



KidZania White Paper

2025



About this Publication



Since the opening of KidZania Tokyo in 2006, we have continuously provided many children with opportunities to experience a variety of occupations and to understand how society works. During this time, we have watched children of diverse ages and values fully immerse themselves in each experience, discover their own interests and strengths, and find moments of genuine joy. Now, as we approach the 20th anniversary of our opening, new questions have emerged: What do the experiences at KidZania truly bring to children? And what do children themselves value most?

For this sixth edition of the KidZania White Paper, we explored two key themes: uniforms, which symbolically represent the occupational and social experiences children have at KidZania, and the values that children themselves feel are important.

Study 1 was conducted in collaboration with Professor Gregory Laurence of the University of Michigan-Flint. By analyzing questionnaires completed by children before and after their visit, we examined how wearing a uniform influences their sense of self-efficacy. In this study, we collected data with the cooperation of children who visited KidZania locations overseas, including those in South Korea and Mexico. The results presented here reflect perspectives gained from this diverse sample.

Study 2 was conducted in collaboration with our partner, the KOSÉ Advanced Technology Research Laboratory, KOSÉ Corporation R&D Laboratories. We carried out a survey on values with approximately 800 junior high school students across Japan. Through this study, we are working to illustrate the diversity of children's values and explore the relationship between their self-esteem and those values.

In an era where social change is accelerating, we want children to feel confident in their own interests and strengths, and to move forward toward the future. KidZania will continue to work with our partner companies and organizations to provide real experiences that connect children with society, and enhance the value we deliver.

KCJ GROUP INC.
Michinari Tsumuraya, Representative Director & President

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KidZania is an experience-based facility where children aged 3 to 15 can explore various occupations and learn about society. KidZania currently operates in 26 locations across 17 countries*, and continues to grow together with children around the world by building on the diverse cultures of each region.

In Japan, KidZania Tokyo, KidZania Koshien, and KidZania Fukuoka offer children opportunities to experience a wide variety of jobs and services. In a cityscape built at about two-thirds the scale of the real world, establishments sponsored by partner companies and organizations line the streets. With their support in providing uniforms, equipment, ingredients, and more, we are able to create authentic experiences for children. KidZania has its own currency called "kidZos." Children earn kidZos by working and can use them to purchase goods and services as well as deposit them in the bank.

At establishments, staff members called Supervisors (at KidZania we say Supervisor for the Supervisors) greet the children. Supervisors not only explain how each job is carried out, but also communicate its meaning and purpose. Acting as a slightly older coworker in the workplace, they support children at KidZania as they complete their work experiences together.

The KidZania experience is not limited to the facility itself, as we also offer a wide variety of programs outside the facility. KidZania offers a variety of programs in different formats, including "KidZania Online College," where children can enjoy learning more about various jobs and society; "Out of KidZania," which allows children to go beyond the facility to experience work unique to each region through collaboration with companies, organizations, and administrative bodies; and "Cosmopolitan Campus," workshops for middle and high school students designed to develop a zest for life by addressing "social issues."

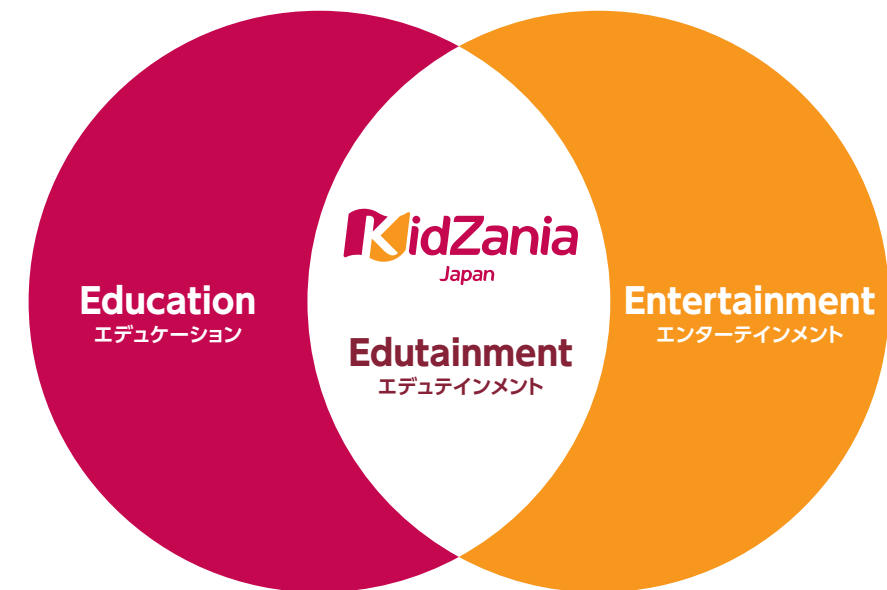
At KidZania, the utmost priority is placed on children "enjoying their experience enthusiastically" through these work and social experiences, thereby "gaining their own learning and awareness." KidZania is consistently seeking to serve as a place for "Edutainment" that combines both learning (Education) and fun (Entertainment).

*As of November 2025



The KidZania Concept

KidZania fosters children's zest for life through realistic occupational and social experiences.



"KidZania 10Values" fosters children's zest for life

10Values are what make the "zest for life" that KidZania wants children of the future to develop. With the work and social experiences available through the broad range of activities on offer at KidZania, children are able to develop the skills to think for themselves and take the initiative, and we believe that continuing to building on these experiences will foster their "zest for life."

[10Values]

Agency — 主体性

Grit — やり抜く力

Creativity — 創造力

Curiosity — 好奇心

Responsibility — 責任感

Self-Efficacy — 自己効力感

Self-Affirmation — 自己肯定感

Communication — コミュニケーション力

Collaboration — 協働力

Critical Thinking — 論理的思考力

KidZania Japan's Global Initiatives

KidZania Japan is engaged in a wide range of initiatives that nurture children's zest for life, not only through the occupational and social experiences offered inside the facility, but also through various activities outside the facility.

KidZania Online College

This is a free online service for children aged 3 to 15, where they can enjoy learning about jobs and society through videos, interactive content, and online workshops. Since its release in 2022, the mobile app has reached 400,000 downloads and received the Kids Design Award in FY2024. Going forward, we will expand the service to a web browser version that can be used on tablets and computers, and we will provide content for schools in addition to home use.



Out of KidZania

This initiative was developed out of our desire to provide children with even more realistic experiences. These events fall into three categories: "regional revitalization," "internship," and "industry support." By allowing children to experience real work alongside professionals at actual workplaces and venues, they aim to help develop the next generation of talent and contribute to the growth of local communities and industries. In collaboration with many local governments, companies, and organizations, we have provided valuable learning experiences to more than 75,000 children in total.



Cosmopolitan Campus

This is a dialogue- and inquiry-based workshop program for junior high and high school students, designed to help them develop the life skills needed to navigate a rapidly changing world. The program was launched in FY2018 and received the Award of Excellence in the Career Education Awards organized by Japan's Ministry of Economy, Trade and Industry in 2024. In the same year, the program was integrated with "Night Campus," which had been offered at KidZania Fukuoka for junior high and high school students, expanding its activities nationwide. In this workshop, where students approach social issues as their own and consider possible solutions, participants have previously taken part in fieldwork at facilities such as the Center for iPS Cell Research and Application and a semiconductor factory. Through hands-on learning that allows students to experience cutting-edge technologies firsthand, we nurture their ability to shape the future with their own hands.



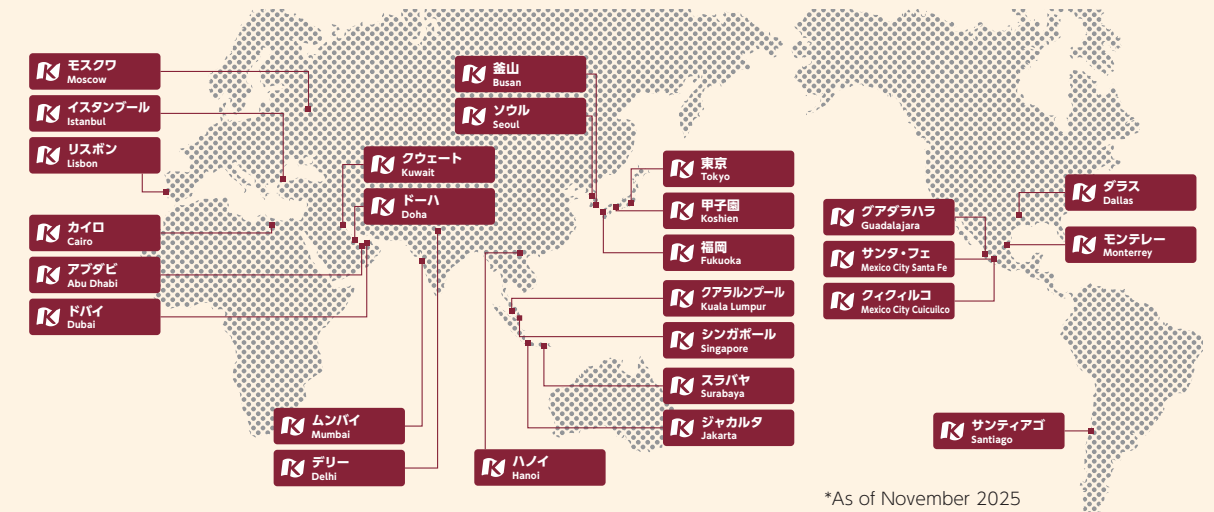
CongreZZ

The CongreZZ (this is how congress is called in KidZania) works to make KidZania a better "city where children play the leading role." Each KidZania location has a CongreZZ made up of about 20 child representatives. Their main activities include appearing at events and ceremonies, testing new activities, and helping to develop products sold at the gift shop. They also take part in international exchanges with CongreZZ members from other KidZania locations around the world.



"KidZania's Japan's Global Initiatives"

KidZania operates in 26 locations across 17 countries worldwide, and actively engages in exchanges with KidZania Japan as well.



CongreZZ: International Exchange Event

An international exchange event between KidZania Tokyo and KidZania Busan, "KidZania Dance Party," was held online on July 29, 2025. Child representatives from the CongreZZ in KidZania Tokyo and KidZania Busan enjoyed a cultural exchange by performing each location's welcome dance. Participants actively introduced themselves and interacted in English and Korean, and shared comments such as "We want to meet again," "We have so much in common," and "It was fun to dance two kinds of dances," making it a meaningful opportunity for them to experience the joy of international exchange. We plan to hold more online exchange events and organize Christmas card exchanges in the future.



CongreZZ from KidZania Busan taking part in the online exchange

KidZ Future Matsuri

KidZania Japan has been promoting initiatives to share with the world the importance of "co-creation," one of the key concepts of Expo 2025 Osaka, Kansai. As part of this initiative, on Thursday, August 7, 2025, we held "KidZania Japan presents 'KidZ Future Matsuri: Let's Create an Exciting Future Together'," an event that showcased the achievements of children's activities and included a challenge for a Guinness World Records™ [1] title for the number of action pledges toward the future. The event took place at Expo 2025 Osaka, Kansai's "EXPO Arena 'Matsuri,'" where children truly take the leading role in co-creation activities shared with the world. CongreZZ representatives who traveled from Mexico and South Korea for the event joined children in Japan to perform KidZania's welcome dance.



[1] Largest online photo album of oaths/pledges



Study
1

Uniform Magic !

- How Wearing a Uniform Affects Self-Efficacy? -

Survey
Locations

Japan, South Korea and Mexico

Survey
Participants

1,443 elementary and junior high school students (Japan: 792 / South Korea: 325 / Mexico: 326) who visited KidZania Tokyo, KidZania Koshien, KidZania Fukuoka, KidZania Seoul, and KidZania Santa Fe in groups during FY2024.

Survey
Method

Paper-based Questionnaire and Web Questionnaire Survey

Survey, Analysis,
and Supervision

Gregory Laurence, Professor of Management, School of Management, The University of Michigan-Flint
KCJ GROUP Inc., Academy Lab



Introduction / A Message from the Research Supervisor



Gregory Laurence

Professor of Management, Department of Management and Chair, Department of Management and Marketing, School of Management, The University of Michigan-Flint

When I was a child, my friends and I took great pride in the authenticity of things—whether it was the fine details of our sports gear or the realism of our Halloween costumes. That sense of pride in "being the real thing" left a lasting impression on me. Over time, I began to wonder if a similar feeling might be at play when children at KidZania step into the roles of professionals from companies they recognize in their daily lives—such as fast food workers, public transportation staff, doctors, police officers, or firefighters.

At KidZania Japan, the children seemed to shine when they put on the uniforms. In my discussions about this with the KidZania Japan Academy Lab team, we began to affectionately refer to this as 'Uniform Magic'. It suggests that these carefully crafted uniforms do more than complete the look—they ignite a sense of pride, identity, and transformation that deeply resonates with the children who wear them.

Inspired by these episodes of pride and what we have called the "Uniform Magic," I arrived at a hypothesis: that wearing a uniform may help foster children's interest in specific professions and nurture a sense of self-efficacy. With this in mind, I began a research project in 2024 in collaboration with the Academy Lab of KCJ GROUP to explore the phenomenon of "Uniform Magic" more systematically.

This study extends beyond Japan, making use of KidZania's global network to gather data from children in countries such as South Korea and Mexico. One of the key questions we seek to answer is whether the impact of "Uniform Magic" transcends national and cultural boundaries. The results so far offer fascinating insights, and I invite you to read the following report for a deeper look at our findings.

I had a vague idea of what KidZania was, but when it was decided that I would visit for the first time in the autumn of 2023, I found myself genuinely looking forward to the experience.

I believe that anyone who visits KidZania is likely to be struck by the many fascinating aspects of what it offers. One particularly impressive feature is its independently functioning economy. Children earn a currency called "KidZos," which can even be exchanged and used at KidZania locations in other countries. This system is not only enjoyable and realistic for children, but it also serves as a meaningful opportunity for learning.

Like many others, I was captivated by the interior design of KidZania. It is a space where children take centre stage, and this is reflected in every detail—from the size of the chairs to the scale of the buildings—all thoughtfully designed with children at the heart. Within this miniature city, children can safely and joyfully take on jobs of their choosing, experiencing what it feels like to act as independent individuals. It is, without doubt, a truly special experience for them.

As someone who researches workplaces and the ways people relate to them from the perspective of business studies, I was deeply impressed by the structure, design, and attention to detail evident in every aspect of KidZania. Among all these elements, what particularly caught my attention were the uniforms worn by the children. The uniforms featured the logos of the partner companies and appeared to be quite authentic.



Uniform Magic!

- How Wearing a Uniform Affects Self-Efficacy? -

1 Role-Play-Based Work Experience and Self-Efficacy

The KidZania “edutainment” experience is based on role-play. What is role-play exactly? Role-play is a type of experiential learning in which participants take on roles and act out those roles through scripted or semi-scripted play activities. This is a very powerful learning experience as it immerses participants in safe, simulated real-world situations.

Self-efficacy is defined by the American Psychological Association as a person’s belief in their ability to perform tasks successfully. It is a reflection of confidence. Self-Efficacy can be general (I believe I will succeed at any task I put my mind to) or it can be tied to a specific situation or context (e.g., Self-efficacy for work as a pâtissier – I believe I can successfully bake a chocolate cake).

Our question in this research is whether aspects of realism in the role-play activities at KidZania impact children’s sense that they have been successful in working in teams.

This study investigates whether elements of realism in the role play activities at KidZania influence children’s sense of accomplishment when working in teams^[1]—in

other words, their self-efficacy about teamwork.

In particular, we are interested in the power of the company uniform / organizational dress that children wear, organizational dress having been shown to have powerful impacts on people’s experiences at work (Pratt & Rafaeli, 1997; Rafaeli & Pratt, 1983).

Self-Efficacy about teamwork suggests that some students will believe in their ability to succeed on team tasks more than others will. But, will the wearing of realistic organizational dress, the company uniform, impact student impressions of their success above and beyond their confidence in their ability to succeed? This is what we aimed to uncover through this research.

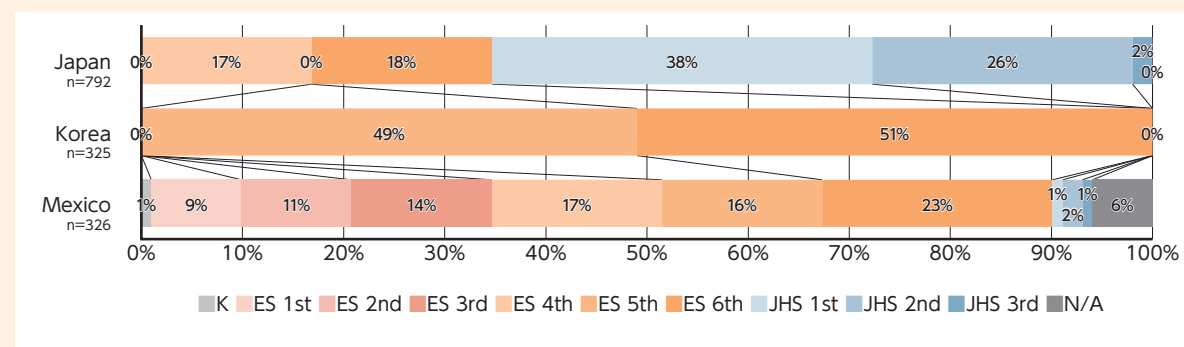


Figure1: Grade-Level Distribution of Survey Participants

[1] Since this study focuses on work-related role-playing, it specifically targets occupational self-efficacy, with teamwork-related self-efficacy (important here because activities at KidZania are often collaborative and uniforms have been shown to foster shared identity and confidence) being one of its components.

*Due to rounding, percentages in graphs may not equal 100% when totaled.

2 Demographics and Descriptive Statistics

In this survey, a total of 1,443 children participated from three countries. The largest number of participants came from Japan, with 792 children, while South Korea and Mexico each had about half that number.

In terms of grade levels, most of the participants from South Korea and Mexico were elementary school students, whereas Japan had a higher proportion of upper elementary and junior high school students. In all three countries, the children responded to the survey items in their native language twice—once before and once after their visit to KidZania—either through a paper questionnaire or a web-based survey form.

The questions focused primarily on self-efficacy and uniforms. For example, regarding self-efficacy about team, we asked the children team-related questions such as, “Do you think you can work together with others at KidZania?” (pre-visit) and “Were you actually able to work together with others?” (post-visit).

A simple tally of the responses revealed that in all three countries, the number of children who answered “I strongly agree” increased after the visit to KidZania compared to before.

Next, let’s take a look at the responses to the question about uniforms. The children were asked the following questions before and after their visit:

Before the visit “While I am wearing my everyday clothes, I feel a strong sense of belonging / connection to a specific

company / organization.”

After the visit “While I was wearing the company uniform at KidZania, I felt a strong sense of belonging/connection to that company / organization.”

In this figure, the graphs for each country show the responses before and after the visit, overlaid with dotted lines indicating the median for each.^[2] What is particularly interesting is that in the graphs for Japan and Mexico, the median after the visit is clearly higher than before. Even in South Korea, where the median did not change, the overall trend of the responses shifted significantly toward “I strongly agree”. From this simple tabulation, we can see a growing tendency for children to feel a stronger sense of belonging to a company or organization by wearing a uniform at KidZania. For details, please refer to Figure 3-5.

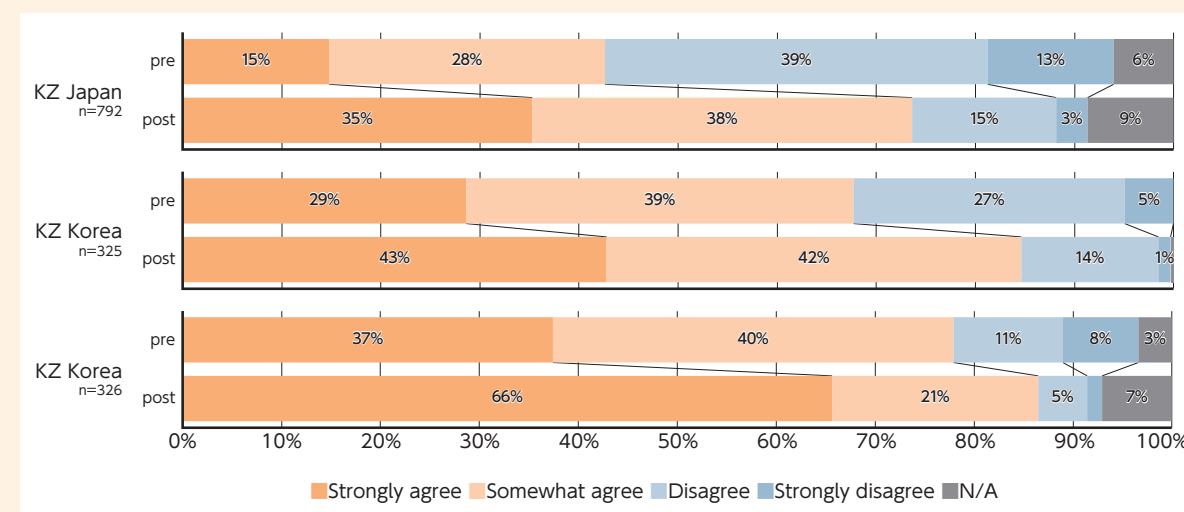


Figure2: Cross-Country Comparison of Occupational Self-Efficacy

[2] The median is the value above and below which 50% of sample responses fall when the data are arranged in ascending order.

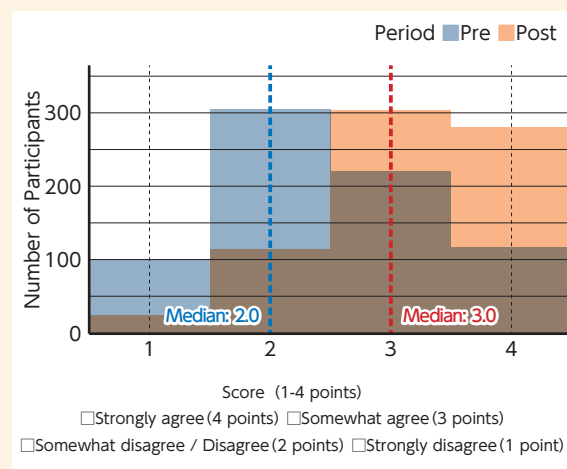


Figure3: Japan

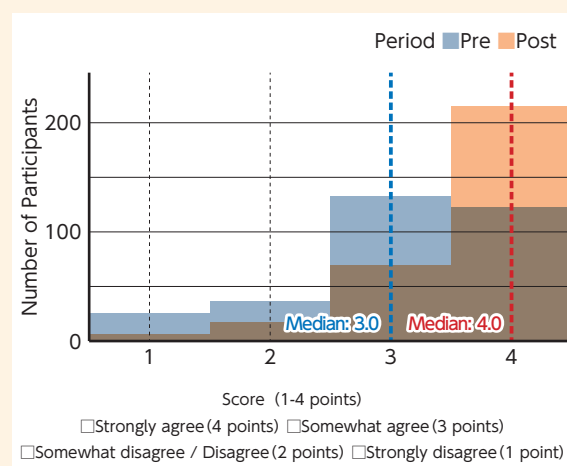


Figure4: Korea

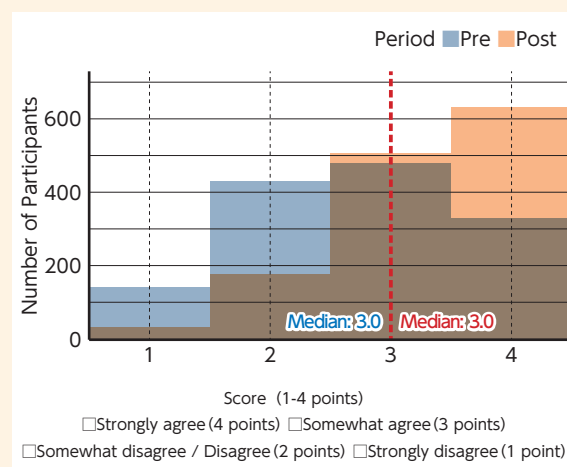


Figure5: Mexico

3 Self-Efficacy and Uniforms

From the simple tabulation results we see two key trends emerge: first, that participating in occupational experiences at KidZania tends to enhance children's self-efficacy about teamwork; and second, that wearing a uniform helps children feel more connected to work and companies.

So, how exactly is wearing a uniform related to self-efficacy? To examine this, we conducted a regression analysis to test the hypothesis that wearing a uniform has a positive effect on self-efficacy related to teamwork.^[3] In simple terms, we first did an analysis that included all of the survey results that we thought might affect participants' performance in groups except for their feelings about wearing the uniform. For example, we suspected that age might impact students' beliefs about their ability to work in teams – older students have more experience on teams (sports, school work, etc.) than do younger students. Also, it makes sense that both general self-efficacy and self-efficacy about teamwork before going to KidZania would be related to self-efficacy about teamwork after going to KidZania. This allows us to see the impacts of these questions on the outcome. The results of this first regression are presented visually below.

In this first regression we can see that all of the pre-test questions impact students' self-efficacy about teamwork. Jr. High School students have slightly higher self-efficacy about teamwork than do elementary school students. This is not surprising – Jr. High School students have more experience working in teams than elementary school students and so are likely to believe they are better at it.

General self-efficacy (belief in one's ability to be successful) is positively related to self-efficacy about teamwork. Self-efficacy about teamwork before visiting KidZania is also positively related to self-efficacy about teamwork after visiting KidZania (of course this is not surprising). Now, let's add the effect of wearing the company uniform into the analysis.

Here, we can see that the addition of "uniform magic" does, indeed, have a magical effect. First, the uniform

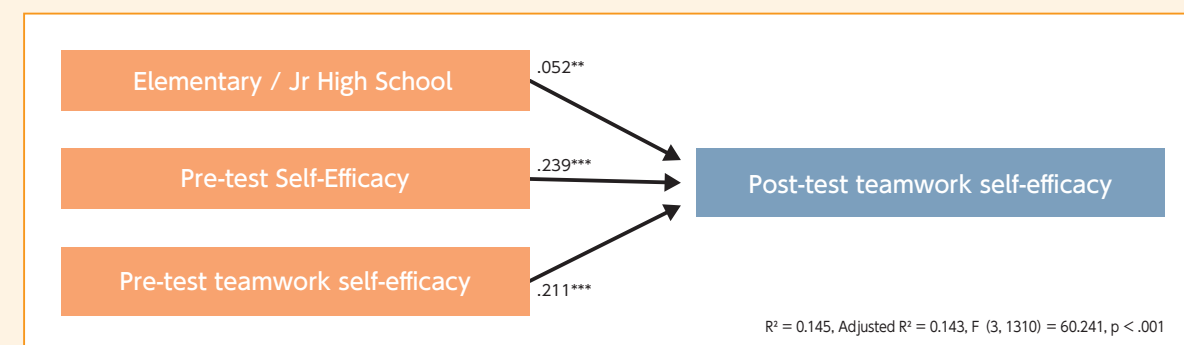


Figure 6: Analysis Model 1 of Factors Influencing Teamwork Self-Efficacy

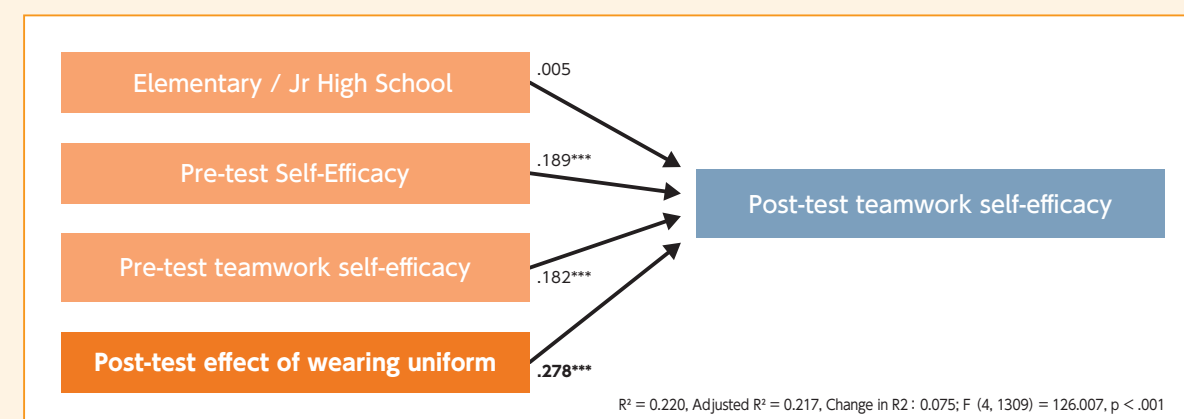


Figure 7: Analysis Model 2 of Factors influencing Post-Experience Teamwork Self-Efficacy

*Asterisks in the figure/table indicate statistically significant differences.

makes the effect of being in Jr. High School vs. Elementary school go away. Being older no longer positively impacts self-efficacy about teamwork. This suggests that even at younger ages, students associate uniforms with being on and working in teams. Pre-test self-efficacy still has positive predictive power and this is not surprising. Additionally, however, the effect of wearing the company uniform on students' self-efficacy about teamwork is strong and positive.

Compared to the first regression, our understanding of what contributes to self-efficacy about teamwork increases by nearly 50% (change in R2 from .145 to .220) due to the effect of wearing the company uniform.

Based on these findings, the hypothesis of this study—that wearing a uniform has a positive effect on self-efficacy about teamwork – was supported.



[3] "Regression analysis is a statistical method for predicting the relationship between two phenomena based on a limited number of observations. It is often used to examine cause-and-effect relationships. 'Predictive power' refers to how accurately this analysis can forecast that relationship."

4 Discussion

Role play is established as a valuable approach to childhood learning, providing opportunities for conflict resolution, development of social competencies, linguistic development, empathy and imagination, along with task specific skills (Rogers & Evans, 2008). Also, the inclusion of the word “play” in role play implies that it is fun.

When considering the KidZania role-play experience and what makes it a valuable and successful experience for participants, it seems as though at least three things are fundamentally important.

1. **Enjoyment** (the “fun” part) : Participants must enjoy the experience.
2. **Learning** : They must learn something.
3. **Desire for a repeat experience** : They should be left wanting to experience something more.

Contributing to participants' enjoyment will be the aesthetic and the energy of the KidZania space, but two other factors will be important as well – the authenticity of the experience and participants' ability to be successful in the activities they take part in while at KidZania. Part of the authenticity of the experience is surely derived from the very realistic organizational dress provided at KidZania and our research shows that this will also contribute to

participants' belief in their ability to be successful (self-efficacy about teams).

Of course, a sense of success does not necessarily come only from completing an activity. Children's success can take many forms — for example, engaging in more communication with others can also be considered a meaningful and valid success.

Importantly, this suggests that there are many additional avenues for research into what contributes to the successes children experience at KidZania and into how the KidZania experience contributes to children's successes at school and on their sports and other teams, and into how the KidZania experience contributes to children's overall emotional and intellectual development.

(Text: Gregory Laurence, The University of Michigan-Flint)

○About the questionnaire

The questionnaire used in this survey can be accessed via the QR code below.



KidZania
Pre-Visit Survey



KidZania
Post-Visit Survey

Fosseen, L.L.A. (2002). School uniforms and sense of school as community: Perceptions of belonging, safety, and caring relationships in urban middle school settings. Unpublished Dissertation. University of Houston.

Mesmer-Magnus, J. R., Asencio, R., Seely, P. W., & DeChurch, L. A. (2018). How organizational identity affects team functioning: The identity instrumentality hypothesis. *Journal of Management*, 44(4), 1530-1550.

Pratt, M. G. & Rafaeli, A. (1997). Organizational dress as a symbol of multilayered social identities. *Academy of Management Journal*, 40(4), 862-898.

Rafaeli, A. & Pratt, M. G. (1983). Tailored meanings: On the meaning and impact of organizational dress. *Academy of Management Review*, 18(1), 32-55.

Rogers, S. & Evans, J. (2008). *Inside role-play in early childhood education: Researching young children's perspectives*. Routledge, London.

Sequeira, A. H., Mendonca, C., Mahitest, Mandeep, K., Mahendu, P. K., & Lakshmi, N. T. (2014). A study on dress code for college students. *Education Law Ejournal*, Available at SSRN: <https://ssrn.com/abstract=2503016> or <http://dx.doi.org/10.2139/ssrn.2503016>



Beauty Studio at KidZania Tokyo

Study
2

The Shape of the Heart Through Values and Self-Esteem in Junior High School Students

Subject of
Study

Male and female 1st- to
3rd-year junior high school
students (Grades 7 to 9)

Survey
Method

Web Questionnaire Survey

Survey, Analysis,
and Supervision

May-June 2025

KOSÉ Corporation, R&D Laboratories Advanced Technology Laboratory,
Data Science Group KCJ GROUP Inc., Academy Lab

Junior high school students are in adolescence, a stage in which their interest in themselves grows both physically and mentally^[1]. It is an important period in which their values take shape and their sense of self is formed. Values are the beliefs about what a person considers important, forming the basis of their thoughts and actions and motivating their behavior^[2]. Self-esteem reflects how strongly a person feels that they are worthy and represents their evaluation of

themselves^[3]. High self-esteem is also said to help ease stress responses and promote emotional stability in junior high school students.^[4]

We believe that understanding junior high school students, who will lead the next generation, from these two psychological perspectives can offer valuable insights for future education and career development support.

Therefore, in this study, we conducted a questionnaire

*Some value labels have been modified in Japanese to make them easier for junior high school students to understand.

[1] Ohyama (2004), Puberty: Growth and Development, Yamanashi Nursing Journal, 3 (1)

[2] Schwartz, S. H. et al. (2012), Refining the theory of basic individual values, *Journal of Personality and Social Psychology*, 103 (4)

[3] Uchida (2010), Reliability and validity of the Rosenberg Self Esteem Scale, Annual report, Graduate School of Education, Tohoku University, 58 (2)

[4] Fukudome, etc. (2017), Two Dimensions of the Rosenberg Self-Esteem Scale in Junior High School Students, *The Japanese Journal of Educational Psychology*, 65(2)

survey on values and self-esteem with students from junior high schools that had visited KidZania. By examining these two psychological characteristics together, we explored the relationship between values and self-esteem among today's junior high school students. Through this survey, we aim to identify key factors that help nurture the ability of junior high school students who will lead the next generation to participate in society while embracing their individuality.

1

Survey Overview

For this survey, we used part of the "Schwartz's Theory of Basic Values,"^[2] a framework that has been widely studied around the world. The Schwartz's Theory of Basic Values categorizes fundamental values into 19 types that people consider important in life and that are shared across cultures. These values cover broad themes such as "freedom and challenge," "success and achievement," "tradition and security," and "others and society." In this survey, we focused on 11 of the 19 values that are easier for junior high school students to understand and closely related to their lives. These include Self-Direction*, Stimulation, Hedonism*, Achievement, Power, Security, Tradition, Conformity, Humility, Benevolence, and Universalism*. We selected corresponding questionnaire items based on these values.



Figure 1: The 11 Values Examined in the Survey

We used the Rosenberg Self-Esteem Scale^[3] to assess self-esteem. It measures how junior high school students feel about themselves.

By using these two scales, we aimed to understand what kinds of values and ways of thinking junior high school students have, and how they feel about

themselves. This survey was conducted as a web questionnaire survey with the cooperation of 10 junior high schools across Japan whose students had previously visited KidZania Tokyo, Koshien, or Fukuoka. A total of 836 students participated (406 male, 411 female, and 19 with no response). The questionnaire consisted of 22 questions on values and 10 questions on self-esteem. For the value-related questions, students responded on a six-point scale from "not at all similar" to "very similar." For the self-esteem related questions, they responded on a four-point scale from "strongly disagree" to "strongly agree."

	1st Year Junior High School Students (Grade 7)	2nd Year Junior High School Students (Grade 8)	3rd Year Junior High School Students (Grade 9)	Total
Male	58	260	88	406
Female	70	262	79	411
No response	4	13	2	19
Total	132	535	169	836

Table 1: Breakdown of Surveyed Junior High School Students

2

Survey Results on the Values of Junior High School Students

2-1. Characteristics of Junior High School Students' Values

First, we present the overall average scores from the values questionnaire using a radar chart and ranking format. Junior high school students showed the strongest tendencies in [Hedonism], which reflects the pursuit of enjoyment, and in [Self-Direction], which emphasizes free thinking, action, creativity, and exploration. These results suggest that they tend to place high value on enjoyment and freedom and are flexible in adapting to change. They also showed strong tendencies in [Benevolence], reflecting care for peers, and in [Universalism], reflecting understanding of those who are different, indicating overall consideration and kindness toward others and society. On the other hand, they also showed strong tendencies in [Conformity], reflecting a desire not to cause trouble for others and suggesting an attitude of consideration and thoughtfulness toward those around them. Among these values, [Hedonism], [Self-Direction], and [Benevolence] were particularly strong, suggesting that they may be characteristic values of junior high school students.

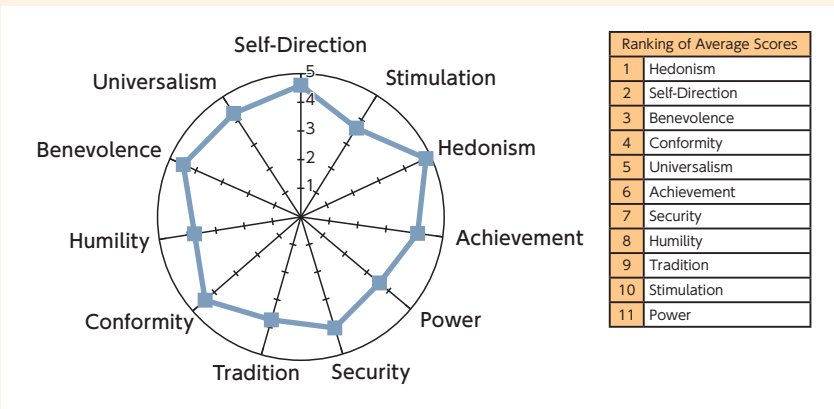


Figure 2: Average Values Chart and Ranking for Junior High School Students

2-2. Comparison of Junior High School Students' Values

Next, we analyzed the values of junior high school students by gender. Differences by gender were observed in three values: [Stimulation], [Achievement], and [Power]. All of these tended to be more important for male students. The gender difference was particularly large for [Stimulation]^[5], indicating that boys place greater importance on trying new things and taking on challenges.

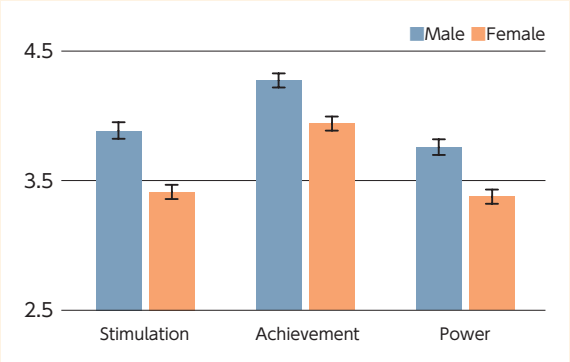


Figure 3: Values with Gender Differences among Junior High School Students

2-3. Values of Junior High School Students and Adults

Next, we compared the values of junior high school students with those of adults^[6]. The value of [Achievement], meaning demonstrating one's abilities and accomplishing goals, tended to be stronger among younger generations. This value of [Achievement] reflects a focus on self-enhancement, suggesting that

younger generations have a strong awareness of working toward and achieving their goals. Surprisingly, concern about shame and public image [Security] was highest among junior high school students, raising concerns that they may be highly influenced by others' opinions^[7].

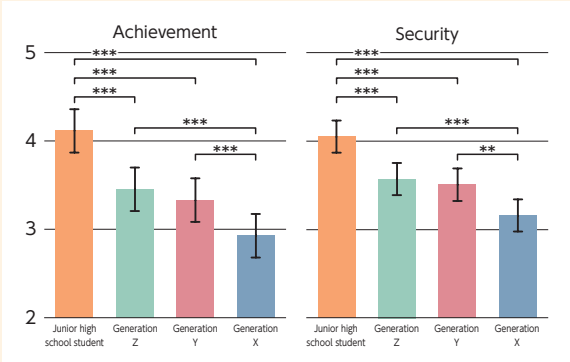


Figure 4: Values with Differences Between Generations

[5] A Mann-Whitney U test confirmed that this difference was statistically significant (Stimulation results: effect size 0.232, $p < 0.001$).

[6] We compared the results with adult data (ages 18-59) collected by KOSÉ Corporation. For the purpose of this analysis, we defined the generations as follows: Generation Z = ages 18-29, Generation Y = ages 30-44, and Generation X = ages 45-59.

[7] Since a Kruskal-Wallis test indicated significant differences, we conducted post-hoc comparisons using Dunn's test with Bonferroni correction (** p -value < 0.001 , ** p -value < 0.01). An *asterisk in the figures and tables indicates a statistically significant difference.

3 Impact of Junior High School Students' Values on Their Self-Esteem

Finally, we analyzed how junior high school students' values impact their self-esteem. In this survey, we found that junior high school students' self-esteem scores were at an average level for Japanese adolescents, indicating a generally healthy self-evaluation. We also observed that female students scored slightly lower than male students.

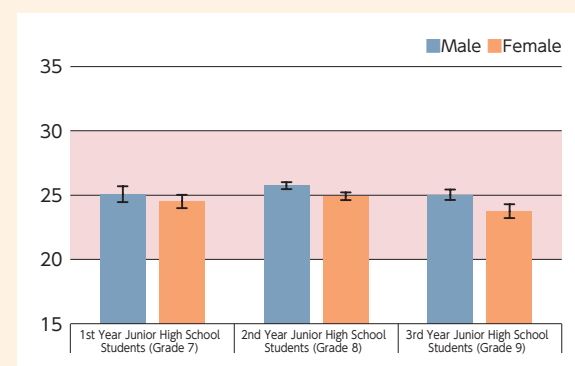


Figure 5: Average Self-Esteem Scores of Junior High School Students

*The average score among Japanese is 25. As a general guideline, scores of 20 or below are considered low self-esteem, while scores of 30 or above are considered high.

Meanwhile, previous studies have shown that junior high school students are at a developmental stage during which self-esteem tends to decline over the lifespan. Therefore, supporting the stabilization of their self-esteem is also a key point in education. This is why we explored how values might provide clues to supporting the stabilization of self-esteem. The influence of values on self-esteem can be assumed, for example, in that values such as "success" and "achievement" are likely to support a more positive view of oneself. Building on this idea, we analyzed how multiple values measured based on Schwartz's Theory of Basic Values^[8] influence scores on Rosenberg Self-Esteem Scale^{[4] [9]}. The results showed that [Self-Direction], which reflects free thinking and action, and [Hedonism], which involves seeking enjoyment, were associated with higher levels of self-

esteem. In contrast, [Security], which reflects concern about shame and public image, was associated with lower self-esteem.

These results suggest that repeated opportunities to enjoy themselves and make their own choices, along with mindful support for feelings of embarrassment, may be key to fostering healthier self-esteem among junior high school students.

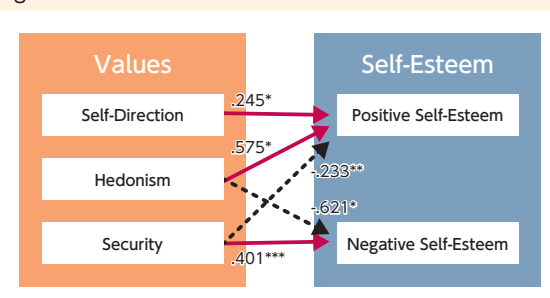


Figure 6: Impact of Junior High School Students' Values on Their Self-Esteem (Evaluated using a structural equation model)^[10]

4 Diverse Values of Junior High School Students

So far, we have examined overall trends in the values of junior high school students. In the final section, we focus on differences at the individual level. Based on the questionnaire responses, we identified the characteristics of each value and grouped students into similar value types. We also visualized these values in a map-like format, making it possible to see at a glance which individuals share similar values and how different groups are formed^[11]. As Figure 7 shows, the values of individual students are highly diverse. In addition to being divided into multiple value types, individual values also vary within each type, demonstrating a high degree of diversity. It was also suggested that some of the types (2, 3, and 6) may be particularly characteristic of junior high school students.

5 Summary of the Questionnaire Survey

We found that junior high school students generally have healthy self-esteem, which is supported by the values of [Hedonism] and [Self-Direction]. Furthermore,

we found that junior high school students also hold values that promote acceptance of others, such as [Universalism] and [Benevolence], yet each individual's values remain distinct from one another. To grow through exposure to diverse values while nurturing one's own values. Such repeated experiences are believed to help develop each individual's unique identity and self-confidence. Opportunities for students to make their own decisions and take the lead may be important during junior high school.

(Text: Hiromi Kobayashi and Mikuri Totsuka, KOSÉ Corporation R&D Laboratories)

Comments from KOSÉ Corporation

This survey was jointly conducted by KCJ GROUP Inc. and KOSÉ Corporation with the objective of gaining a deeper understanding of today's junior high school students. Our company is committed to enhancing beauty and well-being for all people. The ability to enjoy life, to act freely, and to care for others, nurtured during adolescence, enriches life and becomes a lasting source of strength throughout one's lifetime. KOSÉ aims to remain a lifelong partner, supporting your growth and development at every step of the way. We would like to express our deepest gratitude to all the school staff and students who cooperated with us.

○About the questionnaire

The questionnaire used in this survey can be accessed via the QR code below.

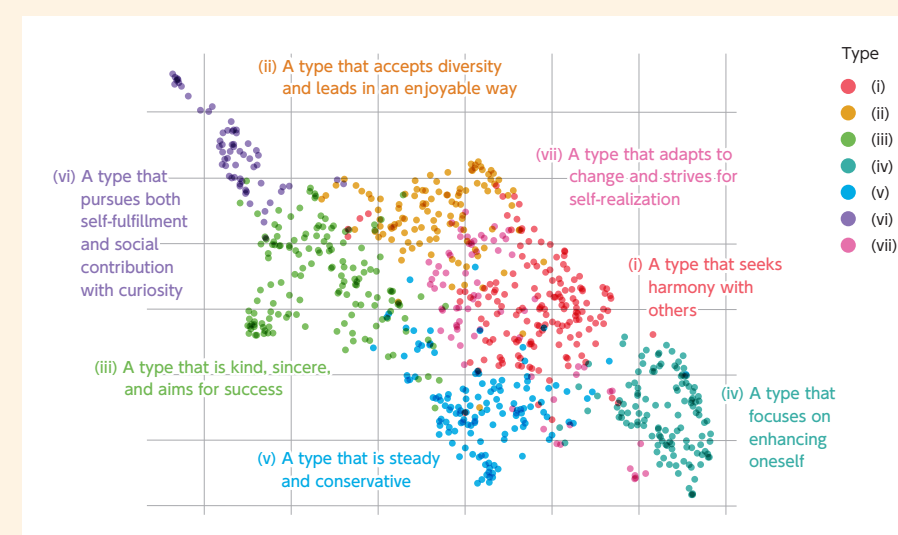


Figure 7: Mapping of Individual Junior High School Students' Values



Survey on "What Matters to Junior High School Students"

[8] From the 11 values measured in the survey, we selected eight values that were particularly important and distinguishable among junior high school students: Universalism, Self-Direction, Hedonism, Stimulation, Achievement, Tradition, Security, and Benevolence, and used them to construct a structural equation model.

[9] Positive items within the self-esteem scale were treated as indicators of positive self-esteem, and negative items were treated as indicators of negative self-esteem. Their relationships with values were then examined.

[10] Model fit indices were as follows: CFI = 0.91, RMSEA = 0.058, and SRMR = 0.061. Solid red lines indicate positive effects, while dotted black lines indicate negative effects. All path coefficients are standardized.

[11] The results of the values questionnaire were obtained by extracting the factor structure using exploratory factor analysis, classifying students based on their factor scores using the k-means method, and visualizing the groups through dimensionality reduction with UMAP.

