

Impact of COVID-19 School Closures on the Cognitive and Non-cognitive skills of Elementary School Students

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令和5年

1/24 火 14時～16時



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| 参加料 | 無 料 | 言語 | 資料：英語 ・ 発表：日本語

| 概要 |

In Japan, students lost nearly three months of in-person public education due to school closures caused by the spread of COVID-19. This study examines the dynamic effects of COVID-19 school closures on the cognitive and non-cognitive skills of fourth- and fifth-grade students in Nara City, Japan. We use triannual math tests and concurrent surveys to assess students' motivation to learn math proactively. Using difference-in-differences methods, we compare cohorts with and without school-closure experience. Our findings indicate school closure reduced cognitive skills (standardized math test scores) in the short term (compared to before the closure, with -0.13 SD at the beginning of the closure and -0.07 SD one month after the closure). However, on average, the scores show significant recovery six months after the school closure (by 0.25 SD). (つづきは裏面へ)

| 開催形式 |

オンライン (ZOOM)

※インターネット環境
とPCやスマートフォン、
タブレットが必要です。



| お申込み |

お名前・ご所属・お電話番号を明記の上、
下記アドレスへメールを送信してください。

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開催前日までにご参加用URLをメールにてお送りします。



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Furthermore, the lower school grades demonstrate proportionally slower recovery of test scores. Non-cognitive skills (student attitudes toward proactive learning in math) also show improvement six months after school closure, on average. Notably, survey and testing data show that, long after re-opening, students experiencing disadvantaged living conditions during and after the school closure had not fully recovered from losses in their cognitive and non-cognitive skills, resulting in a wide skill gap among students. For students with lower math achievement, the differences in their living conditions exacerbated gaps in cognitive and non-cognitive skills. This study suggests that policy interventions are urgently needed to reduce disparities in the impacts of school closures for students who have been unable to overcome the negative effects of closures.
