

# An Analysis of Caring Learning in Japan

Rie Fukutani (Endo) and Tomomi Shinada

## 1. Introduction

Time-use studies examine how people structure their day and are important in understanding the time spent on certain activities. These studies highlight the time spent on personal choice activities compared with that on demands from the family, the community and society. Time-use surveys require participants to record how they used the 24 h each day in a diary form and allow for a detailed investigation of a specific group's activities, such as gender, age and occupation.

The 'Time' index is objective and neutral data which provides a good basis for the investigation of the quality of life in cultural groups. In particular, as most research on caring has various subjective and qualitative materials, time-use research allows for an unbiased view of the activities in a caregivers' life and can indicate the need for education in social welfare services or policies.

Washio et al. (2002) investigated depression in the caregivers of frail elderly people with tumours and found that heavily burdened caregivers spent more time on the physical care of the elderly and were more likely to be caring for the female elderly. They concluded that as the role of home-visit nurses was not only to care for the frail elderly but also to support family caregivers, who should be given more assistance through the formation of informal caregiving networks to reduce their burden.

Kitagawa et al. (2004) conducted a time-use survey as a part of their investigations into family caregivers in Saga. They found that there was a gender gap in the care burden which suggested that the provision of care generally followed the domestic gender division of labour. Specifically, the following tendencies were found: females that lived a healthy life and had set free-time activities slept well but generally were found to have little free time for themselves because of the time spent on care. They further reported that when men were faced with the need to care for family members, providing this care played a key role in their lives. However, when undertaking this care, these men had little time for themselves, which tended to affect their overall health. It was concluded that this was because Japanese males did not regard domestic duties as their work and few were experienced in providing care.

Arai et al. (2011) investigated the time use of a married couple who were the family caregivers for an at-home elderly person with dementia. Through a comparison of 'the case study data' and information from the 'male and housewives work data from the 2006 NHK Japanese Time Use

Survey' conducted by the NHK Broadcasting Culture Research Institute, it was found that the couple sacrificed all their free time and social life to provide care to their elderly relative.

Caregiving-related daily difficulties were found to be significantly associated with the subjective Quality of Life (QOL). Among the subordinate daily difficulty factors, the constant need to provide care and the consequent decrease in rest time were found to be major stressors among family caregivers. However, no significant relationship was found between the family caregiver's gender and caregiving duration and dealing with the daily difficulties and subjective QOL. To prevent the decrease in the family caregiver's QOL, it was suggested that not only the provision of directed elderly care services but also alternating the provision of the various services is important.

Ito (2013) analysed the Time use of male and female family caregivers aged 40–60 years and above in Japan using data from the 2011 'Survey on Time Use and Leisure Activities' by Japanese Statistics Bureau. This investigation highlighted several problems in the WLB of family caregivers. Firstly, it was found that regardless of whether the caregiver was working or not, females in their 60s spent the longest time, 53 min a day, in caregiving, and males in their 60s spent 23 min a day, both of which were longer than any other age group for family caregivers aged 65 years or older. 'However, time spent on earning an income was greater for people in their 40s and 50s. When the 'whole working time' was calculated, which included earning an income and time spent on housework, both groups spent over nine hours, with males in their 40s spending on an average 9 h 49 min and those in their 50s spending 9 h 23 min, while females in their 40s spent 9 h 28 min and those in their 50s spent 9 h 1 min, it was observed that both groups spent less time on their physiological health and social activities than people in their 60s'.

These recent time-use studies on the family caregivers in Japan seem to indicate that the burden on family caregivers has not reduced since the enforcement of the Long-Term Care Insurance Act for elderly care. Furthermore, the results of these studies imply that achieving a WLB when faced with the need to provide family care depends on whether the caregiver has had the opportunity to learn care skills at some time in their life. It has been noted that it is possible to learn these skills from the need to provide daily care itself, but some specific skills training could lessen the time burden and the pressure on WLB. Generally, it was found that there was little gender difference in the amount of care knowledge and skills. However, there have been no time-use studies in Japan which have focused on the need to acquire knowledge and skills about care.

Time-use surveys provide information on how much time an average person from a particular social group (such as male or female, young or old, rich or poor) spends on sleeping, eating, employment-related work, socializing and unpaid care work, such as housework and caring for children, the disabled, elderly and the ill, in an average day or week. Time-use surveys, therefore,

allow for an investigation of unpaid care work and give information about how the care responsibilities affect other activities within and outside the family.

This study used time-use surveys to investigate the need for care skills, which will be necessary in a super-ageing society such as Japan. The information for this investigation was obtained from the ‘Learning, Self-Education, and Training’ section of the 2011 ‘Survey on Time Use and Leisure Activities’ by the Japanese Statistical Bureau.

## 2. Method

The present study data was obtained from the 2011 ‘Survey on Time Use and Leisure Activities’ by the Japanese Statistical Bureau .

The following summary of the 2011 ‘Survey on Time Use and Leisure Activities’ by Japanese Statistical Bureau was taken from Japanese Statistical Bureau website (<http://www.stat.go.jp/data/shakai/2011/index2.htm#gaiyou> 2010/14/31 access). This survey has been conducted once every five years since 1976, with the most recent investigation being in 2011.

This survey aimed to collect basic samples to clarify the actual social situation of Japan by investigating people’s time-use activities. There were approximately 200,000 participants over 10 years old from approximately 83,000 households, which were selected from households in 6,900 investigation wards. The investigation was conducted on the 20<sup>th</sup> October 2011, but the investigation regarding the allocation of time-use was conducted over two days within the nine nominated investigation days from October 15<sup>th</sup> to October 23<sup>th</sup>. In addition, after the 2001 Survey, an after code system questionnaire (questionnaire B) was also administered along with the conventional pre-code system questionnaire (questionnaire A).

This study used the results from questionnaire A, in which the activity items are clearly subdivided. For example, the ‘Learning, Self-Education, and Training’ subsection is classified into ‘Foreign languages; (‘English language’, ‘Other foreign languages’), ‘Commerce and business; (‘Computing and other’), ‘Caring’, ‘Home economics and housework’, ‘Humanities, social and natural science’, ‘Arts and culture’ and ‘Other’. For the analysis in this study, we used information from Table 8, which includes data on the Average Time Spent on Activities for All Persons; the Participants and Participation Rate by Day of the Week, Sex, Activities for All People; All Participants and Participation Rate by Days of the Week, Sex, Caring Activities, Age, Usual Economic Activity and Use of Caring Assistance (15 Years Old and Above)’ in the ‘Time Use in Japan’ section in questionnaire A. Data from Table 1 was also the Participants, Average Days of Participation and the Participation Rate for Learning, Self-Education and Training by Sex, Frequency, Purpose and Means; Table 5-2 ((13) and (14)) provided information about Participation Rates for Learning, Self-Education,

Training by Sex, Usual Economic Activity, Life Stage, Frequency, Purpose and Means; Table 8-3 provided information for Average Days of Participation in Learning, Self-Education and Training by Usual Economic Activity, Sex, Caring Activities, Age and Use of Caring Assistance (15 Years Old and Above)' from the 'Learning, self-education, and training' subsection in questionnaire A.

For the analysis, we designed the following procedure. 1) First, we compared the time-use differences between the provision or non-provision of care between males and females in Japan (15 years old or above). 2) Then, we examined how interested people were in acquiring skills and knowledge about caring for Japanese males and females. 3) From those respondents who had indicated that they had learned about 'caring', we then analysed the Participation Rate from the questionnaire section on the Learning, Self-Education and Caring Training in the Purpose of Usual Economic Activity and Life Stage. 4) Finally, we analysed each age group and investigated the behaviour between males and females who provided care and those who did not from the questionnaire section 'Learning, Self-Education, and Caring Training'.

### 3. Results

#### 3. 1. Comparison of weekly average time spent on activities for participants between the 'caring family member group' and 'non-caring family member group' (15 Years Old and Above)

First we outline how the data from Table 1 was recombined. In the 'Time Use for Japan' in questionnaire A, daily activities were divided into 20 categories which were grouped under three main activities. However, in this study, we grouped 'Rest and Relaxation' and 'Medical Examination or Treatment' under the 'Physiological Need' activity item and combined 'Commuting to and from school or work' and 'Moving (excluding commuting)' into the 'Moving' activity item. We then grouped the following seven items; 'Shopping', 'Watching TV, listening to the radio, reading newspapers or magazines', 'Learning, self-education, and training (excluding schoolwork)', 'Hobbies and amusements', 'Sports', 'Volunteer and social activities' and 'Social life'; under the heading of 'Social, culture life'. In addition, 'Learning self-education, and training (excluding school work)' time was also listed under the item 'Social, culture life' in Table 1. We then analysed this item's 'Participation rate' 'Average Days of Participation' and so forth from the 'Learning, self-education, and training' sections.

The following were the analysis results from Table 1. Elderly males and females (70 years old and above) were found to have a longer sleeping time than other age groups, but the time spent caring for family member(s) was shorter than either sleep or not caring for family members. Work time for males and females caring for family member(s) was shorter than that of the males and females not caring for family members for those under 60 years old, and work time was the shortest for females

Table1. Average Time Spent on Activities for Participants by Day of the Week, Sex, Activity of Caring, Age, Usual Economic Activity and Use of Caring Assistance; Weekly average (15 Years Old and Over)

Sex Activity of caring Age Usual economic activity Use of caring assistance	Population 15 years and over (1000)	Average time spent for participants (minutes)									
		Physiologic al need	Moving	Work	Schoolwork	Housework	Caring or nursing	Child care	Social, culture life	Learning, self- education, and training (excluding schoolwork)	Other activities
<b>Male</b>	<b>52,463</b>	<b>937</b>	<b>178</b>	<b>529</b>	<b>380</b>	<b>102</b>	<b>123</b>	<b>112</b>	<b>1,129</b>	<b>160</b>	<b>112</b>
Not caring for family members	49,789	937	178	530	381	100	96	113	1,133	160	113
Under 30 years old	9,776	971	171	527	394	77	55	120	1,260	192	127
Under 60 years old	24,166	889	182	559	174	80	81	105	1,062	149	109
60 to 69	8,005	937	182	467	81	113	98	123	1,111	141	104
70 years old and over	7,841	1,061	162	363	76	121	130	102	1,098	129	117
Caring for family member(s)	2,675	943	178	506	275	125	137	93	1,053	147	112
Under 30 years old	162	971	197	505	382	93	106	119	1,503	241	70
Under 60 years old	1,218	925	181	548	74	83	96	81	1,043	118	125
60 to 69	778	943	171	467	71	126	129	125	1,030	143	106
70 years old and over	517	999	153	318	58	150	181	74	1,020	135	119
<b>Female</b>	<b>55,707</b>	<b>921</b>	<b>150</b>	<b>414</b>	<b>342</b>	<b>214</b>	<b>124</b>	<b>197</b>	<b>967</b>	<b>137</b>	<b>96</b>
Not caring for family members	51,552	927	150	416	345	212	96	200	974	139	97
Under 30 years old	9,341	931	168	464	382	131	84	254	1,091	171	100
Under 60 years old	23,004	849	140	426	133	219	87	167	898	121	88
60 to 69	8,340	896	148	365	69	225	115	142	954	123	91
70 years old and over	10,867	1,074	138	282	63	210	105	126	980	120	115
Caring for family member(s)	4,154	859	145	386	246	243	140	151	879	117	95
Under 30 years old	237	885	166	443	369	173	83	203	1,208	98	85
Under 60 years old	2,182	826	145	407	117	240	121	157	860	129	89
60 to 69	1,043	860	138	339	64	248	137	115	873	108	91
70 years old and over	691	970	145	319	62	242	182	80	852	85	108

\* This Table was based on 'Table 8. Average Time Spent on Activities for All Persons, for Participants and Participation Rate by Day of the Week, Sex, Activities for All Person, for All Participants and Participation Rate by Day of the Week, Sex, Activity of Caring, Age, Usual Economic Activity and Use of Caring Assistance (15 Years Old and Over)' in 'Time Use for Japan' in the questionnaire A (<http://www.e-stat.go.jp/SG1/estat/List.do?bid=000001039112&cycode=0> 2014/11/01 access) .

caring for family member(s) under 60 years old. Caring or nursing time for those caring for family member(s) was longer than those not caring for family members for both genders. Caring or nursing time for females caring for family member(s) in every age group was the longer and the participation rate was higher. The time spent on social, culture life was shorter for both genders that were caring for family member(s) in all age groups.

From these time-use analysis results, it could be surmised that those people caring for family member(s) tended to become isolated in both their occupational and social life.

### 3. 2. Participation Rate for Learning, Self-Education, and Training by Sex, Frequency and Purpose

Table 2 provides information about the 'Participants, Participation Rate for Learning and Self-Education, and Training by Sex, Frequency and Purpose'. A total of 178,444 people were represented in this section with 114,061 being 10 years old and above, and the learning participation rate being 35.2% (40,170 people). There were 55,479 males 10 years and above with a learning participation rate of 34.3% (19,047 people) and there were 58,582 females 10 years old and above with a learning participation rate of 36.1% (21,123 people). For the learning participation rate of caring, male participation was the lowest at only 1.8%, which was the also the lowest rate of all seven

Table2. Participants, Participation Rate in Learning, Self-Education, and Training by Sex, Frequency, Purpose

Sex Kind of learning, self-education, and training	Population 10 years and over (1000)	Participation rate (%)								
		Total	Frequency				Purpose			
			1 to 19 (under 1 day a month)	20 to 99 (2~3days a month to 1 day a week)	100 to 199 (2 to 3 days a week)	200 days or more (4 days or more a week)	Self- improvement	To gain employment	Use for current work	Other
<b>Male</b>	<b>55,479</b>	<b>34.3</b>	-	-	-	-	<b>16.9</b>	<b>3.3</b>	<b>13.7</b>	<b>7.0</b>
Foreign languages	-	11.0	-	-	-	-	7.1	0.9	2.8	1.4
English language	-	10.1	0.9	1.9	1.9	1.4	6.5	0.8	2.4	1.2
Other foreign languages	-	2.9	0.3	0.5	0.3	0.3	1.6	0.2	0.7	0.5
Commerce and business (total)	-	19.2	-	-	-	-	6.9	2.1	10.4	2.6
Computing etc.	-	14.8	1.5	2.4	2.3	2.5	5.6	1.5	6.9	2.3
Commerce and business	-	8.2	1.1	1.3	1.0	0.7	2.2	0.9	5.5	0.4
Caring	-	1.8	0.3	0.3	0.2	0.2	0.4	0.3	0.7	0.5
Home economics and housework	-	3.9	0.4	0.5	0.5	0.8	1.2	0.1	0.3	2.3
Humanities, social and natural science	-	8.1	0.8	1.3	1.4	1.2	5.4	0.6	1.7	1.1
Arts and culture	-	7.5	0.9	1.3	0.9	0.9	5.1	0.4	0.8	1.6
Other	-	6.8	-	-	-	-	-	-	-	-
<b>Female</b>	<b>58,582</b>	<b>36.1</b>	-	-	-	-	<b>20.8</b>	<b>4.0</b>	<b>8.6</b>	<b>10.4</b>
Foreign languages	-	10.6	-	-	-	-	7.8	0.8	1.2	1.8
English language	-	9.1	0.8	1.9	1.5	1.0	6.7	0.7	1.0	1.3
Other foreign languages	-	3.3	0.4	0.7	0.4	0.3	2.2	0.2	0.2	0.7
Commerce and business (total)	-	11.7	-	-	-	-	4.7	2.0	4.7	1.9
Computing etc.	-	9.6	1.1	1.7	1.3	1.1	4.0	1.5	3.3	1.7
Commerce and business	-	3.8	0.5	0.7	0.4	0.4	1.1	0.9	2.1	0.3
Caring	-	4.5	0.7	0.7	0.4	0.4	1.1	0.9	1.8	1.1
Home economics and housework	-	12.6	1.4	1.5	1.2	3.4	5.8	0.3	1.0	5.5
Humanities, social and natural science	-	5.1	0.6	0.8	0.8	0.7	3.5	0.4	0.7	0.8
Arts and culture	-	12.3	1.4	2.3	1.4	1.3	8.7	0.5	1.0	2.6
Other	-	6.8	-	-	-	-	-	-	-	-

\*We made this Table, it was based on "Table1. Participants, Average Days for Participation and Participation Rate in Learning, Self-Education, and Training by Sex, Frequency, Purpose and Means" in 'Learning, self-education, and training' in the questionnaire A (<http://www.e-stat.go.jp/SG1/estat/List.do?bid=000001039112&cycode=0> 2014/11/01 access) .

learning items ('Foreign languages', 'Commerce and business', 'Caring', 'Home economics and housework', 'Humanities, social and natural science', 'Arts and culture' and 'Other'). Learning frequency rates for males were also the lowest in this section with 1 to 19 days and 20 to 99 days in a year being 0.3%, and 100 to 199 days and 200 days or more days in a year being 0.2%. Male's learning for use for current work was the highest at 0.7%, with learning for other reasons at 0.5%, learning for self-improvement at 0.4% and learning to gain employment at 0.3%. The female learning participation rate for caring was 4.5%, which was also the lowest rate for all seven learning items. Female learning frequency was relatively low with 0.7% learning for 1 to 19 days and 20 to 99 days in a year for each, and 0.4% learning for 100 to 199 days and 200 days or more days in a year. Female learning and self-education for use for current work was the highest at 1.8%, with 1.1% learning for other reasons and self-improvement reasons and 0.9% learning to gain employment. The learning for caring item was the lowest for both sexes, with the highest learning purpose being for the respondent's current work, with the proportion of female learners being slightly higher than their male counterparts.

### 3. 3. Usual Economic Activity and Life stage on the 'Caring' item in the 'Learning, Self-Education, and Training' by Sex, Frequency and Purpose section.

Table 3 and Table 4 were analysed to identify the gender differences in the 'Usual Economic Activity and Life stage' for the 'Caring' item in the 'Learning, Self-Education, and Training' by Sex,

Table3. Usual Economic Activity and Life stage in ‘Caring’ item of ‘Learning, Self-Education, and Training’ by Sex, Frequency, Purpose (Male)

Usual economic activity Life stage	Population 10 years and over (1000)	Participation rate (%)									
		Total	Frequency				Purpose				
			1 to 19 (under 1 day a month)	20 to 99 (2~3days a month to 1 day a week)	100 to 199 (2 to 3 days a week)	200 days or more (4 days or more a week)	Self- improvement	To gain employment	Use for current work	Other	
<b>Working 1)</b>	<b>38,065</b>	<b>1.9</b>	<b>0.3</b>	<b>0.3</b>	<b>0.2</b>	<b>0.2</b>	<b>0.4</b>	<b>0.3</b>	<b>1.0</b>	<b>0.4</b>	
Being educated	999	1.9	0.3	0.4	-	0.3	0.3	0.8	0.3	0.8	
The single person	11,084	2.3	0.2	0.5	0.2	0.3	0.5	0.5	1.3	0.3	
Under 35 years old	5,629	2.8	0.3	0.6	0.2	0.4	0.5	0.7	1.7	0.2	
35 to 44 years old	2,527	1.9	0.2	0.4	0.2	0.2	0.4	0.3	1.1	0.2	
45 to 64	2,486	1.5	0.2	0.2	0.3	0.2	0.4	0.3	0.7	0.3	
65 years old and over	442	4.0	0.5	0.5	0.4	0.5	0.3	0.2	1.3	1.7	
Married with no child	7,684	2.1	0.3	0.4	0.1	0.1	0.5	0.2	1.1	0.5	
Under 35 years old	835	3.7	0.4	1.0	0.2	0.3	1.2	0.9	2.6	0.2	
35 to 44 years old	894	2.1	0.3	0.4	-	0.2	1.0	0.2	0.9	0.6	
45 to 64	3,850	1.7	0.3	0.3	0.1	0.1	0.4	0.1	0.8	0.4	
65 years old and over	2,104	2.0	0.4	0.3	0.1	0.0	0.4	0.1	1.1	0.6	
Parents at the child care period	12,280	1.6	0.2	0.2	0.2	0.1	0.4	0.1	1.0	0.2	
Preschool (own youngest child)	5,376	1.9	0.3	0.3	0.2	0.2	0.5	0.1	1.4	0.1	
Elementary school to High school (own youngest child)	5,972	1.4	0.2	0.2	0.2	0.1	0.3	0.1	0.7	0.4	
Other	932	1.5	0.4	0.2	0.0	0.0	-	-	0.6	0.3	
Single parent of the child care period	283	3.9	0.8	0.4	0.4	0.4	0.2	2.2	1.2	0.3	
Preschool (own youngest child)	50	3.2	0.9	-	2.4	-	0.9	1.2	1.2	-	
Other	233	4.0	1.3	0.4	-	0.4	-	2.4	1.2	0.4	
Parents living with child(ren) who has job or is 30 years old and over	4,726	1.3	0.2	0.2	0.1	0.1	0.2	0.1	0.5	0.5	
Single parent living with child(ren) who has job or is 30 years old and over	354	0.9	0.3	0.1	-	0.2	-	-	0.1	0.7	
<b>Not working 1)</b>	<b>14,252</b>	<b>1.9</b>	<b>0.3</b>	<b>0.3</b>	<b>0.2</b>	<b>0.2</b>	<b>0.5</b>	<b>0.5</b>	<b>0.1</b>	<b>0.9</b>	
Being educated	3,100	1.1	0.2	0.1	0.1	0.2	0.5	0.4	0.0	0.2	
The single person	3,216	2.9	0.4	0.4	0.4	0.4	0.5	1.4	0.1	1.1	
Under 35 years old	854	3.8	0.5	0.6	0.5	0.5	0.5	3.0	0.0	0.3	
35 to 44 years old	429	5.0	1.0	0.4	0.7	0.6	0.8	1.8	0.4	2.6	
45 to 64	839	2.9	0.3	0.5	0.4	0.5	0.5	1.4	0.0	1.3	
65 years old and over	1,094	1.5	0.2	0.2	0.1	0.3	0.3	-	0.0	1.1	
Married with no child	4,592	2.0	0.3	0.3	0.2	0.1	0.7	0.1	0.2	1.2	
Under 35 years old	16	1.6	1.6	-	-	-	1.6	1.6	-	-	
35 to 44 years old	27	2.3	-	2.3	-	-	-	2.3	-	-	
45 to 64	610	2.9	0.4	0.5	0.2	0.2	0.8	0.2	0.1	1.8	
65 years old and over	3,938	1.8	0.3	0.3	0.2	0.1	0.7	0.0	0.2	1.1	
Parents at the child care period	252	2.1	0.6	0.4	0.3	0.1	0.1	0.6	0.5	1.0	
Preschool (own youngest child)	58	4.3	1.2	1.9	-	-	0.4	1.2	2.0	0.8	
Elementary school to High school (own youngest child)	111	2.7	1.6	-	3.1	0.7	-	1.2	-	3.1	
Other	83	1.5	1.5	-	-	-	-	-	-	1.5	
Parents living with child(ren) who has job or is 30 years old and over	2,310	1.8	0.3	0.2	0.1	0.3	0.3	0.1	0.1	1.1	
Single parent living with child(ren) who has job or is 30 years old and over	520	0.8	0.1	-	0.3	0.1	-	-	-	0.7	

1) "Working" and "Not working" are excluding persons 10 to 14 years old.

\*We made this Table, it was based on 'Table5-2(13). Participation Rate in Learning, Self-Education, and Training by Sex, Usual Economic Activity, Life Stage, Frequency, Purpose and Means' in 'Learning, self-education, and training' in the questionnaire A (<http://www.e-stat.go.jp/SG1/estat/List.do?bid=000001039112&cycode=0> 2014/11/01 access).

Frequency and Purpose' section for those respondents who had indicated that they participated in learning about 'Caring' in Table 2.

At first, we compared the learning participation rate for caring in each life stage in Table 3 for working and non-working males. For single and married working males with no children, males under 35 years old, those 35 to 44 years old and those 65 years old and above had high participation. Single and married males with no children under 44 years old spent 20 to 99 days a year on learning with the main purpose being for use in current work. For single males 65 years or above, 1.7% were learning for other purposes. For those males, who were parents in the child care period, participation in learning about caring was lower than for that for other groups. The participation rate for single parent males in the child care period was 3.2% for those whose youngest child was in preschool and 4.0% for the 'other', which were both higher than the other groups. The main purpose for this learning was

Table4. Usual Economic Activity and Life stage in ‘Caring’ item of ‘Learning, Self-Education, and Training’ by Sex, Frequency, Purpose (Female)

Usual economic activity Life stage	Population 10 years and over (1000)	Participation rate (%)								
		Total	Frequency				Purpose			
			1 to 19 (under 1 day a month)	20 to 99 (2~3days a month to 1 day a week)	100 to 199 (2 to 3 days a week)	200 days or more (4 days or more a week)	Self- improvement	To gain employment	Use for current work	Other
<b>Working 1)</b>	<b>28,684</b>	<b>6.5</b>	<b>1.0</b>	<b>0.9</b>	<b>0.6</b>	<b>0.4</b>	<b>1.4</b>	<b>1.1</b>	<b>3.6</b>	<b>1.0</b>
Being educated	1,080	5.1	0.7	0.8	0.4	0.8	1.9	2.3	0.9	0.8
The single person	8,463	6.0	0.9	0.9	0.7	0.4	1.2	1.3	3.5	0.8
Under 35 years old	4,739	5.6	0.9	0.8	0.8	0.3	1.1	1.3	3.5	0.5
35 to 44 years old	1,459	4.6	0.7	0.6	0.4	0.6	1.0	1.0	2.7	0.5
45 to 64	1,691	8.8	1.2	1.5	1.1	0.5	1.8	1.7	4.7	1.8
65 years old and over	574	5.2	1.0	0.4	0.4	0.1	1.0	1.0	2.1	0.8
Married with no child	5,326	6.7	1.2	0.9	0.4	0.4	1.3	0.8	3.5	1.6
Under 35 years old	656	5.1	0.8	0.7	0.2	0.5	1.5	0.8	3.1	0.6
35 to 44 years old	631	2.8	0.5	0.6	0.2	0.1	0.4	0.4	1.9	0.2
45 to 64	3,002	8.5	1.6	1.0	0.5	0.4	1.6	1.1	4.5	1.9
65 years old and over	1,038	4.9	0.8	0.9	0.4	0.2	0.8	0.2	2.0	2.1
Parents at the child care period	7,161	6.1	1.0	0.9	0.5	0.4	1.6	0.9	3.8	0.6
Preschool (own youngest child)	2,390	5.4	0.8	0.9	0.5	0.5	1.5	0.7	3.3	0.4
Elementary school to High school (own youngest child)	4,148	6.1	1.0	0.9	0.5	0.4	1.6	0.9	3.9	0.6
Other	621	8.5	1.3	0.9	0.5	0.0	2.3	0.7	5.0	1.2
Single parent of the child care period	1,312	9.8	1.4	1.8	1.0	0.4	2.4	2.2	6.0	0.8
Preschool (own youngest child)	230	9.1	1.2	1.6	1.2	1.1	3.2	1.9	4.9	0.2
Other	1,082	9.9	1.4	1.9	1.0	0.3	2.2	2.2	6.2	0.9
Parents living with child(ren) who has job or is 30 years old and over	3,463	6.7	1.2	0.8	0.6	0.5	0.9	0.8	4.0	1.4
Single parent living with child(ren) who has job or is 30 years old and	1,249	8.1	1.0	0.8	1.0	0.6	1.3	1.0	3.9	1.8
<b>Not working 1)</b>	<b>26,949</b>	<b>2.9</b>	<b>0.4</b>	<b>0.4</b>	<b>0.3</b>	<b>0.4</b>	<b>0.9</b>	<b>0.7</b>	<b>0.1</b>	<b>1.2</b>
Being educated	2,696	3.5	0.4	0.7	0.2	0.6	1.1	1.8	0.2	0.6
The single person	4,816	2.7	0.4	0.4	0.2	0.4	0.6	0.8	0.2	1.3
Under 35 years old	695	4.9	0.6	0.6	0.6	0.8	1.1	3.1	0.2	0.7
35 to 44 years old	282	2.9	0.1	0.9	0.6	0.2	0.8	1.7	0.6	0.9
45 to 64	684	5.8	1.0	0.7	0.6	0.8	1.2	1.0	-	4.3
65 years old and over	3,154	1.6	0.2	0.2	0.0	0.3	0.4	0.2	0.2	0.8
Married with no child	6,890	3.3	0.5	0.5	0.3	0.3	1.1	0.3	0.1	1.8
Under 35 years old	286	4.3	0.4	1.3	0.6	1.5	2.2	2.3	0.4	0.9
35 to 44 years old	290	1.4	0.3	0.5	0.2	-	0.7	0.2	-	0.5
45 to 64	2,233	4.2	0.7	0.5	0.4	0.5	1.1	0.6	0.2	2.5
65 years old and over	4,082	3.0	0.4	0.5	0.3	0.1	1.1	0.1	0.1	1.6
Parents at the child care period	4,618	2.7	0.4	0.3	0.4	0.4	1.0	1.1	0.1	0.9
Preschool (own youngest child)	2,720	1.7	0.2	0.3	0.1	0.4	0.7	0.8	0.1	0.5
Elementary school to High school (own youngest child)	1,560	4.3	0.8	0.5	0.4	0.4	1.5	1.9	0.2	1.2
Other	337	6.4	1.0	0.2	1.7	1.1	3.1	1.2	-	2.8
Single parent of the child care period	346	6.3	0.8	1.0	0.8	0.5	1.7	4.3	-	0.9
Preschool (own youngest child)	107	6.9	1.2	1.3	0.8	-	1.9	3.3	-	0.5
Other	239	6.0	0.6	1.6	0.9	0.7	1.6	4.7	-	1.1
and over	3,545	3.3	0.5	0.4	0.3	0.4	1.0	0.5	0.1	1.5
years old and over	3,580	1.3	0.2	0.2	0.0	0.1	0.5	0.1	0.0	0.6

1) "Working" and "Not working" are excluding persons 10 to 14 years old.

\*We made this Table, it was based on 'Table5-2(13). Participation Rate in Learning, Self-Education, and Training by Sex, Usual Economic Activity, Life Stage, Frequency, Purpose and Means' in 'Learning, self-education, and training' in the questionnaire A (<http://www.e-stat.go.jp/SG1/estat/List.do?bid=000001039112&cycode=0> 2014/11/01 access).

to gain employment. In the case of non-working males, there was a higher rate of participation for single males than in the working group for each item in all age groups except for 65 years old and above. The main reason for this learning was to gain employment. The learning frequency for the under 35 year old and 35 to 44 year old single, non-working males was high at 100 to 199 days in a year (0.5%, 'Under 35 years old'; 0.7%, '35 to 44 years old') and 200 days or more (0.7%, 'Under 35 years old'; 0.6%, '35 to 44 years old'). Most of these males had received their learning opportunities from vocational training through the 'Hello Work' public employment office. The participation rates for non-working males was high for those with their youngest child at preschool (4.3%), and those with their youngest child at high school (4.7%), with the main purpose for learning being for use for current work (2.0%) and to gain employment (1.2%).

Then, we compared the participation rate in each life stage for working and non-working females



(Table 4). Both working and non-working females showed a higher learning participation rate than males. Single working females aged 45 to 64 years had high participation rates (8.8%), with a learning frequency of 1 to 19 days in a year (1.2%) and 20 to 99 days in a year (1.5%) and a main purpose of use for current work (4.7%). Married females aged 45 to 64 years with no children had high participation (8.5%), with a learning frequency of 1 to 19 days in a year (1.6%) and 20 to 99 days in a year (1.0%) and a main purpose of use for current work (4.5%). There was a high learning rate for working females who were parents in the child care period (8.5%) with the main learning purpose being for use for current work (5.0%) and self-improvement (2.3%). From these results, it was suspected that many females learned about caring to assist their careers or to develop helpful skills for use inside and outside their home after child rearing. There was a high learning participation rate for single parent females with their youngest child in preschool (9.1%) and for single parent females living with child(ren) who were working or were over 30 years old (8.1%), with the main purposes being for use in current work and self-improvement. For non-working females, the learning participation was lower than that for working females. For single females, the highest learning participation rates were found in the 45 to 64 year old age group (5.8%), and the under 35 years old age group (4.9%), with the main purpose for both being gaining employment. Both groups had high learning frequency rates with 0.8% learning for more than 200 days or a year. Married females with no children had relatively high learning participation rates, at 4.3% for the under 35s and 4.2% for the 45 to 64 year old age groups, with the main purpose being self-improvement (under 35 years old, 1.5%) and (45 to 64 years old, 1.1%). Female parents in the child care period also had relatively high learning participation rates with participation rates for those with their youngest child at junior high school being 4.1%–6.4%. The main purpose for learning in this group was self-improvement and gaining employment (4.0% for those with the youngest child in Junior high school). Participation for single non-working parents in the child care period was 6.9% for those with their youngest child in preschool and 6.0% for others, with the main purpose being to gain employment.

### 3. 4. Analyses of average days for participation in learning about caring in the Learning, Self-Education, and Training section

Finally, we analysed the average days for participation in learning about caring in the Learning, Self-Education, and Training section (Table 5). The caring learning participation average days for the group caring for family member(s) was high for both sexes. However, the participation for learning about caring was less than that for the average days for other learning items, such as English language and computing and home economics and housework. Only males aged 50 to 59 years had higher average caring learning days for caring for family member(s) than another learning items. This result was unusual and it was presumed that males who attended caring classes or seminars realized the need

Table5. Average Days for Participation of ‘Caring’ in Learning, Self-Education, and Training by Usual Economic Activity, Sex, Activity of Caring, Age and Use of Caring Assistance (15 Years Old and Above)

for caring skills acquisition when required to care for their elderly parents. Furthermore, they may be

Sex Activity of caring Age Use of caring assistance	Population 15 years and over (1000)	Average days for participation per year							
		English language	Other foreign languages	Computing etc.	Commerce and business	Caring	Home economics and housework	Humanities, social and natural science	Arts and culture
<b>Male</b>	<b>52,463</b>	<b>92.8</b>	<b>73.4</b>	<b>94.7</b>	<b>63.5</b>	<b>69.7</b>	<b>102.9</b>	<b>90.7</b>	<b>78.4</b>
Not caring for family members	49,825	93.1	73.4	94.5	64.0	64.3	101.0	90.8	79.2
Under 30 years old	9,767	106.5	76.1	99.6	84.1	73.4	90.4	126.1	108.8
30 to 39 years old	8,789	83.0	68.3	87.4	63.0	83.9	85.2	85.8	76.6
40 to 49	8,273	71.0	66.9	87.0	53.2	60.7	99.7	71.8	62.7
50 to 59	7,120	91.6	66.8	89.1	59.3	49.7	100.1	73.4	63.0
60 to 69	8,018	94.9	79.0	100.2	64.3	45.5	104.8	70.6	61.3
70 years old and over	7,856	94.4	89.7	104.0	60.3	45.4	128.0	78.9	80.3
Caring for family member(s)	2,639	88.1	73.1	98.5	52.6	92.0	126.3	87.9	67.1
Under 30 years old	171	130.7	126.1	105.4	97.9	68.3	121.4	139.8	89.7
30 to 39 years old	160	84.5	56.2	81.5	41.5	64.7	215.1	65.0	87.5
40 to 49	344	69.0	45.7	109.3	67.1	93.8	87.0	78.5	60.4
50 to 59	698	62.3	33.1	86.6	36.9	107.4	89.3	79.6	56.8
60 to 69	764	91.3	73.3	103.5	54.2	91.9	128.5	78.1	43.6
70 years old and over	502	104.0	100.6	106.7	40.6	93.3	160.2	85.5	97.4
(Use of caring assistance)									
Total	2,639	88.1	73.1	98.5	52.6	92.0	126.3	87.9	67.1
Do not use caring assistance	1,801	85.0	79.7	101.8	53.8	86.4	130.9	85.2	64.2
Using caring assistance	838	97.3	57.0	90.3	50.0	104.9	113.0	95.2	72.8
<b>Female</b>	<b>55,707</b>	<b>81.6</b>	<b>69.3</b>	<b>76.3</b>	<b>67.0</b>	<b>59.0</b>	<b>115.0</b>	<b>76.4</b>	<b>69.0</b>
Not caring for family members	51,679	82.3	70.1	76.5	68.1	56.2	115.8	77.9	70.0
Under 30 years old	9,358	97.3	69.9	82.3	72.7	74.1	94.1	112.5	105.0
30 to 39 years old	8,418	66.1	59.0	77.1	71.0	60.4	102.4	63.6	61.2
40 to 49	7,972	69.7	76.7	72.2	59.8	50.6	114.4	58.4	51.5
50 to 59	6,710	73.7	60.3	66.7	60.7	51.2	116.2	49.5	51.1
60 to 69	8,363	79.8	83.3	78.6	67.5	50.6	126.8	44.1	58.6
70 years old and over	10,859	76.5	97.2	78.7	85.5	35.6	147.2	73.0	70.6
Caring for family member(s)	4,027	71.0	60.2	74.8	52.6	69.9	106.6	61.2	59.0
Under 30 years old	221	74.6	50.7	69.2	94.2	77.3	82.6	86.8	75.7
30 to 39 years old	308	73.1	74.1	115.0	69.8	72.2	136.7	53.2	73.6
40 to 49	554	64.8	57.7	91.3	43.7	80.5	123.8	57.4	44.0
50 to 59	1,224	71.9	62.3	65.9	31.1	59.7	100.8	55.6	56.4
60 to 69	1,020	70.2	57.1	64.3	69.7	70.6	104.8	54.0	57.7
70 years old and over	700	60.4	156.8	103.0	50.4	79.5	126.8	58.7	67.1
(Use of caring assistance)									
Total	4,027	71.0	60.2	74.8	52.6	69.9	106.6	61.2	59.0
Do not use caring assistance	2,876	64.7	51.2	73.3	55.6	61.9	100.8	58.9	59.1
Using caring assistance	1,151	91.8	84.4	80.1	44.4	88.9	125.6	71.1	58.5

\*We made this Table, it was based on ‘Table8-3. Average Days for Participation in Learning, Self-Education, and Training by Usual Economic Activity, Sex, Activity of Caring, Age and Use of Caring Assistance (15 Years Old and Above)’ in ‘Learning, self-education, and training’ in the questionnaire A (<http://www.e-stat.go.jp/SG1/estat/List.do?bid=000001039112&cycode=0> 2014/11/01 access).

eager to gain these care- and welfare-related skills to take advantage of caring assistance. In addition, by comparing the attendance of both groups on ‘caring’ learning item it can be inferred that a person who ‘uses care support’ holds more earnest tendencies about care and welfare-affiliated intelligence than the person who ‘does not use care support’. The average days for participation for those attending courses for the caring learning item were greater for both sexes and also for those who used caring assistance than for those who did not. These results suggest that many family caregivers who did not use caring assistance were possibly unaware of the welfare options available.

#### 4. Discussion

The time-use survey showed that family caregivers, who tended to be female, could easily become isolated in their occupational and social life. When investigating the caring learning item in the Learning, Self-Education, and Training section of the time-use survey, it was found that there was a relatively high caring learning participation rate for both working and non-working females. Regarding the purpose for the participation, both working males and females tended to learn for their current work, while for the non-working group, the main purpose was to gain employment. However, for single males 65 years old and above, the main purpose was other or non-specified and was the highest at 1.7%. While the reason is not clear from the survey, it could be surmised that these males undertook such learning to care for an elderly parent. For females, the main purpose for the learning was self-improvement. For both males and females who were caring for family member(s), there was a higher participation in caring learning, especially for 50 to 59 years old males whose average days for caring learning were higher than all other age groups, as this group realized the need for care skill acquisition only when they needed to care for an older parent. According to Koyama (2012), couples of 50 to 54 years wives will support their parents (0.68%) in Japan. This information is obtained through data analysis from the 4<sup>th</sup> National Survey on Family in Japan (the National Institute of Population and Social Security Research in 2008). Even if they had the support of the wife, after all own may increase when the need to wear a skill of the care increases, the man nearby in the generation of the husband who is the spouse of the wife of this generation. In addition, we are apprehensive about the following. Many people possibility would not have adequate information about the opportunities available for knowledge and skill acquisition regarding caring for family member(s). Furthermore, they do not use caring assistance in order to improve their living conditions. From the analyses in this paper, it could be said that a key problem in Japan is how to ensure support for the rapidly ageing population and how to improve access to information and learning for those who have high potential needs.

#### 5. Conclusion

Shinada (2007) compared working hour distribution in three countries, Japan, the U.K and the Netherlands. In this paper, working was divided into paid and unpaid work, which was further divided into housework and volunteering activities outside the household. The ratio of unpaid work to paid work in each country was found to be 37%, 56% and 61% in Japan, UK and Netherlands, respectively. However, the care service availability for people over 65 years and above was the lowest in Japan at only 8.7%, whereas in the UK it was 25.4% and in the Netherlands 14.7%. When the quality of aged

care offered in Japan is considered globally, it was suggested that the provision was of low quality and therefore not readily taken up. Therefore, the life activities of the care provider become important. Care knowledge and skills can be learnt from day to day care activities as well as from formal technical learning. For Japanese males who have had few opportunities to acquire care knowledge and skills through their life experiences, their care skills are low. When they reach their late 50s, however, they need to learn caring knowledge and skills to care for their ageing parents. In Japan, older people caring for other older people have become more common. Traditionally, females have been the primary caregivers among generations, but for single males who are older, the care needs are going to change in the future. This is also true for those older males whose wives are ill or disabled and for those males who outlive their wives. Males, therefore, need to learn more caregiving skills in the modern world to cope with such situations. A family caregiver's WLB is important and it is necessary that they prepare for this from their younger age. However, in the future, both males and females need to be educated to overcome the present gender bias.

## 【REFERENCES】

- 藤原真砂 (2014) 「生活時間研究」, 社会調査協会編, 『社会調査事典』, 丸善出版株式会社, pp.362-363
- 伊藤純 (2013) 生活時間に見る中高年期男女の家族介護の現状とワーク・ライフ・バランスをめぐる課題—「平成 23 年社会生活基本調査」の利用を通じて, 『学苑』 869, pp.14-22
- 北川慶子, 田中豊治, 酒井出, 広沢洋子, 橋本芳 (2004) 在宅介護がもたらす主介護者の生活への影響—生活時間と健康状態—, 佐賀大学文化教育学部研究論文集, 9 (1), pp. 217-238
- 小山泰代 (2012) 女性から見た家族介護の実態と介護負担, 人口問題研究, 68(1), pp.54-69
- Masakazu Washio, Yumiko Arai, Yuichi Kuwahara, Kouichi Yoshimasu, Kata Kobayashi, Fumio Sakauchi and Mitsuru Mori (2002) Burden Among Family Caregivers of the Frail Elderly with Tumors, *Tumor Research*, 37, pp.17-22
- 新居富士美, 小山めぐみ, 安部恭子 (2012) 在宅認知症高齢者を介護している家族介護者の生活時間—ある夫婦の事例—, 日本認知症ケア学会誌, 10 (4), pp.476-483
- Nozomi Nakashima, Hiroko Kunikita, Masafumi Kirino, Han-Su Ryu, Kaori Harano, Kazuo Nakajima (2012) The relationship between caregiving-related daily hassles and quality of life in the family caregivers of elderly, *The Journal of Japan Academy of Health Sciences*, 15(1), pp. 29-40
- 品田知美 (2007) 無償労働の時間配分と社会福祉政策—日本, イギリス, オランダの3カ国比較から—, 季刊家計経済研究, 75, pp. 83-91
- 総務省統計局「平成 23 年社会生活基本調査 調査の概要」  
(<http://www.stat.go.jp/data/shakai/2011/index2.htm#gaiyou> 2011/14/01 access)

# An Analysis of Caring Learning in Japan

Rie Fukutani (Endo) and Tomomi Shinada

## Abstract

This study investigated the care skills required in a super-ageing society using time-use surveys to understand how people allocate their time during an average day. In particular, the purpose and the average participation days per year of Japanese males and females were observed. Data was extracted from the ‘Learning, Self-Education, and Training’ 2011 ‘Survey on Time-Use and Leisure Activities’ conducted by the Japanese Statistical Bureau.

The results showed that both working and non-working females had a high learning rating on caring on the ‘Learning, Self-Education, and Training by Sex, Frequency, and Purpose’ section in the Usual Economic Activity and Life stage part of the time-use survey. These findings demonstrated that gender bias was dependent on the stage at which a participant showed interest in acquiring knowledge and skills. The analyses also showed that there were increased average days (day / age) for both the genders regarding the item ‘Caring for family member(s)’. In particular, 50 to 59 year old males had the highest rating of all groups for ‘Caring for family member(s)’ and ‘the Average Days for participation in learning about “Caring”’. Furthermore, analyses revealed that this group generally realized the need for caring skills acquisition when they were faced with caring for an older parent.

Analyses of the need for knowledge and skills related to caring indicated that there were skills that people needed to learn technically as well as those that could be learnt from the accumulation of everyday life caring experiences.

In this paper, we sought to discover the current situation of a family caregiver's work-life balance (WLB) and to determine what further education was necessary in the future to overcome the continuing gender bias in caregiving.

**Key words:** Time Use, Learning of Caring, Family Caregiver, Gender