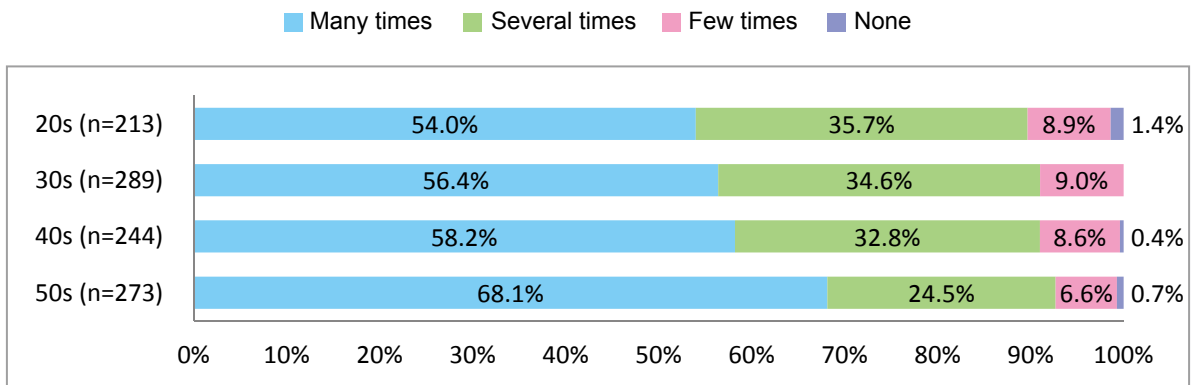


Fig.1-2 (a) Playing in the sea, mountains, lakes, rivers, etc.

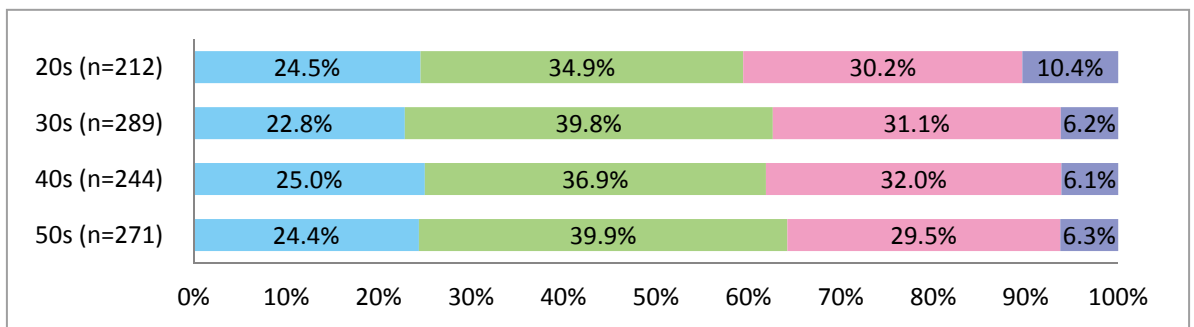


Fig.1-2 (b) Climbing mountains

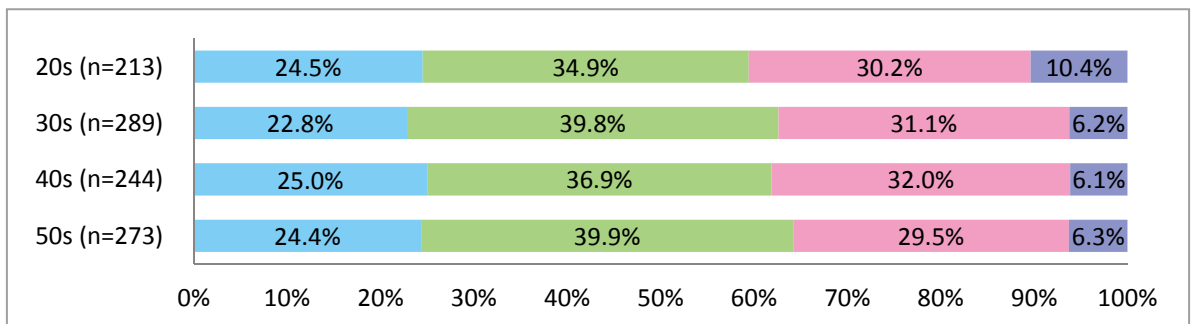


Fig. 1-2 (c) Seeing the night sky full of stars

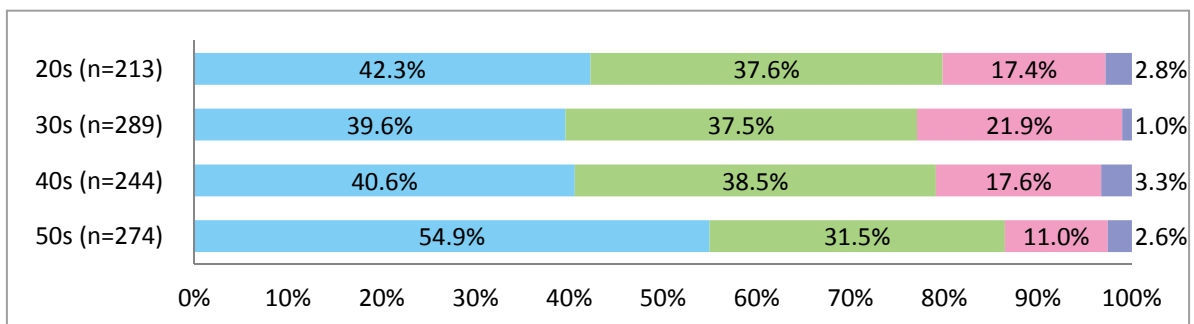


Fig.1-2 (d) Catching fish, shellfish or insects

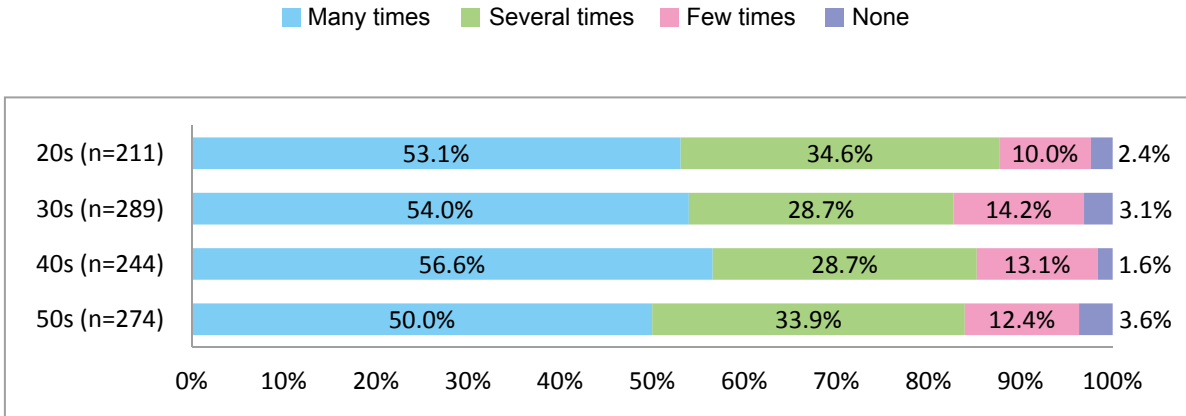


Fig.1-2 (e) Keeping and looking after animals, insects or other living creatures

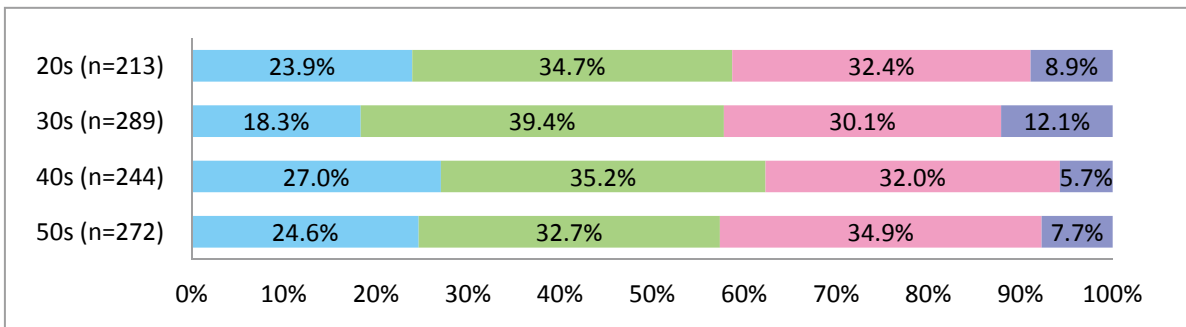


Fig.1-2 (f) Growing flowers and vegetables

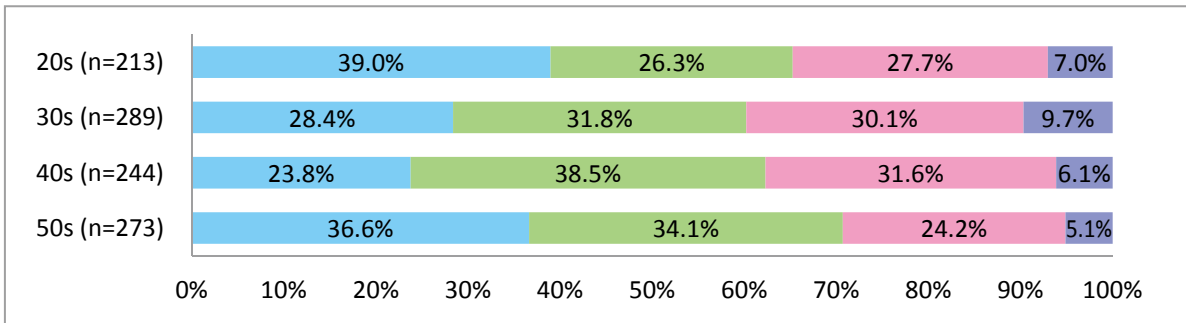


Fig.1-2 (g) Holding and playing with small children

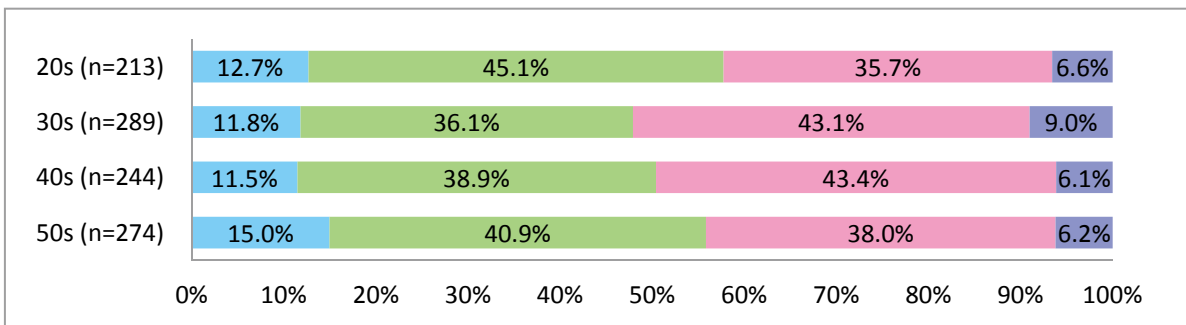


Fig.1-2 (h) Helping people with disabilities, the elderly or somebody in need of help

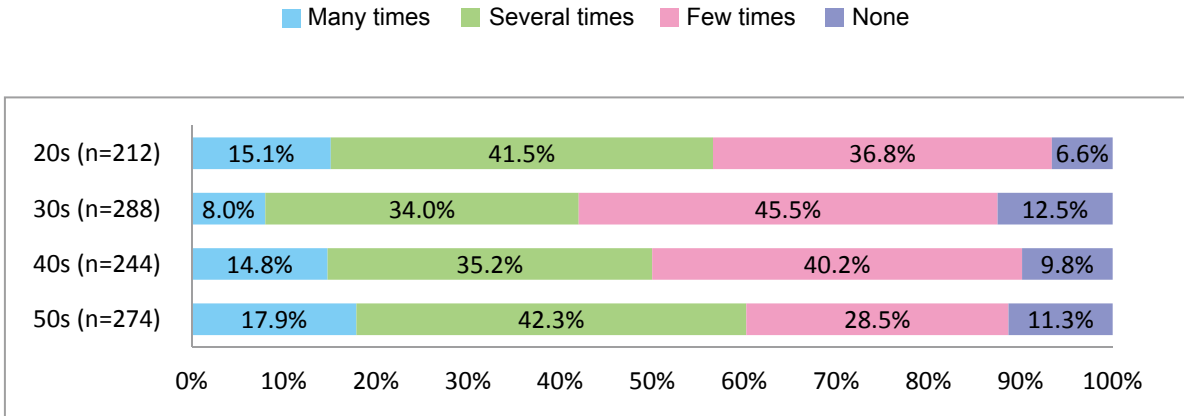


Fig.1-2 (i) Participating in community cleaning-up activity (such as weeding and rubbish picking-up)

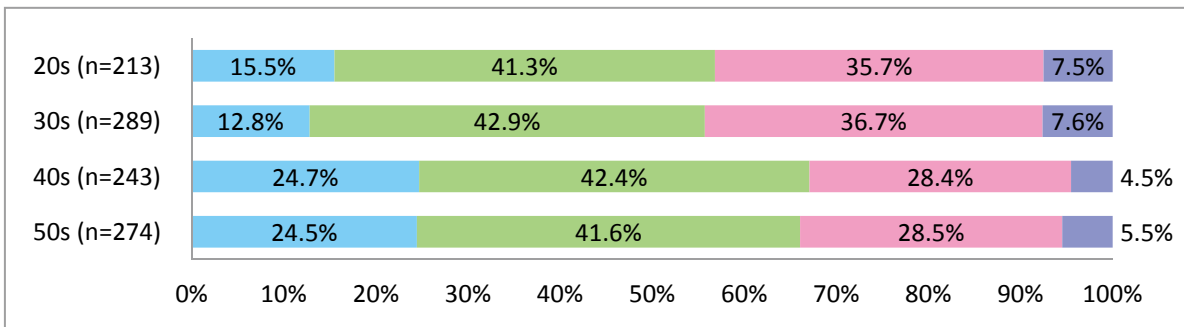


Fig.1-2 (j) Making something out of wood

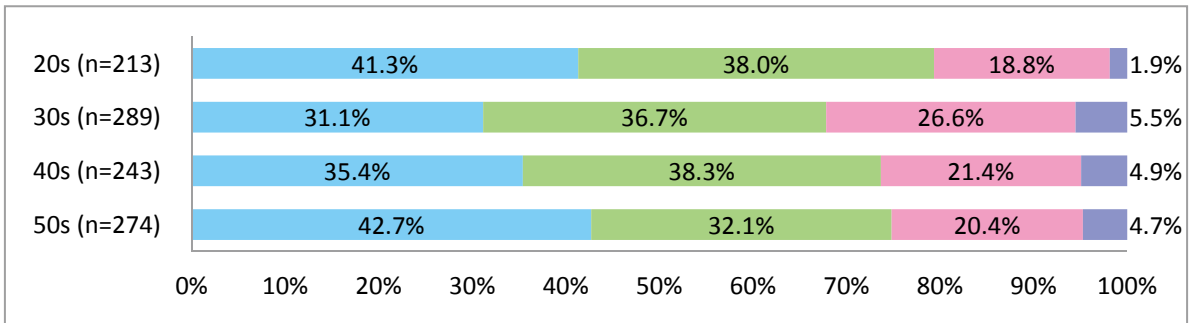


Fig.1-2 (k) Preparing food using knives

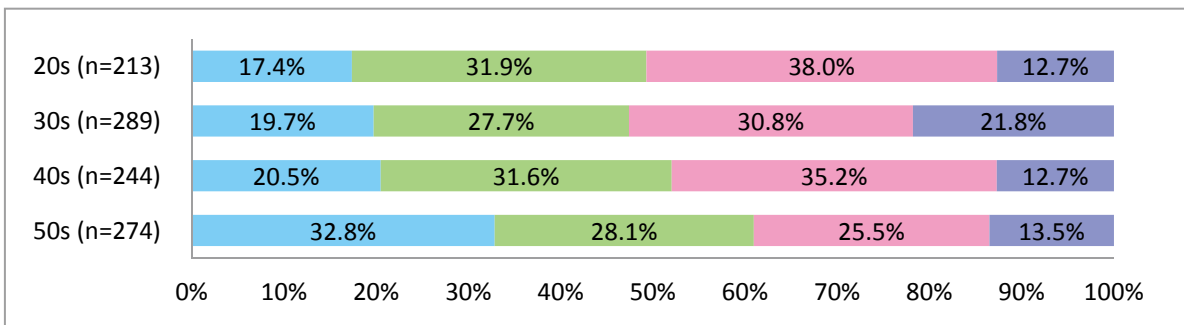


Fig.1-2 (l) Sewing and knitting

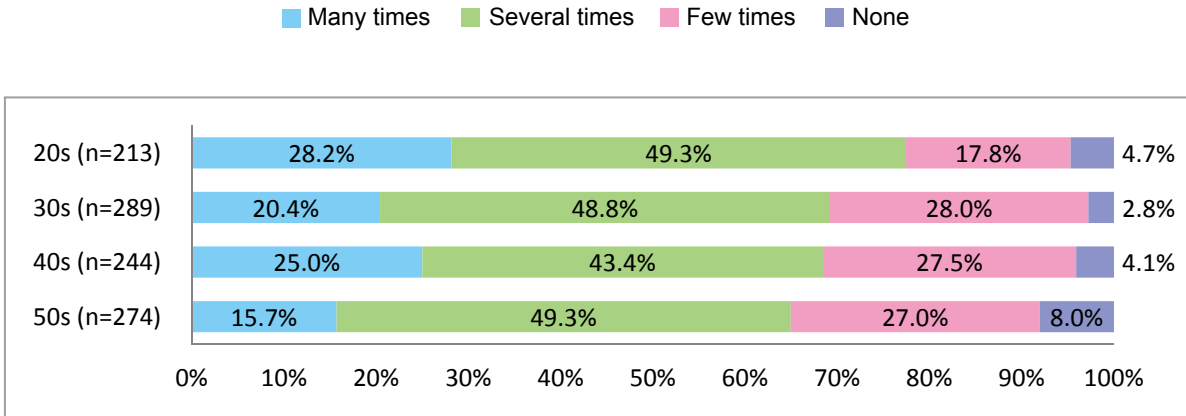


Fig.1-2 (m) Staying overnight away from home such as school trip and camp

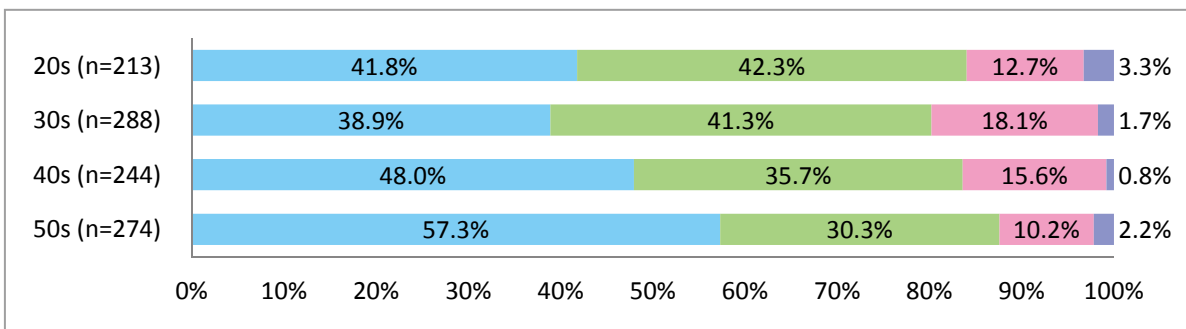


Fig.1-2 (n) Helping family such as house chores and family business

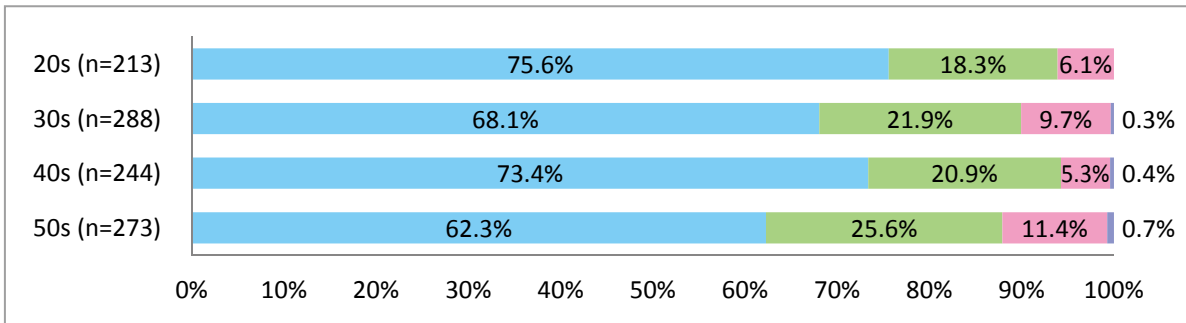


Fig.1-2 (o) Playing sport and physical exercise

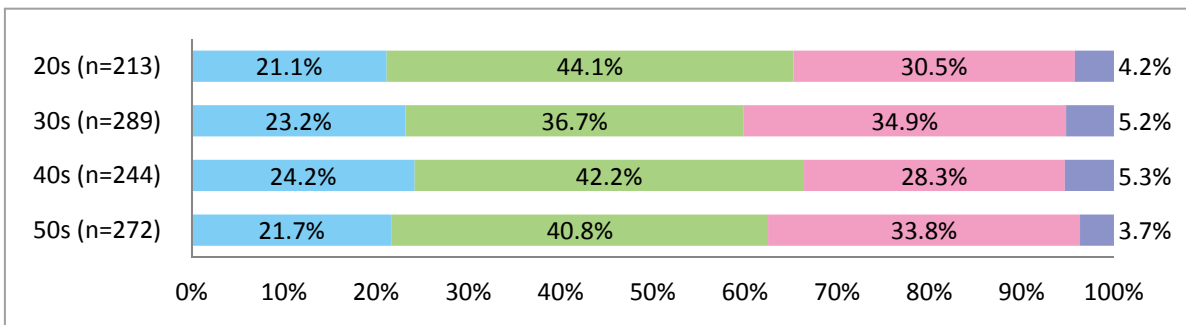


Fig.1-2 (p) Experiencing culture and tradition

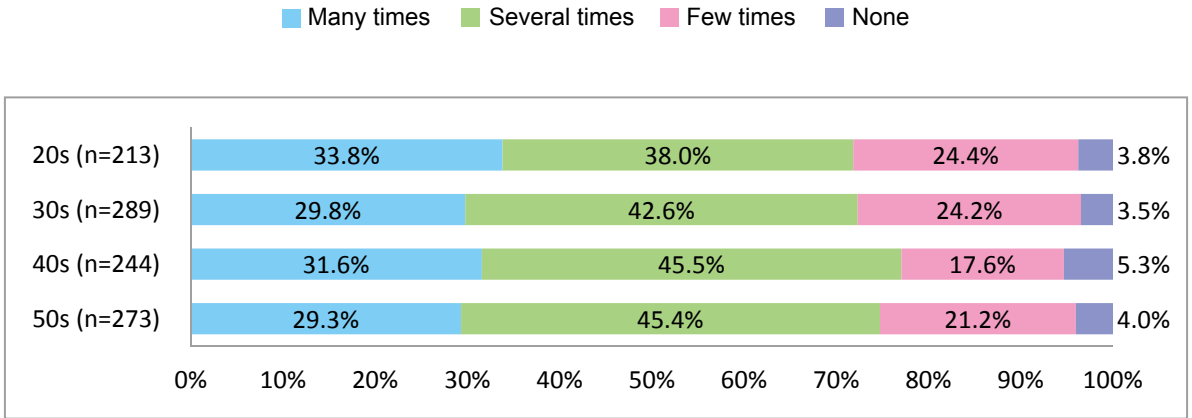


Fig.1-2 (q) Participating in local community event

Q1. How often have you experienced the situations described below in your childhood (until approx. 18 years old)?  
 -Result by age group and gender -

■ Many times ■ Several times ■ Few times ■ None

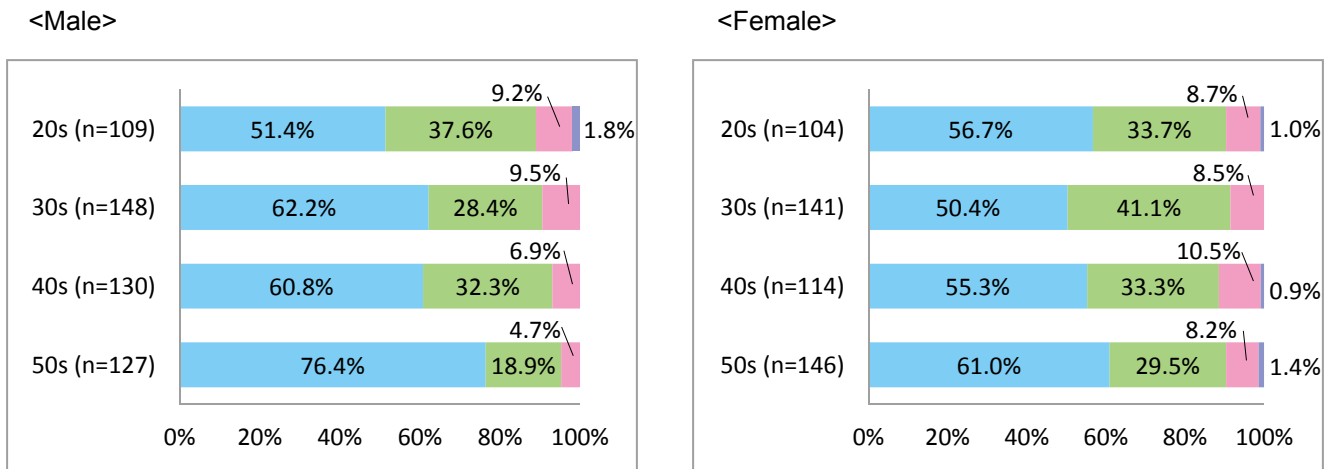


Fig.1-3 (a) Playing in the sea, mountains, lakes, rivers, etc.

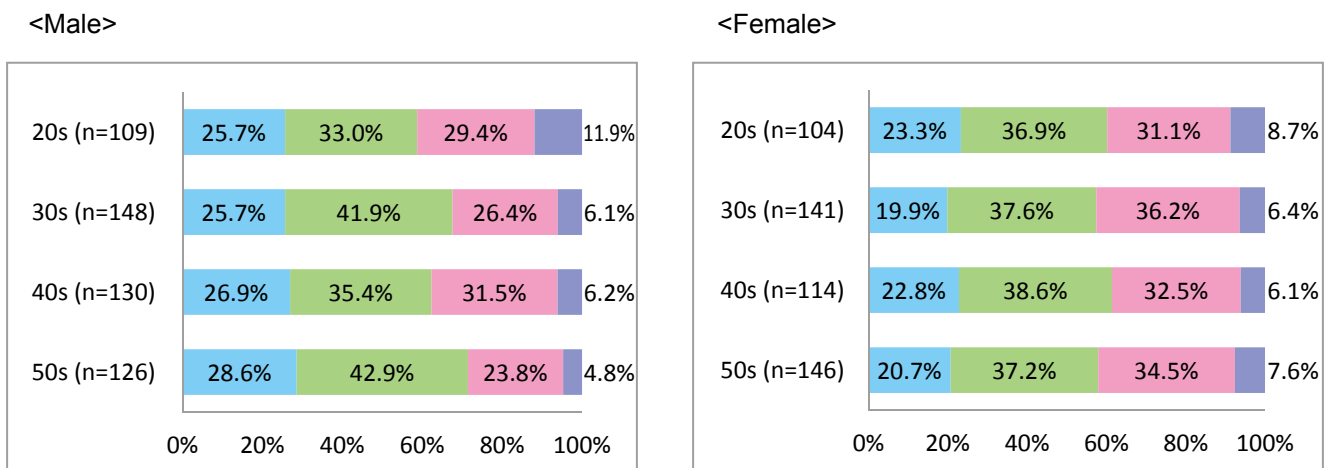


Fig.1-3 (b) Climbing mountains

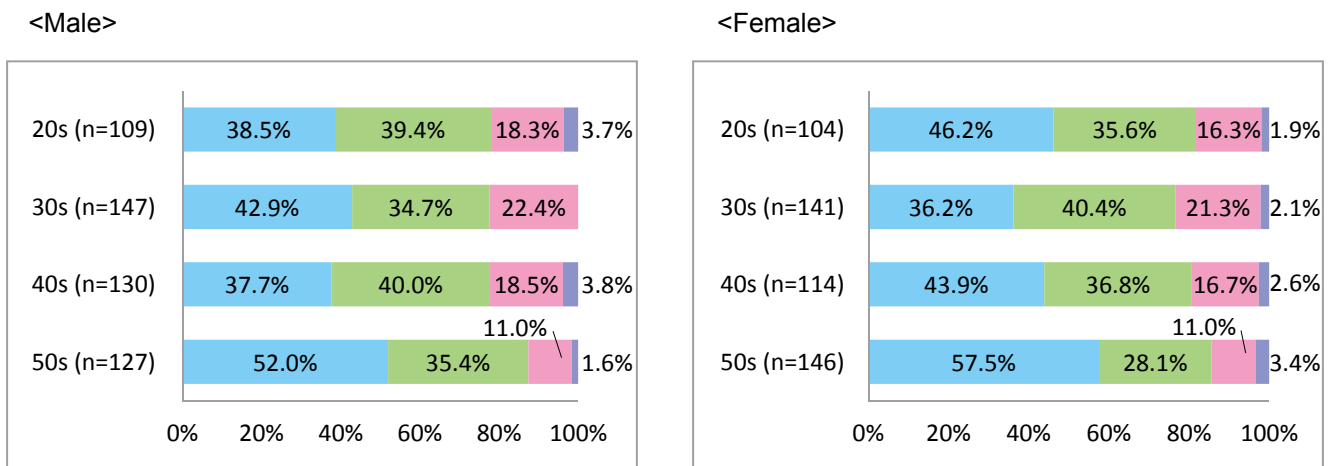
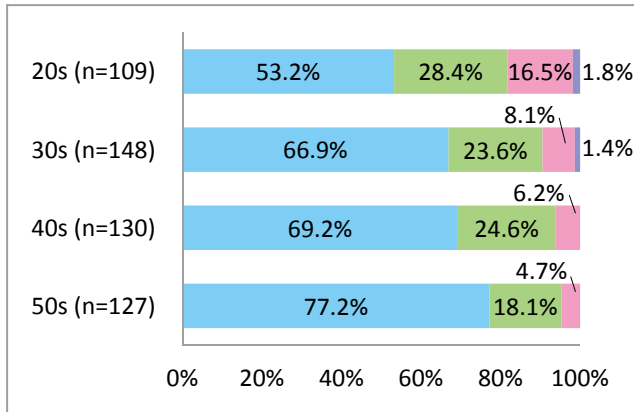


Fig. 1-3 (c) Seeing the night sky full of stars

■ Many times ■ Several times ■ Few times ■ None

<Male>



<Female>

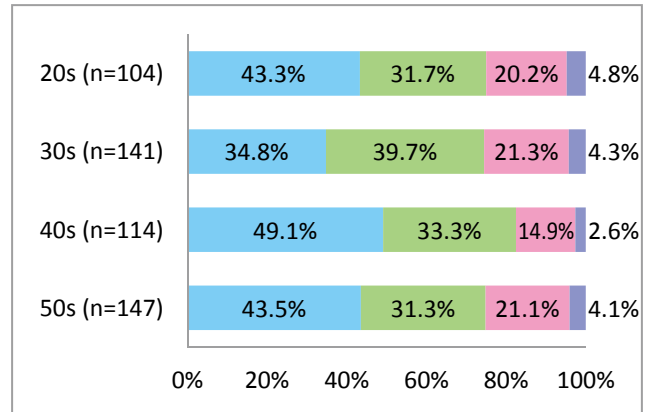
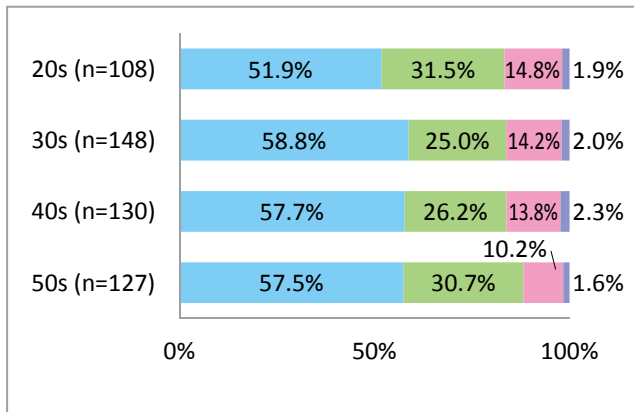


Fig.1-3 (d) Catching fish, shellfish or insects

<Male>



<Female>

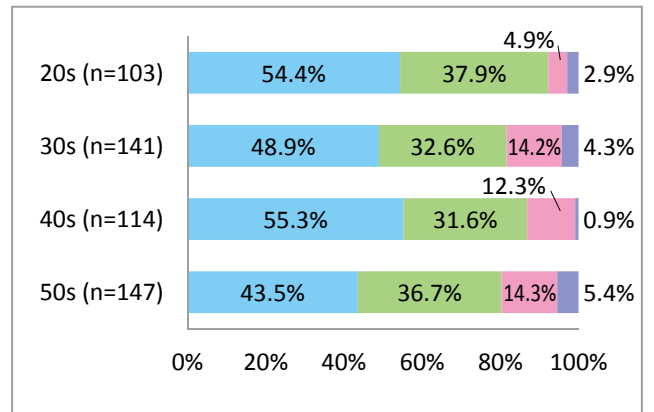
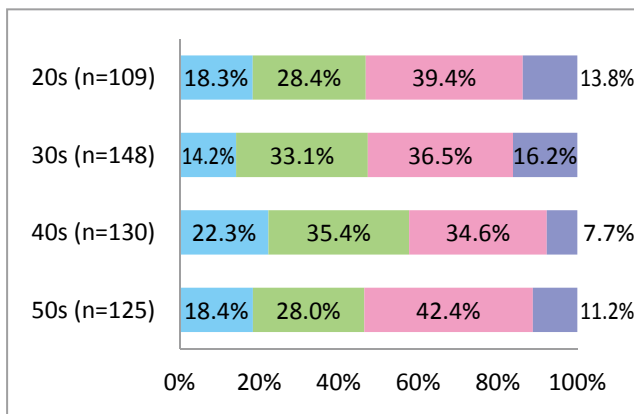


Fig.1-3 (e) Keeping and looking after animals, insects or other living creatures

<Male>



<Female>

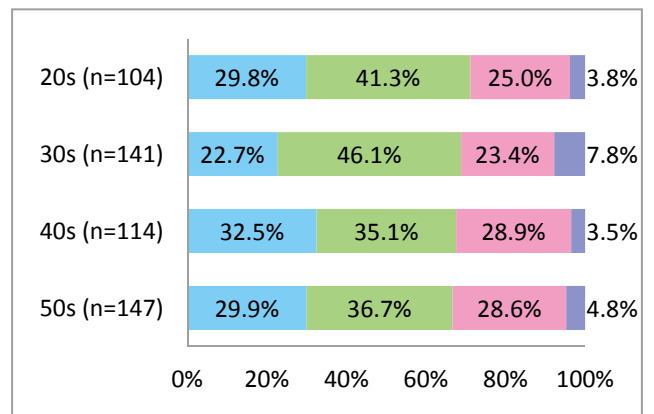
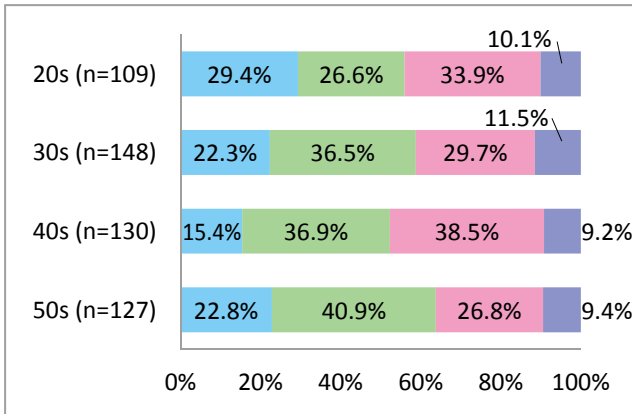


Fig.1-3 (f) Growing flowers and vegetables



■ Many times ■ Several times ■ Few times ■ None

<Male>



<Female>

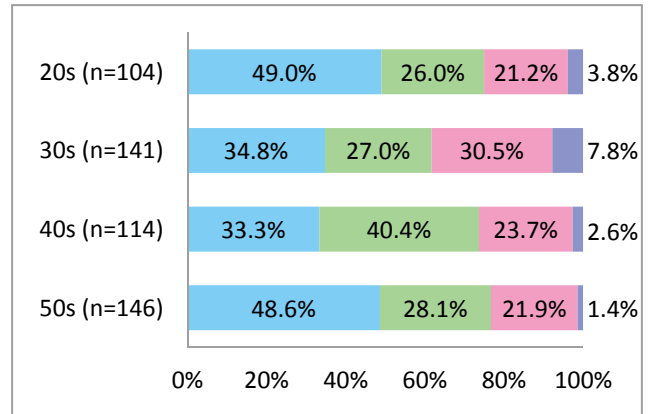
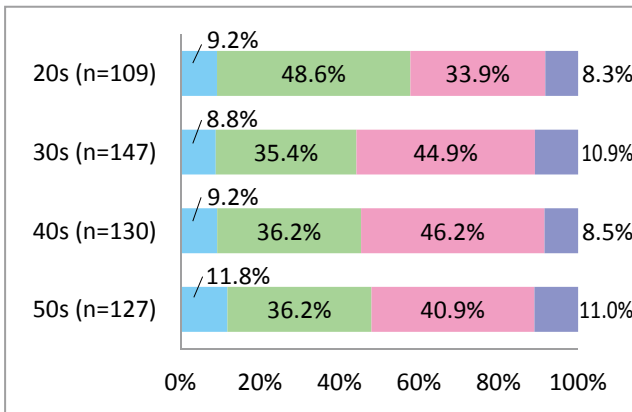


Fig.1-3 (g) Holding and playing with small children

<Male>



<Female>

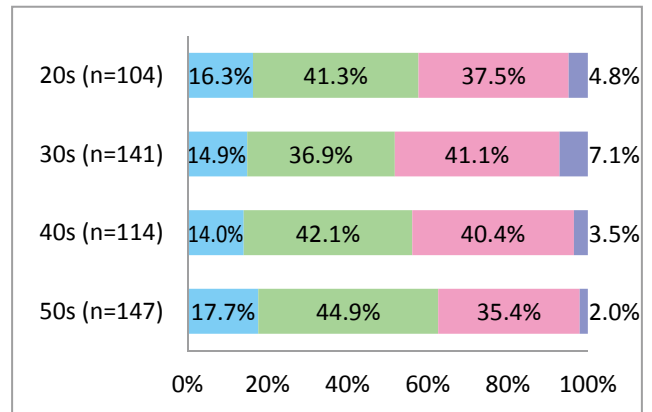
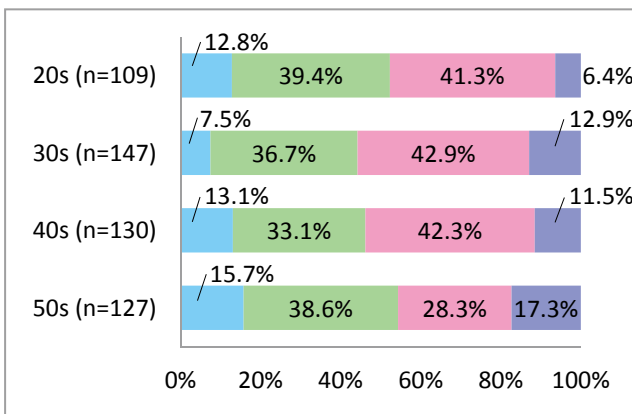


Fig.1-3 (h) Helping people with disabilities, the elderly or somebody in need of help

<Male>



<Female>

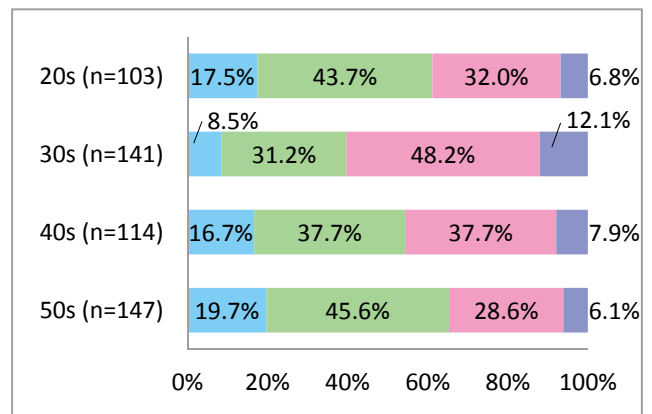


Fig.1-3 (i) Participating in community cleaning-up activity (such as weeding and rubbish picking-up)

■ Many times ■ Several times ■ Few times ■ None

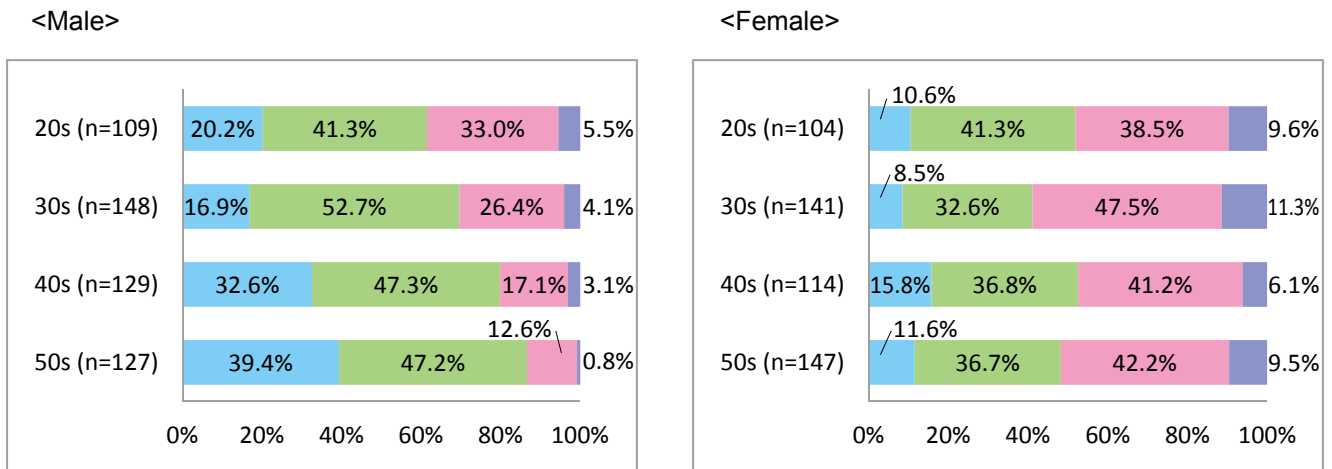


Fig.1-3 (j) Making something out of wood

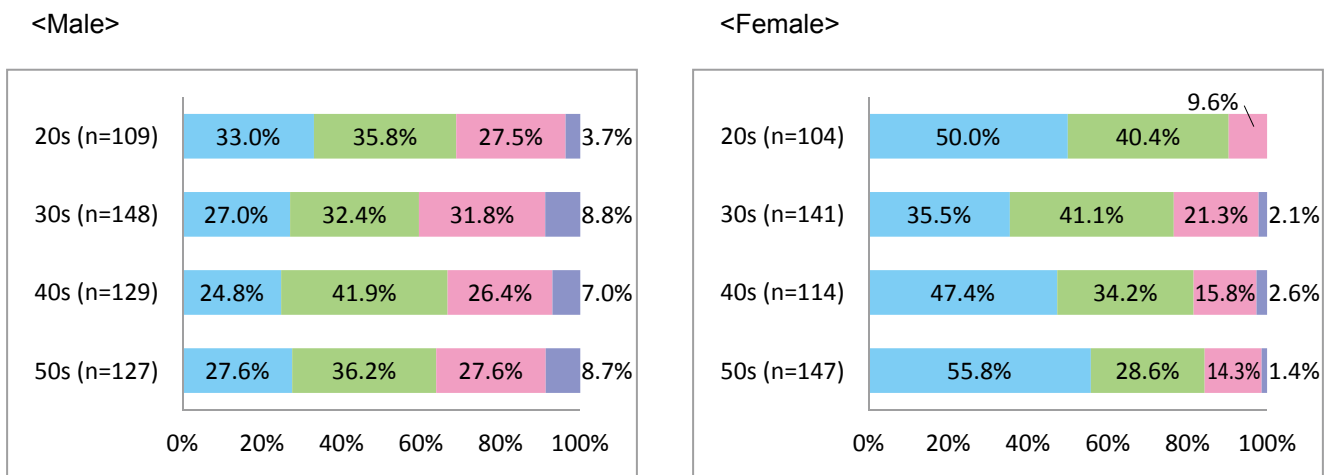


Fig.1-3 (k) Preparing food using knives

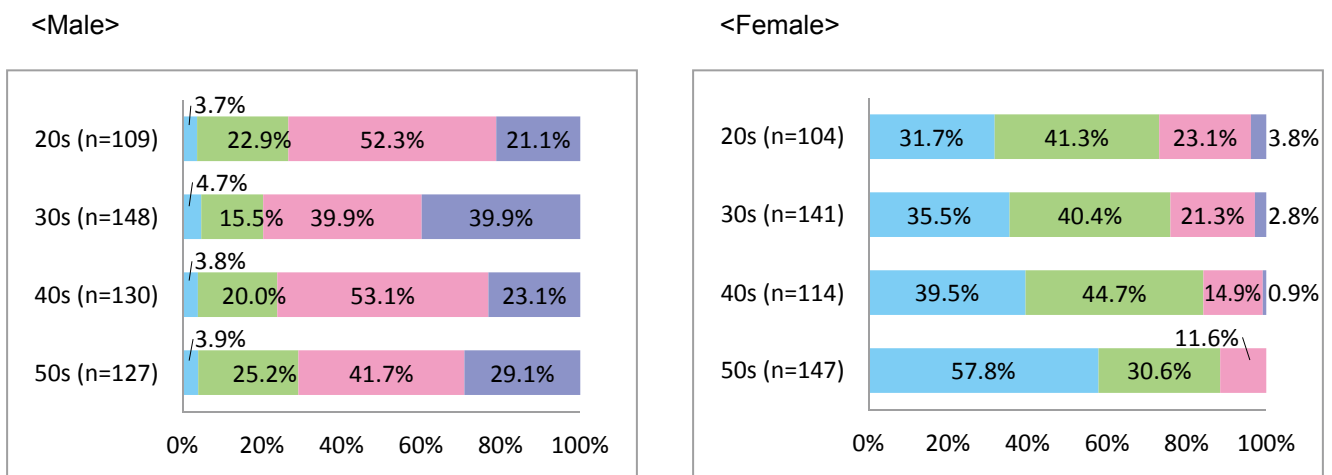


Fig.1-3 (l) Sewing and knitting

■ Many times ■ Several times ■ Few times ■ None

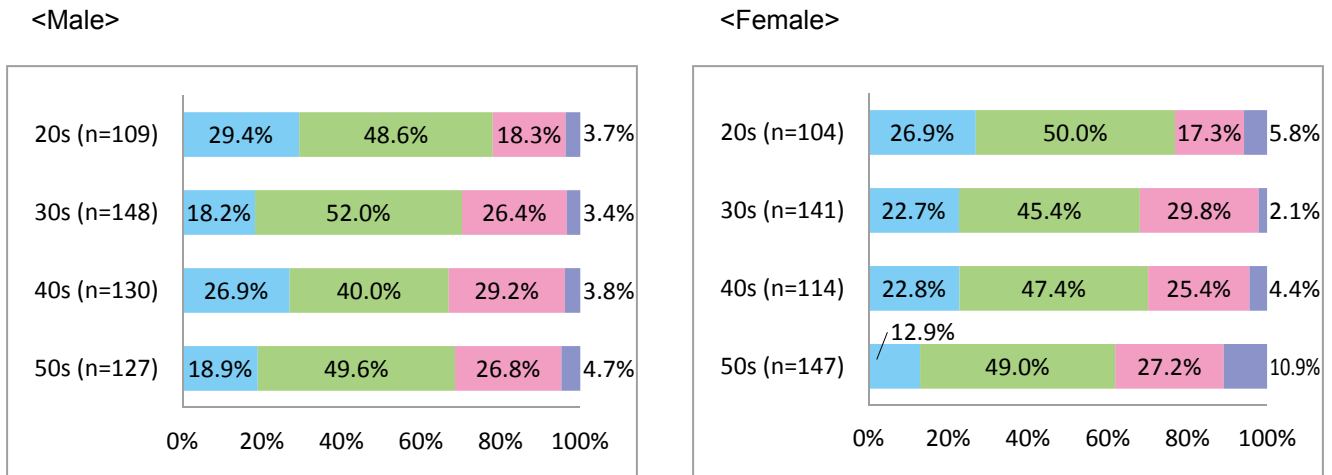


Fig.1-3 (m) Staying overnight away from home such as school trip and camp

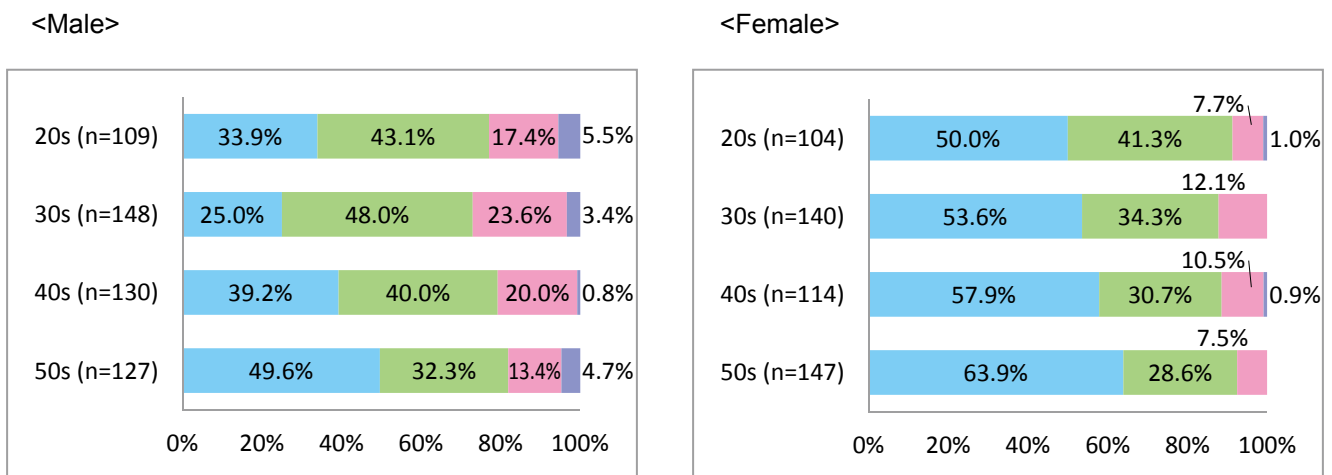


Fig.1-3 (n) Helping family such as house chores and family business

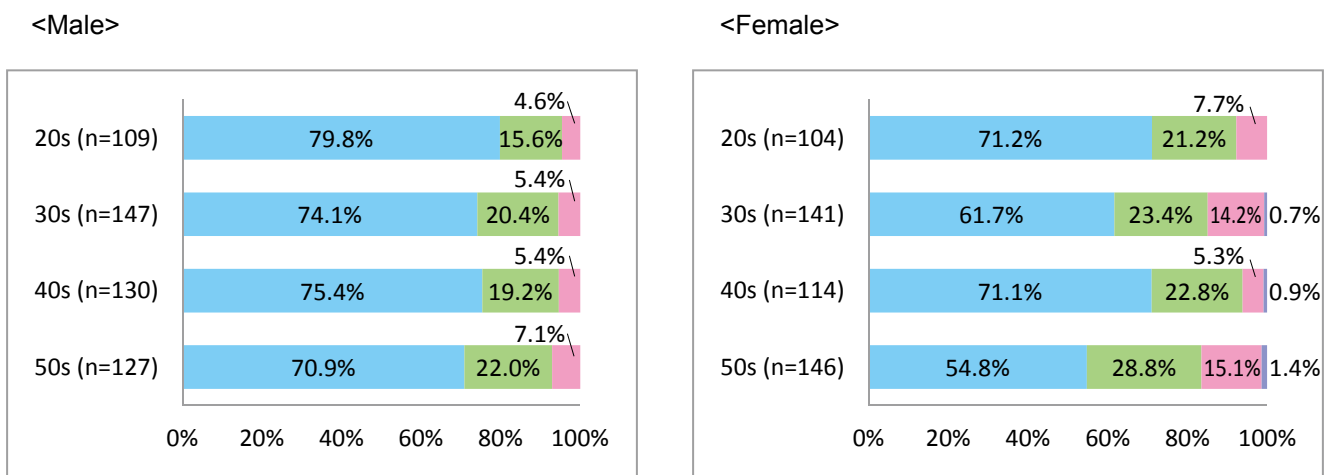
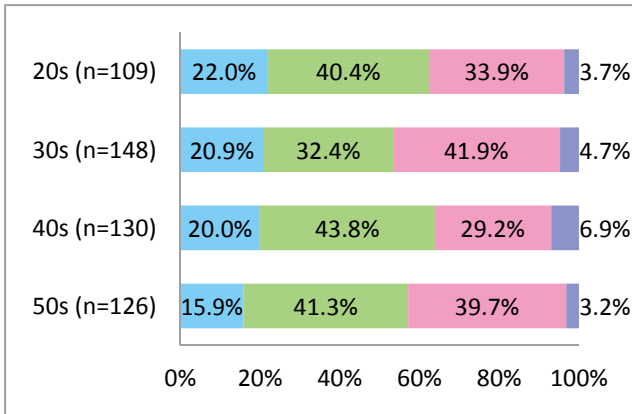


Fig.1-3 (o) Playing sport and physical exercise

■ Many times ■ Several times ■ Few times ■ None

<Male>



<Female>

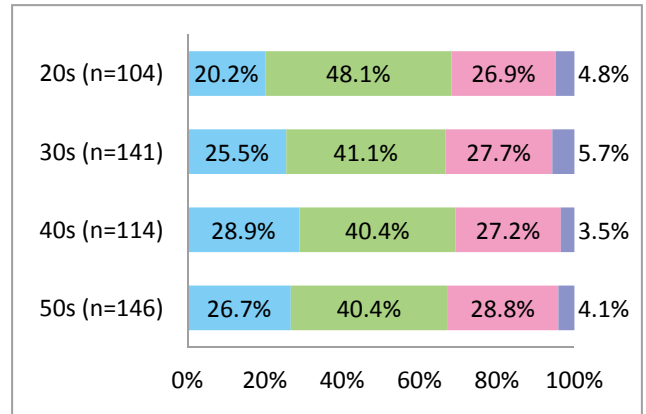
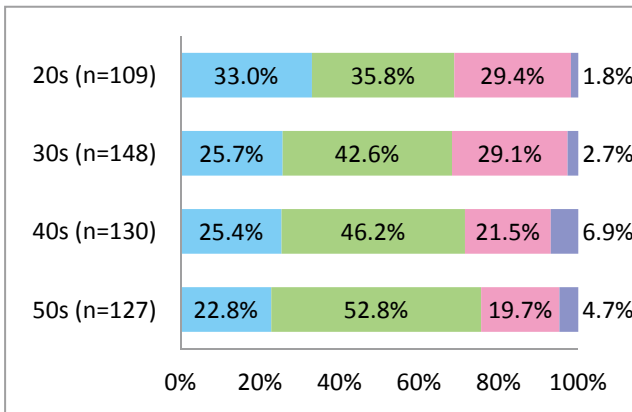


Fig.1-3 (p) Experiencing culture and tradition

<Male>



<Female>

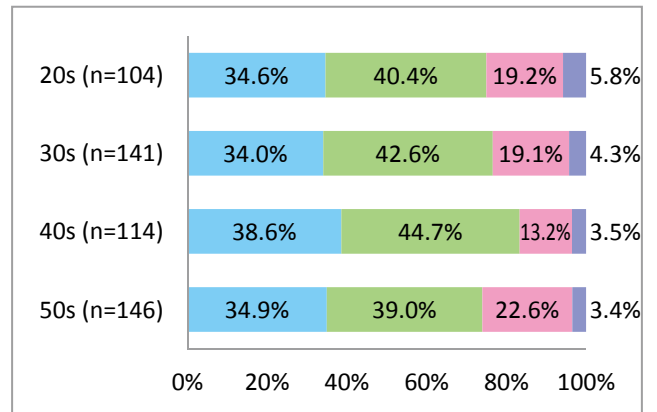


Fig.1-3 (q) Participating in local community event

Table 2 The results from free description regarding the experiences that influenced character building of self [Q1 (2)]

What are the experience(s) that, in your opinion, influence the way you are now? Please describe freely in the box provided below. The experience(s) can be one of those listed in the Q1 (1) or something else.

20s	30s	40s	50s
After-school activity 21	Nature 21	Child 21	Home 23
Nature 15	Myself 18	Now 19	Now 23
Experience 11	Sport 18	Myself 18	Helping at home 22
People 10	Experience 17	Home 17	Myself 20
Parent 10	After-school activity 16	Parent 16	Nature 19
Many 9	Helping at home 15	Mate 15	Child 18
Home 9	Child 15	Experience 13	Parent 15
Sport 9	Family 13	Living 12	River 14
Myself 8	Now 12	Neighborhood 11	People 14
Camp 8	Mountains 11	After-school activity 11	Mountains 12
Elementary school 7	Home 10	People 10	High school 11
Mate 7	Parent 10	Friend 9	Breeding 11
Child 6	Friend 9	Work 9	Experience 10
Piano 6	Mate 9	Local community 8	Myself 10
Dog 6	Outside 9	Family 8	Living 10
High school 5	Influence 9	Sea 8	Influence 10
Junior high school 5	Grandparents 9	Influence 8	Parents 9
Opportunity 5	Work 8	Experience 7	Mother 8
Breeding 5	Sea 8	Father 7	Living creatures 8
Cooking 5	Parents 8	Sport 7	Sea 7
School 5	Physical exercise 8	Mountains 7	Household chore 7
Experience 4	Father 8	School 7	Neighborhood 6
Warm interaction 4	Camp 8	River 6	After-school activity 6
Time 4	High school 7	Adult 6	Elementary school 6
Friend 4	Warm interaction 7	Mother 6	Exchange 6
Everyday 4	People 7	Parents 6	School 6
High school days 4	Neighborhood 6	Countryside 6	Junior high school 5
Parents 4	Mother 6	Outside 6	Friend 5
Countryside 4	Living 6	Together 6	Work 5
Physical exercise 4	Participation 6	Participation 6	Mate 5
After-school culture lesson 4	Cooking 6	Junior high school 5	Elder sister 5
Feeling 4	School 6	High school days 5	Teacher 5
Junior high school 4	River 5	Breeding 5	Elder brother 4
Cooking 4	Elementary school 5	Forming 5	People 4
Living creature 4	After-school activity 5	People 4	Elementary school pupil 4
	Animal 5	High school 4	Era 4
	Elderly 5	Child 4	Living together 4
	Travel 5	Event 4	Family home 4
	Important 4	Elementary school 4	Old days 4
	Adult 4	Student job 4	Everyday 4
	Local community 4	Looking after 4	Age 4
	Summer holiday 4	Parent's home 4	Human 4
	Children's club 4	Physical exercise 4	Farm work 4
	Time 4	Father 4	Animal 4
	Environment 4	Exchange 4	Outside 4
	Grandmother 4	Activity 4	Father 4
	Looking after 4	Goods 4	Discipline 4
	Exchange 4	Everybody 4	Paddy field 4
	Teacher 4		Dog 4
	Body 4		Mother 4
	Study 4		Together 4
			Grandparents 4



### **Chapter 3 <Q2>: Attitude towards the importance of the contents of Moral Education listed in the Courses of Study and self-assessment of own practice**

(1) How important does the respondent consider each statement listed

The respondents were asked to rate the degree of importance of the statements that express the contents of Moral Education listed in the Courses of Study (government curriculum guideline) for junior high school. The highest ranking statement was (g) Deepen the spirit of warm humanity and have consideration towards others -*'consideration'*- (77.3%) followed by (f) Understand the significance of civility and behave properly according to the place and occasion -*'civility'*- (76.3%), (l) Understand the preciousness of life and respect the lives of others and your own -*'respect for life'*- (75.1%), (t) Respect parents and grandparents, have awareness of being a member of a family, contributing to establish a fulfilling family life -*'family'*- (66.6%), and (h) Understand the preciousness of friendship, have trustworthy friends and encourage each other to do better -*'friendship'*- (65.3%). When combined 'very important' and 'moderately important', all the items scored more than 70%, demonstrating the items listed in the curriculum guideline are relevant to the general adult population. (Fig.2-1)

Looking through the results by age group, it was found that there was very little difference in opinions between the age groups. For some items, the younger generation tended to rate higher regarding Viewpoint 1 [statements (a) to (f)] that concerns 'mainly myself' in the guideline as well as Viewpoint 2 [statements (g) to (k)] that concerns 'mainly to do with the relationship with others'. As for the Viewpoint 3 [statements (l) to (n)], which concerns 'mainly to do with nature and spirituality' as well as Viewpoint 4 [statement (o) to (x)], which concerns 'mainly to do with groups and society', the older generation rated higher, demonstrating the possibility that while the valuation of oneself and the people around develops in youth, the appreciation towards life and wider groups of people starts developing later than 40 years old. (Fig.2-2)

Q2 (A) How important do you consider the following statements?

Very important      Moderately important      Neither  
 Not very important      Not important at all

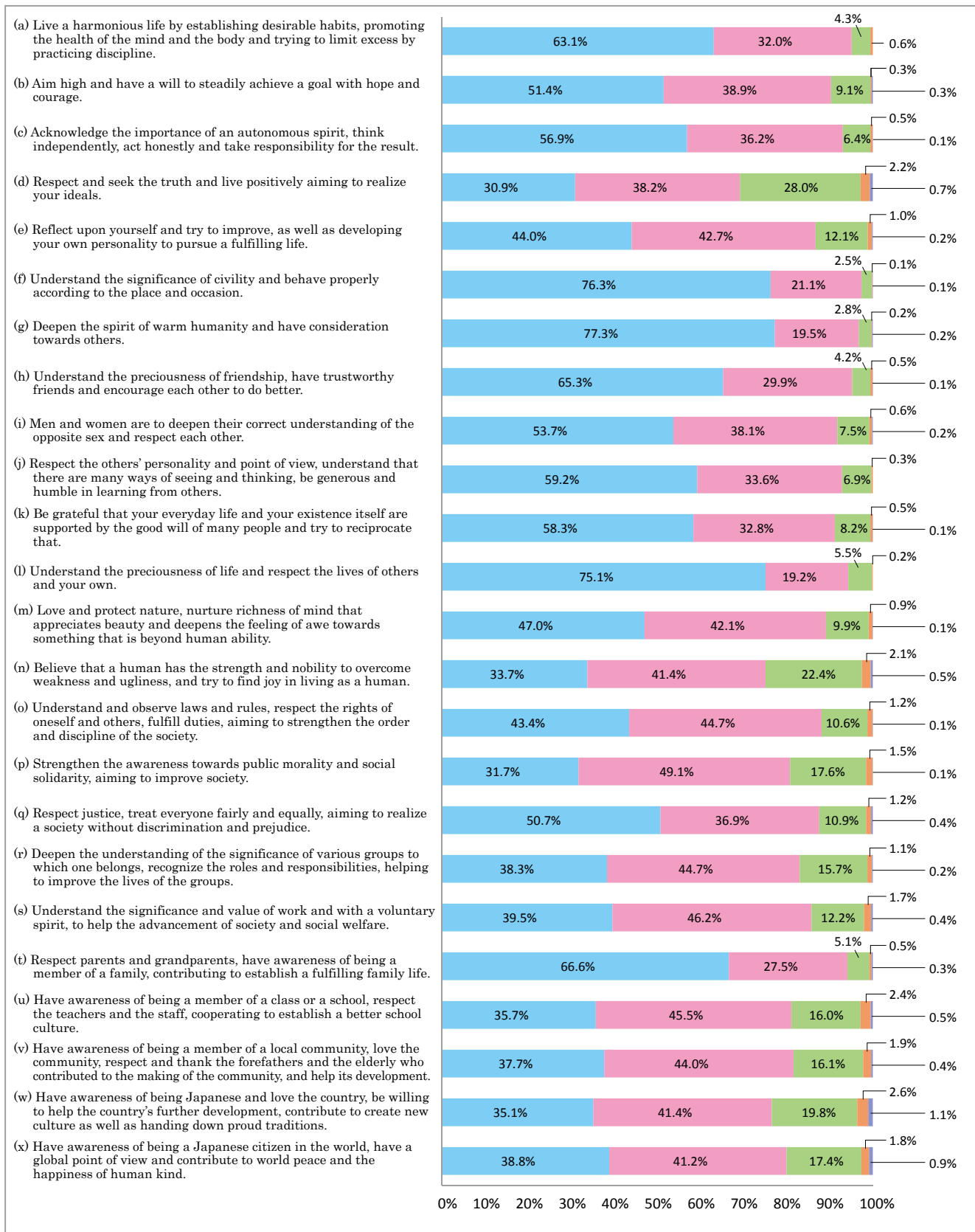


Fig.2-1 Importance of the contents of Moral Education listed in the Courses of Study



Q2 (A) How important do you consider the following statements? -Result by age group-

Very important      Moderately important      Neither  
 Not very important      Not important at all

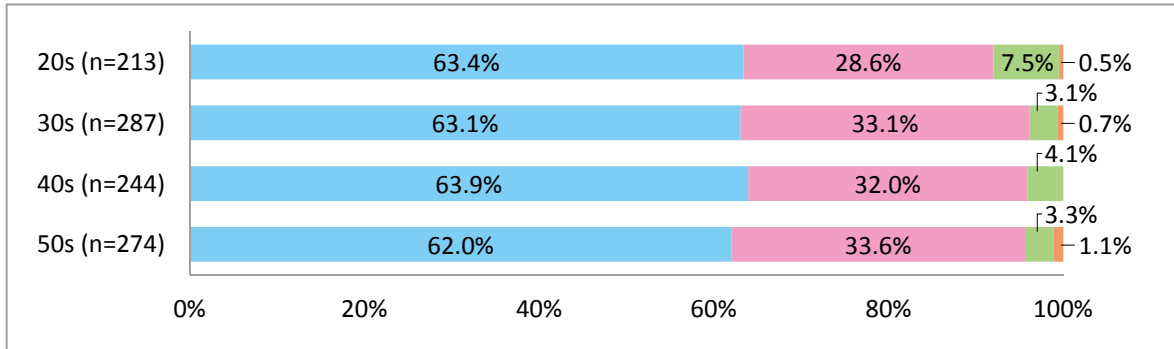


Fig.2-2 (a) Live a harmonious life by establishing desirable habits, promoting the health of the mind and the body and trying to limit excess by practicing discipline.

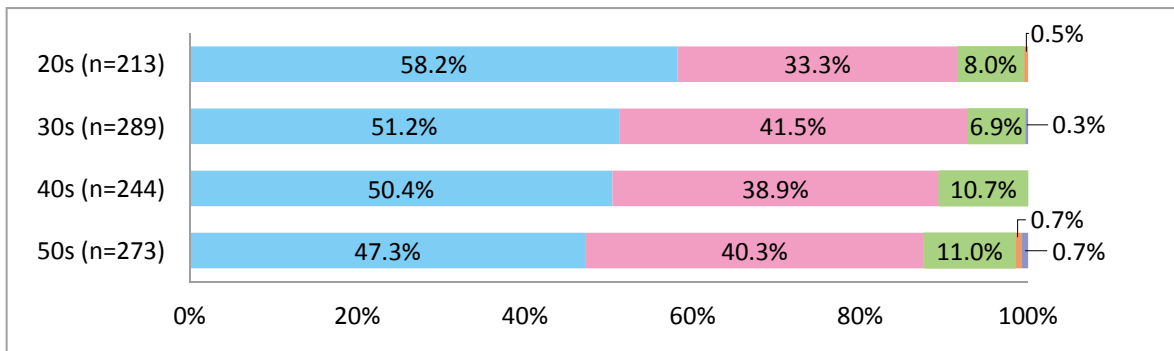


Fig.2-2 (b) Aim high and have a will to steadily achieve a goal with hope and courage.

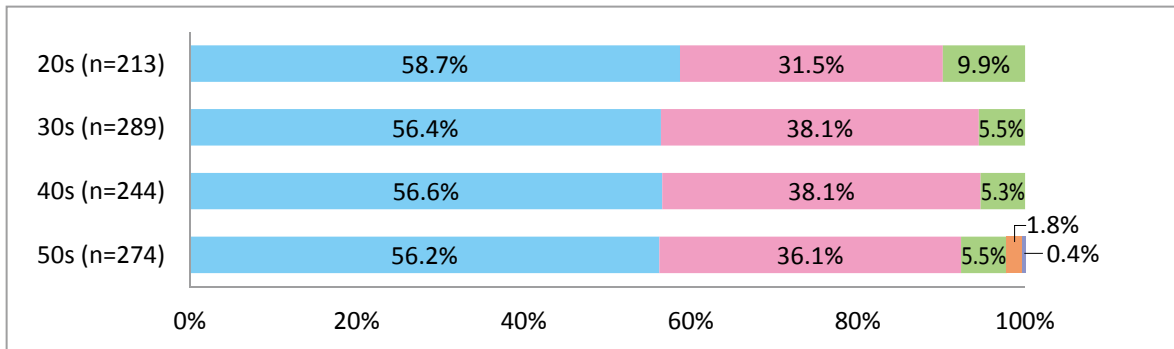


Fig.2-2 (c) Acknowledge the importance of an autonomous spirit, think independently, act honestly and take responsibility for the result.

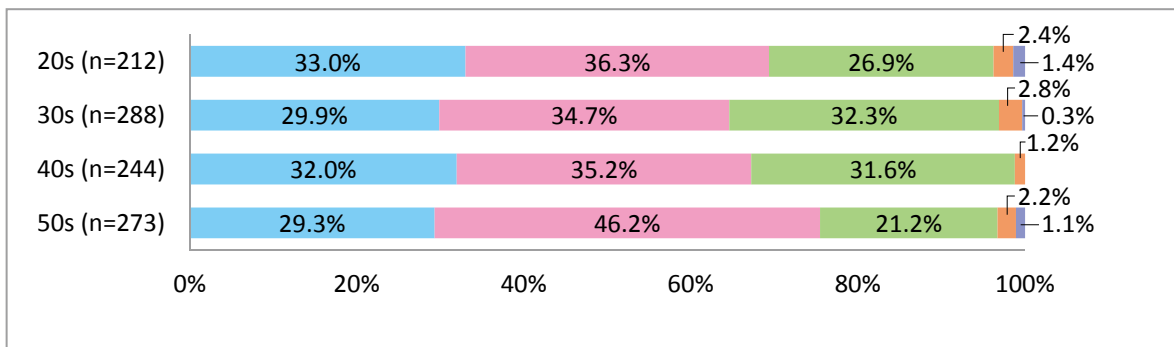


Fig.2-2 (d) Respect and seek the truth and live positively aiming to realize your ideals.

■ Very important     ■ Moderately important     ■ Neither  
■ Not very important     ■ Not important at all

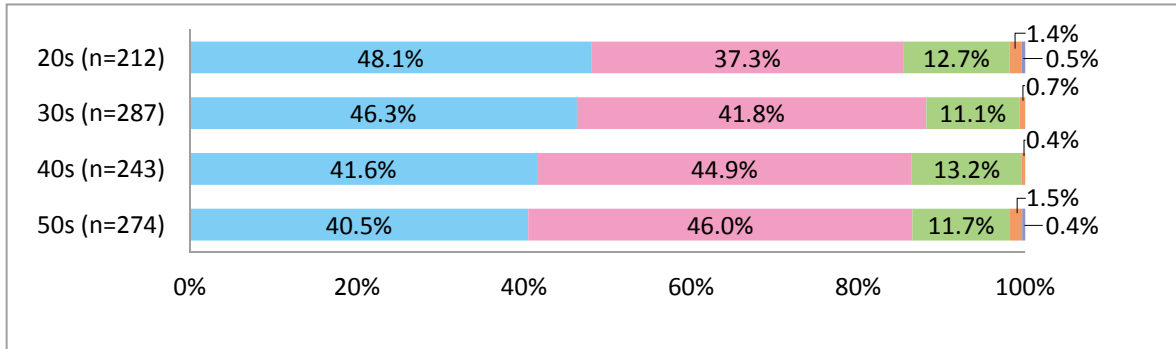


Fig.2-2 (e) Reflect upon yourself and try to improve, as well as developing your own personality to pursue a fulfilling life.

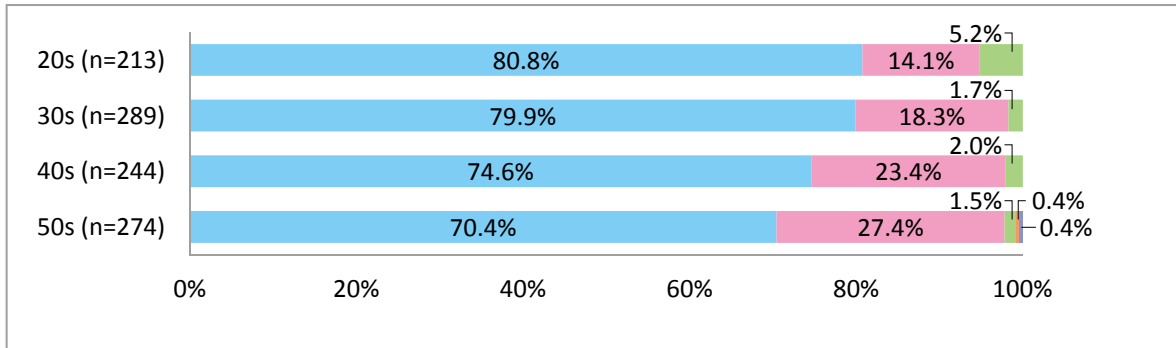


Fig.2-2 (f) Understand the significance of civility and behave properly according to the place and occasion.

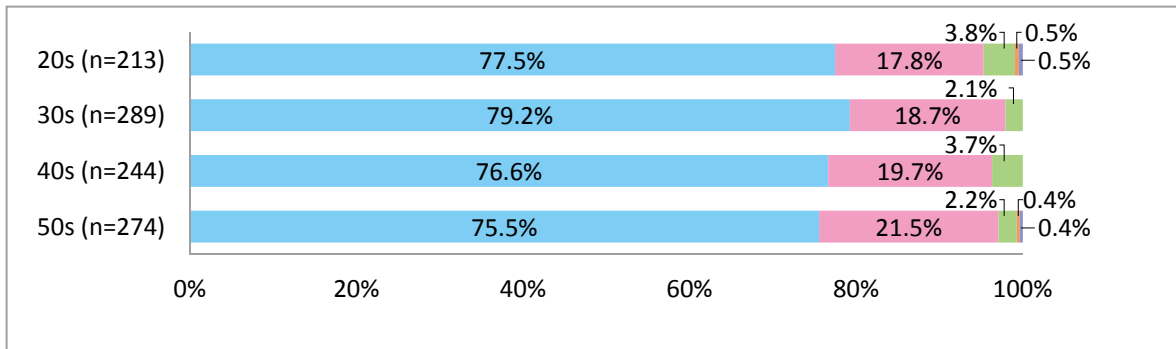


Fig.2-2 (g) Deepen the spirit of warm humanity and have consideration towards others.

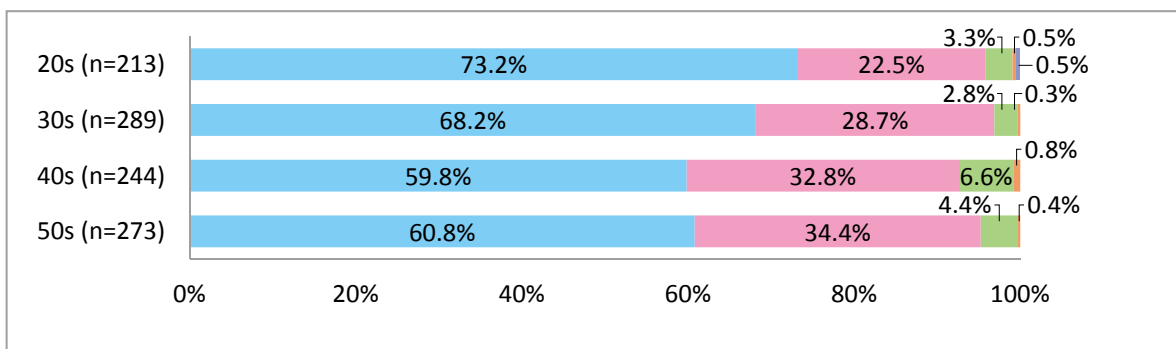


Fig.2-2 (h) Understand the preciousness of friendship, have trustworthy friends and encourage each other to do better.

Very important      Moderately important      Neither  
 Not very important      Not important at all

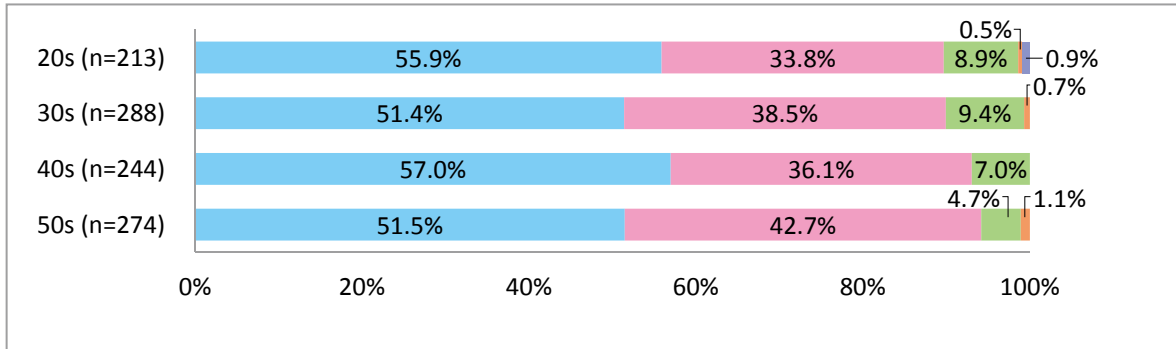


Fig.2-2 (i) Men and women are to deepen their correct understanding of the opposite sex and respect each other.

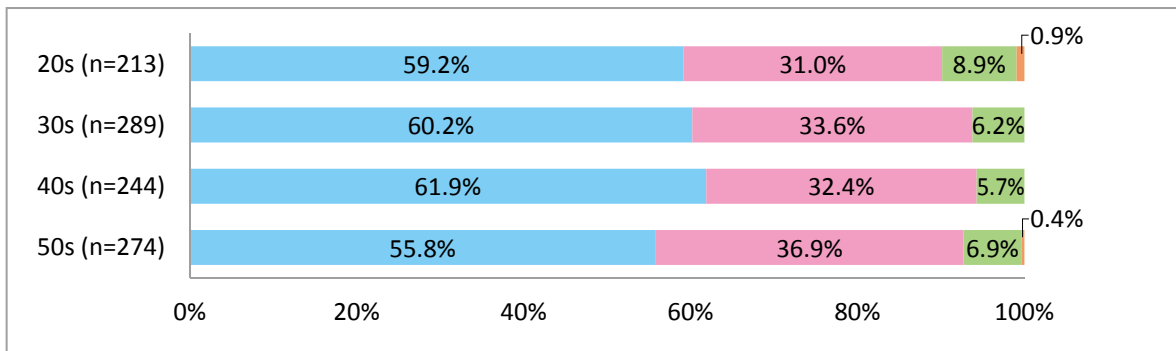


Fig.2-2 (j) Respect the others' personality and point of view, understand that there are many ways of seeing and thinking, be generous and humble in learning from others.

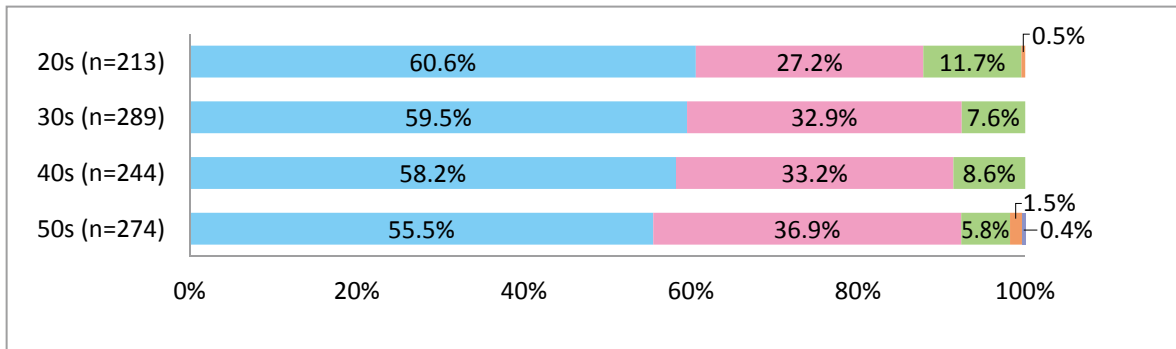


Fig.2-2 (k) Be grateful that your everyday life and your existence itself is supported by the good will of many people and try to reciprocate that.

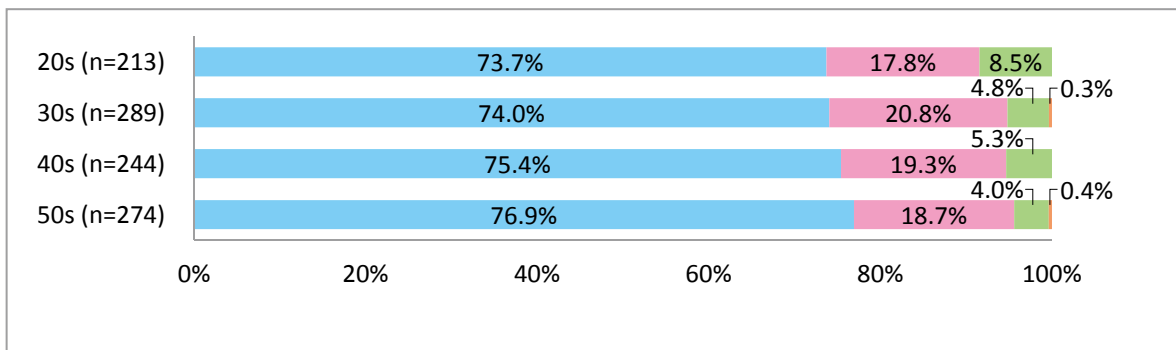


Fig.2-2 (l) Understand the preciousness of life and respect the lives of others and your own.

Very important      Moderately important      Neither  
 Not very important      Not important at all

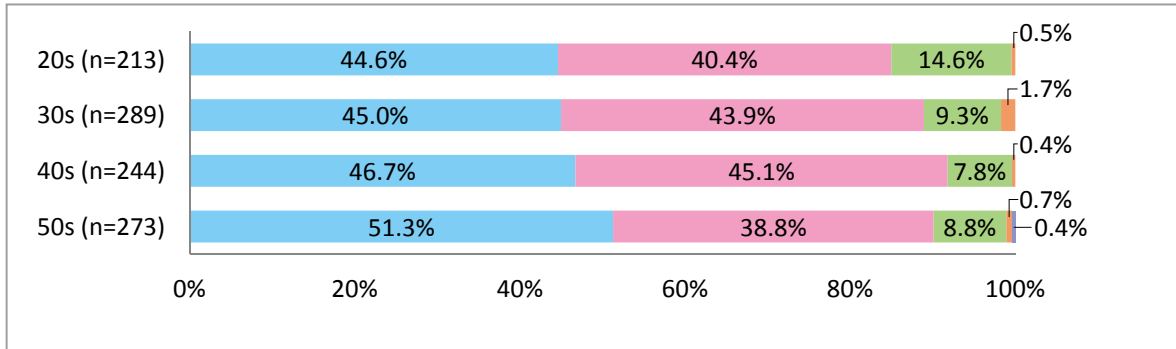


Fig.2-2 (m) Love and protect nature, nurture richness of mind that appreciates beauty and deepens the feeling of awe towards something that is beyond human ability.

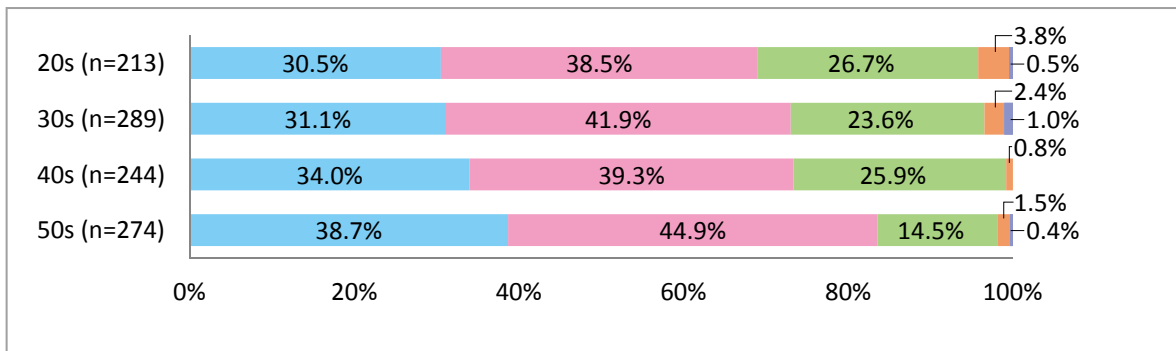


Fig.2-2 (n) Believe that a human has the strength and nobility to overcome weakness and ugliness, and try to find joy in living as a human.

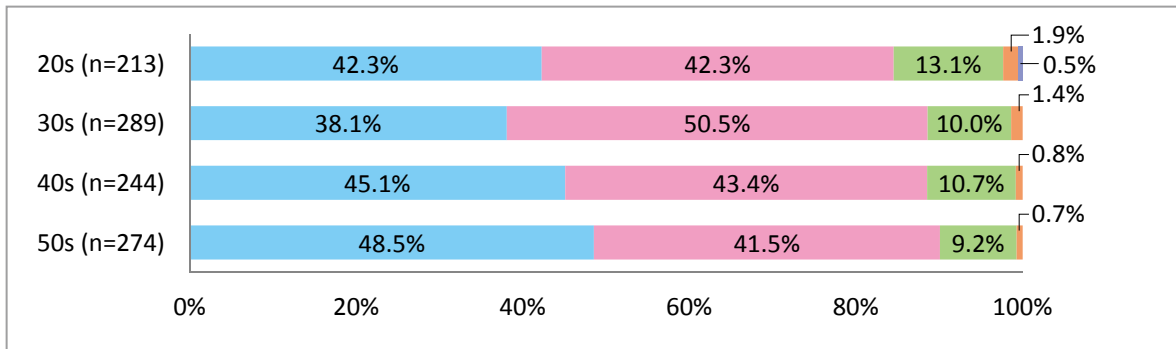


Fig.2-2 (o) Understand and observe laws and rules, respect the rights of oneself and others, fulfill duties, aiming to strengthen the order and discipline of the society.

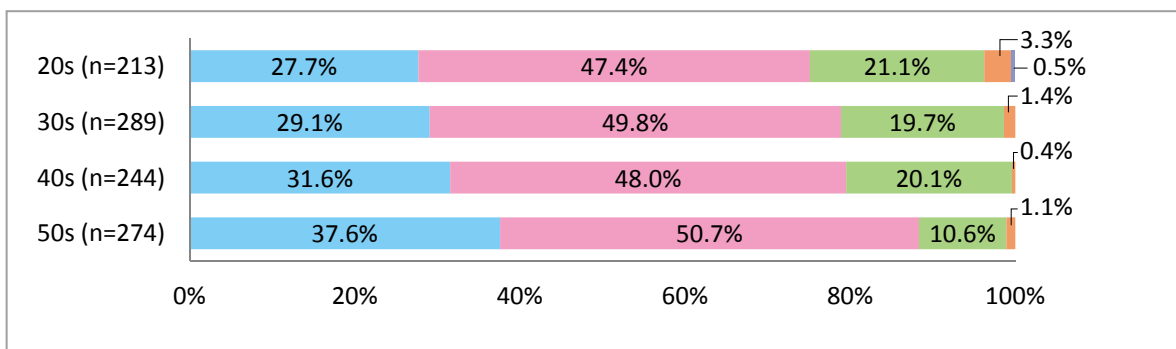


Fig.2-2 (p) Strengthen the awareness towards public morality and social solidarity, aiming to improve society.

■ Very important     ■ Moderately important     ■ Neither  
■ Not very important     ■ Not important at all

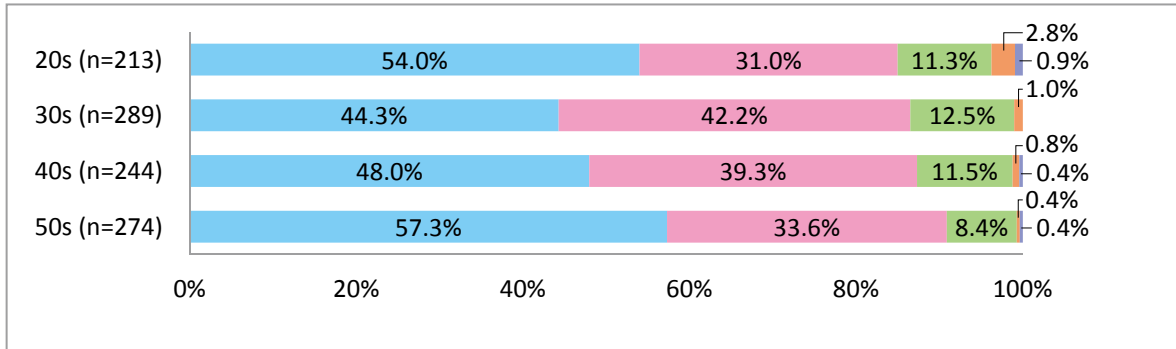


Fig.2-2 (q) Respect justice, treat everyone fairly and equally, aiming to realize a society without discrimination and prejudice.

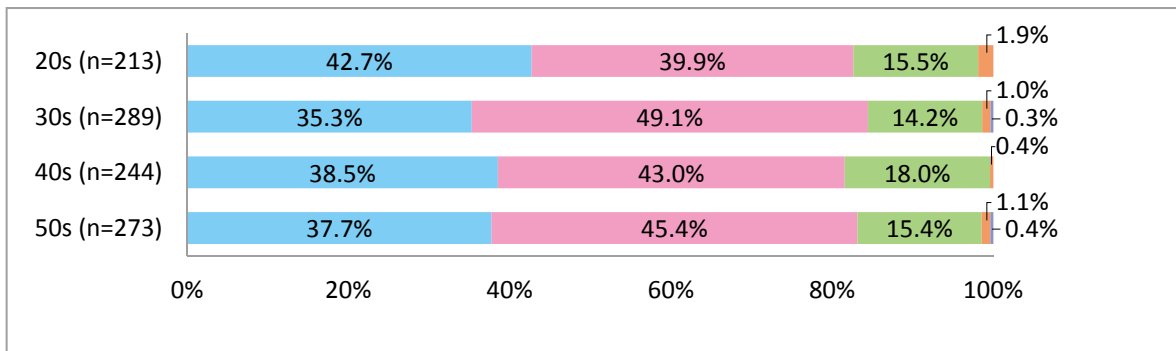


Fig.2-2 (r) Deepen the understanding of the significance of various groups to which one belongs, recognize the roles and responsibilities, helping to improve the lives of the groups.

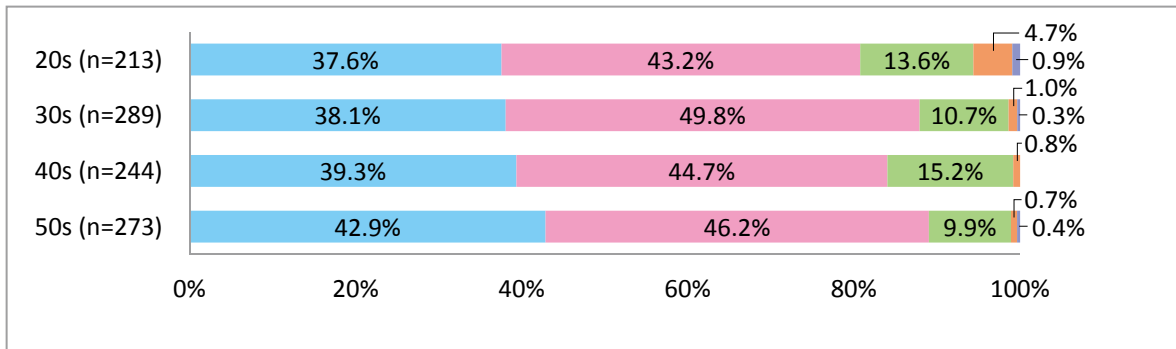


Fig.2-2 (s) Understand the significance and value of work and with a voluntary spirit, to help the advancement of society and social welfare.

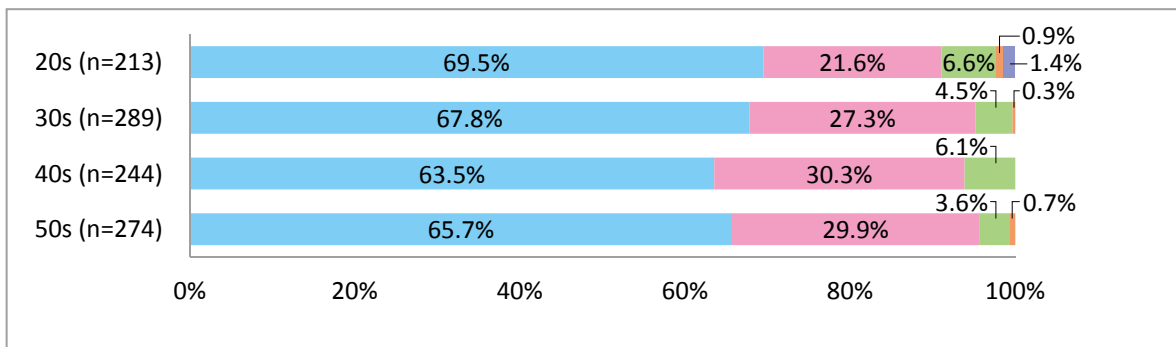


Fig.2-2 (t) Respect parents and grandparents, have awareness of being a member of a family, contributing to establish a fulfilling family life.

■ Very important     ■ Moderately important     ■ Neither  
■ Not very important     ■ Not important at all

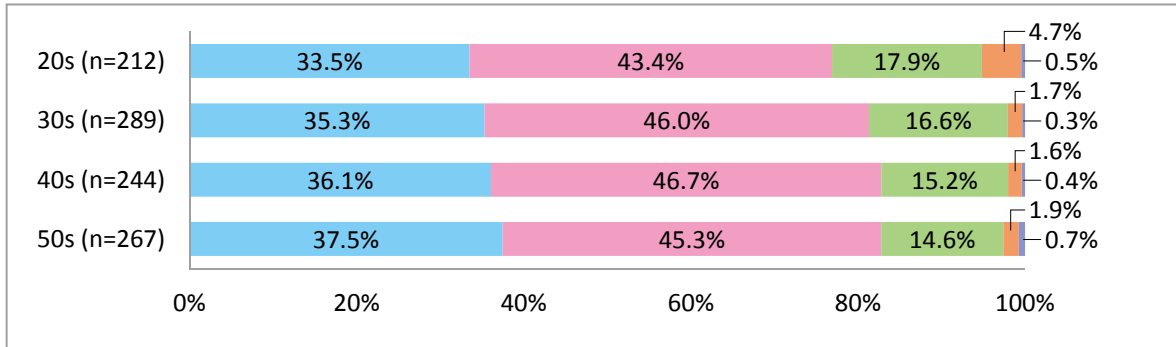


Fig.2-2 (u) Have awareness of being a member of a class or a school, respect the teachers and the staff, cooperating to establish a better school culture.

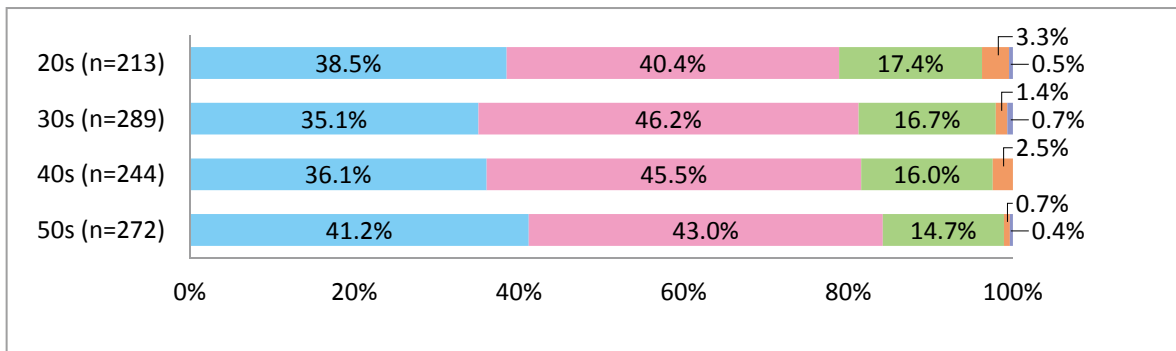


Fig.2-2 (v) Have awareness of being a member of a local community, love the community, respect and thank the forefathers and the elderly who contributed to the making of the community, and help its development.

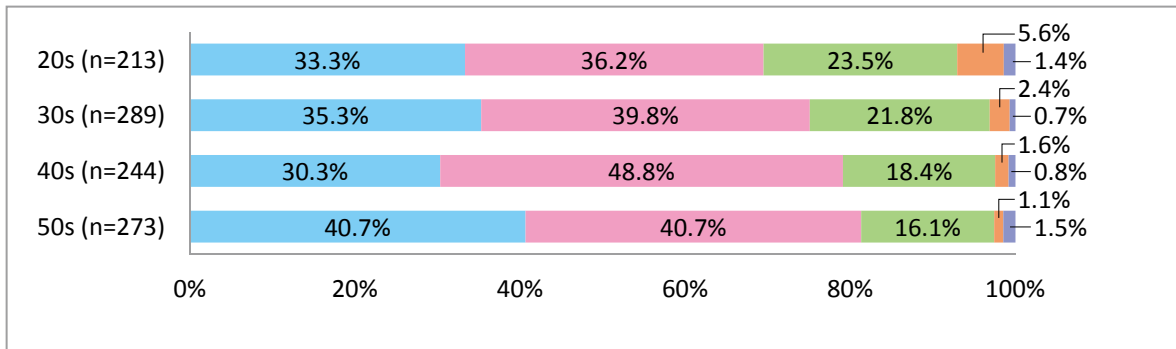


Fig.2-2 (w) Have awareness of being Japanese and love the country, be willing to help the country's further development, contribute to create new culture as well as handing down proud traditions.

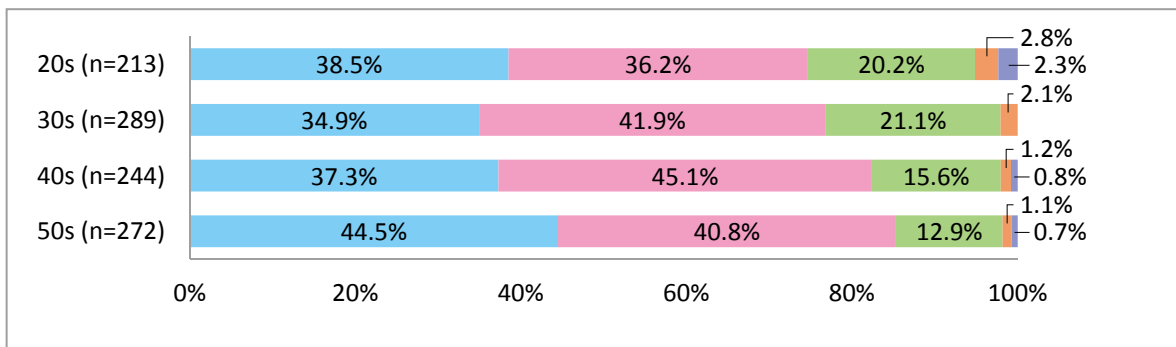


Fig.2-2 (x) Have awareness of being a Japanese citizen in the world, have a global point of view and contribute to world peace and the happiness of human kind.

Q2 How important do you think of the following statements? -Result by age group and gender-

Very important      Moderately important      Neither  
 Not very important      Not important at all

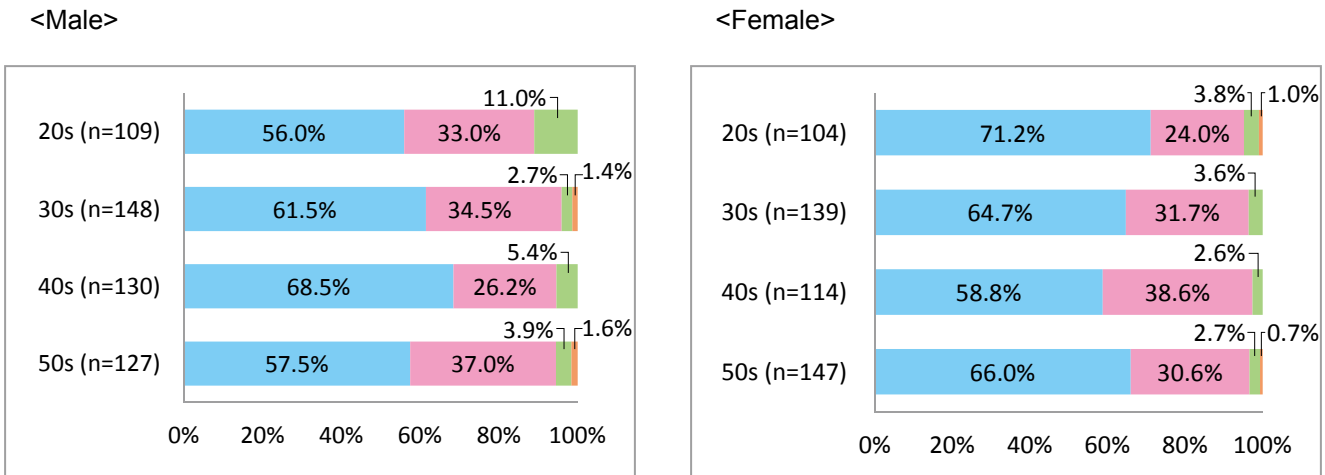


Fig.2-3 (a) Live a harmonious life by establishing desirable habits, promoting the health of the mind and the body and trying to limit excess by practicing discipline.

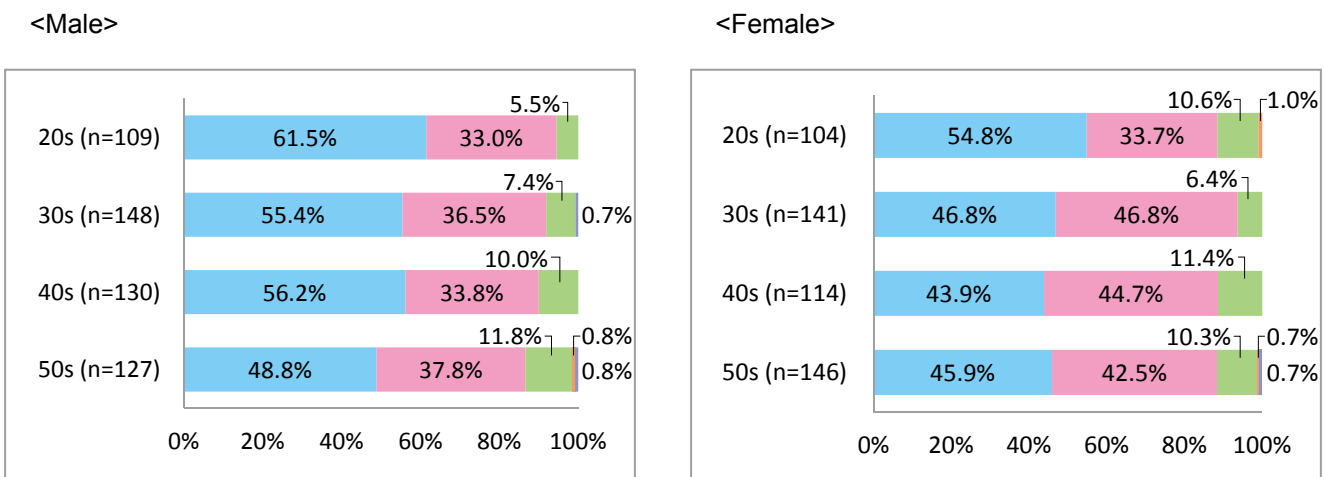


Fig.2-3 (b) Aim high and have a will to steadily achieve a goal with hope and courage.

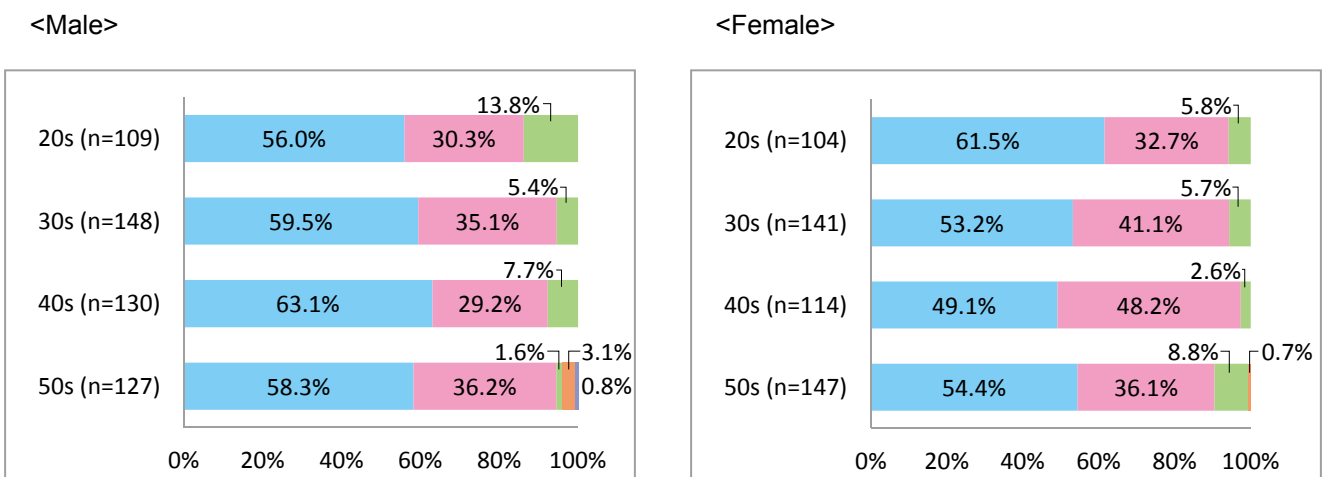


Fig.2-3 (c) Acknowledge the importance of an autonomous spirit, think independently, act honestly and take responsibility for the result.

Very important      Moderately important      Neither  
 Not very important      Not important at all

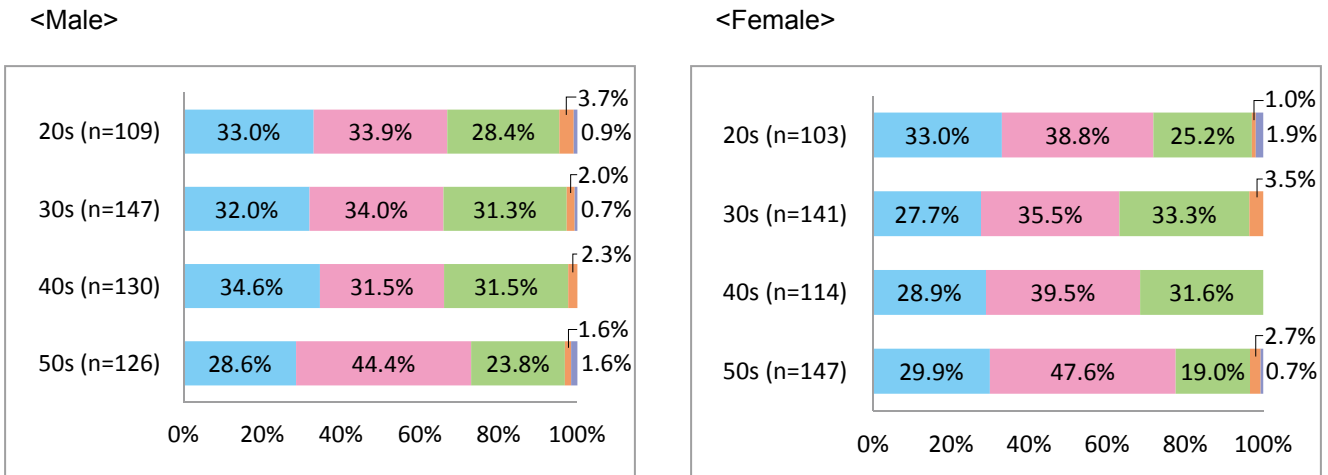


Fig.2-3 (d) Respect and seek the truth and live positively aiming to realize your ideals.

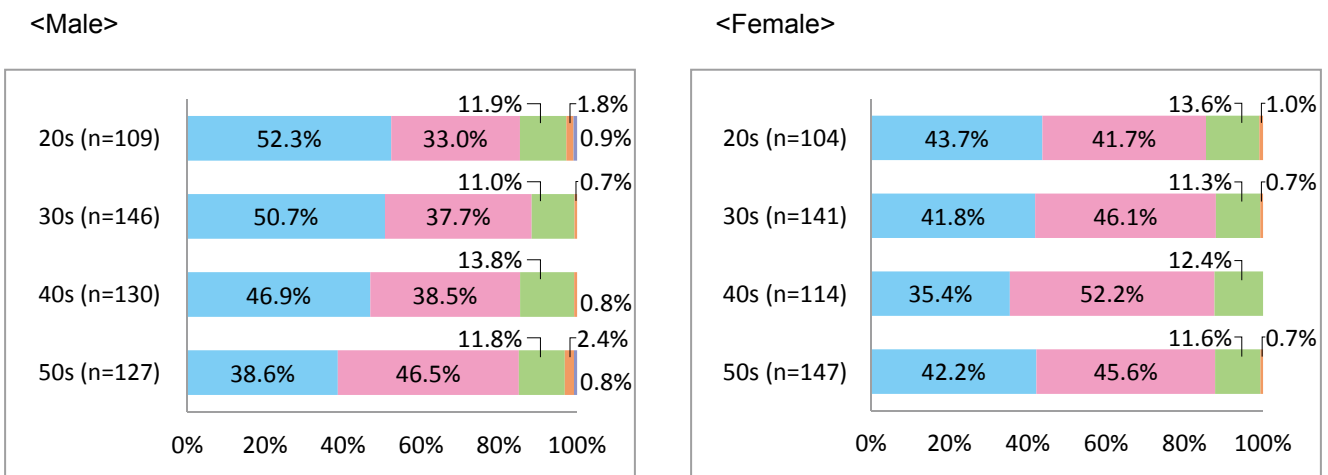


Fig.2-3 (e) Reflect upon yourself and try to improve, as well as developing your own personality to pursue a fulfilling life

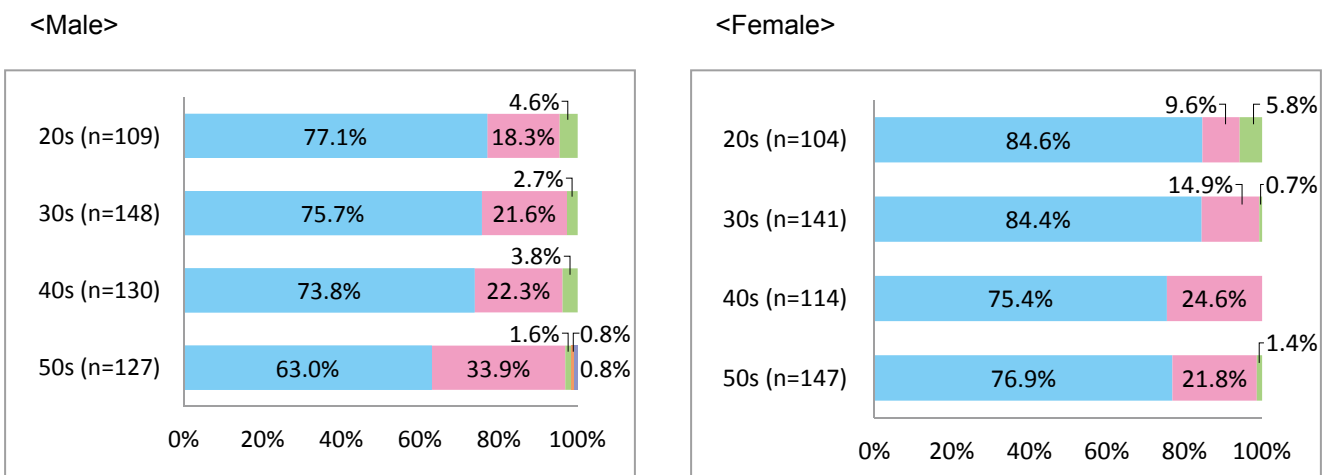
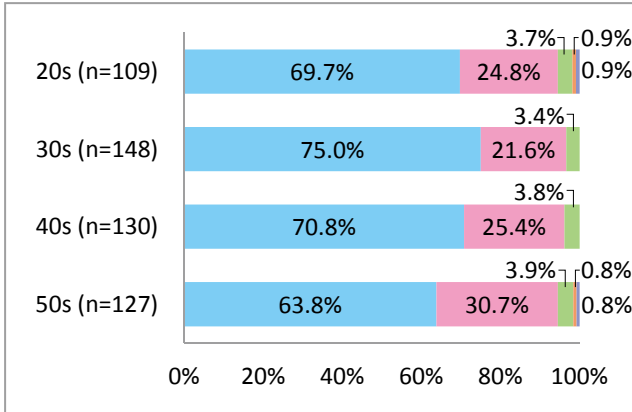


Fig.2-3 (f) Understand the significance of civility and behave properly according to the place and occasion.



Very important      Moderately important      Neither  
 Not very important      Not important at all

<Male>



<Female>

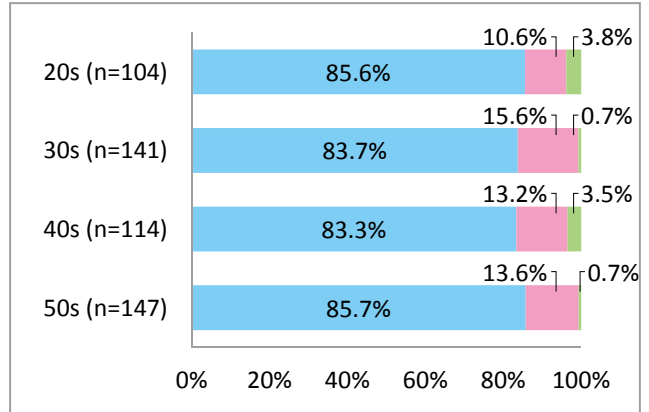
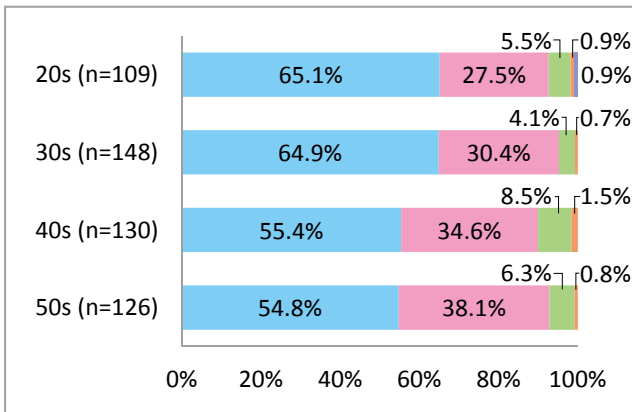


Fig.2-3 (g) Deepen the spirit of warm humanity and have consideration towards others.

<Male>



<Female>

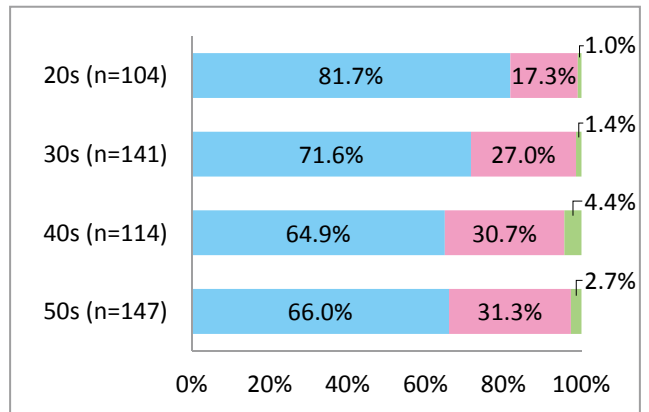
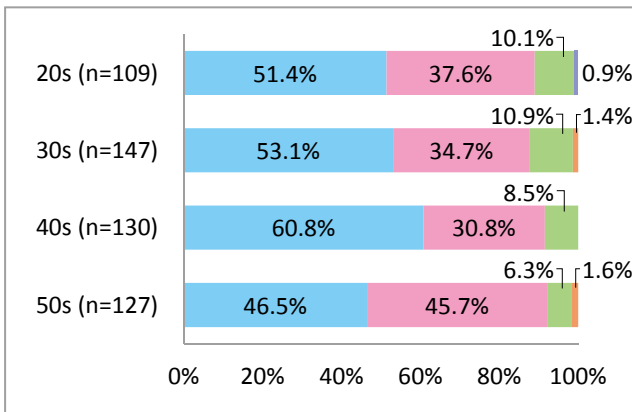


Fig.2-3 (h) Understand the preciousness of friendship, have trustworthy friends and encourage each other to do better.

<Male>



<Female>

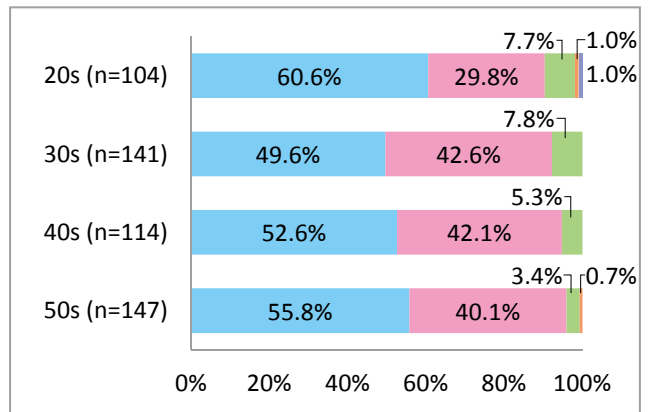


Fig.2-3 (i) Men and women are to deepen their correct understanding of the opposite sex and respect each other.

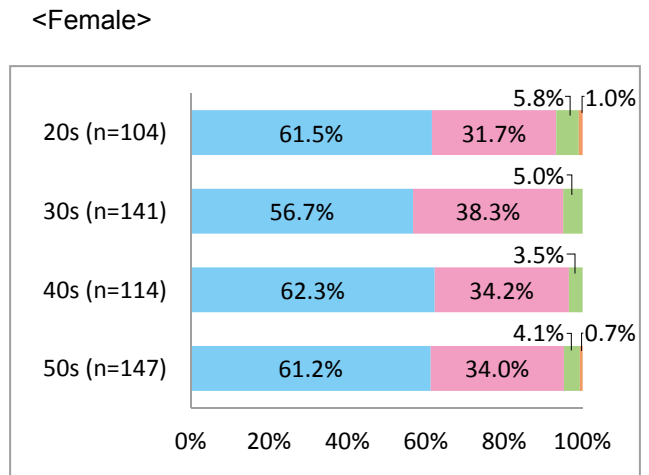
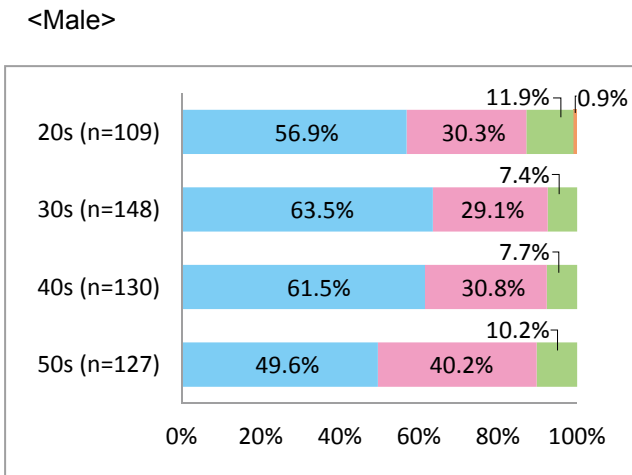
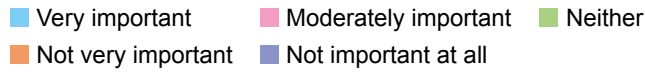


Fig.2-3 (j) Respect the others' personality and point of view, understand that there are many ways of seeing and thinking, be generous and humble in learning from others.

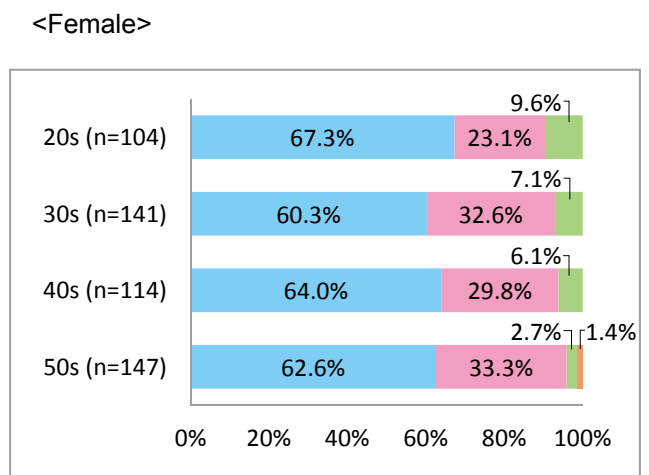
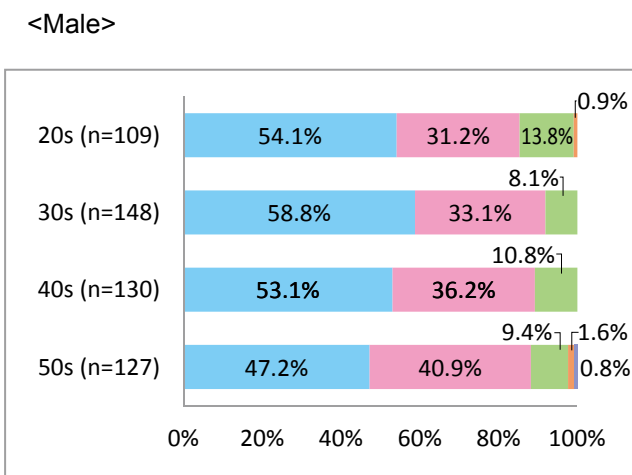


Fig.2-3 (k) Be grateful that your everyday life and your existence itself is supported by the good will of many people and try to reciprocate that.

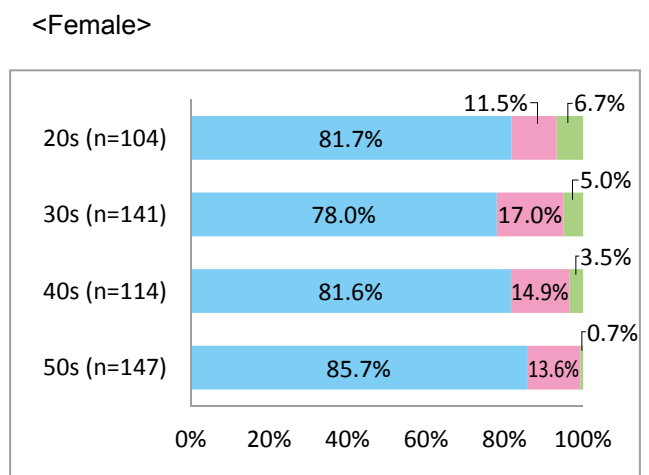
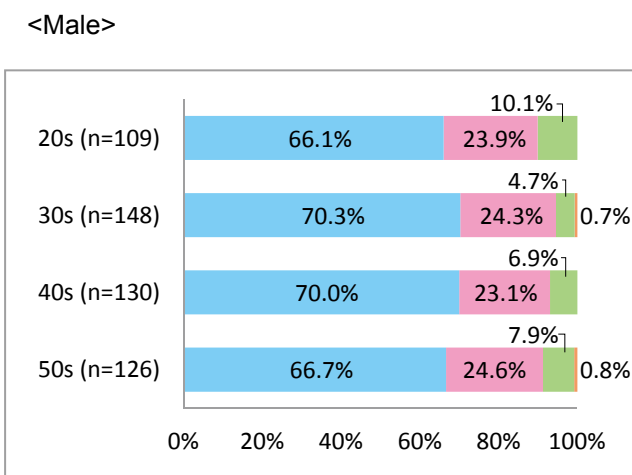
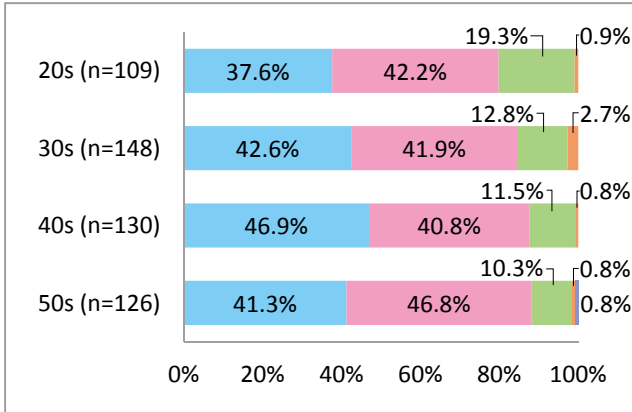


Fig.2-3 (l) Understand the preciousness of life and respect the lives of others and your own.

Very important      Moderately important      Neither  
 Not very important      Not important at all

<Male>



<Female>

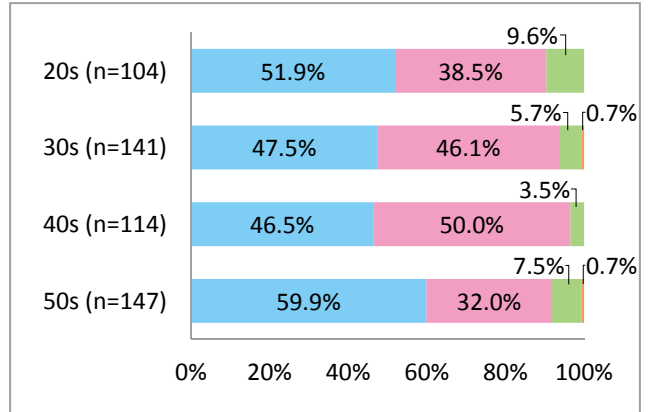
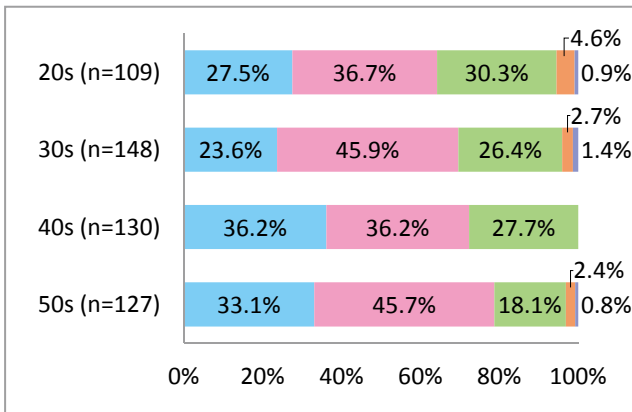


Fig.2-3 (m) Love and protect nature, nurture richness of mind that appreciates beauty and deepens the feeling of awe towards something that is beyond human ability.

<Male>



<Female>

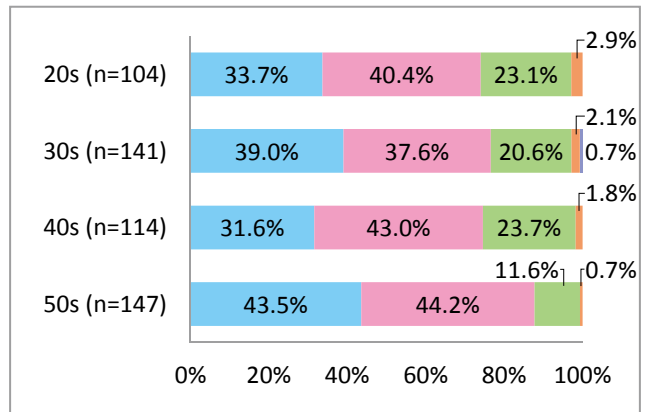
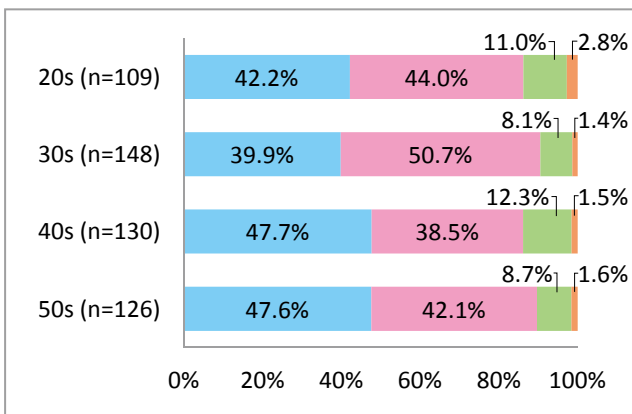


Fig.2-3 (n) Believe that a human has the strength and nobility to overcome weakness and ugliness, and try to find joy in living as a human.

<Male>



<Female>

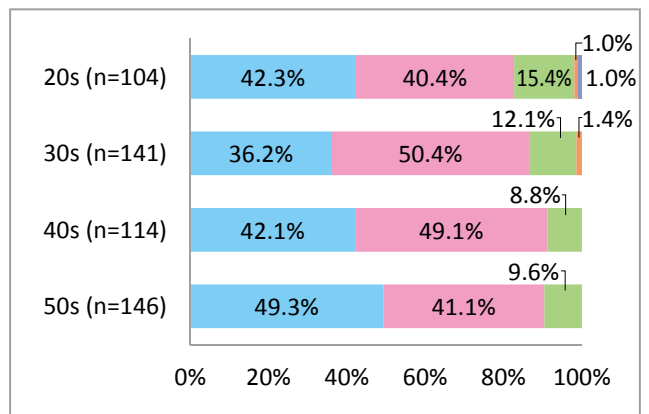


Fig.2-3 (o) Understand and observe laws and rules, respect the rights of oneself and others, fulfill duties, aiming to strengthen the order and discipline of society.

Very important      Moderately important      Neither  
 Not very important      Not important at all

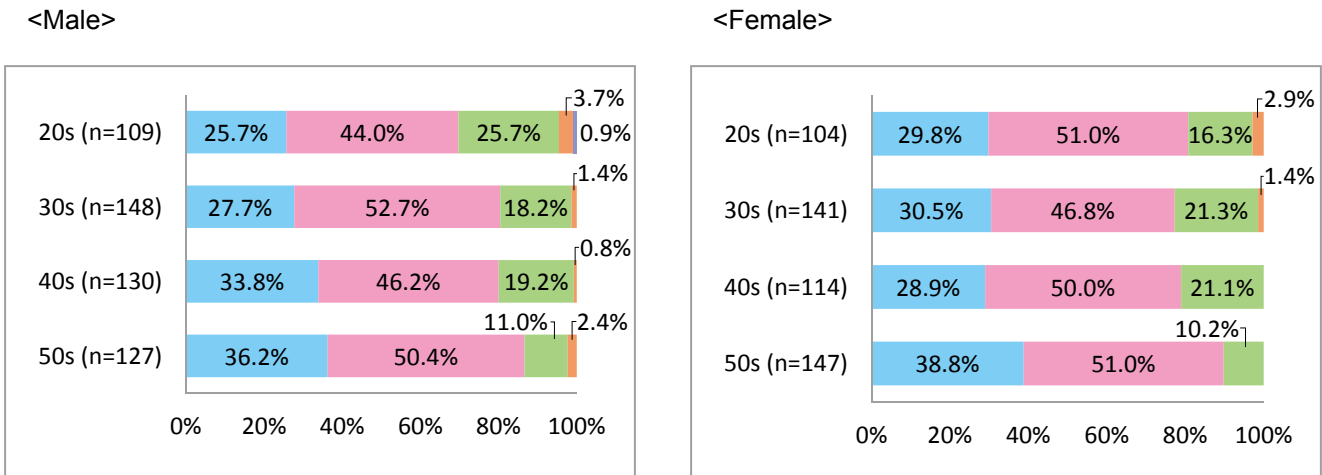


Fig.2-3 (p) Strengthen the awareness towards public morality and social solidarity, aiming to improve society.

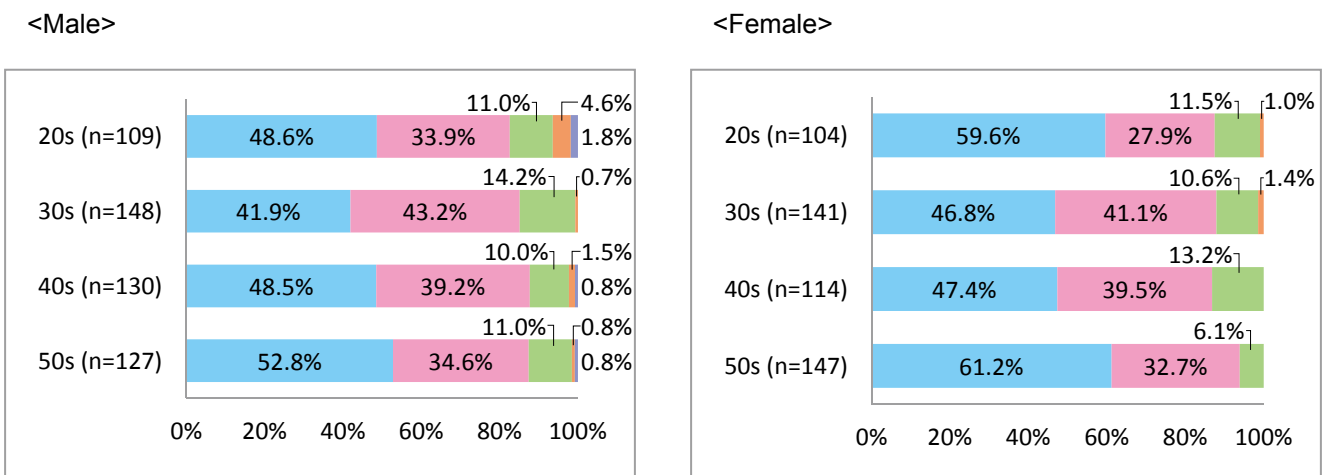


Fig.2-3 (q) Respect justice, treat everyone fairly and equally, aiming to realize a society without discrimination and prejudice.

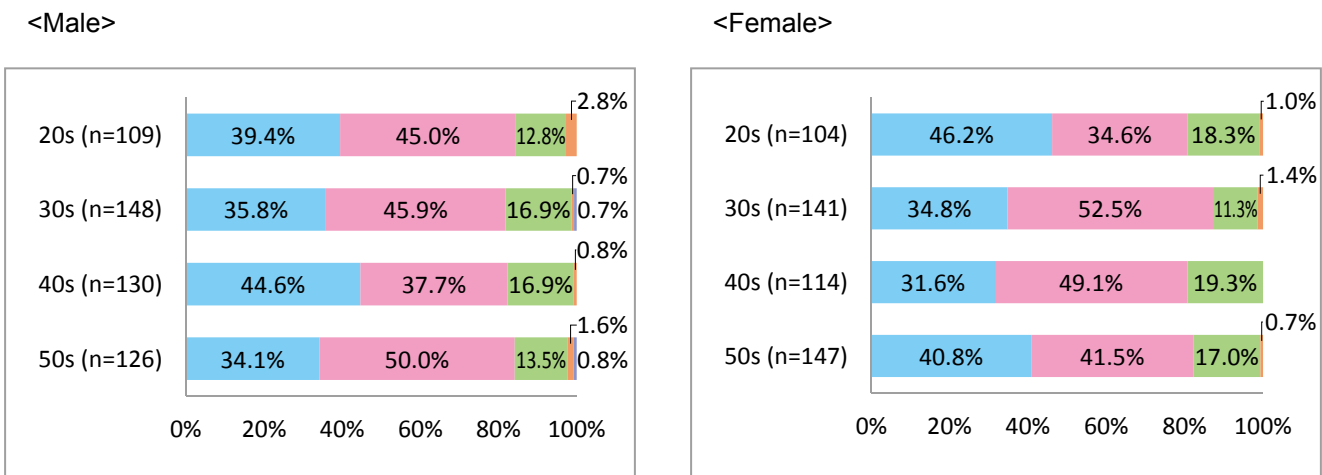


Fig.2-3 (r) Deepen the understanding of the significance of various groups to which one belongs, recognize the roles and responsibilities, helping to improve the lives of the groups.

Very important      Moderately important      Neither  
 Not very important      Not important at all

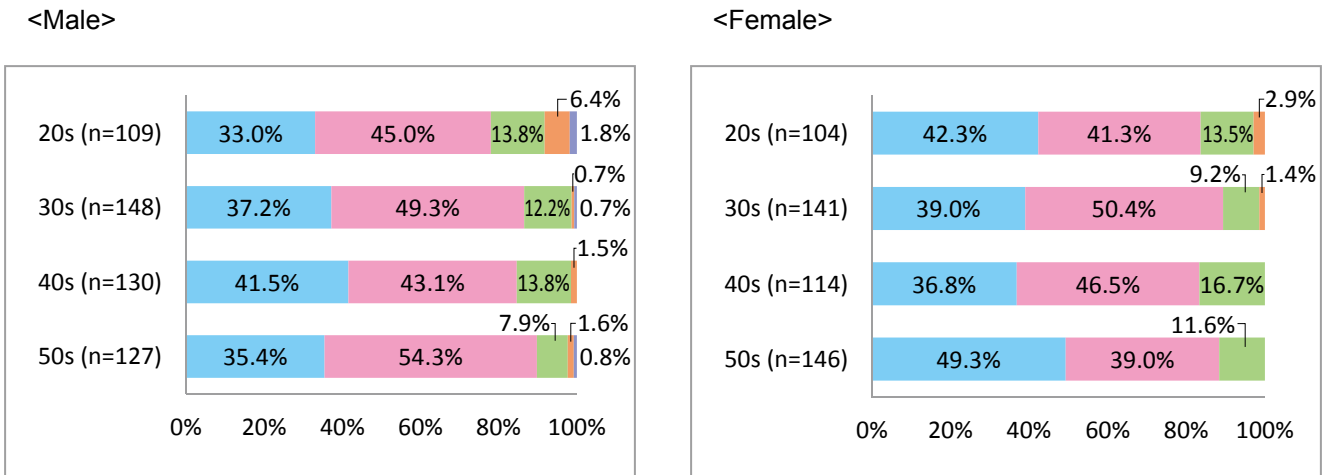


Fig.2-3 (s) Understand the significance and value of work and with a voluntary spirit, to help the advancement of society and social welfare.

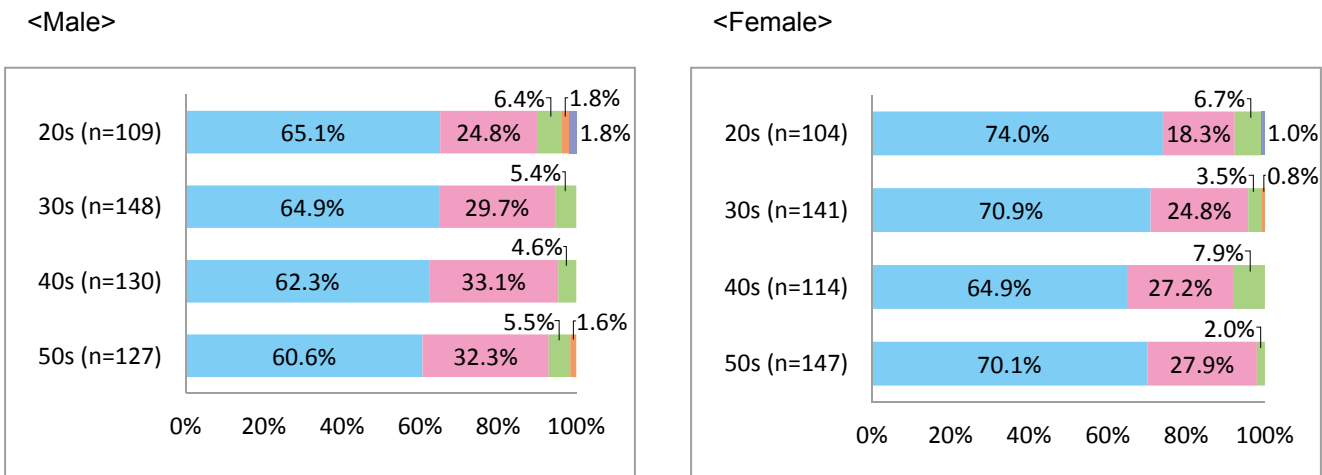


Fig.2-3 (t) Respect parents and grandparents, have awareness of being a member of a family, contributing to establish a fulfilling family life.

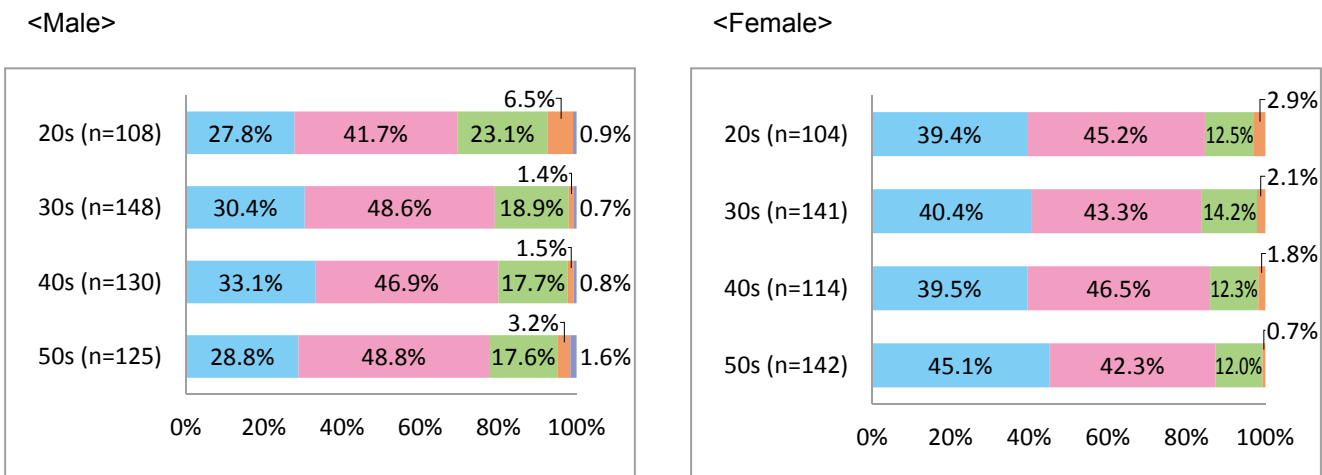


Fig.2-3 (u) Have awareness of being a member of a class or a school, respect the teachers and the staff, cooperating to establish a better school culture.

Very important      Moderately important      Neither  
 Not very important      Not important at all

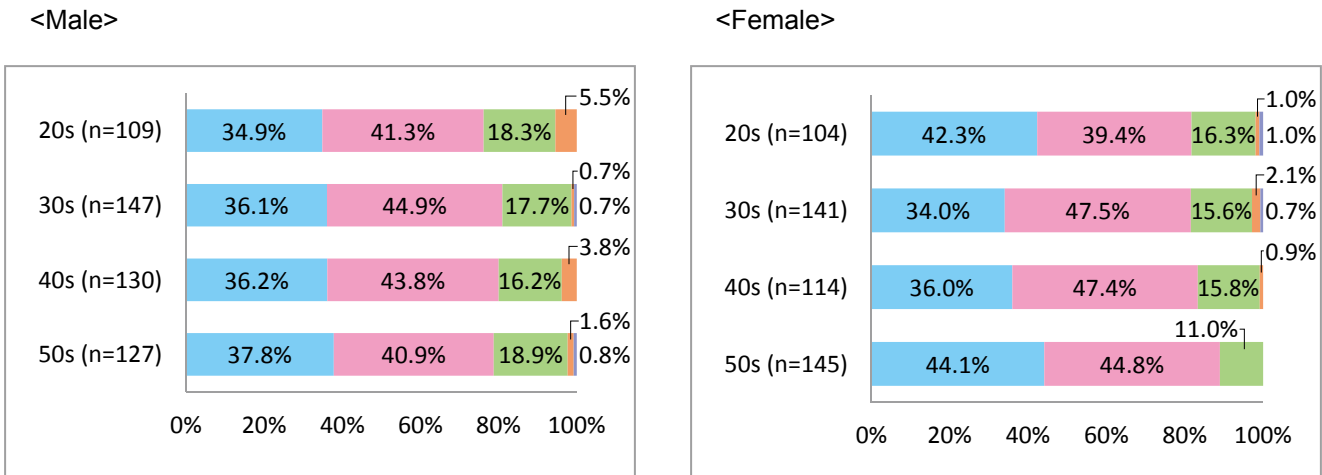


Fig.2-3 (v) Have awareness of being a member of a local community, love the community, respect and thank the forefathers and the elderly who contributed to the making of the community, and help its development.

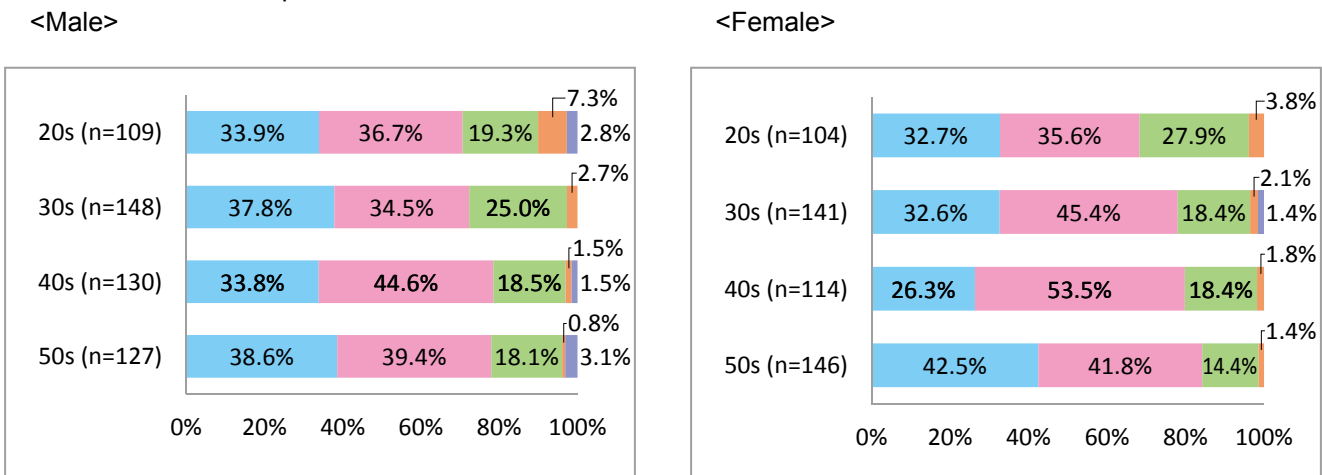


Fig.2-3 (w) Have awareness of being Japanese and love the country, be willing to help the country's further development, contribute to create new culture as well as handing down proud traditions.

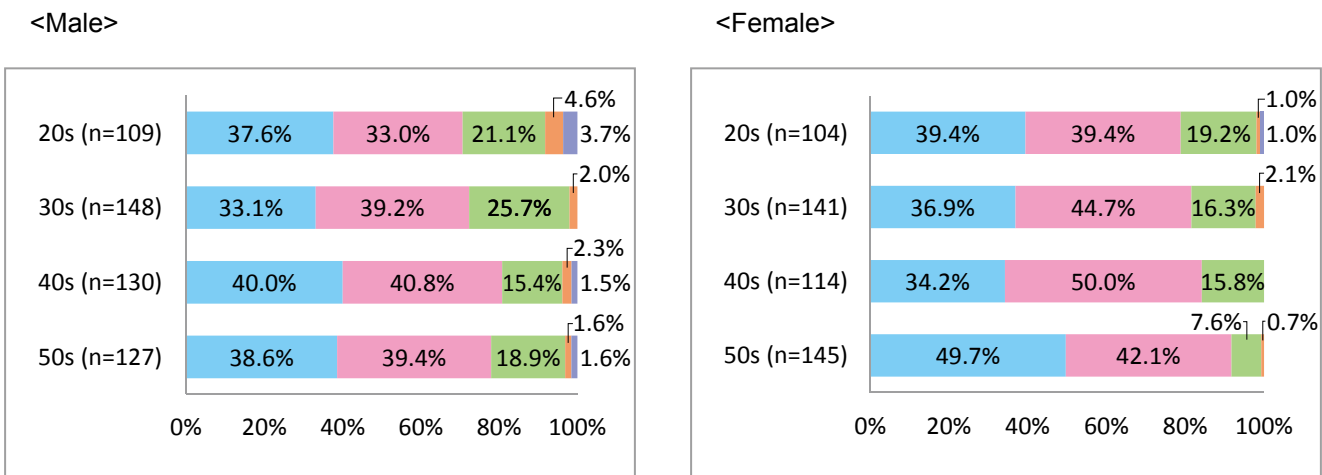


Fig.2-3 (x) Have awareness of being a Japanese citizen in the world, have a global point of view and contribute to world peace and the happiness of human kind.

## (2) How far does the respondent consider him/herself to be living up to each statement

The respondents were asked to rate to what degree he/she was actually living up to the statements that express the contents of Moral Education listed in the Courses of Study (government curriculum guideline) for junior high school. The highest ranking statement was (l) Understand the preciousness of life and respect the lives of others and your own – ‘*respect for life*’ – (24.8%), followed by (t) Respect parents and grandparents, have awareness of being a member of a family, contributing to establish a fulfilling family life – ‘*family*’ – (18.8%), (h) Understand the preciousness of friendship, have trustworthy friends and encourage each other to do better – ‘*friendship*’ – (17.0%), (f) Understand the significance of civility and behave properly according to the place and occasion – ‘*civility*’ – (16.0%), (g) Deepen the spirit of warm humanity and have consideration towards others – ‘*consideration*’ – (13.0%). (Fig.2-4)

Throughout the items, the percentages are considerably lower in Q2 (B) which asks the respondents’ own behavior than Q2 (A) which asks the respondents’ perception of the importance of the statements, demonstrating that many people consider these listed items as being important, but do not give a high rating when asked if they are living up to them.

Though the order was different, the top 5 concepts in Q2 (A) and Q2 (B) are the same. They are ‘*consideration*’, ‘*civility*’, ‘*respect for life*’, ‘*family*’ and ‘*friendship*’. It can be said that these 5 values are the most relevant for the general adult population of modern Japan, which they consider most important and seek to behave in such ways in everyday life.

Looking at the responses of ‘very well’ by age group does not yield a clear result since the respondents who chose ‘very well’ for most items are less than 10%. However, the younger generations tend to consider themselves to be doing ‘very well’ for items relating to ‘*consideration*’, ‘*friendship*’ and ‘*family*’.

When combined, ‘very well’ and ‘fairly well’ following items scored high; ‘Live a harmonious life by establishing desirable habits, promoting the health of the mind and the body and trying to limit excess by practicing discipline’ – *basic life-style habit* –, ‘Acknowledge the importance of an autonomous spirit, think independently, act honestly and take responsibility for the result’ – *autonomy and independence* –, ‘Love and protect nature, nurture richness of mind that appreciates beauty and deepens the feeling of awe towards something that is beyond human ability’ – *feeling of awe* –, ‘Understand and observe laws and rules, respect the rights of oneself and others, fulfill duties, aiming to strengthen the order and discipline of society’ – *observation of the law* –, ‘Strengthen the awareness towards public morality and social solidarity, aiming to improve society’ – *public morality* –, ‘Respect justice, treat everyone fairly and equally, aiming to realize a society without discrimination and prejudice’ – *justice* –, ‘Understand the significance and value of work and with a voluntary spirit, to help the advancement of society and social welfare’ – *work* –, ‘Have awareness of being a member of a class or a school, respect the teachers and the staff, cooperating to establish a better school culture’ – *school spirit* –, ‘Have awareness of being a member of a local community, love the community, respect and thank the forefathers and the elderly who contributed to the making of the community, and help its development’ – *local community spirit* –. It was observed as the ages increase, the higher the rates they give. ‘Have awareness of being Japanese and love the country, be willing to help the country’s further development, contribute to create new culture as well as handing down proud traditions’ – *patriotic feeling* – was especially high in the 50s group. (Fig.2-5)

The younger generations appeared to rate themselves higher with regard to the relationships with people close to them such as ‘*consideration*’, ‘*friendship*’ and ‘*family*’. The older generations seem to rate themselves higher with regard to the third [(l) to (n)] and the fourth [(o) to (x)] viewpoints in the listed items, demonstrating the possibility that morality develops throughout one’s life, with the focus changing from one’s immediate milieu to the wider society.

Q2 (B) Are you living up to the statement?

Very well Fairly well Neither  
Not really Not at all

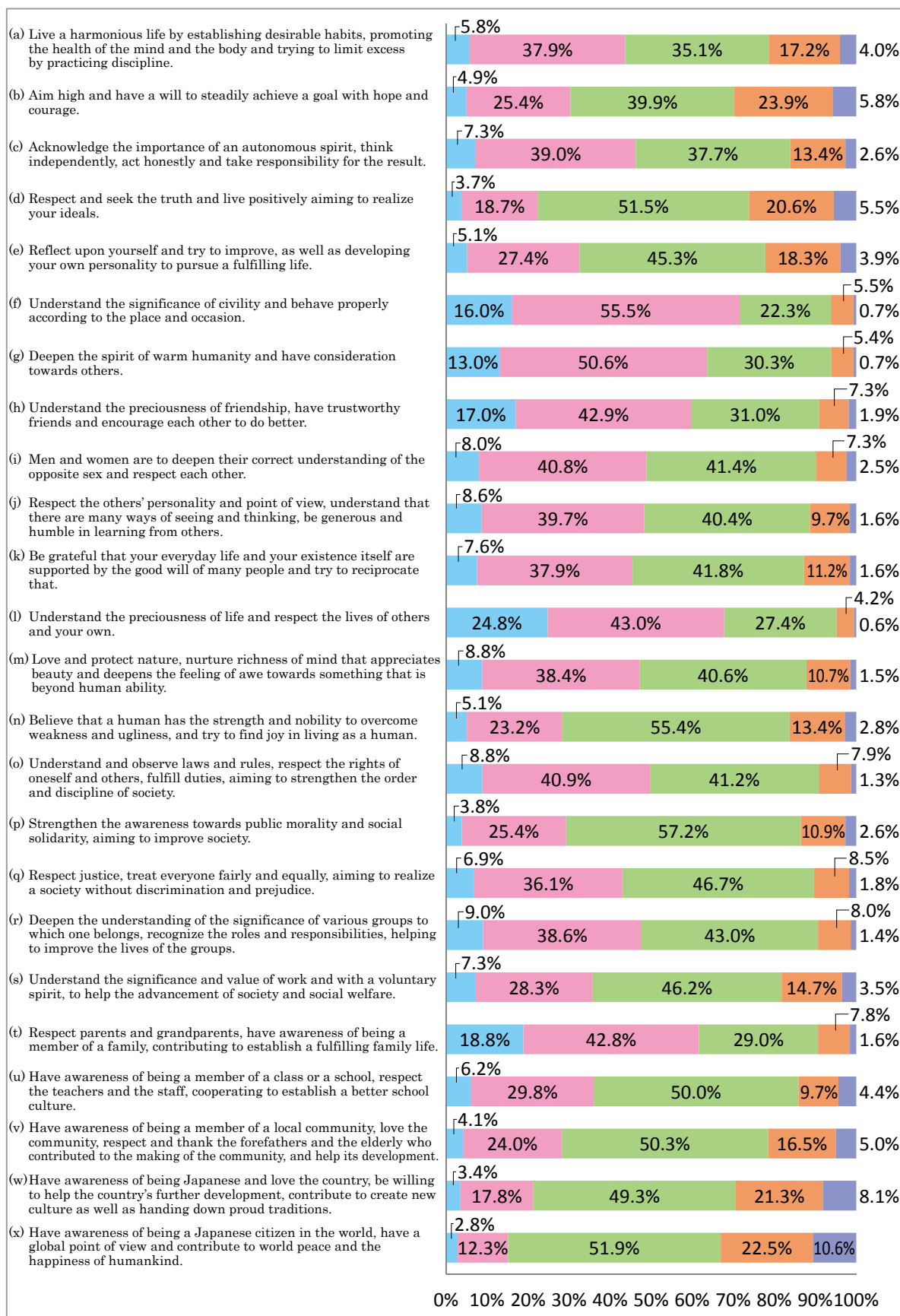


Fig.2-4 Self-evaluation of own practice on the contents of Moral Education listed in the Courses of Study



Q2 (B) Are you living up to the statement? - Result by age group -

Very well Fairly well Neither  
Not really Not at all

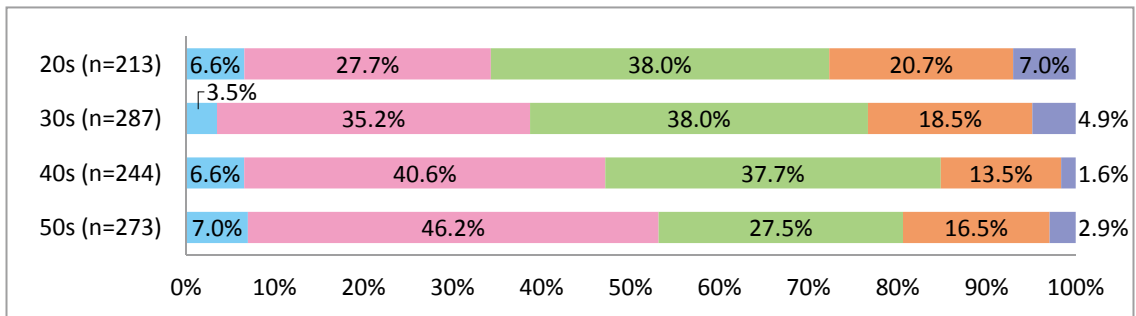


Fig.2-5 (a) Live a harmonious life by establishing desirable habits, promoting the health of the mind and the body and trying to limit excess by practicing discipline.

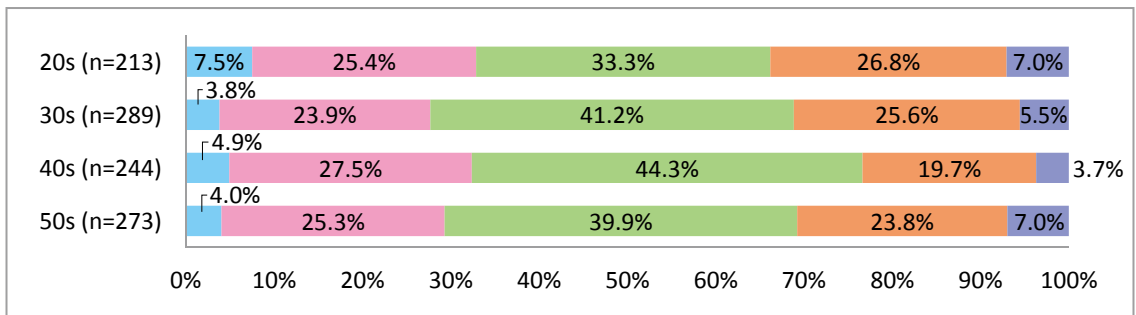


Fig.2-5 (b) Aim high and have a will to steadily achieve a goal with hope and courage.

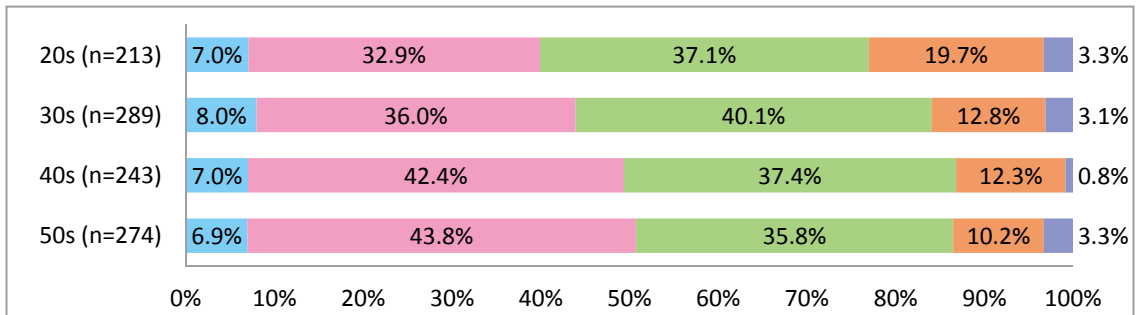


Fig.2-5 (c) Acknowledge the importance of an autonomous spirit, think independently, act honestly and take responsibility for the result.

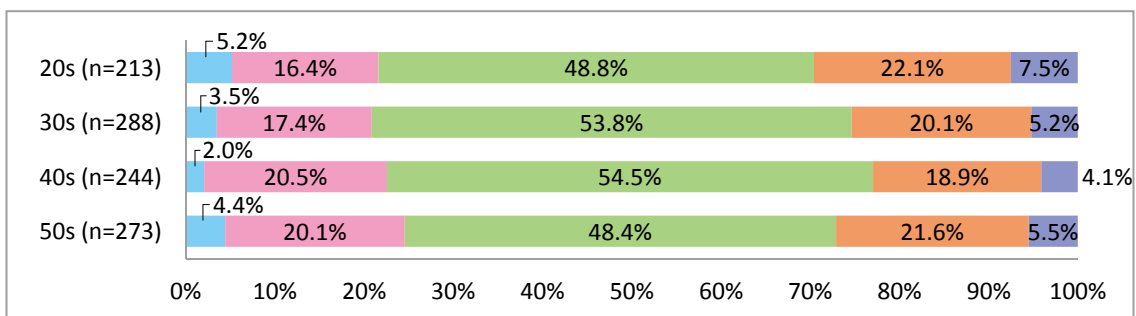


Fig.2-5 (d) Respect and seek the truth and live positively aiming to realize your ideals.

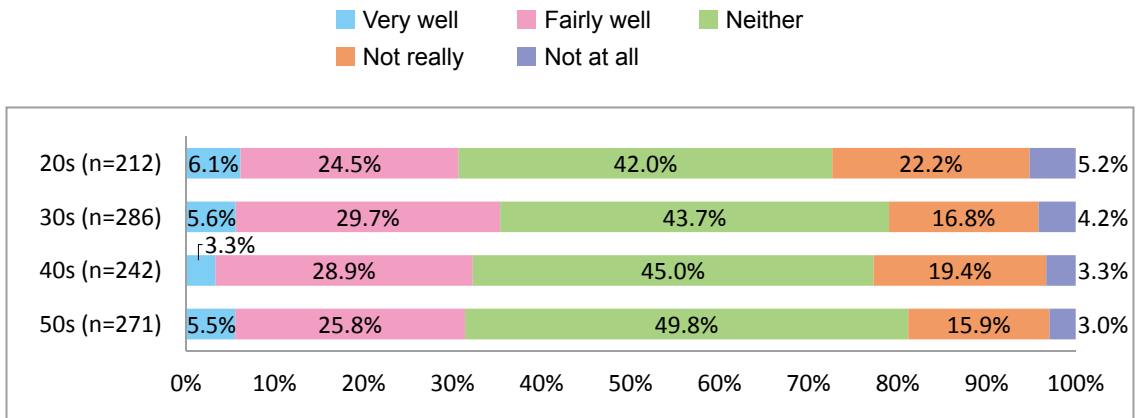


Fig.2-5 (e) Reflect upon yourself and try to improve, as well as developing your own personality to pursue a fulfilling life.

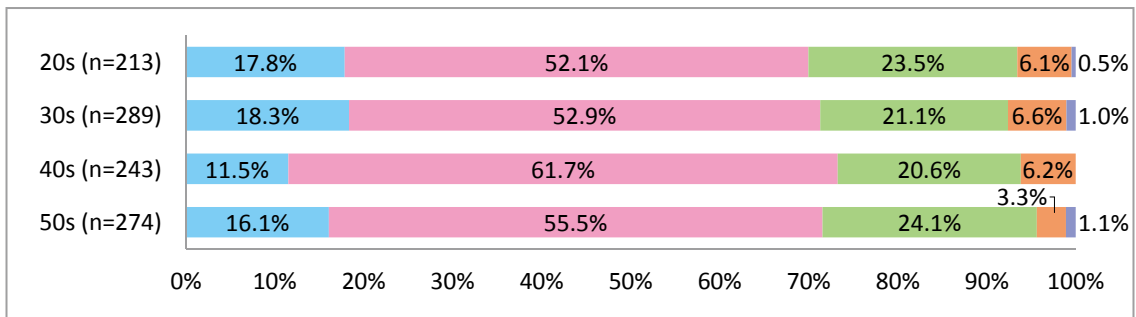


Fig.2-5 (f) Understand the significance of civility and behave properly according to the place and occasion.

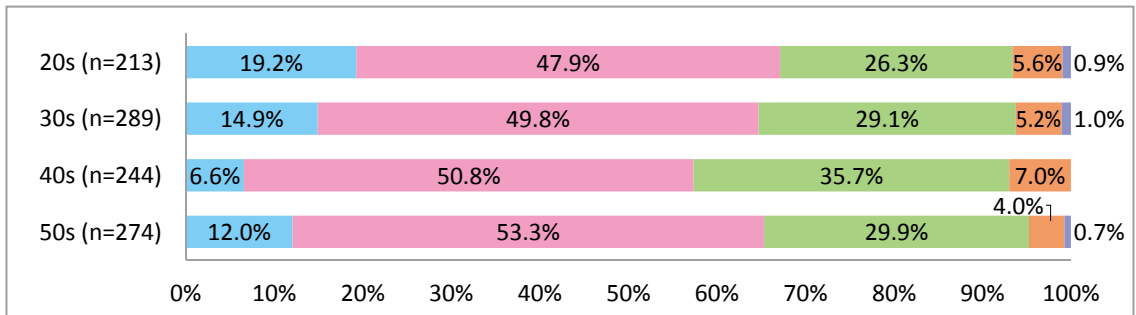


Fig.2-5 (g) Deepen the spirit of warm humanity and have consideration towards others.

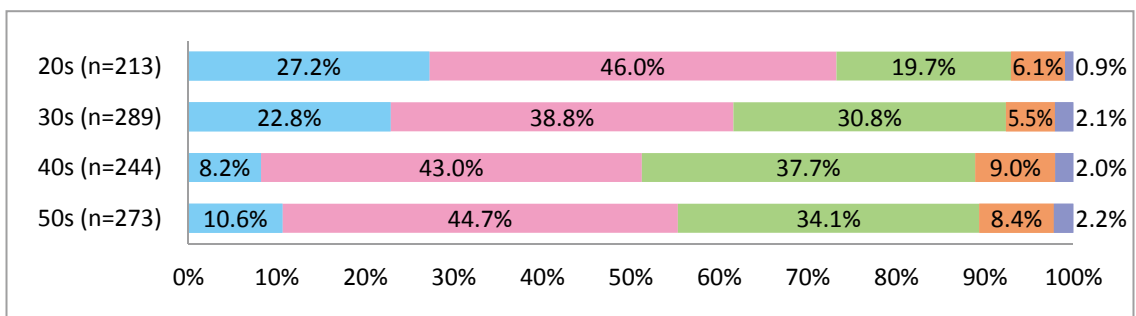


Fig.2-5 (h) Understand the preciousness of friendship, have trustworthy friends and encourage each other to do better.

Very well      Fairly well      Neither  
 Not really      Not at all

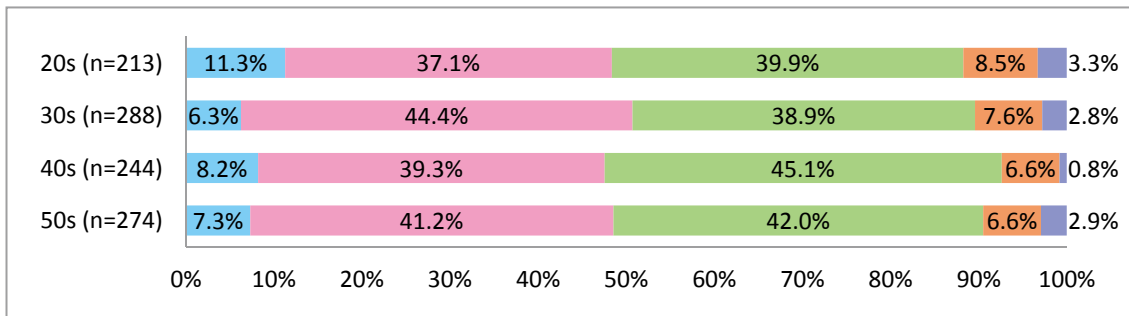


Fig.2-5 (i) Men and women are to deepen their correct understanding of the opposite sex and respect each other.

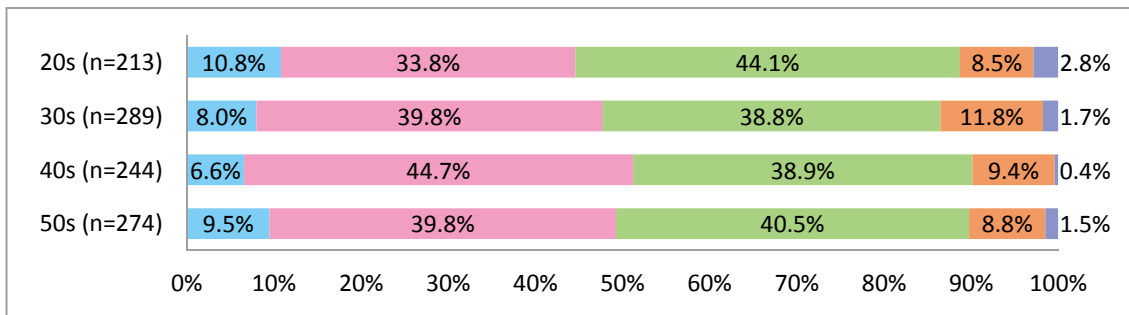


Fig.2-5 (j) Respect the others' personality and point of view, understand that there are many ways of seeing and thinking, be generous and humble in learning from others.

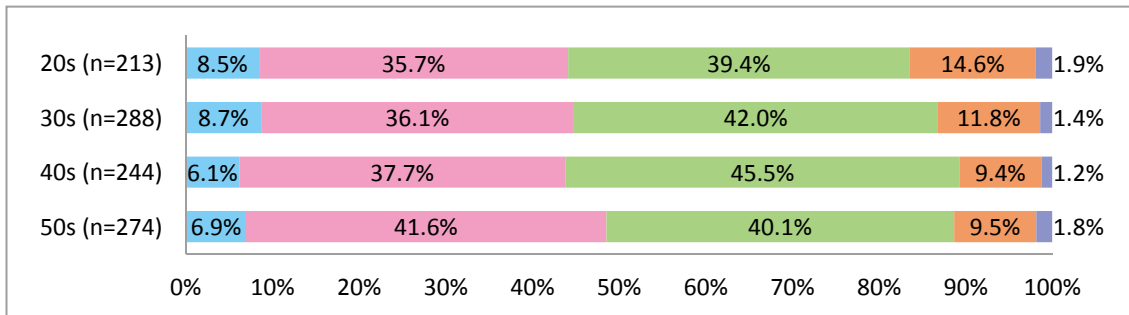


Fig.2-5 (k) Be grateful that your everyday life and your existence itself is supported by the good will of many people and try to reciprocate that.

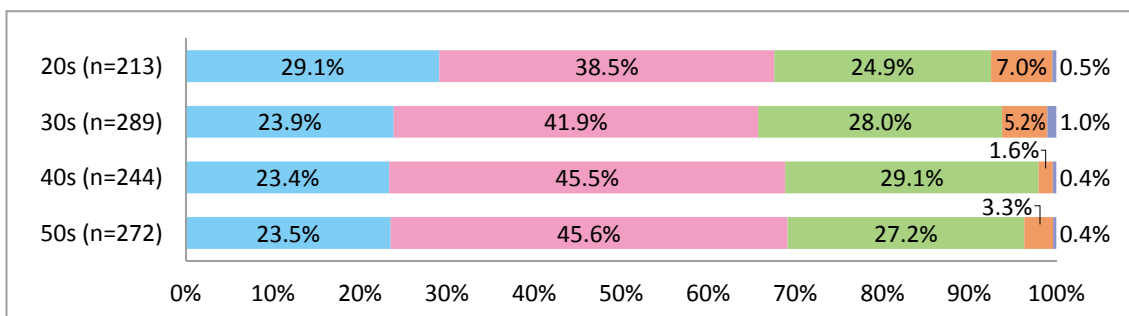


Fig.2-5 (l) Understand the preciousness of life and respect the lives of others and your own.

Very well      Fairly well      Neither  
 Not really      Not at all

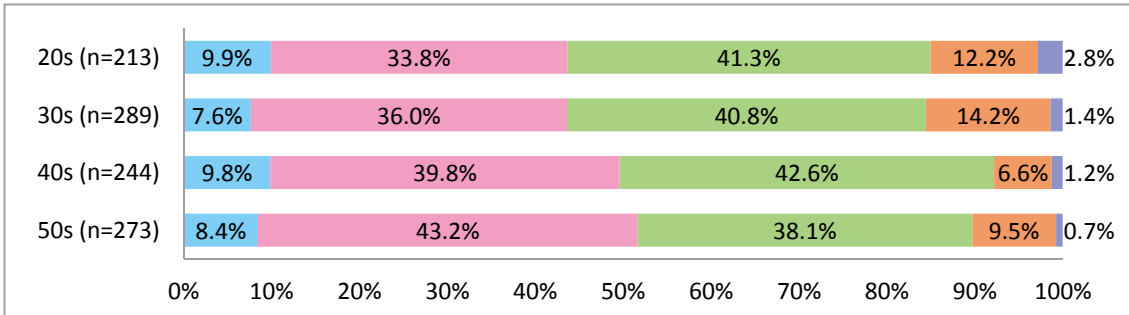


Fig.2-5 (m) Love and protect nature, nurture richness of mind that appreciates beauty and deepens the feeling of awe towards something that is beyond human ability.

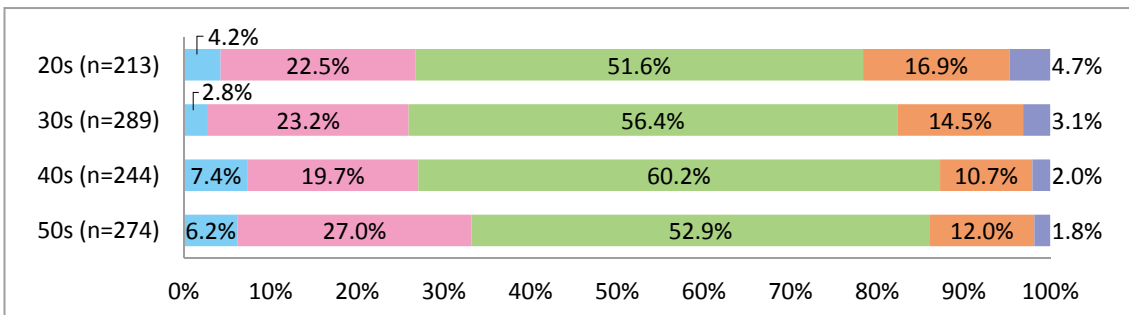


Fig.2-5 (n) Believe that a human has the strength and nobility to overcome weakness and ugliness, and try to find joy in living as a human.

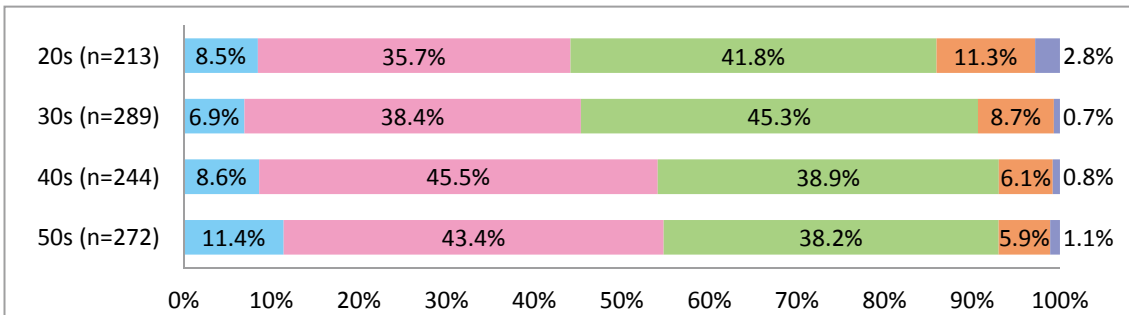


Fig.2-5 (o) Understand and observe laws and rules, respect the rights of oneself and others, fulfill duties, aiming to strengthen the order and discipline of society.

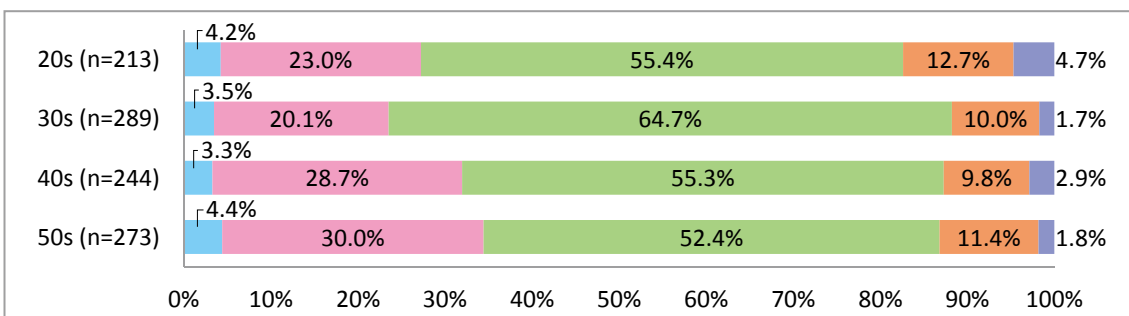


Fig.2-5 (p) Strengthen the awareness towards public morality and social solidarity, aiming to improve society.

Very well      Fairly well      Neither  
 Not really      Not at all

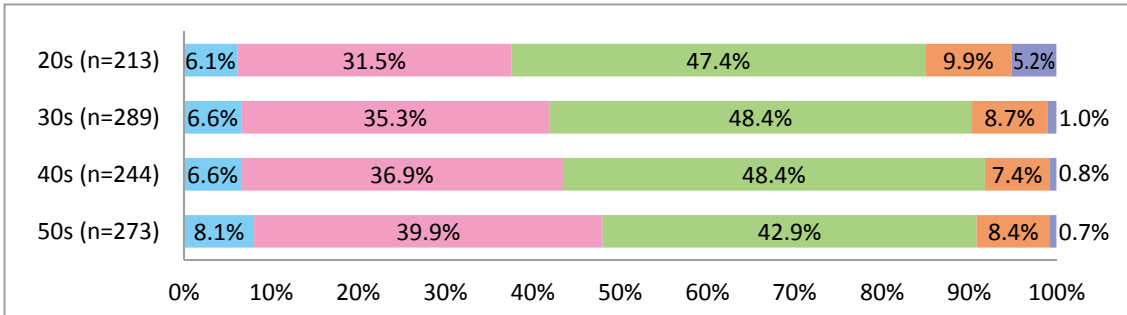


Fig.2-5 (q) Respect justice, treat everyone fairly and equally, aiming to realize a society without discrimination and prejudice.

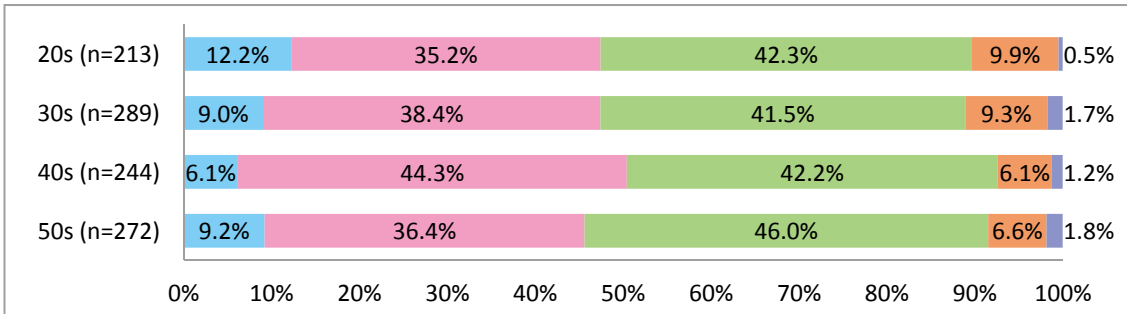


Fig.2-5 (r) Deepen the understanding of the significance of various groups to which one belongs, recognize the roles and responsibilities, helping to improve the lives of the groups.

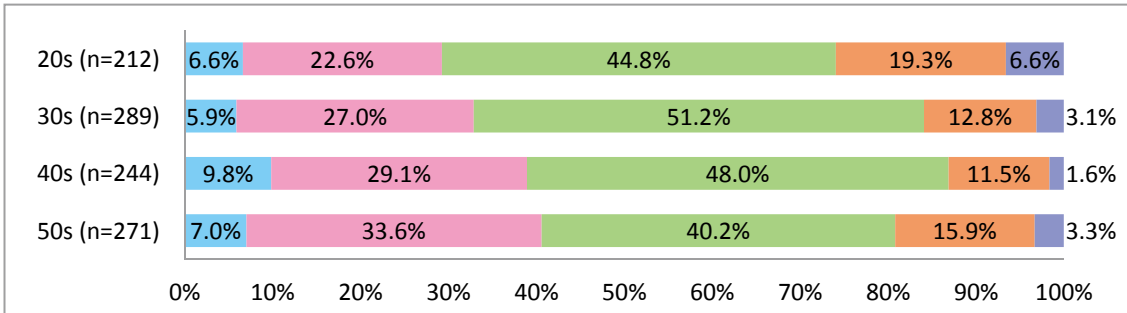


Fig.2-5 (s) Understand the significance and value of work and with a voluntary spirit, to help the advancement of society and social welfare.

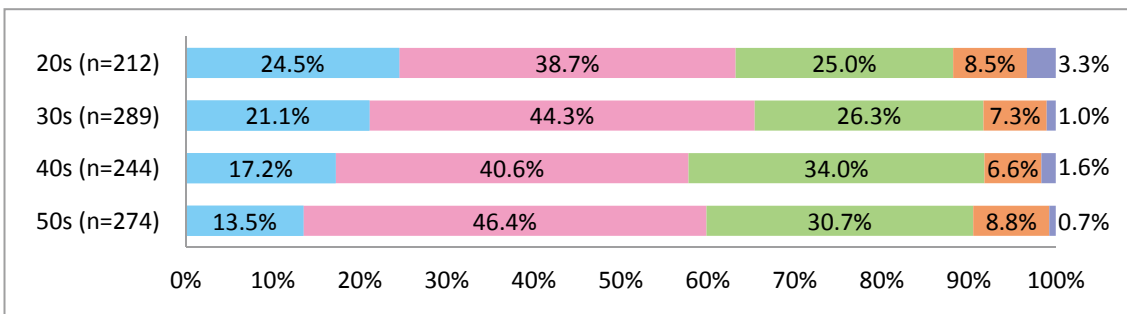


Fig.2-5 (t) Respect parents and grandparents, have awareness of being a member of a family, contributing to establish a fulfilling family life.

Very well      Fairly well      Neither  
 Not really      Not at all

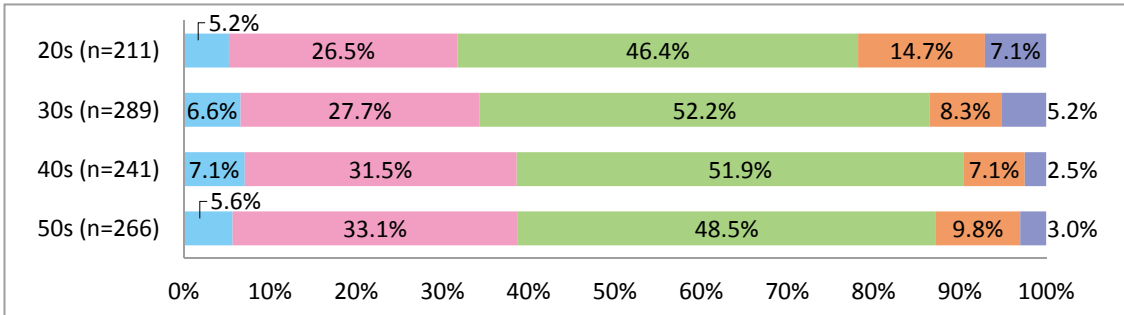


Fig.2-5 (u) Have awareness of being a member of a class or a school, respect the teachers and the staff, cooperating to establish a better school culture.

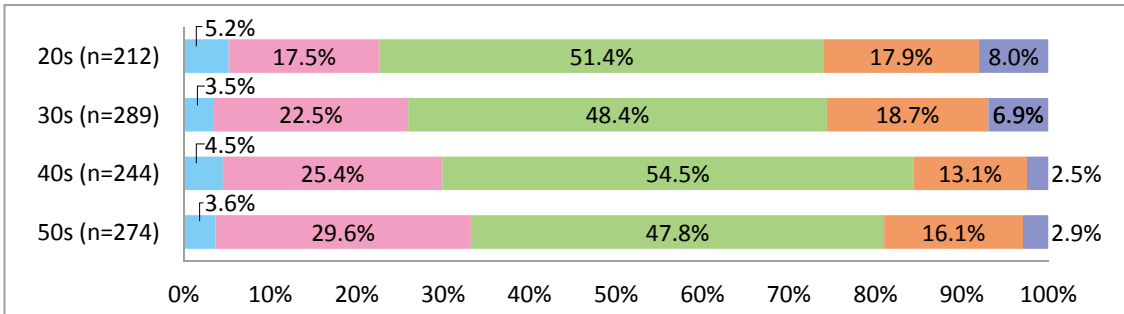


Fig.2-5 (v) Have awareness of being a member of a local community, love the community, respect and thank the forefathers and the elderly who contributed to the making of the community, and help its development.

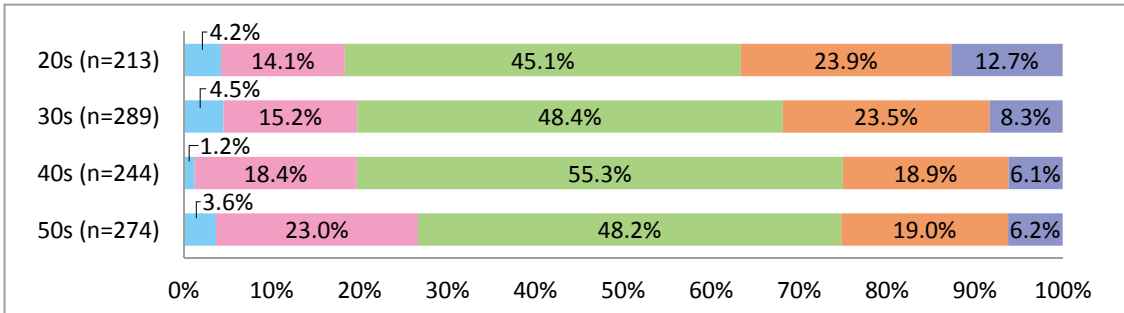


Fig.2-5 (w) Have awareness of being Japanese and love the country, be willing to help the country's further development, contribute to create new culture as well as handing down proud traditions.

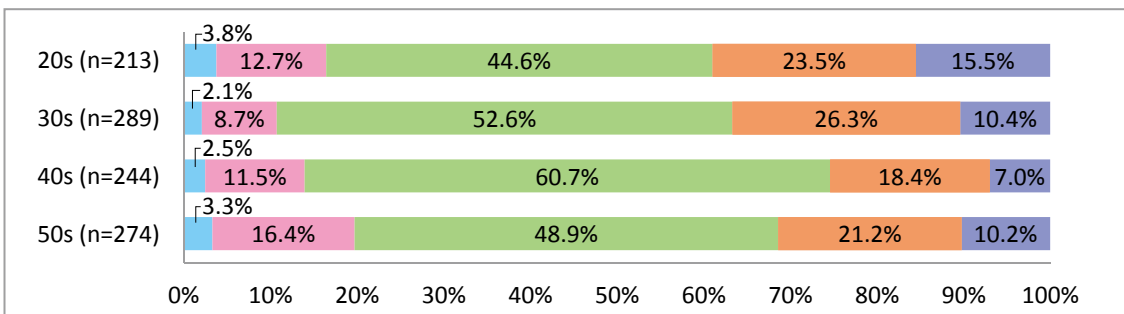


Fig.2-5 (x) Have awareness of being a Japanese citizen in the world, have a global point of view and contribute to world peace and the happiness of human kind.

Q2 Are you living up to the statement? - Result by age group and gender -

Very well Fairly well Neither  
Not really Not at all

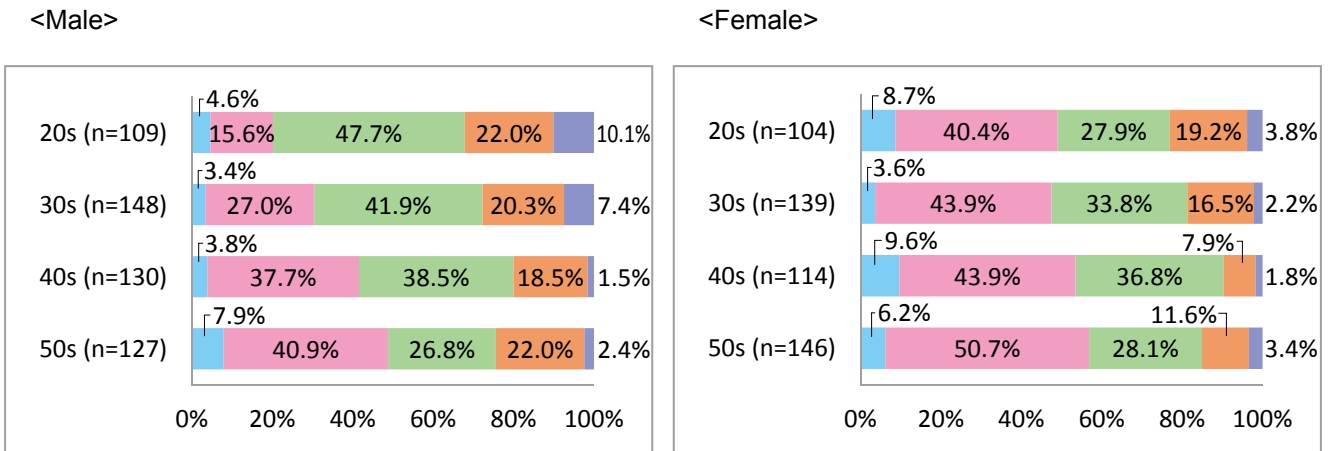


Fig.2-6 (a) Live a harmonious life by establishing desirable habits, promoting the health of the mind and the body and trying to limit excess by practicing discipline.

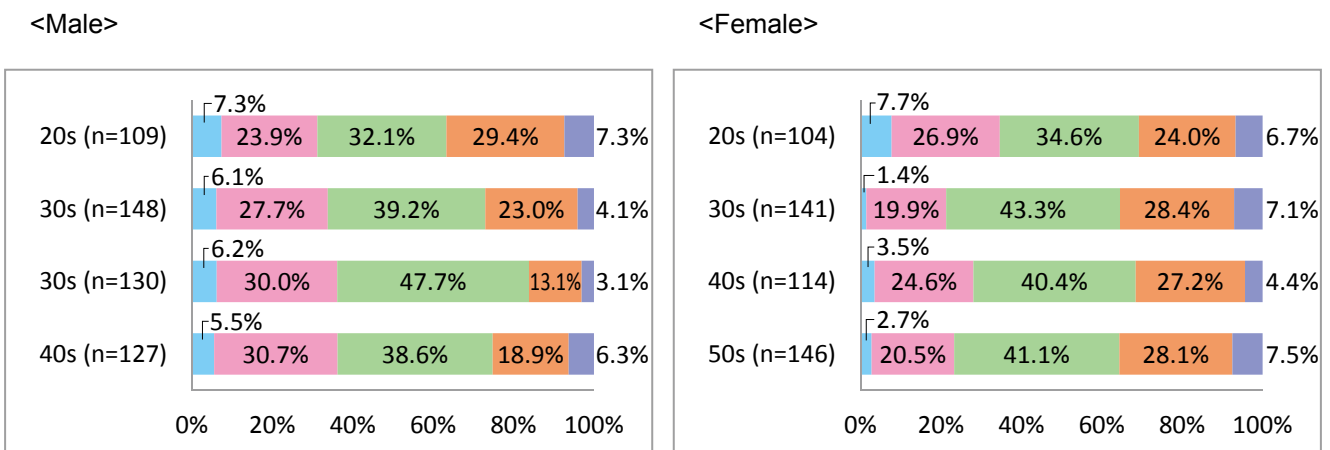


Fig.2-6 (b) Aim high and have a will to steadily achieve a goal with hope and courage.

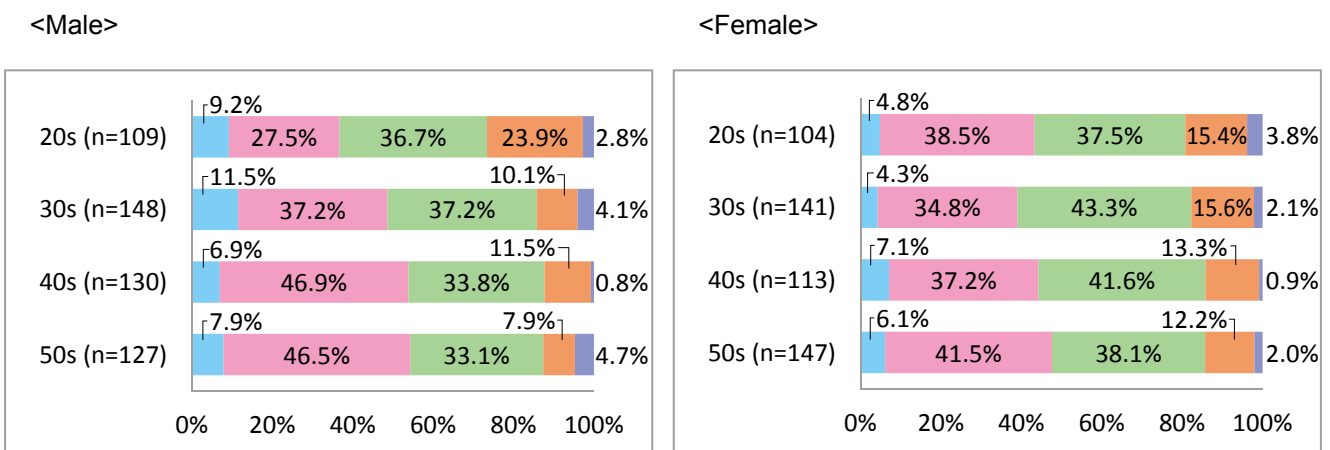


Fig.2-6 (c) Acknowledge the importance of an autonomous spirit, think independently, act honestly and take responsibility for the result.

Very well      Fairly well      Neither  
 Not really      Not at all

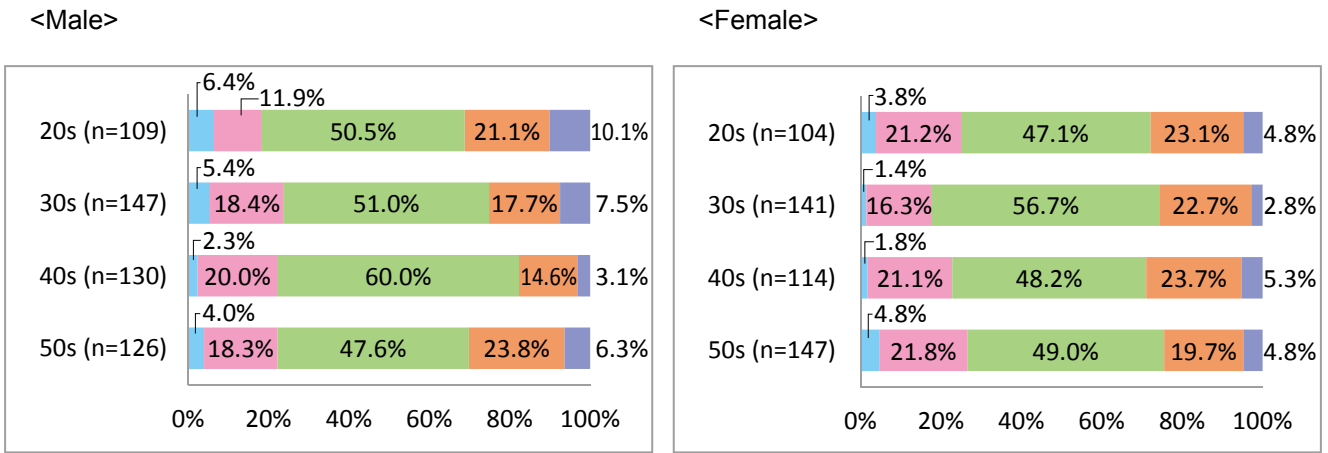


Fig.2-6 (d) Respect and seek the truth and live positively aiming to realize your ideals.

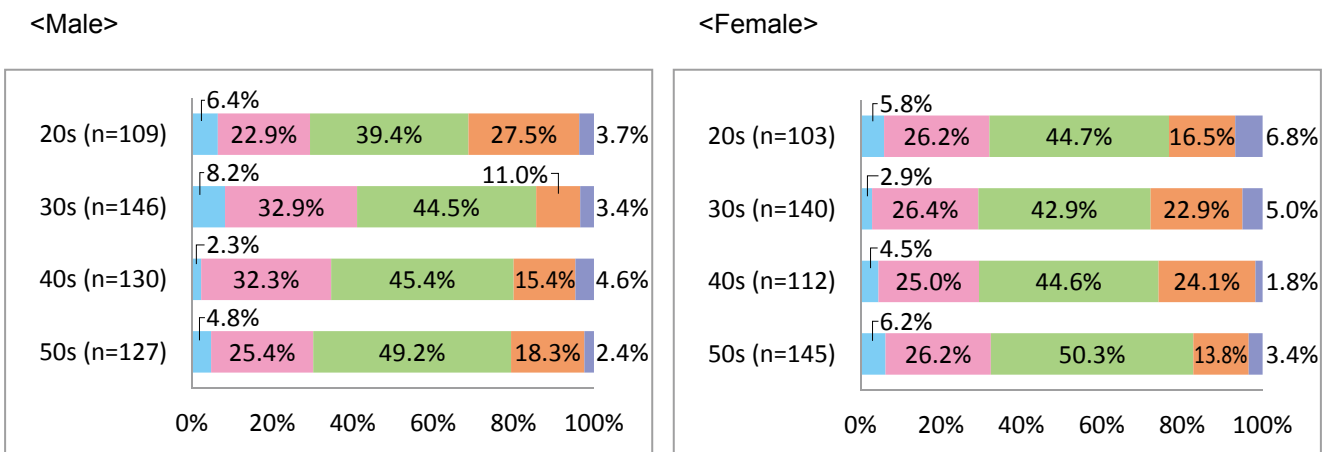


Fig.2-6 (e) Reflect upon yourself and try to improve, as well as developing your own personality to pursue a fulfilling life.

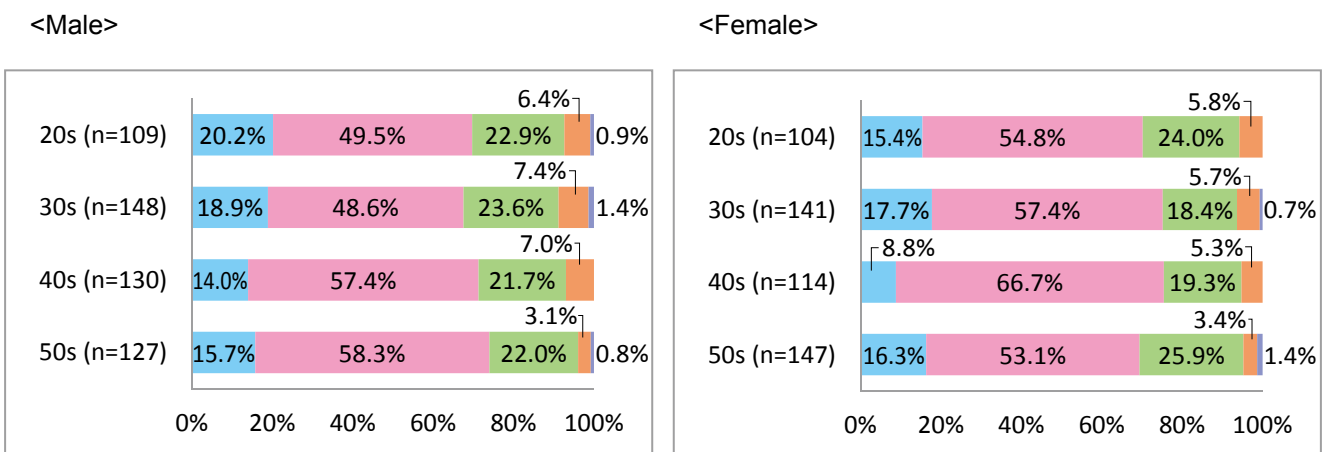


Fig.2-6 (f) Understand the significance of civility and behave properly according to the place and occasion.



Very well      Fairly well      Neither  
 Not really      Not at all

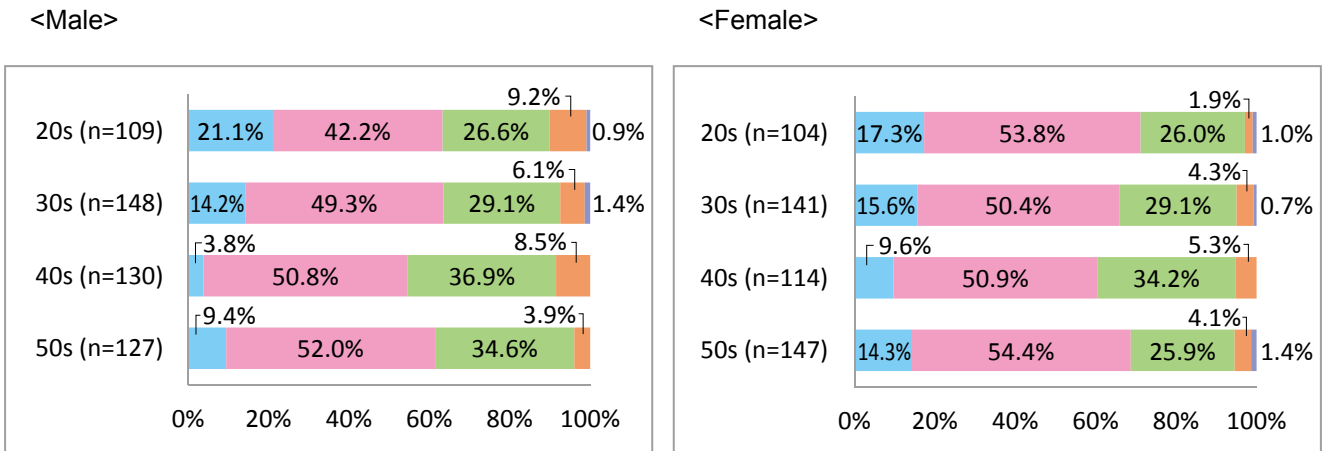


Fig.2-6 (g) Deepen the spirit of warm humanity and have consideration towards others.

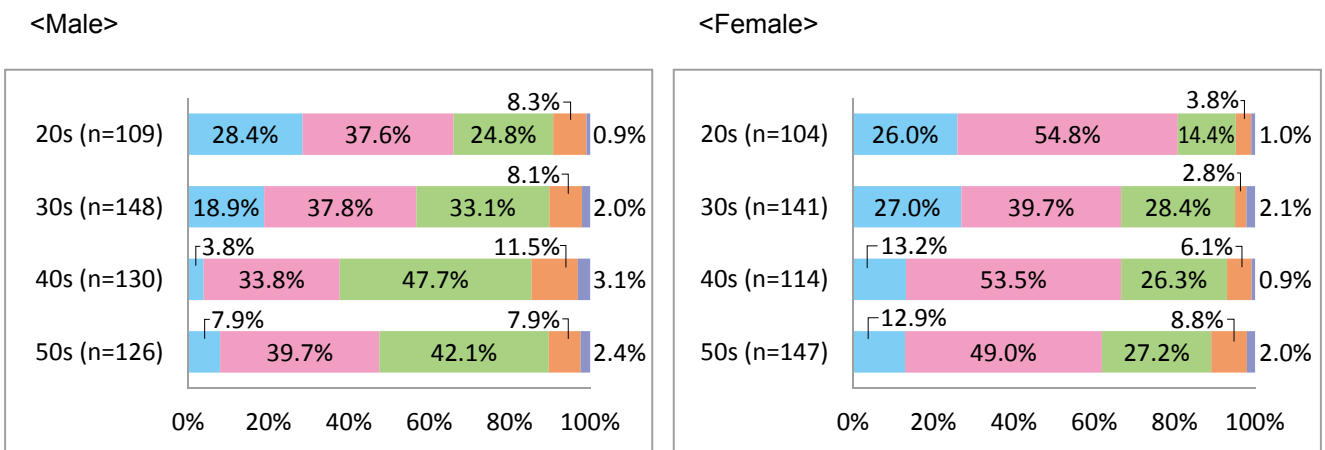


Fig.2-6 (h) Understand the preciousness of friendship, have trustworthy friends and encourage each other to do better.

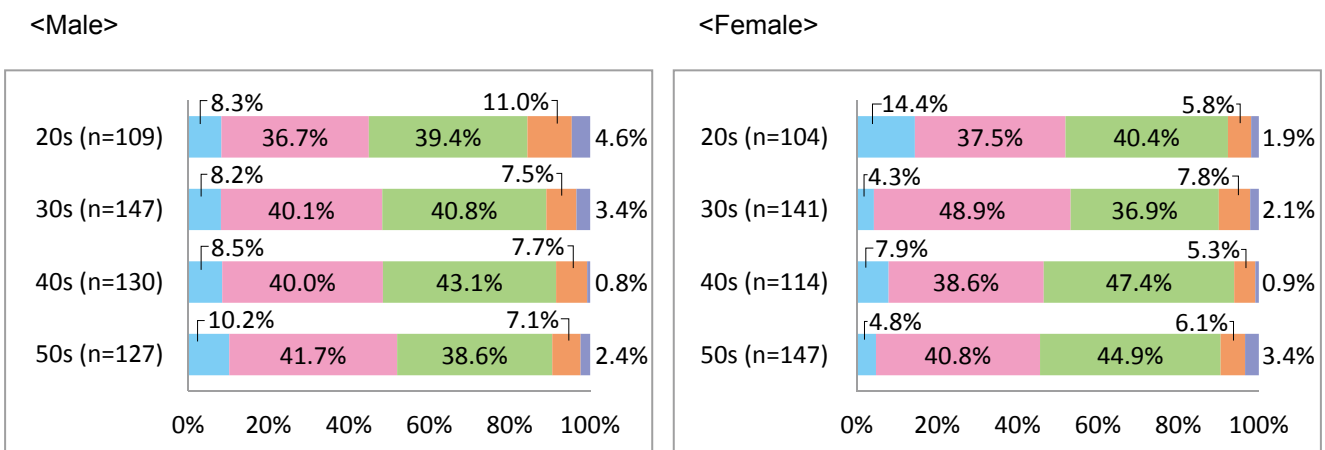


Fig.2-6 (i) Men and women are to deepen their correct understanding of the opposite sex and respect each other.

Very well Fairly well Neither  
Not really Not at all

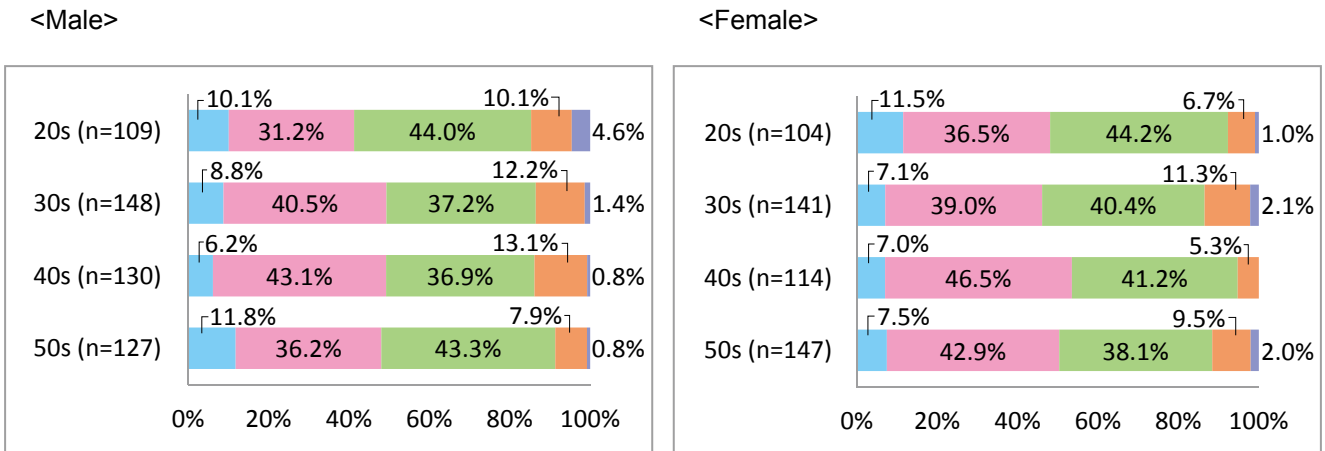


Fig.2-6 (j) Respect the others' personality and point of view, understand that there are many ways of seeing and thinking, be generous and humble in learning from others.

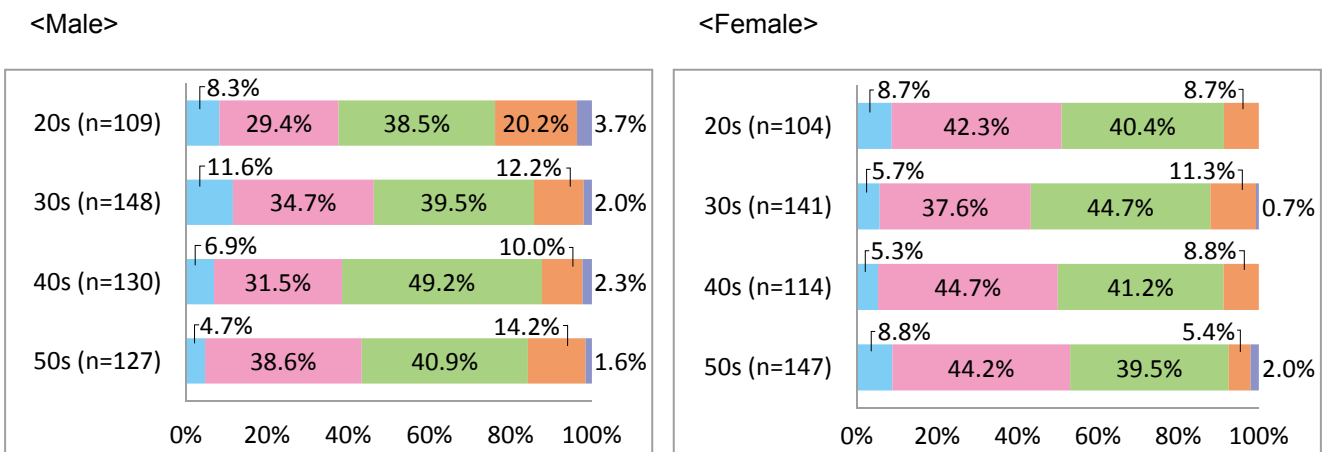


Fig.2-6 (k) Be grateful that your everyday life and your existence itself is supported by the good will of many people and try to reciprocate that.

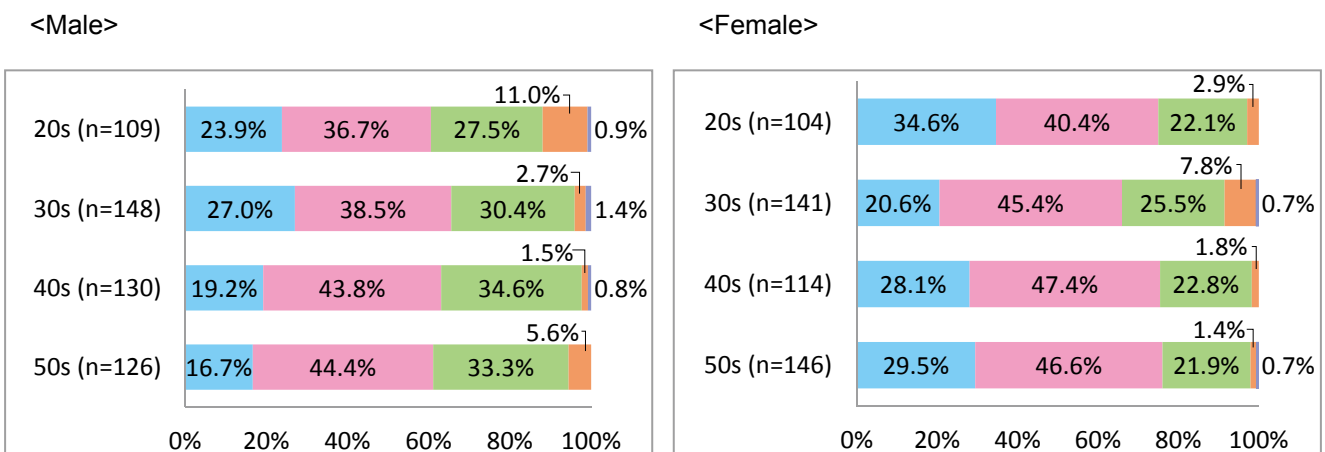


Fig.2-6 (l) Understand the preciousness of life and respect the lives of others and your own.

Very well      Fairly well      Neither  
 Not really      Not at all

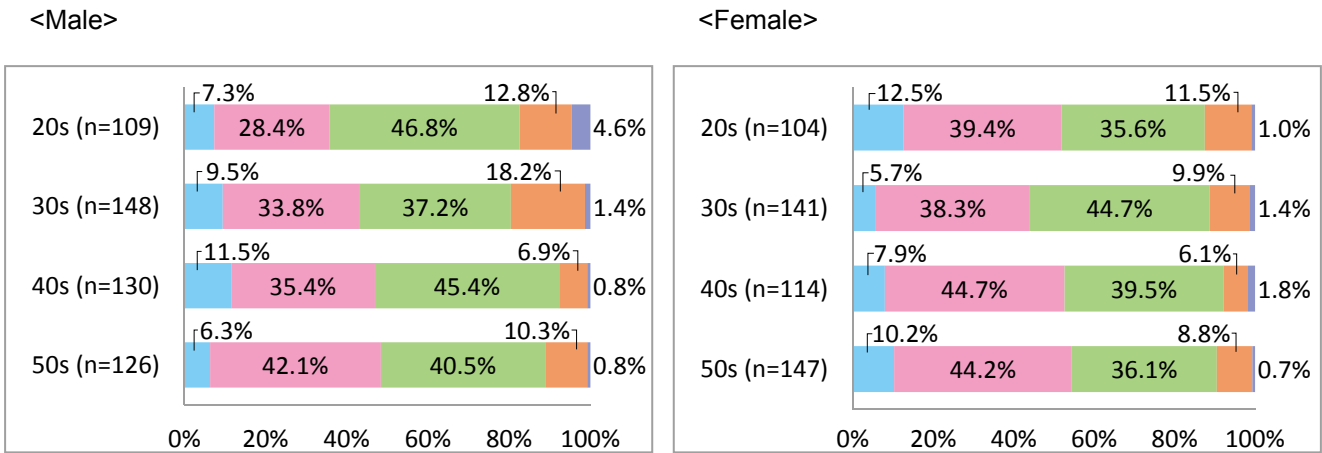


Fig.2-6 (m) Love and protect nature, nurture richness of mind that appreciates beauty and deepens the feeling of awe towards something that is beyond human ability.

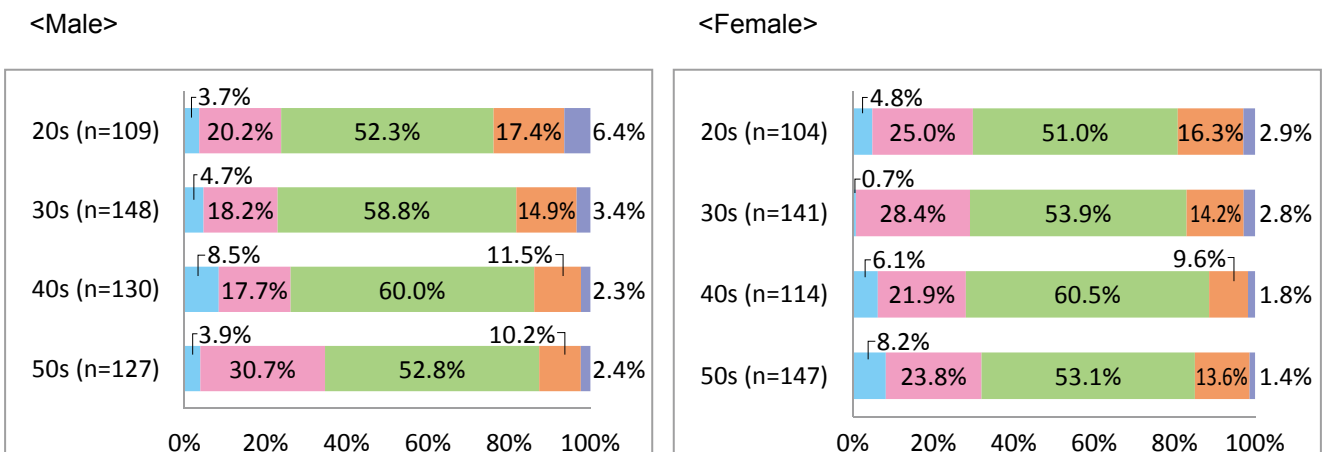


Fig.2-6 (n) Believe that a human has the strength and nobility to overcome weakness and ugliness, and try to find joy in living as a human.

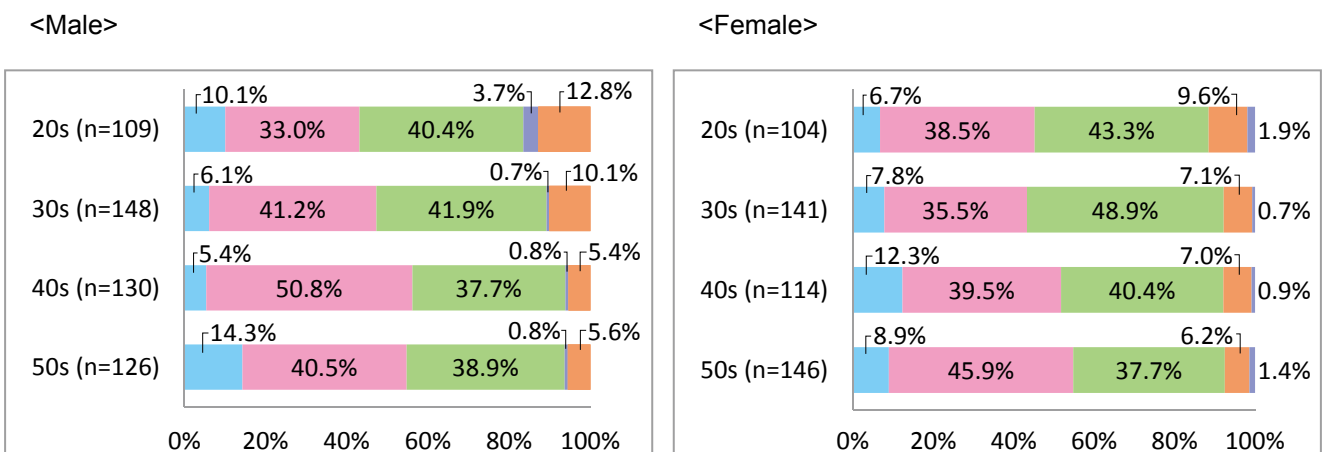


Fig.2-6 (o) Understand and observe laws and rules, respect the rights of oneself and others, fulfill duties, aiming to strengthen the order and discipline of society.

Very well      Fairly well      Neither  
 Not really      Not at all

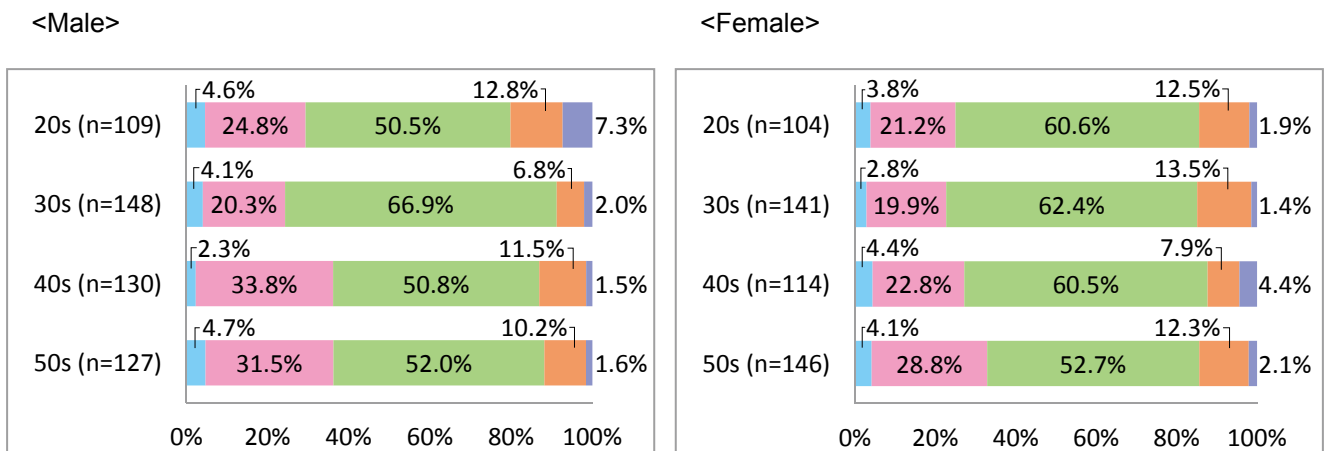


Fig.2-6 (p) Strengthen the awareness towards public morality and social solidarity, aiming to improve society.

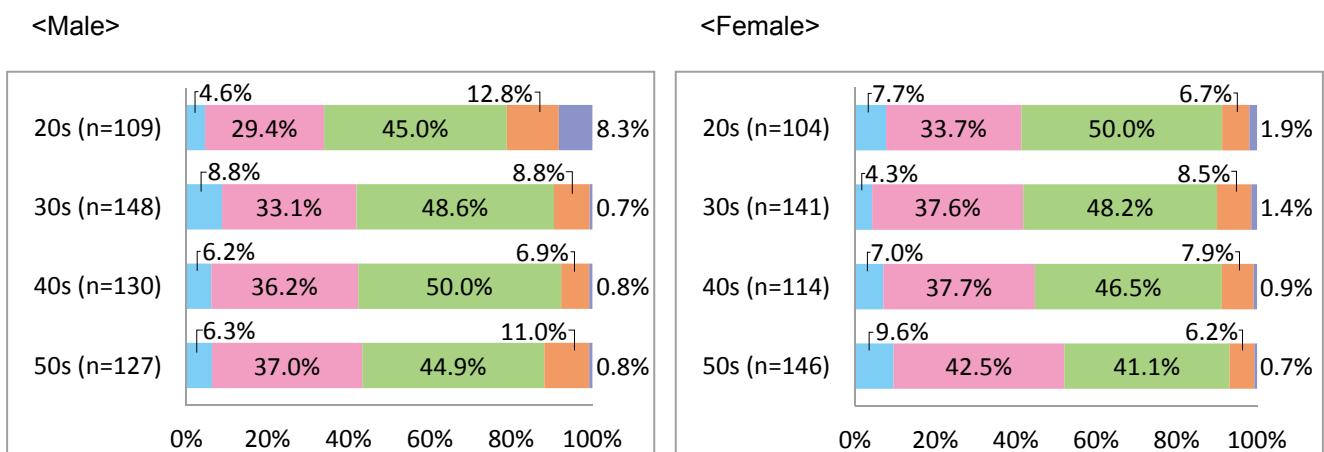


Fig.2-6 (q) Respect justice, treat everyone fairly and equally, aiming to realize a society without discrimination and prejudice.

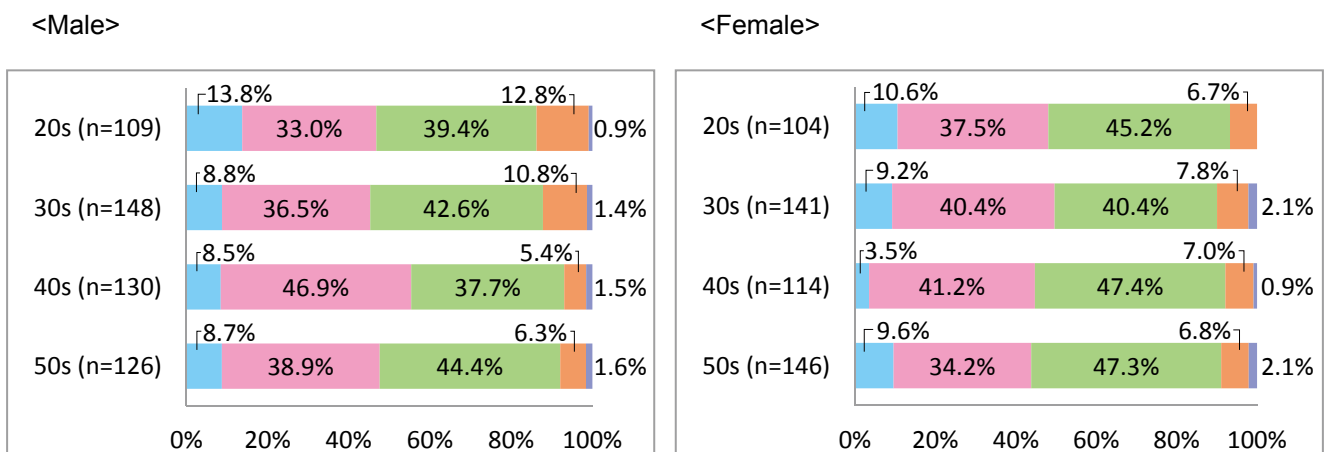


Fig.2-6 (r) Deepen the understanding of the significance of various groups to which one belongs, recognize the roles and responsibilities, helping to improve the lives of the groups.

Very well      Fairly well      Neither  
 Not really      Not at all

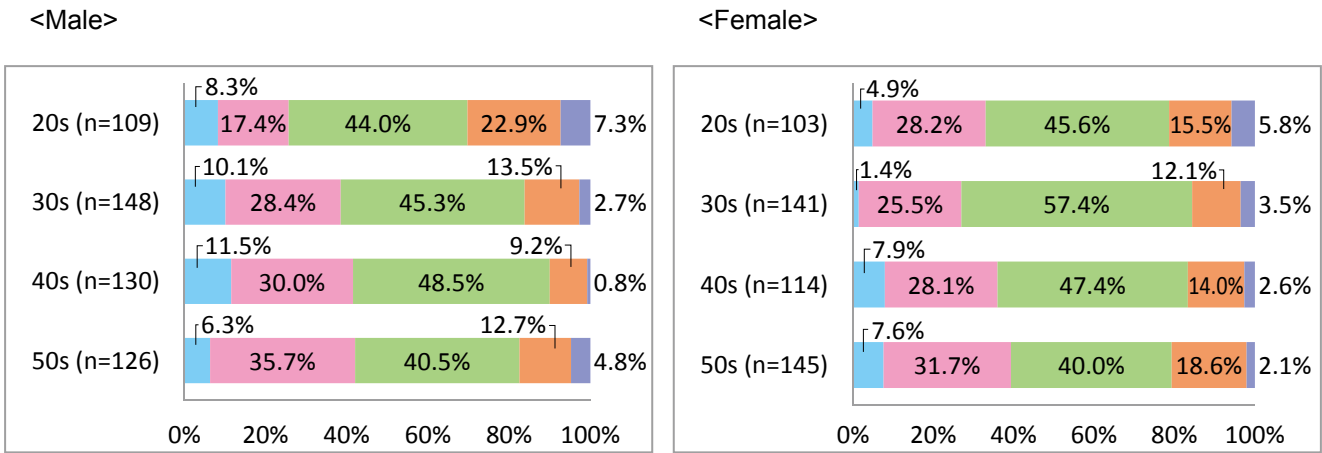


Fig.2-6 (s) Understand the significance and value of work and with a voluntary spirit, to help the advancement of society and social welfare.

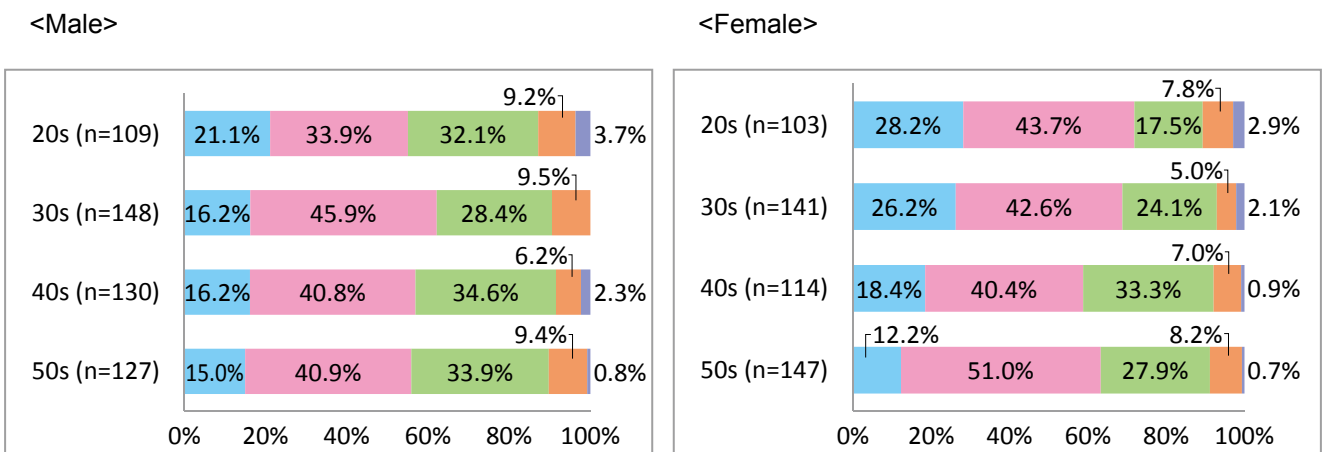


Fig.2-6 (t) Respect parents and grandparents, have awareness of being a member of a family, contributing to establish a fulfilling family life.

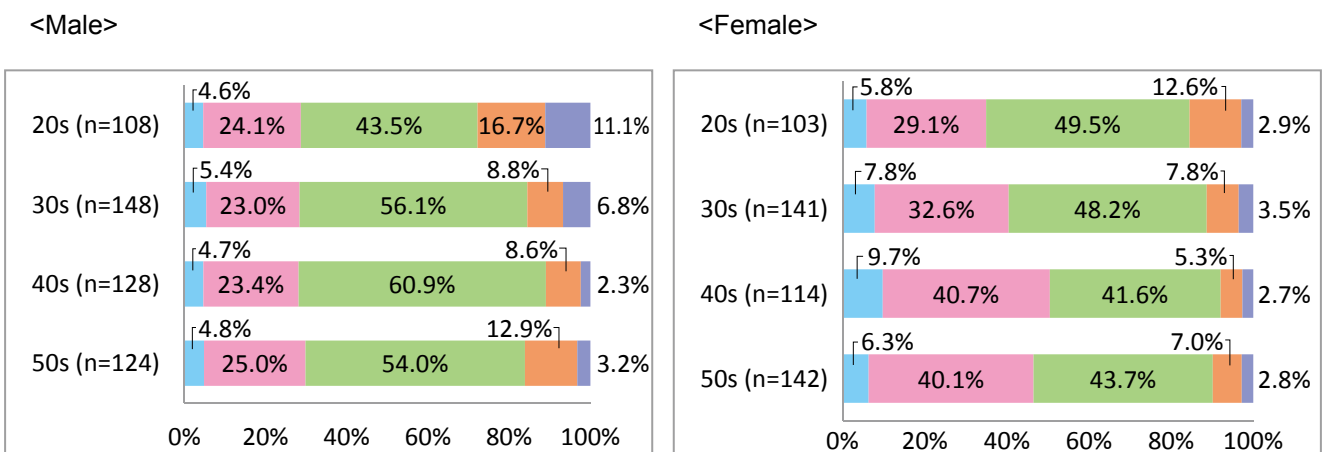


Fig.2-6 (u) Have awareness of being a member of a class or a school, respect the teachers and the staff, cooperating to establish a better school culture.

Very well      Fairly well      Neither  
 Not really      Not at all

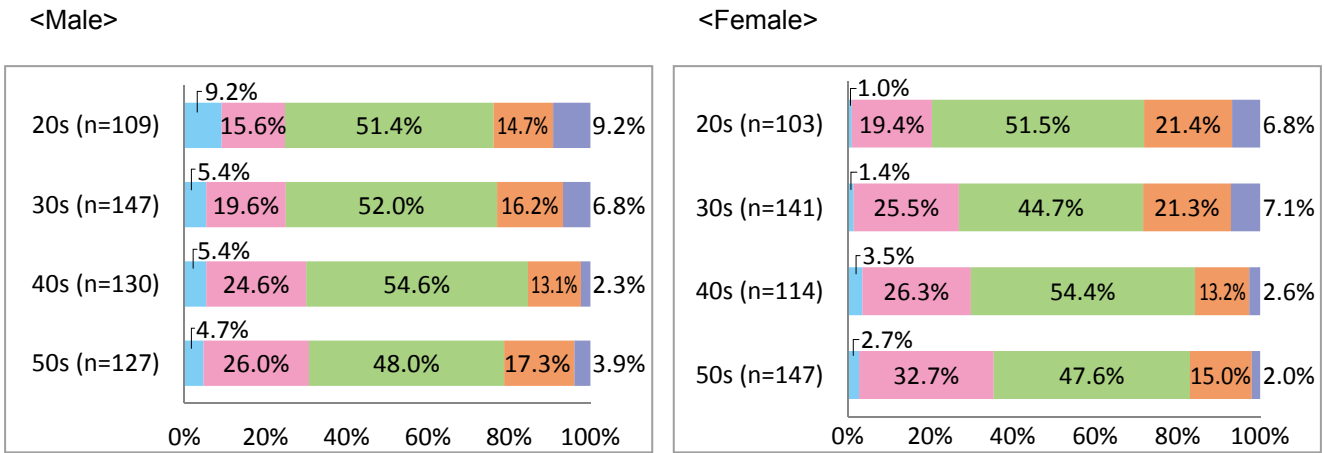


Fig.2-6 (v) Have awareness of being a member of a local community, love the community, respect and thank the forefathers and the elderly who contributed to the making of the community, and help its development.

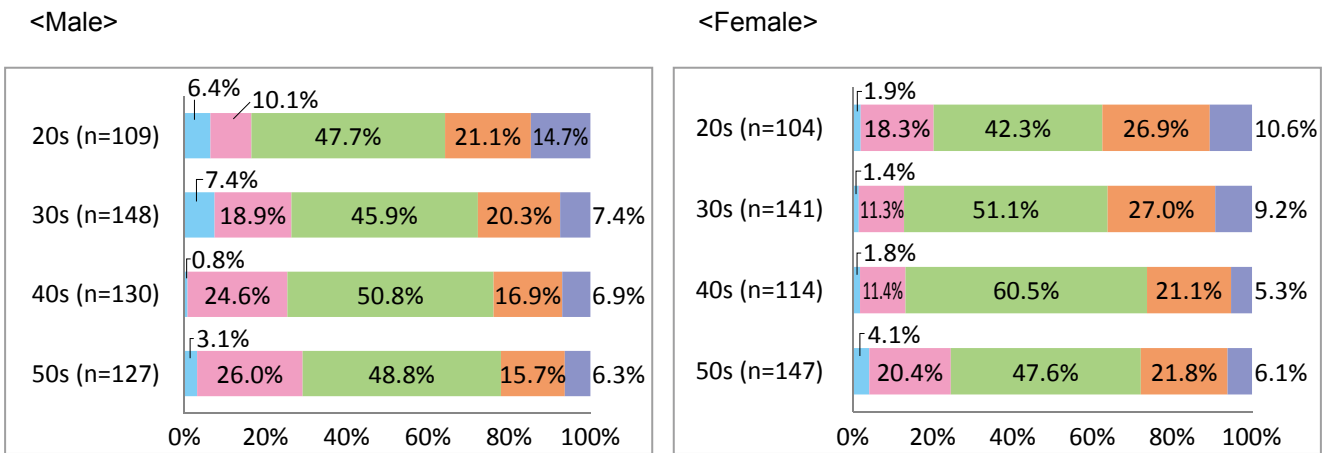


Fig.2-6 (w) Have awareness of being Japanese and love the country, be willing to help the country's further development, contribute to create new culture as well as handing down proud traditions.

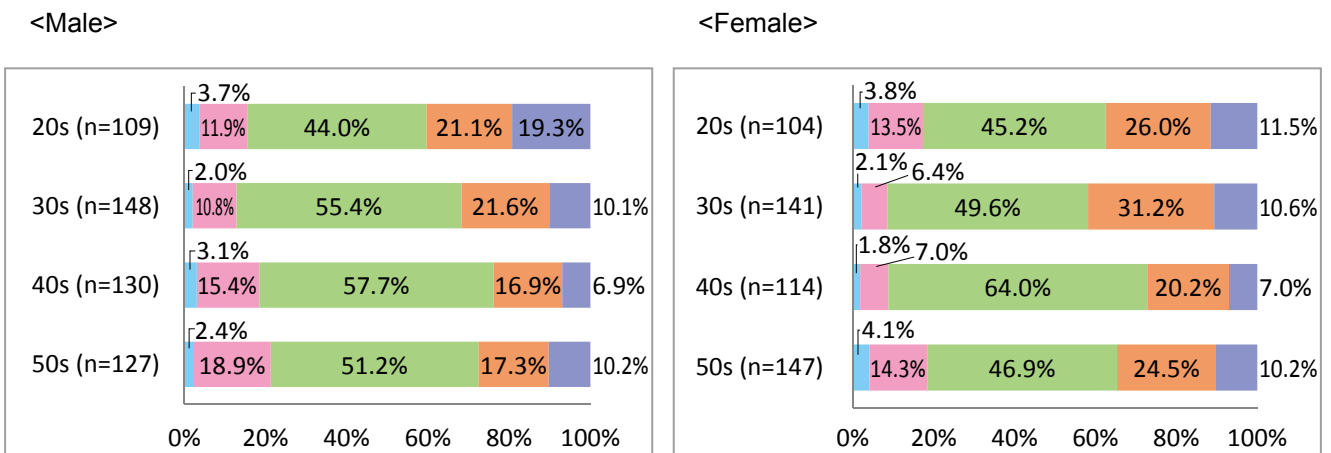


Fig.2-6 (x) Have awareness of being a Japanese citizen in the world, have a global point of view and contribute to world peace and the happiness of human kind.

## Chapter 4<Q3>: Attitude towards the importance of morality in society and education

The questions in this chapter relate to the evaluation and the respondents' expectation with regard to moral education in schools, homes, and local communities. With regard to the questions whether the current moral education (discipline and life style education for home) is sufficient, overall ratings were rather low with 19.5% for school, 27.5% for home and 10.7% for local community, when combining the ratings of 'strongly agree' and 'moderately agree'. That demonstrates the general adult population is not satisfied with the current moral education and discipline in homes.

Combining the ratings of 'strongly agree' and 'moderately agree', 65.3% agreed with the statement (d) 'Moral education in schools must be strengthened' while 77.9% agreed with the statement (e) 'Moral education in homes and local communities must be strengthened'. For both (d) and (e) only a small percentage of the respondents chose 'moderately disagree' and 'strongly disagree', demonstrating many people agree with strengthening of moral education in schools, homes and local communities. (Fig.3-1)

The combined rating of 'strongly agree' and 'moderately agree' was 86.0% for (f) 'Morals in society in general are in decline', indicating many people worry about the decline of morals. The same combined rating for (g) 'Nurturing morals among children helps to raise their academic level as well' was 69.1% and again demonstrating many adult population consider that nurturing morals helps to raise children's academic achievement.

Looking through the results by age group, the 50s is the group rating highest in thinking that current moral education is not sufficient in schools and homes. However, as for the current moral education in local communities, it was the 20s group whose rating was the highest in thinking that it is not sufficient. (Fig. 3-2)

The 50s is also the group rating highest in thinking that moral education should be strengthened in schools, homes and local communities. As for the worries about declining morals in society in general, the tendency of 'the higher the age groups the higher the concern', was shown. The same tendency was shown for the statement (g) 'Nurturing morals among children helps to raise their academic level as well'. (Fig.3-2)

Looking through the results by age group and gender, the rating rises with the age group for (f) 'Morals in society in general are in decline' in women, while the rating gets slightly lower as the age rises for men. As for the statement (g) 'Nurturing morals among children helps to raise their academic level as well', the combined rating of 'strongly disagree' and 'moderately disagree' was high among males in the 20s group. (Fig.3-3)

As for Q3 (4) with regard to the amount of time allocated for lessons of moral education in schools, 'the current level is sufficient' was 40.8%, followed by 'it's better to increase the hours' at 32.5%. 'It's better to reduce the hours' and 'I am against the moral education class in schools' were 1.2% and 1.4% respectively. (Fig.3-4-1)

Younger generations tended to choose 'the current level is sufficient' while 'it's better to increase the hours' was the top among the 50s group. (Fig.3-4-2) It was also revealed that more males than females consider that the hours should be increased. (Fig.3-4-3)

Q3. What do you think about the following statements, thinking of society and education in general?

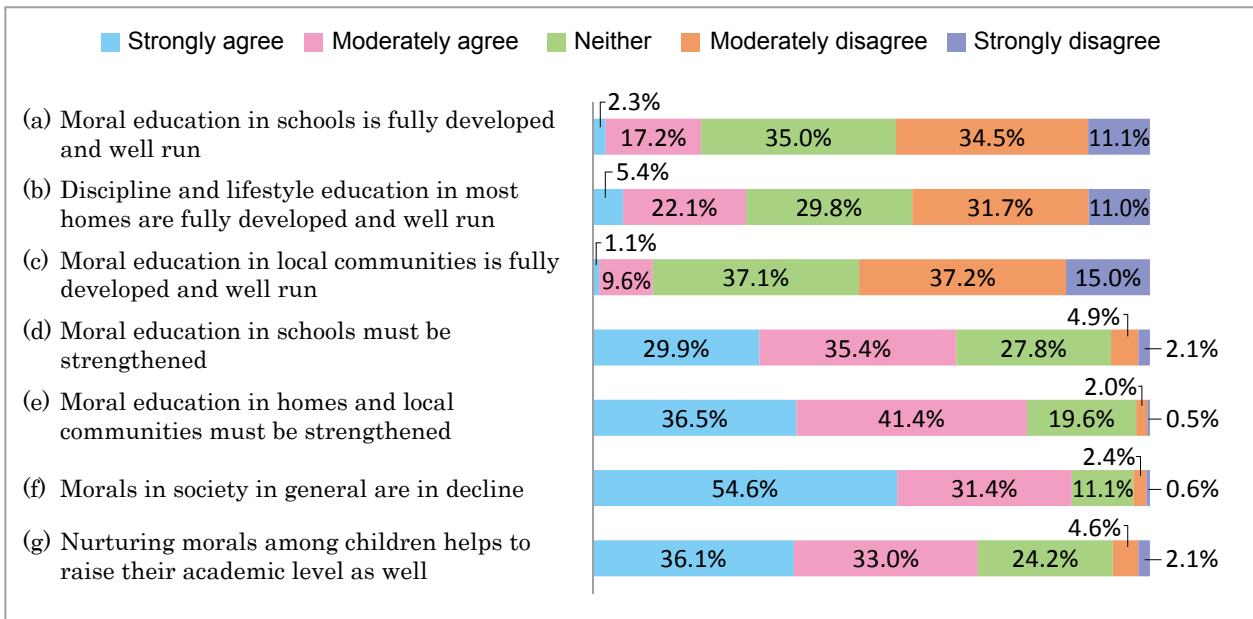


Fig.3-1 Attitude towards the Importance of morals in society and education



Q3. What do you think about the following statements, thinking of society and education in general?  
 - Result by age group-

Strongly agree      Moderately agree      Neither  
 Moderately disagree      Strongly disagree

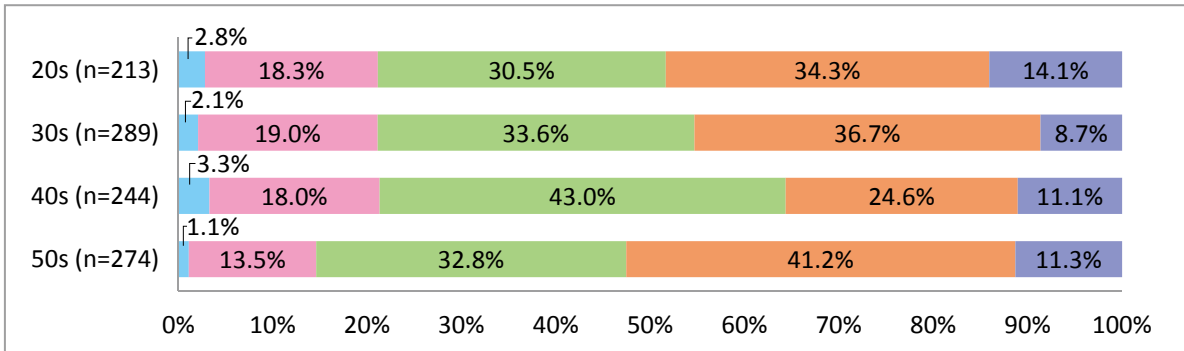


Fig.3-2 (a) Moral education in schools is fully developed and well run

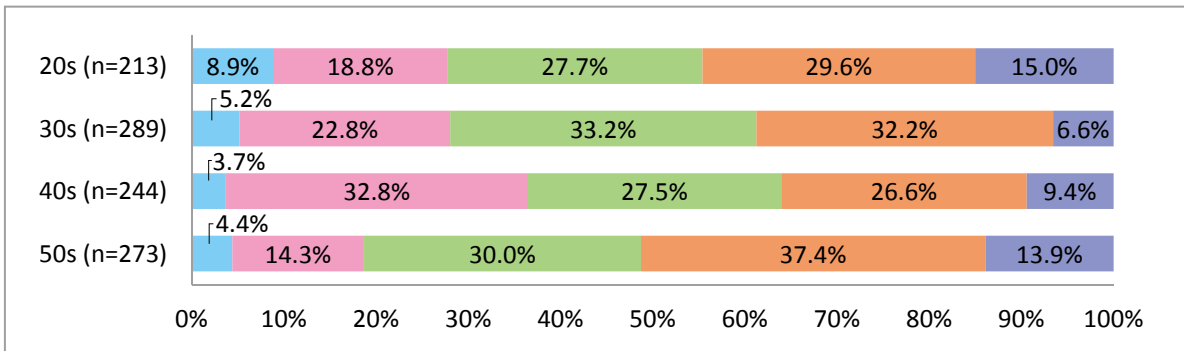


Fig.3-2 (b) Discipline and lifestyle education in most homes are fully developed and well run

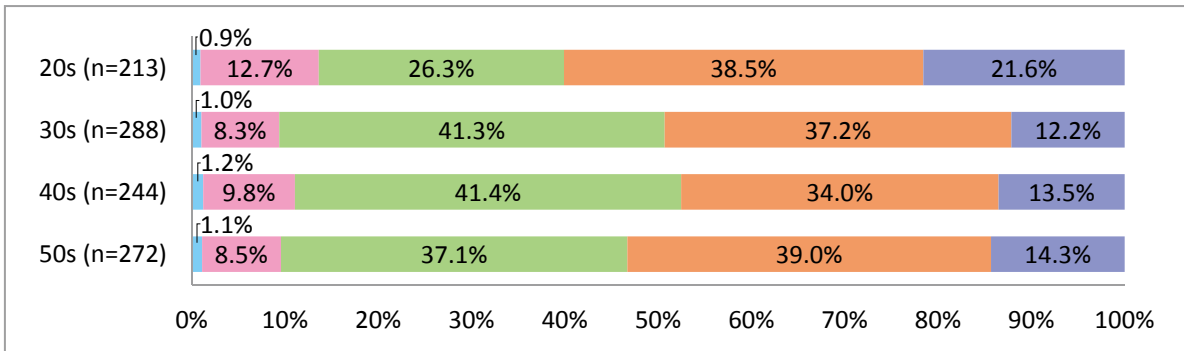


Fig.3-2 (c) Moral education in local communities is fully developed and well run

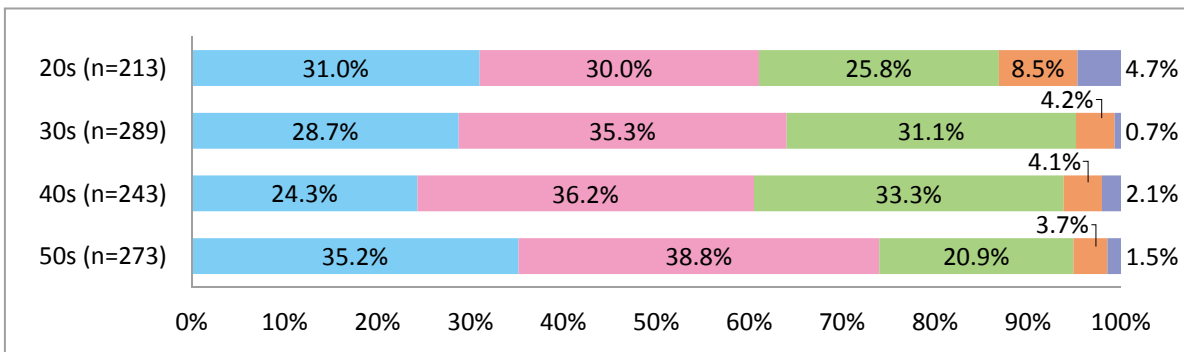


Fig.3-2 (d) Moral education in schools must be strengthened

■ Strongly agree      ■ Moderately agree      ■ Neither  
■ Moderately disagree      ■ Strongly disagree

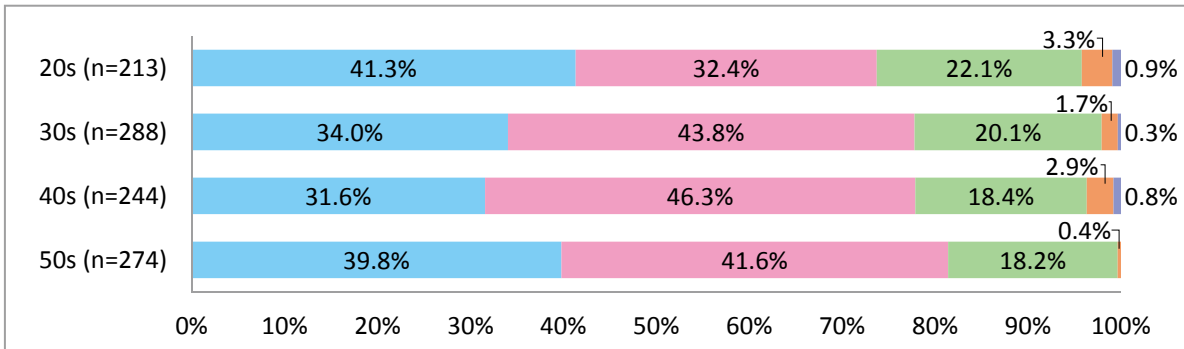


Fig.3-2 (e) Moral education in homes and local communities must be strengthened

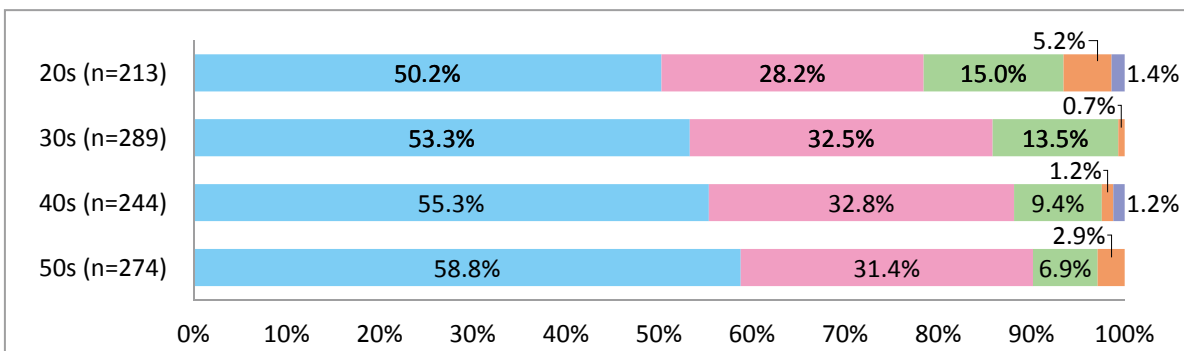


Fig.3-2 (f) Morals in society in general are in decline

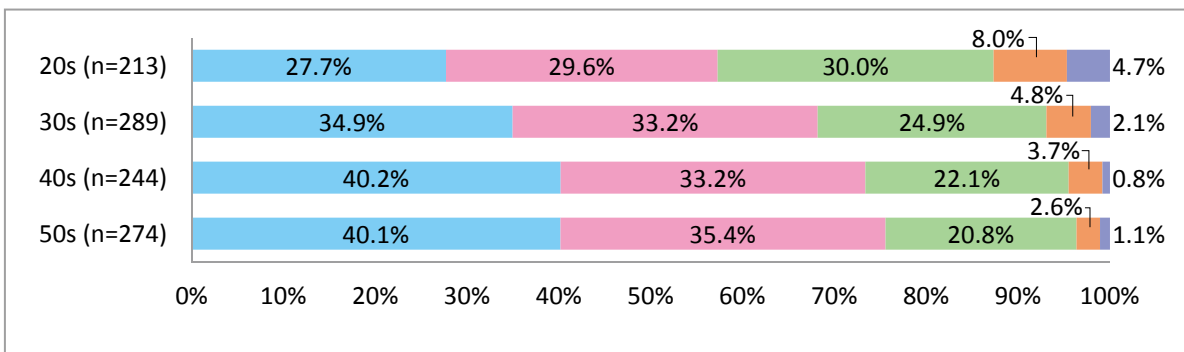


Fig.3-2 (g) Nurturing morals among children helps to raise their academic level as well

Q3. What do you think about the following statements, thinking of society and education in general?  
 - Result by age group and gender -

Strongly agree      Moderately agree      Neither  
 Moderately disagree      Strongly disagree

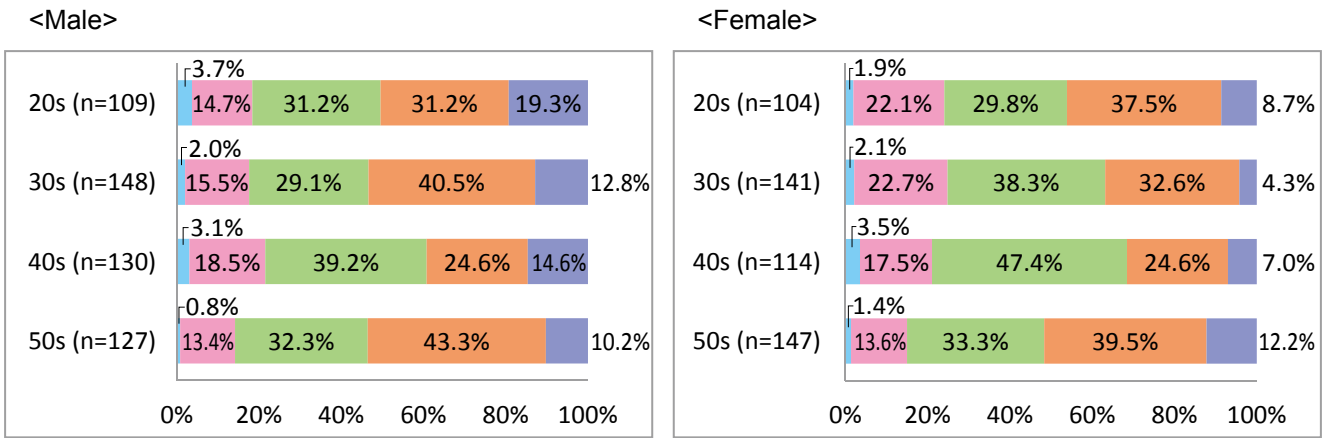


Fig.3-3 (a) Moral education in schools is fully developed and well run

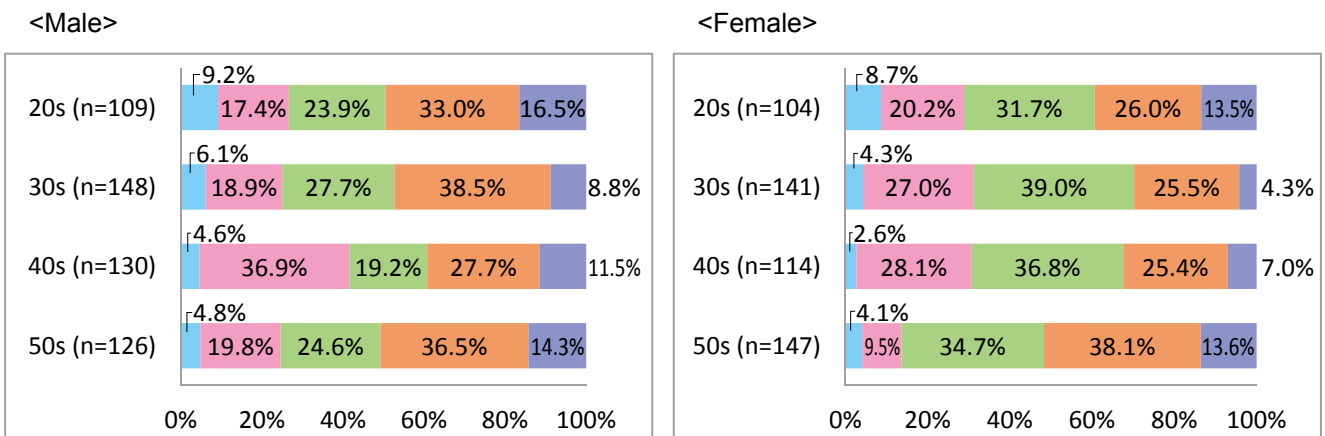


Fig.3-3 (b) Discipline and lifestyle education in most homes are fully developed and well run

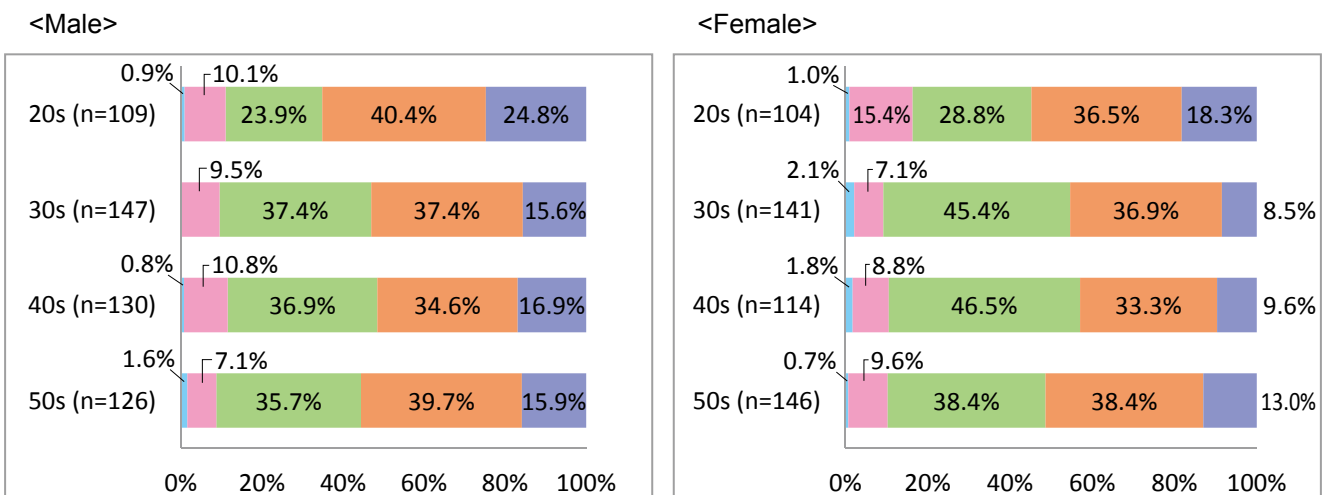


Fig.3-3 (c) Moral education in local communities is fully developed and well run

■ Strongly agree     ■ Moderately agree     ■ Neither  
■ Moderately disagree     ■ Strongly disagree

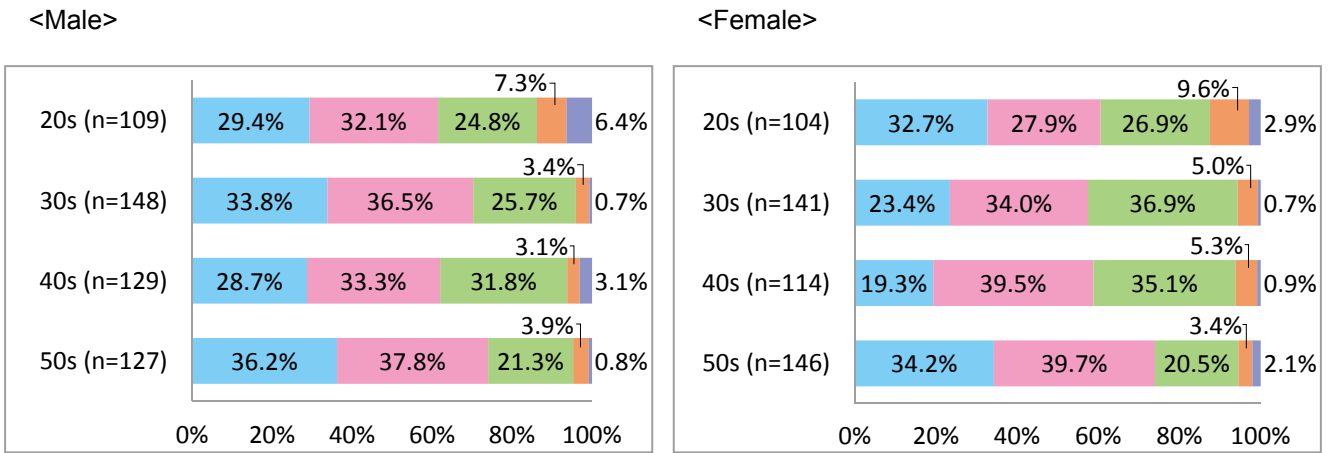


Fig.3-3 (d) Moral education in schools must be strengthened

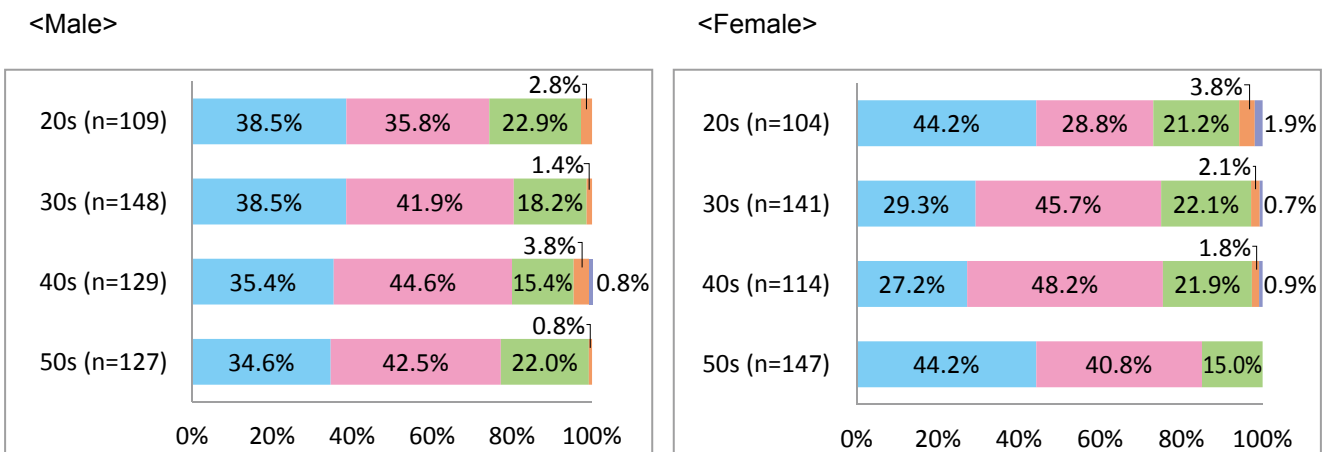


Fig.3-3 (e) Moral education in homes and local communities must be strengthened

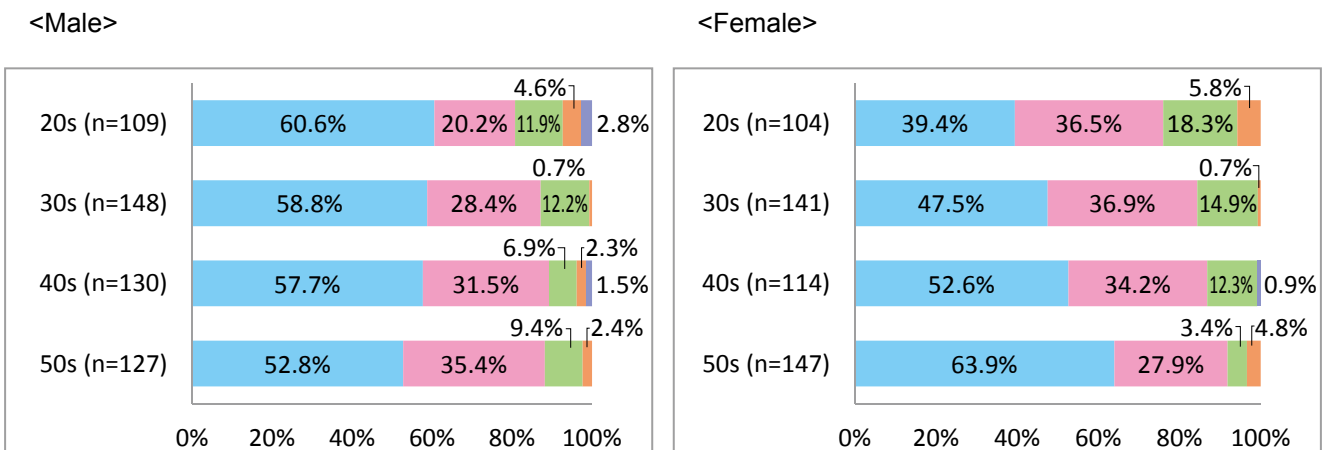


Fig.3-3 (f) Morals in society in general are in decline

■ Strongly agree      ■ Moderately agree      ■ Neither  
■ Moderately disagree      ■ Strongly disagree

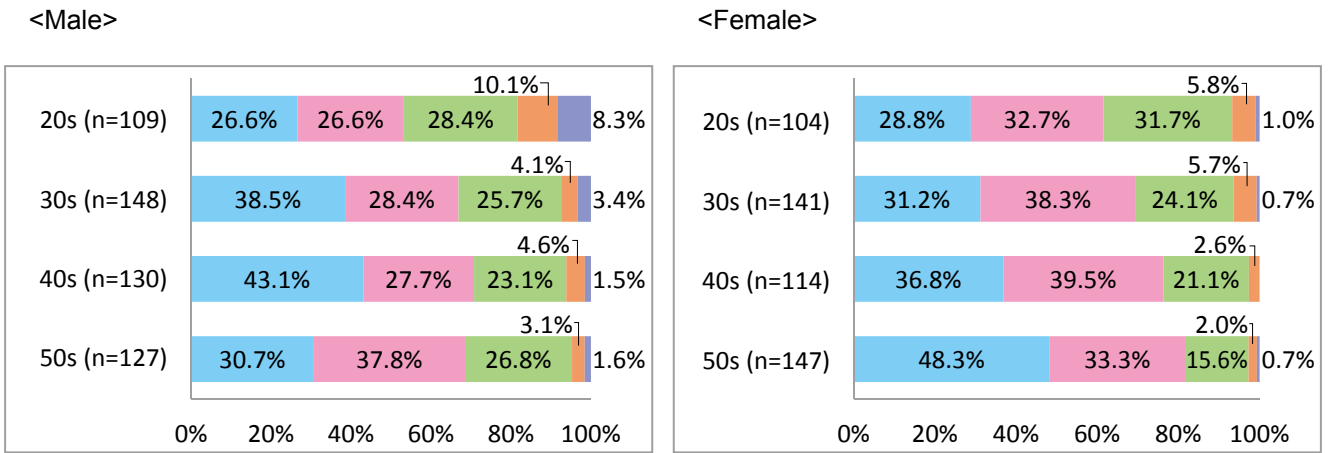


Fig.3-3 (g) Nurturing morals among children helps to raise their academic level as well

Q3 (4) Currently children in both elementary schools and junior high schools are receiving 35 unit-hours per annum (about 1 hour per week) of lessons of moral education class. What do you think about this?

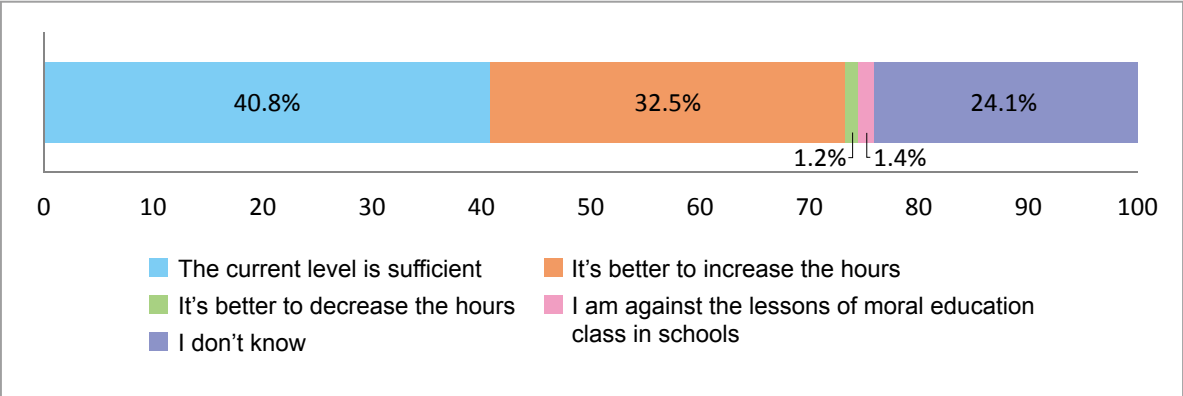


Fig.3-4-1 Hours of lessons of moral education at school

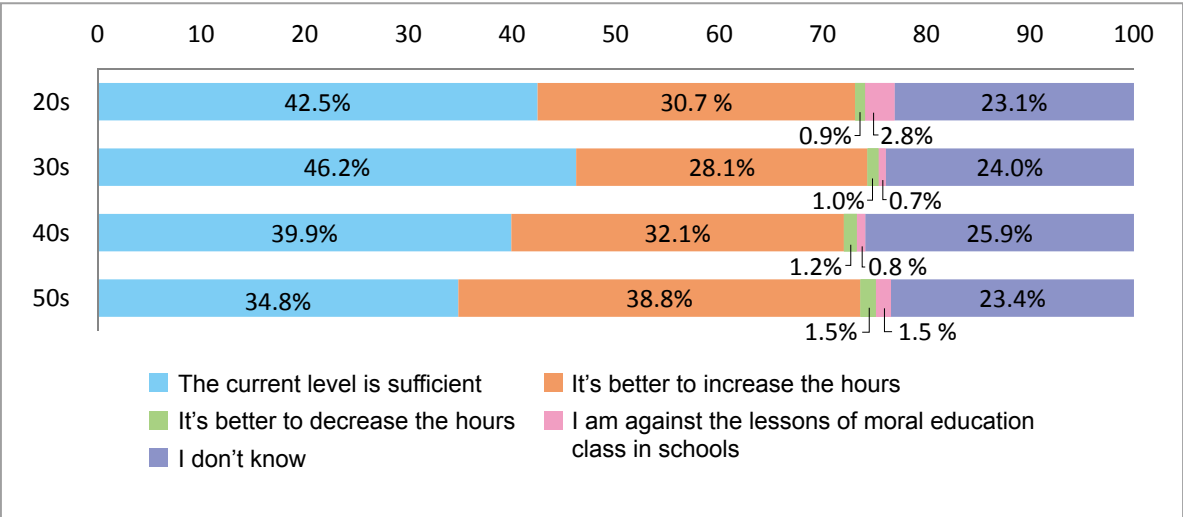


Fig.3-4-2 Hours of lessons of moral education at school (by age group)

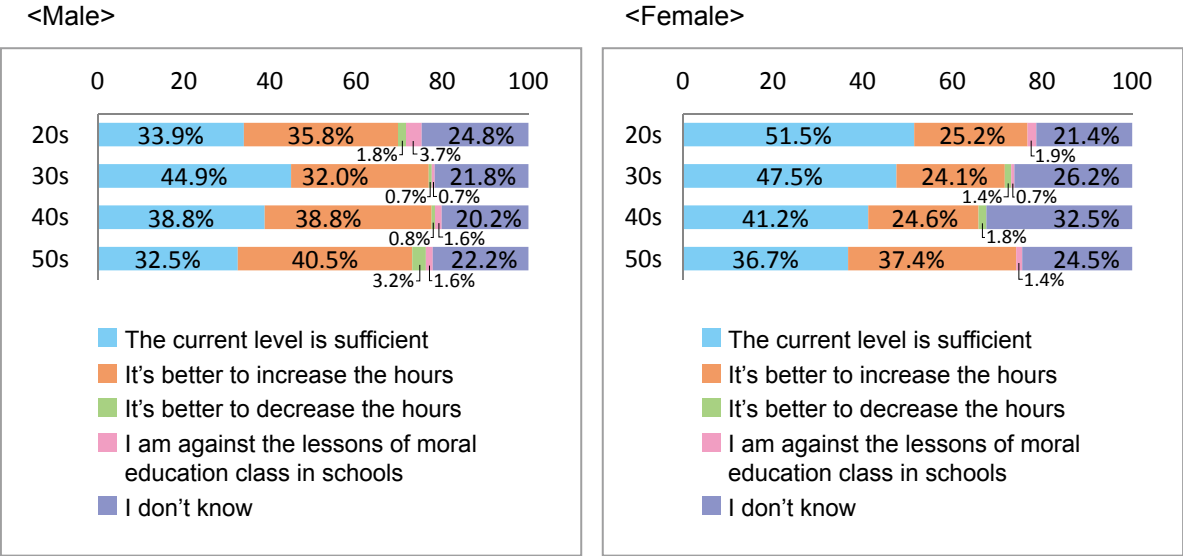


Fig3-4-3 Hours of lessons of moral education at school (by age group and gender)

## **Chapter 5<Q4>: Attitude towards morals (normative consciousness and attitude trends)**

Among the items relating to normative consciousness, (a) 'Lying can be permissible in certain situations' and (d) 'Everybody only thinks of themselves' showed higher ratings when combined 'strongly agree' and 'moderately agree' with 48.2% and 35.0% respectively. The rating for (e) 'Unless you break the law, it's up to the individual's freedom' was low with 9.6%, suggesting that the respondents consider morals to be important, not only on the basis of laws and regulations. (Fig.4-1)

As for the items relating to attitude trend, (f) 'There are some areas of myself that need improvement', (g) 'There are good things about me' and (h) 'I have a dream which I want to realize' scored relatively high with around 60% when 'strongly agree' and 'moderately agree' are combined. (Fig.4-1)

Looking through the results by age group, normative consciousness is higher as the age goes up in general, however the 50s group rated higher for (d) 'Everybody only thinks of themselves' compared to other age groups, when 'strongly agree' and 'moderately agree' are combined. (Fig.4-2)

The 20s group showed particular characteristics for the items relating to attitude trend. Their rating by choosing 'strongly agree' and 'moderately agree' was higher for (f) 'There are some areas of myself that need improvement' compared to other age groups. As for (g) 'There are good things about me' and (h) 'I have a dream which I want to realize', those who chose 'Neither' was smaller than other age groups, with higher numbers for 'strongly agree' and 'moderately agree' combined and 'strongly disagree' and 'moderately disagree' combined, demonstrating a polarization of those who is aware of own good points and not as well as those who has a dream and not. This can be interpreted as the characteristics of young adulthood, trying to establish his/her own identity. [Figs.4-2 (f), 4-2 (g), 4-2 (h)]

Looking through the results by age group and gender, women scored higher for normative consciousness in general. The 20s male group scored lowest, compared with other age groups or female, for normative consciousness items. (Fig.4-3)

Q4. What do you think about the following statements?

■ Strongly agree      ■ Moderately agree      ■ Neither  
■ Moderately disagree      ■ Strongly disagree

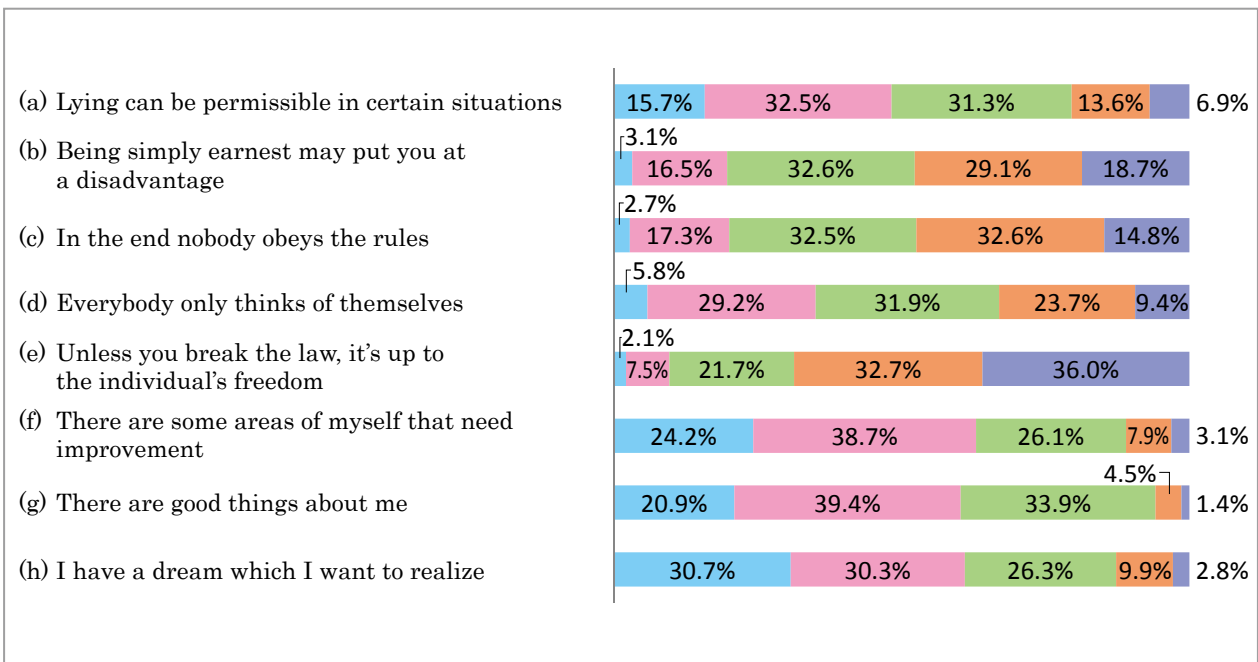


Fig.4-1 Attitude towards morals (normative consciousness and attitude trends)



Q4. What do you think about the following statements? (Result by age group)

Strongly agree      Moderately agree      Neither  
 Moderately disagree      Strongly disagree

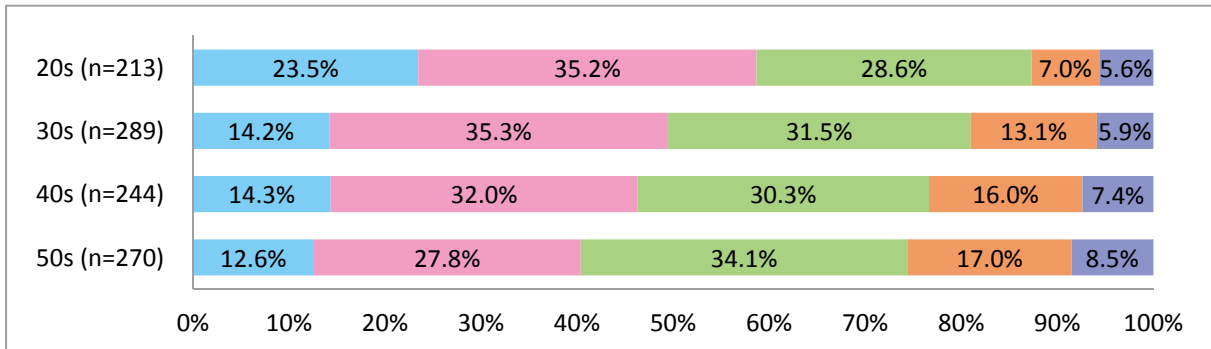


Fig.4-2 (a) Lying can be permissible in certain situations

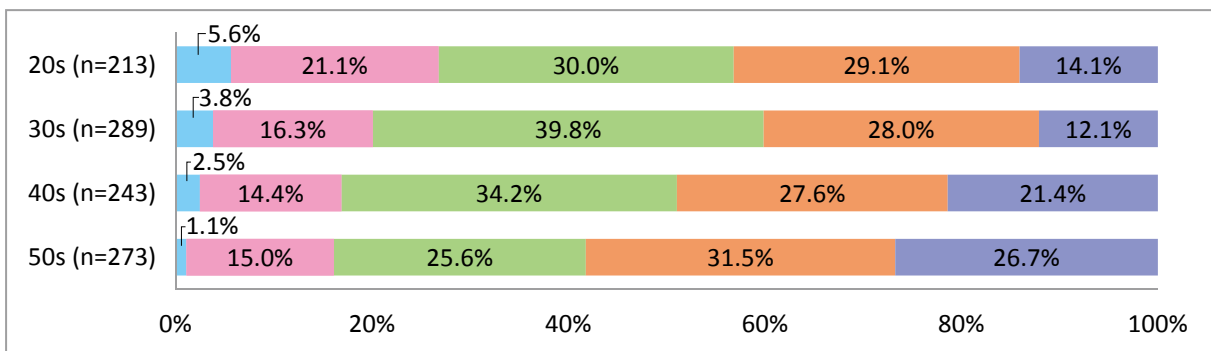


Fig.4-2 (b) Being simply earnest may put you at a disadvantage

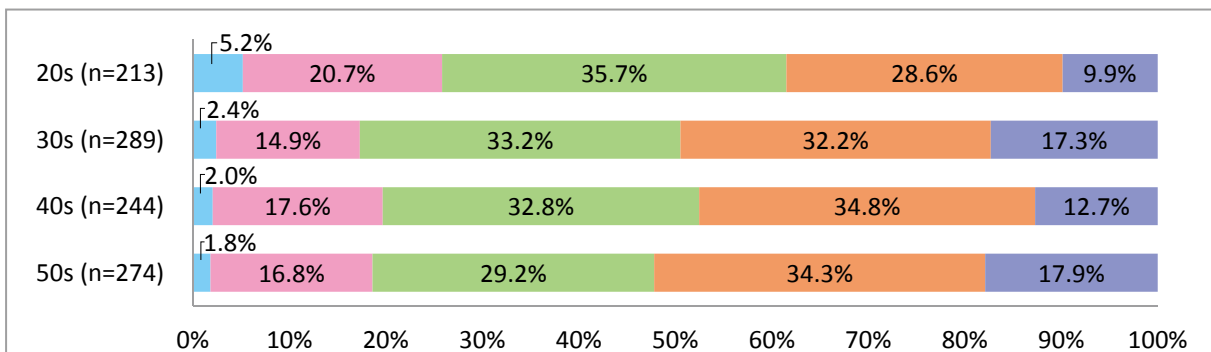


Fig.4-2 (c) In the end nobody obeys the rules

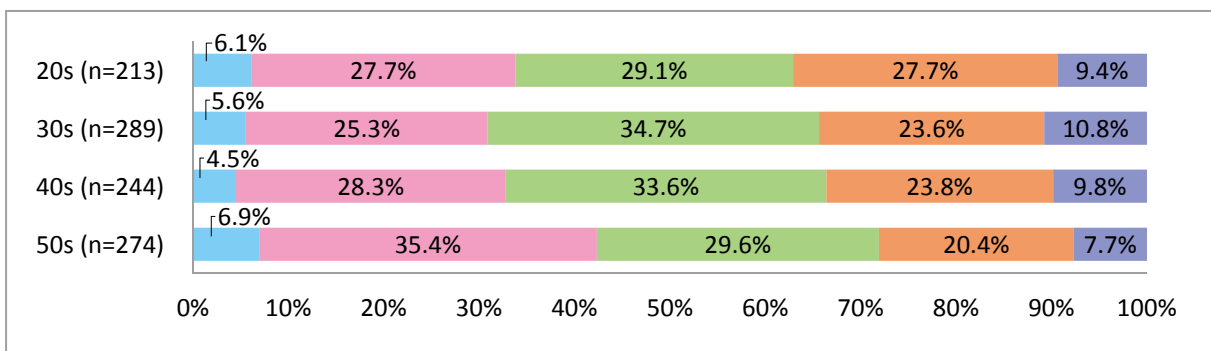


Fig.4-2 (d) Everybody only thinks of themselves

■ Strongly agree      ■ Moderately agree      ■ Neither  
■ Moderately disagree      ■ Strongly disagree

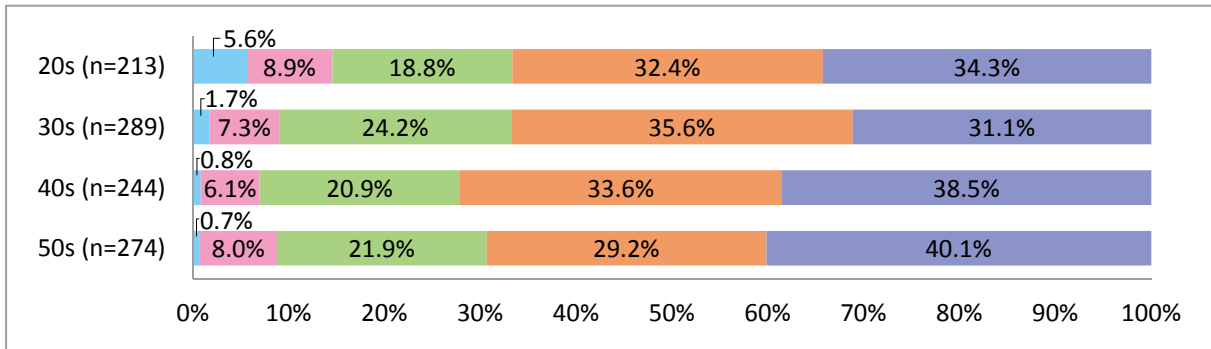


Fig.4-2 (e) Unless you break the law, it's up to the individual's freedom

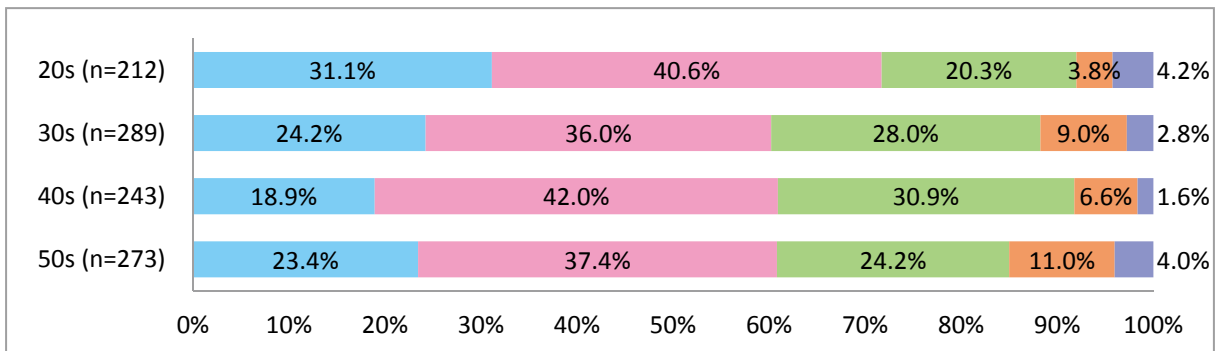


Fig.4-2 (f) There are some areas of myself that need improvement

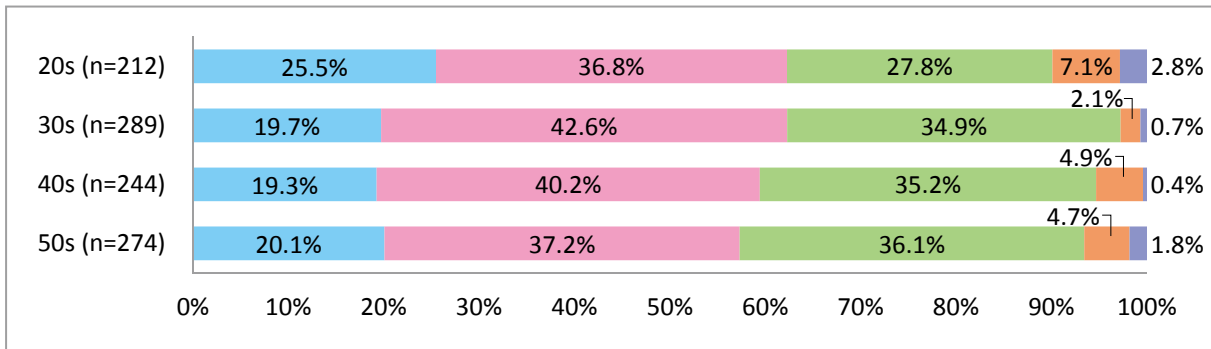


Fig.4-2 (g) There are good things about me

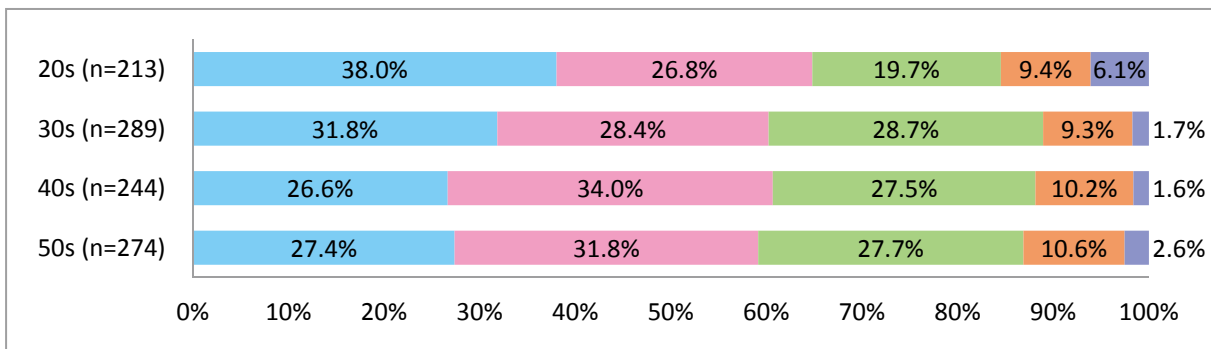


Fig.4-2 (h) I have a dream which I want to realize

Q4. What do you think about the following statements? (Result by age group and gender)

Strongly agree      Moderately agree      Neither  
 Moderately disagree      Strongly disagree

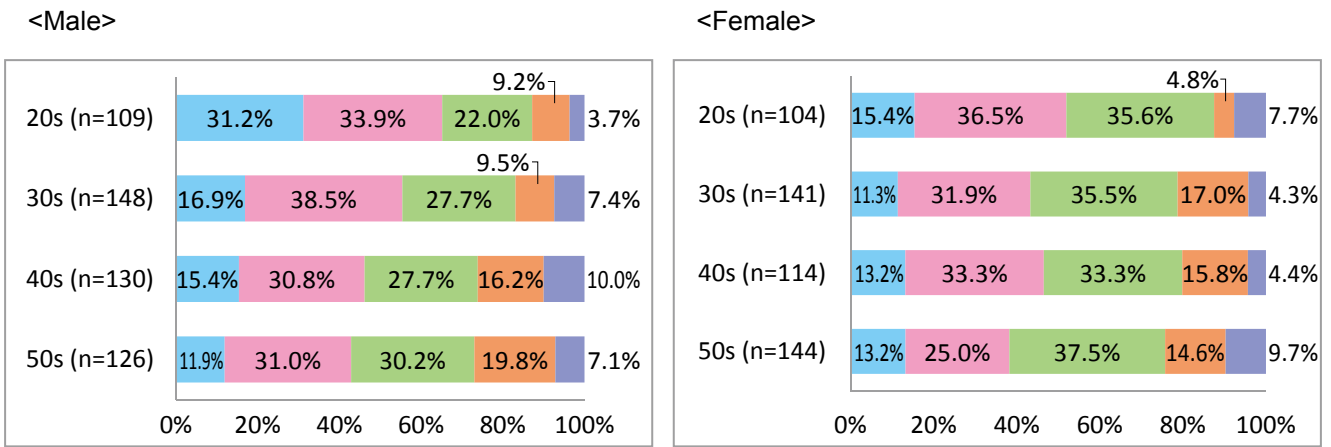


Fig.4-3 (a) Lying can be permissible in certain situations

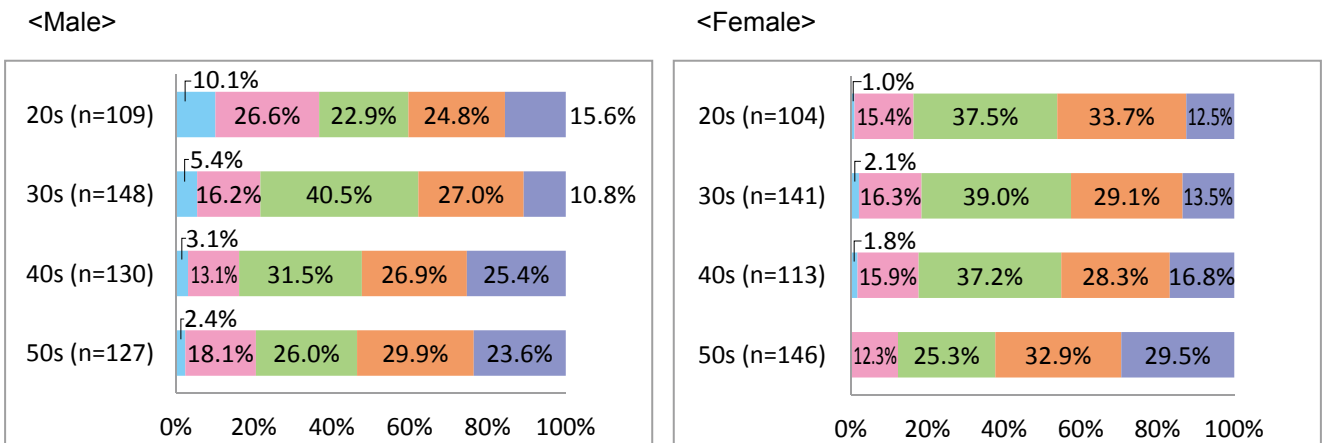


Fig.4-3 (b) Being simply earnest may put you at a disadvantage

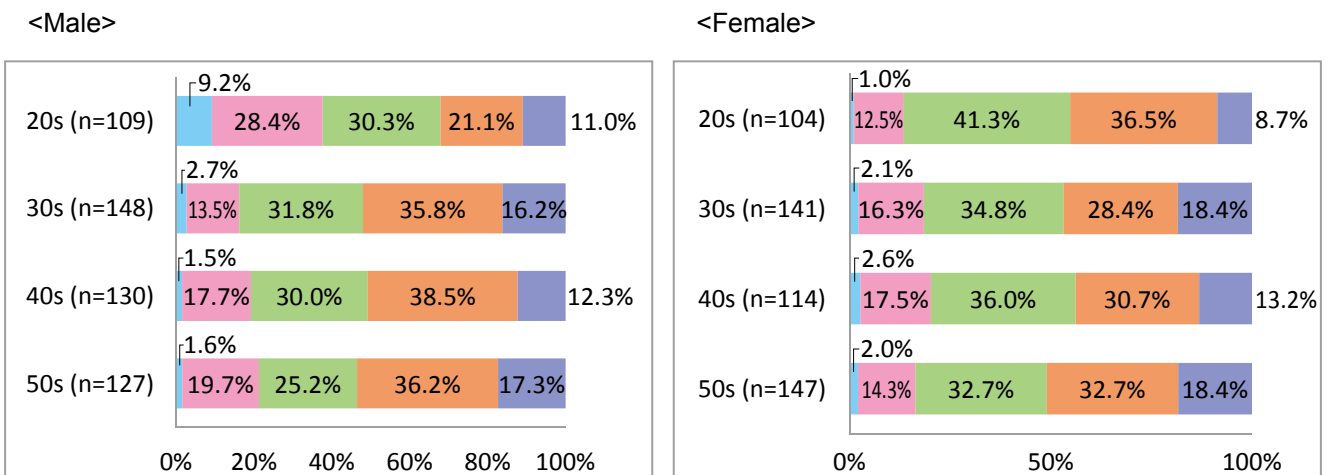


Fig.4-3 (c) In the end nobody obeys the rules

■ Strongly agree      ■ Moderately agree      ■ Neither  
■ Moderately disagree      ■ Strongly disagree

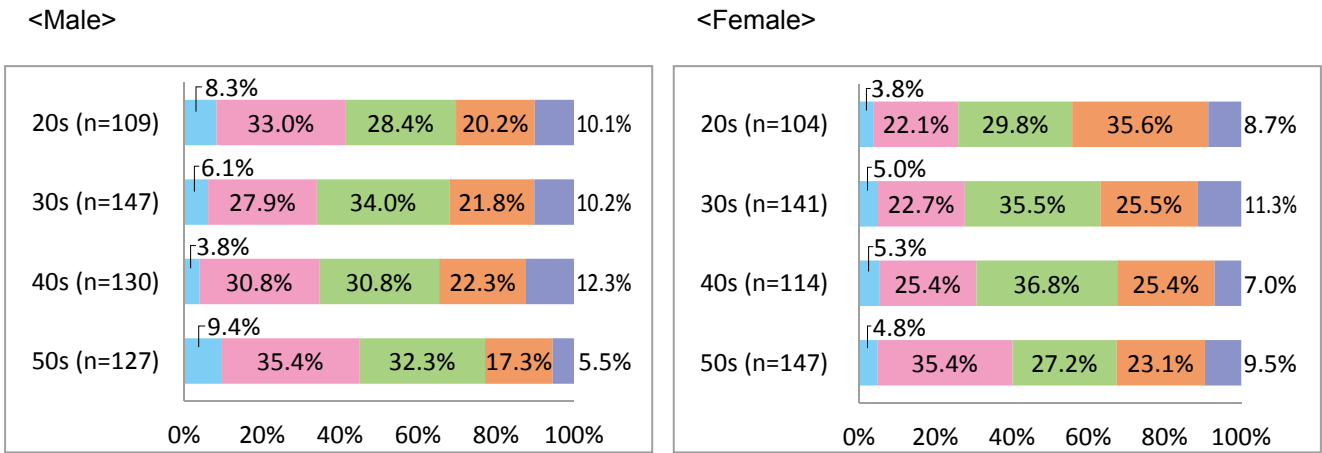


Fig.4-3 (d) Everybody only thinks of themselves

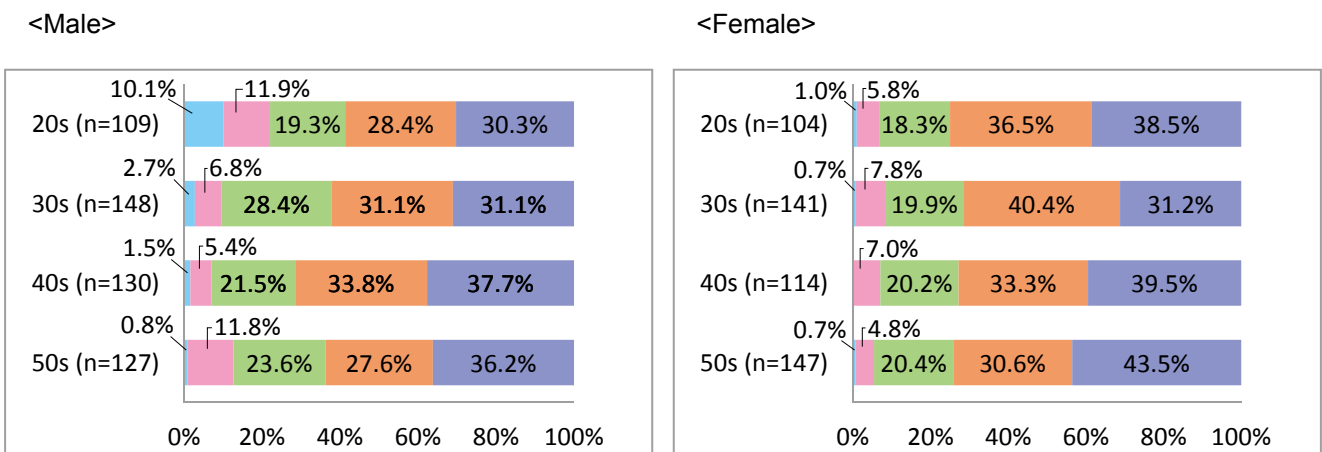


Fig.4-3 (e) Unless you break the law, it's up to the individual's freedom

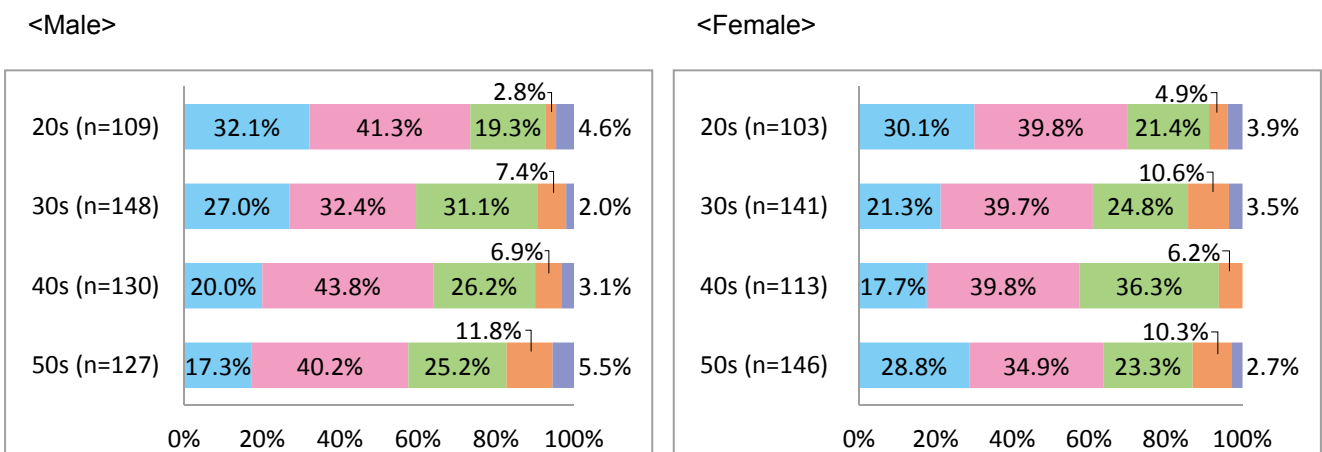


Fig.4-3 (f) There are some areas of myself that need improvement

■ Strongly agree      ■ Moderately agree      ■ Neither  
■ Moderately disagree      ■ Strongly disagree

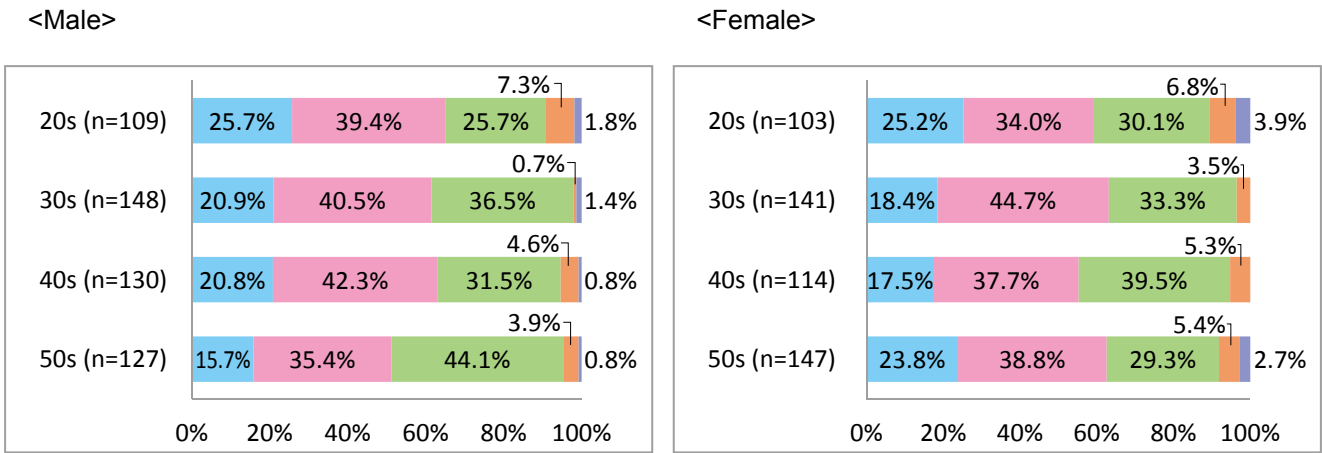


Fig.4-3 (g) There are good things about me

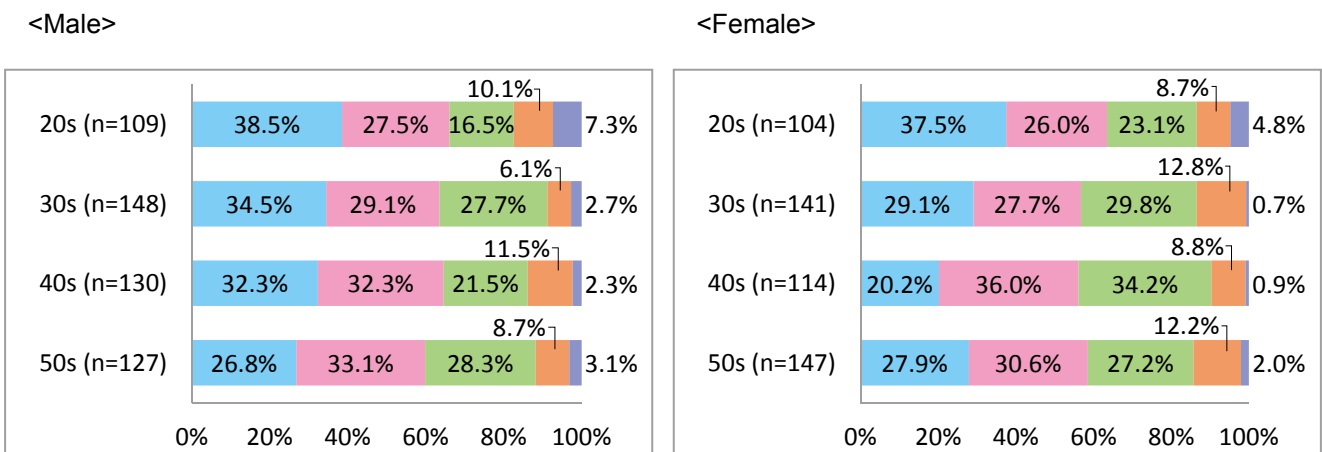


Fig.4-3 (h) I have a dream which I want to realize

\*The numbers were rounded down at two places of decimals, therefore additions for individual numbers may not reach 100%.



## Chapter 6 The correlations between real life experiences and moral values & practice

Correlation analyses were conducted in order to examine the childhood (until 18 years old) experiences and adulthood moral values.

Table 5-1 shows the values of Pearson's product-moment correlation coefficient between the scores of 17 items in Q1 (1 point for 'None' to 4 points for 'Many times') with regard to childhood experiences and the scores of 24 items in Q2 (A) (1 point for 'Not important at all' to 4 points for 'Very important') with regard to the respondents' perceived importance of each statement. Since the result showed the differences between ages and genders (Chapter 2 and Chapter 3), a partial correlation analysis, using ages and genders as control variables, was conducted with the result shown in Table 5-2. The childhood experiences that have significant correlation with the scores for perceived importance were (p) 'Experiencing culture and tradition' and (c) 'Seeing the night sky full of stars'.

Table 5-3 shows the values of Pearson's product-moment correlation coefficient between the scores of 17 items in Q1 (1 point for 'None' to 4 points for 'Many times') with regard to childhood experiences and the scores of 24 items in Q2 (A) (1 point for 'Not at all' to 4 points for 'Very well') with regard to what degree does a respondent consider him/herself to live up to each statement. Since the result again showed the differences between ages and genders (Chapter 2 and Chapter 3), a partial correlation analysis, using ages and genders as control variables, was conducted with the result shown in Table 5-4. Comparing these values with the correlation between the experiences and perceived importance shown in Tables 5-1 and 5-2, significant correlations were obtained between several variables. It was identified that childhood experiences have stronger correlations with the self-assessment whether the respondents live up to the statements, rather than the respondents' perceived importance. The implication of the result is that childhood experiences make a person or in other words, practical moral judgment in everyday life in adulthood is based on childhood experiences, whether or not the person consciously considers them important.

The childhood experiences that have significant correlation with higher scores of the respondents' self-assessment were (p) 'Experiencing culture and tradition', (q) 'Participating in local community event', (h) 'Helping people with disabilities, the elderly or somebody in need of help', (i) 'Participating in community cleaning-up activity (such as weeding and rubbish picking-up)', (j) 'making something out of wood', (k) 'Preparing food using knives', (m) 'Staying overnight away from home such as school trip and camp' and (c) 'Seeing the night sky full of stars'. Other childhood experiences also showed correlations with the self-assessment, demonstrating the importance of childhood experiences in developing moral values and practices in adulthood.

Since the obtained values for correlations were all under 0.300, which is statistically rather weak, interpretation of these results must be carried out carefully. Nevertheless, since childhood experiences and perceived moral values and practices are conceptually far apart, demonstrating the correlations is thought to be sufficiently significant.

Table 5-1-1 Correlation between childhood experiences and moral values (perceived importance) -1

		Q1 Childhood (until 18 years old) experiences																
Q2 (A) Moral values (perceived importance)	(a) Live a harmonious life by establishing desirable habits, promoting the health of the mind and the body and trying to limit excess by practicing discipline.	.053	.007	.067*	.035	.064*	.044	.029	.030	.076*	.018	.044	.081**	.055	.063*	.110**	.099**	.036
	(b) Aim high and have a will to steadily achieve a goal with hope and courage.	.070*	.076*	.100**	.117**	.065*	.025	.025	.112**	.098**	.078*	.009	-.013	.124**	.018	.106**	.096**	.072*
	(c) Acknowledge the importance of an autonomous spirit, think independently, act honestly and take responsibility for the result.	.044	.085**	.109**	.094**	.071*	.033	-.017	.063*	.085**	.099**	.025	-.014	.091**	.022	.043	.094**	.051
	(d) Respect and seek the truth and live positively aiming to realize your ideals.	.019	.081**	.075*	.081**	.071*	.071*	.044	.123**	.136**	.077*	.057	.028	.095**	.014	.025	.107**	.073*
	(e) Reflect upon yourself and try to improve, as well as developing your own personality to pursue a fulfilling life.	.028	.073*	.104**	.088**	.106**	.052	.002	.066*	.079*	.071*	.016	-.008	.082**	-.027	.069*	.112**	.060
	(f) Understand the significance of civility and behave properly according to the place and occasion.	.060	.001	.052	.015	.032	.052	-.011	.032	.022	.001	.058	.075*	.044	.020	.046	.064*	.067*
	(g) Deepen the spirit of warm humanity and have consideration towards others.	.013	-.034	.024	-.003	-.004	.018	.021	.033	.014	-.061*	.041	.114**	.019	.054	.010	.044	.077*
	(h) Understand the preciousness of friendship, have trustworthy friends and encourage each other to do better.	.060	.067*	.120**	.035	.043	.059	.051	.114**	.066*	.025	.062*	.100**	.078	.086**	.027	.129**	.093**
	(i) Men and women are to deepen their correct understanding of the opposite sex and respect each other.	.081**	.068*	.113**	.094**	.039	.071*	.022	.062*	.089**	.060	.068*	.098**	.124**	.016	.060	.122**	.068*
	(l) Respect the others' personality and point of view, understand that there are many ways of seeing and thinking, be generous and humble in learning from others.	.091**	.100**	.071*	.094**	.096**	.101**	.027	.008	.066*	.060	.088**	.108**	.122**	.039	.062*	.130**	.104**
			** Significance level of 1%. * Significance level of 5%. Grey shade indicates the absolute value of 0.100 or over.															



Table 5-1-2 Correlation between childhood experiences and moral values (perceived importance) -2

		Q1 Childhood (until 18 years old) experiences																
Q2 (A) Moral values (perceived importance)	(k) Be grateful that your everyday life and your existence itself are supported by the good will of many people and try to reciprocate that.	.049	.050	.109**	.058	.057	.016	.012	.069*	.051	.017	.044	.093**	.059	.004	-.003	.100**	.077*
	(l) Understand the preciousness of life and respect the lives of others and your own.	.048	.021	.089**	.009	.072*	.065*	.012	.058	.085**	.006	.122**	.137**	.065*	.094**	.044	.115**	.126**
	(m) Love and protect nature, nurture richness of mind that appreciates beauty and deepens the feeling of awe towards something that is beyond human ability.	.040	.015	.139**	.053	.098**	.093**	.035	.106**	.110**	.068*	.114**	.173**	.050	.058	.036	.126**	.104**
	(n) Believe that a human has the strength and nobility to overcome weakness and ugliness, and try to find joy in living as a human.	.023	.014	.083**	-.003	.031	.053	.041	.104**	.119**	.007	.088**	.121**	.045	.076*	-.006	.114**	.059
	(o) Understand and observe laws and rules, respect the rights of oneself and others, fulfill duties, aiming to strengthen the order and discipline of society.	.035	.055	.129**	.055	.063*	.079*	.006	.023	.102**	.088**	.061	.071*	.027	.027	.059	.134**	.093**
	(p) Strengthen the awareness towards public morality and social solidarity, aiming to improve society.	.070*	.053	.109**	.089**	.060	.078*	.072*	.100**	.101**	.096**	.100**	.067*	.046	.069*	.009	.146**	.078*
	(q) Respect justice, treat everyone fairly and equally, aiming to realize a society without discrimination and prejudice.	.036	.020	.103**	.093**	.021	.060	.078*	.064*	.070*	.042	.089**	.114**	.037	.066*	.101**	.116**	.097**
	(r) Deepen the understanding of the significance of various groups to which one belongs, recognize the roles and responsibilities, helping to improve the lives of the groups.	.050	.029	.107**	.085**	.042	.066*	.016	.059	.085**	.047	.073*	.049	.047	.043	.028	.114**	.071*
	(s) Understand the significance and value of work and with a voluntary spirit, to help the advancement of society and social welfare.	.059	.014	.138**	.082**	.018	.087**	.069*	.068*	.097**	.047	.064*	.089**	.009	.055	.017	.131**	.083**
	(t) Respect parents and grandparents, have awareness of being a member of a family, contributing to establish a fulfilling family life.	.051	-.027	.036	.054	.002	.039	.062*	.051	.069*	.002	.041	.072*	.018	.096**	.054	.081**	.091**
			** Significance level of 1%. * Significance level of 5%. Grey shade indicates the absolute value of 0.100 or over.															

Table 5-1-3 Correlation between childhood experiences and moral values (perceived importance) -3

		Q1 Childhood (until 18 years old) experiences																		
Q2 (A) Moral values (perceived importance)	(u) Have awareness of being a member of a class or a school, respect the teachers and the staff, cooperating to establish a better school culture.	.044	.015	.121**	.058	.053	.134**	.087**	.079*	.139**	.056	.124**	.162**	.021	.073*	.040	.142**	.144**		
	(v) Have awareness of being a member of a local community, love the community, respect and thank the forefathers and the elderly who contributed to the making of the community, and help its development	.036	.001	.125**	.065*	.032	.110**	.104**	.138**	.144**	.076*	.106**	.118**	.071*	.058	.026	.151**	.154**		
	(w) Have awareness of being Japanese and love the country, be willing to help the country's further development, contribute to create new culture as well as handing down proud traditions.	.033	-.017	.151**	.050	.018	.065*	.077*	.066*	.076*	.100**	.099**	.091**	-.006	.046	.011	.160**	.117**		
	(x) Have awareness of being a Japanese citizen in the world, have a global point of view and contribute to world peace and the happiness of human kind.	.035	.020	.142**	.032	.036	.056	.074*	.064*	.062*	.048	.068*	.116**	.022	.056	.002	.138**	.118**		
	** Significance level of 1%. * Significance level of 5%. Grey shade indicates the absolute value of 0.100 or over.																			

Table 5-2-1 Correlation between childhood experiences and moral values (actual practice) -1

		Q1 Childhood (until 18 years old) experiences									
	(a) Playing in the sea, mountains, lakes, rivers, etc.	.061	.153	.110	.110	.149	.135	.135	.062	.111	.154
	(b) Climbing mountains	.024	.119	.092	.097	.135	.057	.030	.046	.073	.096
	(c) Seeing the night sky full of stars	.093	.166	.161	.161	.124	.136	.121	.134	.179	.153
	(d) Catching fish, shellfish or insects	.018	.184	.127	.122	.163	.109	.069	.066	.116	.150
	(e) Keeping and looking after animals, insects or other living creatures	.076	.171	.159	.136	.151	.123	.110	.111	.125	.154
	(f) Growing flowers and vegetables	.128	.111	.107	.156	.126	.115	.125	.131	.118	.127
	(g) Holding and playing with small children	.105	.129	.112	.119	.092	.073	.160	.168	.147	.098
	(h) Helping people with disabilities, the elderly or somebody in need of help	.100	.180	.159	.216	.179	.141	.206	.171	.167	.132
	(i) Participating in community cleaning-up activity (such as weeding and rubbish picking-up)	.146	.220	.145	.205	.150	.085	.133	.142	.167	.169
	(j) Making something out of wood	.102	.198	.185	.158	.172	.119	.109	.058	.160	.160
(k) Preparing food using knives	.132	.074	.114	.164	.098	.117	.138	.135	.131	.114	
(l) Sewing and knitting	.186	.007	.063	.100	.061	.065	.097	.144	.108	.118	
(m) Staying overnight away from home such as school trip and camp	.067	.162	.164	.185	.177	.124	.100	.116	.176	.177	
(n) Helping family such as house chores and family business	.139	.086	.150	.109	.084	.095	.123	.116	.126	.098	
(o) Playing sport and physical exercise	.106	.168	.134	.091	.094	.112	.048	.100	.123	.134	
(p) Experiencing culture and tradition	.172	.182	.182	.219	.212	.180	.155	.190	.177	.195	
(q) Participating in local community event	.144	.145	.163	.155	.153	.128	.131	.163	.171	.207	
Q2 (B) Moral values (actual practice)											

\*\*Significance level of 1%. \*Significance level of 5%. Grey shade indicates the absolute value of 0.100 or over.

Table 5-2-2 Correlation between childhood experiences and moral values (actual practice) -2

		Q1 Childhood (until 18 years old) experiences																	
Q2 (B) Moral values (actual practice)	(k) Be grateful that your everyday life and your existence itself is supported by the good will of many people and try to reciprocate that.	.104**	.081**	.175**	.068*	.116**	.151**	.134**	.204**	.190**	.110**	.152**	.140**	.119**	.161**	.069*	.191**	.127**	
	(l) Understand the preciousness of life and respect the lives of others and your own.	.107**	.039	.162**	.074*	.143**	.174**	.097**	.158**	.154**	.104**	.174**	.158**	.135**	.133**	.096**	.229**	.178**	
	(m) Love and protect nature, nurture richness of mind that appreciates beauty and deepens the feeling of awe towards something that is beyond human ability.	.119**	.073*	.164**	.133**	.188**	.188**	.100**	.152**	.190**	.168**	.161**	.171**	.150**	.125**	.091**	.222**	.170**	
	(n) Believe that a human has the strength and nobility to overcome weakness and ugliness, and try to find joy in living as a human.	.067*	.087**	.132**	.117**	.111**	.153**	.113**	.183**	.178**	.148**	.148**	.148**	.107**	.169**	.126**	.081**	.197**	.145**
	(o) Understand and observe laws and rules, respect the rights of oneself and others, fulfill duties, aiming to strengthen the order and discipline of society.	.082**	.038	.112**	.099**	.099**	.097**	.053	.063*	.119**	.113**	.114**	.105**	.105**	.082**	.083**	.099**	.181**	.138**
	(p) Strengthen the awareness towards public morality and social solidarity, aiming to improve society.	.106**	.082**	.107**	.121**	.116**	.144**	.102**	.133**	.142**	.144**	.147**	.147**	.069*	.129**	.109**	.113**	.207**	.142**
	(q) Respect justice, treat everyone fairly and equally, aiming to realize a society without discrimination and prejudice.	.066*	.016	.121**	.074*	.079*	.129**	.110**	.192**	.104**	.075*	.138**	.138**	.110**	.080*	.085**	.091**	.125**	.105**
	(r) Deepen the understanding of the significance of various groups to which one belongs, recognize the roles and responsibilities, helping to improve the lives of the groups.	.074*	.051	.117**	.135**	.086**	.084**	.080*	.130**	.163**	.134**	.109**	.109**	.064*	.149**	.085**	.154**	.183**	.175**
	(s) Understand the significance and value of work and with a voluntary spirit, to help the advancement of society and social welfare.	.153**	.100**	.167**	.189**	.133**	.131**	.164**	.224**	.210**	.189**	.169**	.169**	.085**	.218**	.156**	.138**	.222**	.185**
	(t) Respect parents and grandparents, have awareness of being a member of a family, contributing to establish a fulfilling family life.	.081**	.014	.081**	.060	.077*	.127**	.159**	.183**	.116**	.091**	.143**	.143**	.124**	.126**	.184**	.078*	.191**	.143**

\*\*Significance level of 1%. \*Significance level of 5%. Grey shade indicates the absolute value of 0.100 or over.

Table 5-2-3 Correlation between childhood experiences and moral values (actual practice) -3

Q1 Childhood (until 18 years old) experiences		Q2 (B) Moral values (actual practice)			
(a) Playing in the sea, mountains, lakes, rivers, etc.	.036	.104**	.120**	.071*	
(b) Climbing mountains	.006	.068*	.081**	.079*	
(c) Seeing the night sky full of stars	.118**	.163**	.126**	.113**	
(d) Catching fish, shellfish or insects	.093**	.129**	.121**	.070*	
(e) Keeping and looking after animals, insects or other living creatures	.067*	.071*	.084**	.045	
(f) Growing flowers and vegetables	.160**	.131**	.120**	.085**	
(g) Holding and playing with small children	.146**	.150**	.114**	.077*	
(h) Helping people with disabilities, the elderly or somebody in need of help	.172**	.214**	.209**	.162**	
(i) Participating in community cleaning-up activity (such as weeding and rubbish picking-up)	.152**	.229**	.157**	.112**	
(j) Making something out of wood	.097**	.178**	.162**	.128**	
(k) Preparing food using knives	.127**	.141**	.111**	.103**	
(l) Sewing and knitting	.193**	.106**	.047	.026	
(m) Staying overnight away from home such as school trip and camp	.084**	.150**	.168**	.138**	
(n) Helping family such as house chores and family business	.144**	.130**	.067*	.059	
(o) Playing sport and physical exercise	.041	.046	.073*	.046	
(p) Experiencing culture and tradition	.209**	.257**	.257**	.192**	
(q) Participating in local community event	.191**	.192**	.138**	.068*	
(u) Have awareness of being a member of a class or a school, respect the teachers and the staff, cooperating to establish a better school culture.					
(v) Have awareness of being a member of a local community, love the community, respect and thank the forefathers and the elderly who contributed to the making of the community, and help its development.					
(w) Have awareness of being Japanese and love the country, be willing to help the country's further development, contribute to create new culture as well as handing down proud traditions.					
(x) Have awareness of being a Japanese citizen in the world, have a global point of view and contribute to world peace and the happiness of human kind.					
**Significance level of 1%. *Significance level of 5%. Grey shade indicates the absolute value of 0.100 or over.					

Table 5-3-1 Gender and age group controlled partial correlation between childhood experiences and moral values (perceived importance) -1

		Q1 Childhood (until 18 years old) experiences																	
	(a) Playing in the sea, mountains, lakes, rivers, etc.	.057	.007	.063*	.053	.064*	.032	.007	.018	.068*	.031	.033	.058	.057	.047	.123**	.086**	.030	
	(b) Climbing mountains	.085**	.081*	.113**	.119**	.065*	.046	.030	.133**	.122**	.081*	.035	.041	.113**	.044	.83**	.102**	.087**	
	(c) Acknowledge the importance of an autonomous spirit, think independently, act honestly and take responsibility for the result.	.051	.077*	.118**	.104**	.081*	.051	.051	.071*	.086**	.103**	.042	.010	.089**	.032	.042	.091**	.058	
	(d) Respect and seek the truth and live positively aiming to realize your ideals.	.018	.082*	.073*	.081*	.077*	.072*	.047	.130**	.142**	.084**	.062	.043	.085**	.016	.025	.105**	.077*	
	(e) Reflect upon yourself and try to improve, as well as to developing your own personality to pursue a fulfilling life.	.027	.065*	.106**	.087**	.097**	.057	.005	.068*	.084**	.079*	.021	.010	.068*	-.027	.061	.117**	.067*	
	(f) Understand the significance of civility and behave properly according to the place and occasion.	.076*	.011	.060	.049	.041	.038	-.029	.019	.025	.049	.042	.037	.039	.011	.048	.053	.058	
	(g) Deepen the spirit of warm humanity and have consideration towards others.	.024	-.024	.025	.046	.014	-.014	-.013	.015	.004	-.008	.004	.024	.024	.021	.025	.027	.064*	
	(h) Understand the preciousness of friendship, have trustworthy friends and encourage each other to do better.	.080*	.073*	.132**	.088**	.048	.038	.028	.109**	.070*	.084**	.037	.041	.072*	.073*	.045	.124**	.089**	
	(i) Men and women are to deepen their correct understanding of the opposite sex and respect each other.	.080*	.068*	.114**	.116**	.051	.071*	.014	.061	.094**	.071*	.074*	.107**	.128**	.017	.070*	.125**	.072*	
	(j) Respect the others' personality and point of view, understand that there are many ways of seeing and thinking, be generous and humble in learning from others.	.106**	.111**	.078*	.110**	.090**	.094**	.017	.007	.063*	.081*	.086**	.108**	.113**	.034	.067*	.117**	.093**	
	Q2 (A) Moral values (perceived importance)																		

\*\*Significance level of 1%. \*Significance level of 5%. Grey shade indicates the absolute value of 0.100 or over.

Table 5-3-2 Gender and age group controlled partial correlation between childhood experiences and moral values (perceived importance) -2

		Q1 Childhood (until 18 years old) experiences											
	(q) Participating in local community event	.062	.115**	.097**	.048	.091**	.078*	.087**	.071*	.081*	.081*	.081*	.081*
	(p) Experiencing culture and tradition	.089**	.096**	.122**	.102**	.132**	.143**	.106**	.113**	.130**	.075*	.075*	.075*
	(o) Playing sport and physical exercise	.002	.077*	.069*	.024	.076*	.028	.124**	.026	.033	.056	.056	.056
	(n) Helping family such as house chores and family business	-.013	.064*	.032	.046	.032	.059	.049	.051	.043	.090**	.090**	.090**
	(m) Staying overnight away from home such as school trip and camp	.059	.075*	.063*	.069*	.033	.063*	.046	.041	.021	.033	.033	.033
	(l) Sewing and knitting	.043	.061	.118**	.061	.099**	.053	.081*	.068*	.062	.041	.041	.041
	(k) Preparing food using knives	.028	.096**	.085**	.065*	.071*	.096**	.071*	.071*	.047	.029	.029	.029
	(j) Making something out of wood	.056	.056	.107**	.025	.084**	.098**	.056	.058	.067*	.022	.022	.022
	(i) Participating in community cleaning-up activity (such as weeding and rubbish picking-up)	.046	.084**	.101**	.108**	.102**	.091**	.058	.088**	.092**	.058	.058	.058
	(h) Helping people with disabilities, the elderly or somebody in need of help	.055	.040	.097**	.098**	.021	.096**	.054	.061	.065*	.043	.043	.043
	(g) Holding and playing with small children	-.011	-.022	.011	.010	.005	.057	.050	.005	.050	.041	.041	.041
	(f) Growing flowers and vegetables	-.003	.037	.077*	.034	.087**	.072*	.048	.068*	.086**	.027	.027	.027
	(e) Keeping and looking after animals, insects or other living creatures	.058	.094**	.105**	.038	.070*	.071*	.036	.053	.035	.011	.011	.011
	(d) Catching fish, shellfish or insects	.086**	.050	.091**	.011	.054	.090**	.108**	.093**	.100**	.070*	.070*	.070*
	(c) Seeing the night sky full of stars	.112**	.085**	.135**	.075*	.127**	.098**	.091**	.113**	.131**	.029	.029	.029
	(b) Climbing mountains	.059	.026	.027	.021	.057	.058	.027	.037	.027	-.018	-.018	-.018
	(a) Playing in the sea, mountains, lakes, rivers, etc.	.053	.058	.047	.024	.027	.067*	.036	.054	.058	.057	.057	.057
	(k) Be grateful that your everyday life and your existence itself is supported by the good will of many people and try to reciprocate that.												
	(l) Understand the preciousness of life and respect the lives of others and your own.												
	(m) Love and protect nature, nurture richness of mind that appreciates beauty and deepens the feeling of awe towards something that is beyond human ability.												
	(n) Believe that a human has the strength and nobility to overcome weakness and ugliness, and try to find joy in living as a human.												
	(o) Understand and observe laws and rules, respect the rights of oneself and others, fulfill duties, aiming to strengthen the order and discipline of society.												
	(p) Strengthen the awareness towards public morality and social solidarity, aiming to improve society.												
	(q) Respect justice, treat everyone fairly and equally, aiming to realize a society without discrimination and prejudice.												
	(r) Deepen the understanding of the significance of various groups to which one belongs, recognize the roles and responsibilities, helping to improve the lives of the groups.												
	(s) Understand the significance and value of work and with a voluntary spirit, to help the advancement of society and social welfare.												
	(t) Respect parents and grandparents, have awareness of being a member of a family, contributing to establish a fulfilling family life.												
	Q2 (A) Moral values (perceived importance)												

\*\*Significance level of 1%. \*Significance level of 5%. Grey shade indicates the absolute value of 0.100 or over.

Table 5-3-3 Gender and age group controlled partial correlation between childhood experiences and moral values (perceived importance) -3

Q1 Childhood (until 18 years old) experiences		Q2 (A) Moral values (perceived importance)			
(q) Participating in local community event	.128**	.149**	.117**	.112**	
(p) Experiencing culture and tradition	.134**	.147**	.162**	.130**	
(o) Playing sport and physical exercise	.060	.042	.021	.022	
(n) Helping family such as house chores and family business	.041	.051	.040	.033	
(m) Staying overnight away from home such as school trip and camp	.034	.075*	.004	.036	
(l) Sewing and knitting	.102**	.104**	.090**	.063*	
(k) Preparing food using knives	.088**	.097**	.098**	.044	
(j) Making something out of wood	.097**	.094**	.110**	.077*	
(i) Participating in community cleaning-up activity (such as weeding and rubbish picking-up)	.123**	.146**	.074*	.056	
(h) Helping people with disabilities, the elderly or somebody in need of help	.066*	.134**	.060	.050	
(g) Holding and playing with small children	.050	.093**	.064*	.044	
(f) Growing flowers and vegetables	.112**	.111**	.073*	.044	
(e) Keeping and looking after animals, insects or other living creatures	.070*	.053	.036	.061	
(d) Catching fish, shellfish or insects	.092**	.081*	.056	.057	
(c) Seeing the night sky full of stars	.177**	.121**	.145**	.136**	
(b) Climbing mountains	.029	.007	-.012	.032	
(a) Playing in the sea, mountains, lakes, rivers, etc.	.041	.036	.033	.038	
(u) Have awareness of being a member of a class or a school, respect the teachers and the staff, cooperating to establish a better school culture.					
(v) Have awareness of being a member of a local community, love the community, respect and thank the forefathers and the elderly who contributed to the making of the community, and help its development.					
(w) Have awareness of being Japanese and love the country, be willing to help the country's further development, contribute to create new culture as well as handing down proud traditions.					
(x) Have awareness of being a Japanese citizen in the world, have a global point of view and contribute to world peace and the happiness of human kind.					
***Significance level of 1%. *Significance level of 5%. Grey shade indicates the absolute value of 0.100 or over.					



Table 5-4-1 Gender and age group controlled partial correlation between childhood experiences and moral values (actual practice) -1

		Q1 Childhood (until 18 years old) experiences																
	(a) Playing in the sea, mountains, lakes, rivers, etc.	.052	.014	.072*	.036	.086**	.081*	.059	.077*	.110**	.122**	.087**	.118**	.083**	.077*	.124**	.152**	.130**
	(b) Climbing mountains	.147**	.107**	.166**	.157**	.166**	.137**	.146**	.190**	.219**	.175**	.101**	.094**	.172**	.108**	.151**	.197**	.168**
	(c) Acknowledge the importance of an autonomous spirit, think independently, act honestly and take responsibility for the result.	.100**	.085**	.157**	.105**	.166**	.106**	.103**	.160**	.131**	.169**	.114**	.111**	.184**	.145**	.120**	.182**	.166**
	(d) Respect and seek the truth and live positively aiming to realize your ideals.	.110**	.090**	.161**	.120**	.141**	.154**	.110**	.212**	.200**	.168**	.164**	.133**	.189**	.105**	.088**	.214**	.162**
	(e) Reflect upon yourself and try to improve, as well as to developing your own personality to pursue a fulfilling life.	.141**	.134**	.121**	.149**	.159**	.132**	.093**	.180**	.148**	.163**	.110**	.119**	.183**	.098**	.085**	.212**	.164**
	(f) Understand the significance of civility and behave properly according to the place and occasion.	.132**	.055	.127**	.106**	.128**	.102**	.070*	.135**	.068*	.128**	.126**	.091**	.137**	.102**	.108**	.171**	.126**
	(g) Deepen the spirit of warm humanity and have consideration towards others.	.063	.040	.126**	.088**	.127**	.111**	.143**	.200**	.125**	.144**	.129**	.088**	.104**	.120**	.046	.136**	.125**
	(h) Understand the preciousness of friendship, have trustworthy friends and encourage each other to do better.	.145**	.068*	.161**	.134**	.125**	.104**	.143**	.166**	.137**	.134**	.106**	.104**	.115**	.113**	.107**	.176**	.154**
	(i) Men and women are to deepen their correct understanding of the opposite sex and respect each other.	.156**	.068*	.184**	.124**	.131**	.112**	.144**	.170**	.154**	.170**	.140**	.141**	.193**	.128**	.128**	.163**	.174**
	(i) Respect the others' personality and point of view, understand that there are many ways of seeing and thinking, be generous and humble in learning from others.	.118**	.088**	.154**	.149**	.157**	.120**	.082*	.127**	.151**	.168**	.120**	.143**	.166**	.090**	.138**	.176**	.204**
Q2 (B) Moral values (actual practice)																		

\*\*Significance level of 1%. \*Significance level of 5%. Grey shade indicates the absolute value of 0.100 or over.

Table 5-4-2 Gender and age group controlled partial correlation between childhood experiences and moral values (actual practice) -2

		Q1 Childhood (until 18 years old) experiences															
Q2 (B) Moral values (actual practice)	(k) Be grateful that your everyday life and your existence itself are supported by the good will of many people and try to reciprocate that.	.101**	.083*	.179**	.085**	.128**	.137**	.104**	.195**	.165**	.141**	.133**	.118**	.141**	.075*	.185**	.120**
	(l) Understand the preciousness of life and respect the lives of others and your own.	.114**	.041	.162**	.106**	.163**	.152**	.072*	.141**	.127**	.142**	.154**	.139**	.153**	.108**	.211**	.169**
	(m) Love and protect nature, nurture richness of mind that appreciates beauty and deepens the feeling of awe towards something that is beyond human ability.	.116**	.058	.152**	.141**	.195**	.176**	.079*	.147**	.165**	.180**	.147**	.164**	.169**	.093**	.217**	.164**
	(n) Believe that a human has the strength and nobility to overcome weakness and ugliness, and try to find joy in living as a human.	.058	.074*	.125**	.111**	.116**	.144**	.099**	.178**	.160**	.154**	.144**	.118**	.191**	.111**	.198**	.150**
	(o) Understand and observe laws and rules, respect the rights of oneself and others, fulfill duties, aiming to strengthen the order and discipline of society.	.061	.025	.098**	.075*	.101**	.086**	.031	.051	.096**	.095**	.110**	.132**	.100**	.072*	.170**	.136**
	(p) Strengthen the awareness towards public morality and social solidarity, aiming to improve society.	.092**	.073*	.108**	.103**	.121**	.142**	.085**	.133**	.124**	.127**	.144**	.112**	.157**	.104**	.216**	.149**
	(q) Respect justice, treat everyone fairly and equally, aiming to realize a society without discrimination and prejudice.	.046	.018	.101**	.064*	.087**	.103**	.071*	.177**	.077*	.074*	.109**	.086**	.098**	.056	.116**	.100**
	(r) Deepen the understanding of the significance of various groups to which one belongs, recognize the roles and responsibilities, helping to improve the lives of the groups.	.070*	.055	.127**	.128**	.090**	.082*	.080*	.130**	.160**	.141**	.113**	.102**	.157**	.097**	.176**	.177**
	(s) Understand the significance and value of work and with a voluntary spirit, to help the advancement of society and social welfare.	.138**	.096**	.163**	.164**	.130**	.138**	.165**	.224**	.200**	.167**	.179**	.135**	.235**	.161**	.214**	.189**
	(t) Respect parents and grandparents, have awareness of being a member of a family, contributing to establish a fulfilling family life.	.085**	.020	.086**	.080*	.090**	.116**	.133**	.179**	.109**	.123**	.125**	.119**	.143**	.191**	.187**	.140**
			**Significance level of 1%. *Significance level of 5%. Grey shade indicates the absolute value of 0.100 or over.														

Table 5-4-3 Gender and age group controlled partial correlation between childhood experiences and moral values (actual practice) -3

Q1 Childhood (until 18 years old) experiences		Q2 (B) Moral values (actual practice)			
(q) Participating in local community event	.178**	.205**	.152**	.076*	
(p) Experiencing culture and tradition	.200**	.263**	.275**	.200**	
(o) Playing sport and physical exercise	.072*	.054	.072*	.037	
(n) Helping family such as house chores and family business	.110**	.129**	.077*	.059	
(m) Staying overnight away from home such as school trip and camp	.111**	.170**	.176**	.141**	
(l) Sewing and knitting	.132**	.145**	.112**	.064*	
(k) Preparing food using knives	.091**	.146**	.131**	.117**	
(j) Making something out of wood	.139**	.154**	.128**	.101	
(i) Participating in community cleaning-up activity (such as weeding and rubbish picking-up)	.129**	.209**	.148**	.108**	
(h) Helping people with disabilities, the elderly or somebody in need of help	.155**	.216**	.222**	.177**	
(g) Holding and playing with small children	.110**	.145**	.123**	.073*	
(f) Growing flowers and vegetables	.127**	.131**	.134**	.091**	
(e) Keeping and looking after animals, insects or other living creatures	.082*	.067**	.081*	.037	
(d) Catching fish, shellfish or insects	.123**	.106**	.087**	.041	
(c) Seeing the night sky full of stars	.106**	.152**	.121**	.103**	
(b) Climbing mountains	.015	.061	.071	.063	
(a) Playing in the sea, mountains, lakes, rivers, etc.	.031	.086	.106	.056	
(u) Have awareness of being a member of a class or a school, respect the teachers and the staff, cooperating to establish a better school culture.					
(v) Have awareness of being a member of a local community, love the community, respect and thank the forefathers and the elderly who contributed to the making of the community, and help its development.					
(w) Have awareness of being Japanese and love the country, be willing to help the country's further development, contribute to create new culture as well as handing down proud traditions.					
(x) Have awareness of being a Japanese citizen in the world, have a global point of view and contribute to world peace and the happiness of human kind.					
					**Significance level of 1%. *Significance level of 5%. Grey shade indicates the absolute value of 0.100 or over.



## Chapter 7 Summing-up

The following are the main points identified by the survey.

- It was identified that the range of childhood experiences was getting narrower among the younger generations. However, there are certain items that the 20s group rated higher than the 30s group, indicating the possibility that experience enhancing activities organized by schools and communities may have started to show results.
- It was clarified that the items stated in the contents of Moral Education listed in the Courses of Study (government curriculum guideline) were recognized as important moral values and supported by general adult population. *‘Consideration’, ‘civility’, ‘respect for life’, ‘family’* and *‘friendship’* were the moral values that the general adult population of Japan consider especially important.
- It was identified that members of the younger generation tend to apply their moral consideration towards themselves and their immediate milieu while members of the older generation tend to apply it to life itself and bigger groups, demonstrating the widening and deepening of the awareness.
- It was identified that a large number of the adult population worry about the decline of morals in society in general, are not satisfied by the current moral education at school, home and community, and hope moral education will be strengthened.
- Positive correlation was found between childhood experiences and actual moral practice in everyday life in adulthood, suggesting the possibility that childhood experiences influence the development of moral values in adulthood.

From these findings it is clear that moral education in schools is supported and is hoped to be strengthened by general adult population in Japan. The study also demonstrated the possibility that childhood experiences influence the development of morality, supporting the relevance of the current commitment of schools to provide real life experiences.

Only a part of the result of the survey is analyzed in this present report. The authors will continue further investigation and report the findings in some form.



## **Appendix**

# **The Questionnaire used for the survey**





# Attitude Survey for Morality

(Note: Please read the following information carefully)

- 1) The questionnaire must be completed by a person selected as a participant in the survey.
- 2) Please complete from Question 1 to the end.
- 3) There are multiple choice answers and free description answers.  
For multiple choice answers, circle the number that you think most appropriate.  
For free description, write your comments freely in the box.
- 4) Please use a pencil, pen or ballpoint pen in black or blue.
- 5) If you wonder what to answer, do not think too hard, but choose the responses that are closest to your general feeling.
- 6) If you have any question, please ask the survey personnel or contact the following telephone number at Shin Joho Center, the survey operator.

The completed questionnaire will be collected by a staff member from Shin Joho Center on ... (date).  
We would appreciate your cooperation in completing the questionnaire by that date.

February 2010

Survey commissioned by: The office of promoting comprehensive lessons of moral education, Tokyo Gakugei University

Survey conducted by: Shin Joho Center

Survey no.	Point no.	Ref no.	Personnel
No.4915			

Q1. We would like to hear about your childhood (until approx. 18 years old) experiences.

(1) How often have you experienced the situations described below? Please rate the extent of your experience for each item, (a) to (q).

		None	Few times	Several times	Many times
(a)	Playing in the sea, mountains, lakes, rivers, etc.	1	2	3	4
(b)	Climbing mountains	1	2	3	4
(c)	Seeing the night sky full of stars	1	2	3	4
(d)	Catching fish, shellfish or insects	1	2	3	4
(e)	Keeping and looking after animals, insects or other living creatures	1	2	3	4
(f)	Growing flowers and vegetables	1	2	3	4
(g)	Holding and playing with small children	1	2	3	4
(h)	Helping people with disabilities, the elderly or somebody in need of help	1	2	3	4
(i)	Participating in community cleaning-up activity (such as weeding and rubbish picking-up)	1	2	3	4
(j)	Making something out of wood	1	2	3	4
(k)	Preparing food using knives	1	2	3	4
(l)	Sewing and knitting	1	2	3	4
(m)	Staying overnight away from home such as school trip and camp	1	2	3	4
(n)	Helping family such as house chores and family business	1	2	3	4
(o)	Playing sport and physical exercise	1	2	3	4
(p)	Experiencing culture and tradition	1	2	3	4
(q)	Participating in local community event	1	2	3	4

(2) What are the experience(s) that, in your opinion, influence the way you are now?

Please describe freely in the box provided below. The experience(s) can be one of those listed above or something else.

Q2. What do you think about the following statements (a) to (x)? Please rate A). How important do you think each statement is, and B). How much is each statement true to your own life, using the scale of 1 to 5. Please circle one answer for each question.

		A). How important?						B) Are you living up to...?				
		Not important at all	Not very important	Neither	Moderately important	Very important		Not at all	Not really	Neither	Fairly well	Very well
Example		1	2	3	4	5	→	1	2	3	4	5
(a)	Live a harmonious life by establishing desirable habits, promoting the health of the mind and the body and trying to limit excess by practicing discipline.	1	2	3	4	5	→	1	2	3	4	5
(b)	Aim high and have a will to steadily achieve a goal with hope and courage.	1	2	3	4	5	→	1	2	3	4	5
(c)	Acknowledge the importance of an autonomous spirit, think independently, act honestly and take responsibility for the result.	1	2	3	4	5	→	1	2	3	4	5
(d)	Respect and seek the truth and live positively aiming to realize your ideals.	1	2	3	4	5	→	1	2	3	4	5
(e)	Reflect upon yourself and try to improve, as well as developing your own personality to pursue a fulfilling life.	1	2	3	4	5	→	1	2	3	4	5
(f)	Understand the significance of civility and behave properly according to the place and occasion.	1	2	3	4	5	→	1	2	3	4	5
(g)	Deepen the spirit of warm humanity and have consideration towards others.	1	2	3	4	5	→	1	2	3	4	5
(h)	Understand the preciousness of friendship, have trustworthy friends and encourage each other to do better.	1	2	3	4	5	→	1	2	3	4	5
(i)	Men and women are to deepen their correct understanding of the opposite sex and respect each other.	1	2	3	4	5	→	1	2	3	4	5
(j)	Respect the others' personality and point of view, understand that there are many ways of seeing and thinking, be generous and humble in learning from others.	1	2	3	4	5	→	1	2	3	4	5
(k)	Be grateful that your everyday life and your existence itself are supported by the good will of many people and try to reciprocate that.	1	2	3	4	5	→	1	2	3	4	5
(l)	Understand the pricelessness of life and respect the lives of others and your own.	1	2	3	4	5	→	1	2	3	4	5

(continues to p.3)

(continued from the previous page)

		A). How important?						B) Are you living up to...?				
		Not important at all	Not very important	Neither	Moderately important	Very important		Not at all	Not really	Neither	Fairly well	Very well
(m)	Love and protect nature, nurture richness of mind that appreciates beauty and deepens the feeling of awe towards something that is beyond human ability.	1	2	3	4	5	→	1	2	3	4	5
(n)	Believe that a human has the strength and nobility to overcome weakness and ugliness, and try to find joy in living as a human.	1	2	3	4	5	→	1	2	3	4	5
(o)	Understand and observe laws and rules, respect the rights of oneself and others, fulfill duties, aiming to strengthen the order and discipline of society.	1	2	3	4	5	→	1	2	3	4	5
(p)	Strengthen the awareness towards public morality and social solidarity, aiming to improve society.	1	2	3	4	5	→	1	2	3	4	5
(q)	Respect justice, treat everyone fairly and equally, aiming to realize a society without discrimination and prejudice.	1	2	3	4	5	→	1	2	3	4	5
(r)	Deepen the understanding of the significance of various groups to which one belongs, recognize the roles and responsibilities, helping to improve the lives of the groups.	1	2	3	4	5	→	1	2	3	4	5
(s)	Understand the significance and value of work and with a voluntary spirit, to help the advancement of society and social welfare.	1	2	3	4	5	→	1	2	3	4	5
(t)	Respect parents and grandparents, have awareness of being a member of a family, contributing to establish a fulfilling family life.	1	2	3	4	5	→	1	2	3	4	5
(u)	Have awareness of being a member of a class or a school, respect the teachers and the staff, cooperating to establish a better school culture.	1	2	3	4	5	→	1	2	3	4	5
(v)	Have awareness of being a member of a local community, love the community, respect and thank the forefathers and the elderly who contributed to the making of the community, and help its development.	1	2	3	4	5	→	1	2	3	4	5
(w)	Have awareness of being Japanese and love the country, be willing to help the country's further development, contribute to create new culture as well as handing down proud traditions.	1	2	3	4	5	→	1	2	3	4	5
(x)	Have awareness of being a Japanese citizen in the world, have a global point of view and contribute to world peace and the happiness of human kind.	1	2	3	4	5	→	1	2	3	4	5

Q3. Next, we would like to ask you about lessons of moral education for children.

(1) Thinking of the society and education in general, what do you think of the following statements, (a) to (g)? Please rate how much do you agree with the each statement, using the scale of 1 to 5.

		Strongly disagree	Moderately disagree	Neither	Moderately agree	Strongly agree
(a)	Moral education in schools is fully developed and well run.	1	2	3	4	5
(b)	Discipline and lifestyle education in most homes are fully developed and well run.	1	2	3	4	5
(c)	Moral education in local communities is fully developed and well run.	1	2	3	4	5
(d)	Moral education in schools must be strengthened.	1	2	3	4	5
(e)	Moral education in homes and local communities must be strengthened.	1	2	3	4	5
(f)	Morals in society in general are in decline.	1	2	3	4	5
(g)	Nurturing morals among children helps to raise their academic level as well.	1	2	3	4	5

(2) What do you expect of moral education in schools (including a subject called ‘morals’ being taught in the classroom)? Please write your comments and thoughts freely in the box below.

(3) What do you remember about the moral education class in your school days?

Please write freely about one memorable episode in the box below, having firstly chosen the type of school (elementary school or junior high school). If both school types are applicable, please write about the most impressive moral education class. If both school types are applicable, please write about the most impressive moral education class.

1 Elementary school
2 Junior high school



(4) Currently children in both elementary schools and junior high schools are receiving 35 unit-hours per annum (about 1 hour per week) of moral education class.

What do you think about this? Please choose one.

1. The current level is sufficient
2. It's better to increase the hours
3. It's better to decrease the hours
4. I am against the lessons of moral education class in schools
5. I don't know

Q4. What do you think about the following statements (a) to (h)? Please rate how much you agree with the each statement, using the scale of 1 to 5.

		Strongly disagree	Moderately disagree	Neither	Moderately agree	Strongly agree
(a)	Lying can be permissible in certain situations	1	2	3	4	5
(b)	Being simply earnest may put you at a disadvantage	1	2	3	4	5
(c)	In the end nobody obeys the rules	1	2	3	4	5
(d)	Everybody only thinks of themselves	1	2	3	4	5
(e)	Unless you break the law, it's up to the individual's freedom	1	2	3	4	5
(f)	There are some areas of myself that need improvement	1	2	3	4	5
(g)	There are good things about me	1	2	3	4	5
(h)	I have a dream which I want to realize	1	2	3	4	5

Finally we would like to ask you about your personal information. The answers you provide will only be used for statistical reasons.

F1 Please choose your sex.

1 Male	2 Female
--------	----------

F2 How old are you?

1 20 – 24 years old
2 25 – 29 years old
3 30 – 34 years old
4 35 – 39 years old
5 40 – 44 years old
6 45 – 49 years old
7 50 – 54 years old
8 55 – 59 years old

F3 Please choose your job status from the following choices.

1 Full-time regular employee	} Employees	6 Housewife
2 Part-time worker		7 Student
3 Agency/contract worker		8 Other/unemployed
4 Self-employed (incl. home worker)		
5 Working for family business		

(For those who chose one from 1 to 5 in F3)

SQ Please chose one from the following choice that most closely describes your work. If none of the choices are suitable or you don't know which one to choose, select '7. Others' and describe your work in detail.

1 Management	4 Sales, service, protective service
2 Specialist/technical	5 Agriculture, forestry, fishery
3 Admin/clerk	6 Manufacturing, transport, construction, laborer
	7 Others

(For all the respondents)

F4 How many people are in your household? Please choose one from the following choices.

1	2	3	4	5	6	7 or more
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F5 What is your marital status? Please choose one.

1 Married	2 Divorced or widowed	3 Unmarried
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F6 Do you have children? The child does not need to be living in the same household.

1 Yes	2 No
-------	------

F7 How satisfied are you with your current life? Please choose one.

1 Satisfied
2 Somewhat satisfied
3 Neither
4 Somewhat unsatisfied
5 Unsatisfied

F8 Do you have worries and anxieties in your everyday life? Please choose one.

1 Yes, very much so
2 Yes, up to some degree
3 Neither yes nor no
4 Not really
5 Not at all

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That is all.  
Thank you for your cooperation.





## **Report on the Survey on Morality of Adult Population and their Childhood Experiences**

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