CONTENTS

Executive Summary
High Marks for Children's Education
Children Face More Problems than in the Past
Social Development and Family Time
Important Skills for Parents and Kids
Getting Active
The “decline of the American family” is a narrative that has played out in magazines, newspapers and on our television sets for decades. While it may be true that divorce rates are still high and Americans are delaying marriage, the idea that American families are worse off and continuing to decline is up for debate.
The findings of this NBC News State of Parenting Poll, sponsored by Pearson, show that parents are largely positive about the future, spending more time with their children than their parents did with them, and having family dinners together regularly. In fact, nearly four in five parents report having dinner as a family on most days of the week. Today’s parents also want to be more involved in their children’s education and are largely satisfied with the current state of their schools. While they all agree more than a high school diploma is needed to achieve the American Dream, they also say good social and communication skills can be more important than grades when it comes to their child’s success. But there are gaps in just how positive parents are, largely based on their income, race, level of education and marital status.

These are some of the findings from our new survey of American parents. The survey, executed by Princeton Survey Research Associates International (PSRAI), is based on telephone interviews in English and Spanish with 803 parents, guardians, or primary caregivers of children ages 3-18 in the continental United States. Interviews were conducted on both landline telephones and cell phones. The interviews were conducted from October 28 to November 16, 2014.

**KEY FINDINGS**

- Nearly four in five parents (79%) in this survey say their family has dinner at home together most days in a typical week.
- Fully three-quarters of parents (75%) rate the education their children are receiving as excellent (34%) or good (41%). Twenty-three percent say the quality is only fair or poor, including just six percent rating it poorly.
- American parents seem to think their children are all above average. Two-thirds of parents say their children’s overall academic performance is excellent or very good and just about as many say the same about their children’s grades.
- Today’s parents are divided about how satisfied they are with their involvement in their child’s education. Just about half (53%) say they are satisfied with their level of involvement but almost as many (47%) wish they could do more.
- In today’s hectic environment, parents admit that they sometimes try to unfairly shift burdens to the schools. Seventy-eight percent of American parents agree that “Parents sometimes unfairly blame schools for things that should be the parents’ responsibility.”

- A majority of parents think the academic standards at their child’s school are about right, with 56% taking this position. Thirty-seven percent say the academic standards should be raised. And only two percent say they should be lowered.
- A bare majority of today’s parents favor the Common Core (50%), while 38 percent oppose the standards, with opposition centered among GOP parents.
- Despite the positive views of education, parents today see a tougher road ahead for their offspring than they faced at the same stage of life. Six in ten parents (63%) say today’s children face more problems growing up than they did. Only one-quarter (27%) think kids face the same amount of problems growing up and just seven percent think kids have to deal with fewer problems.
- When asked the historic question of whether today’s children will be better off than their parents, today’s parents are divided and slightly optimistic. When asked if children will be better off or worse off than their parents, 48 percent say kids will be better off, while 40 percent say worse off.

- When asked how much time they spend with their children, half of all parents (51%) say they spend more time with their children than their own parents did with them.
- Parents today more than ever need a variety of skills and talents to effectively balance the demands of their own lives with the challenges of raising well-adjusted children. Among the skills considered most important by parents are patience and understanding, which tops the list at 46 percent. The ability to set rules and guidelines follows at 29 percent and a desire to get involved in their children’s education rounds out the list at 17 percent.
- When parents were asked which skill they think is most important for children to have, a majority (54%) say good social and communication skills. Good grades rank second at 23 percent, and nine percent say an understanding of technology. A small percentage of parents volunteered qualities such as moral values/respect, and motivation/drive/focus.

- Three-quarters of parents (76%) say their children get the government recommended one hour or more of exercise each day. One in five (19%) say their kids get less than one hour of exercise per day.
HIGH MARKS
for their children’s education
America’s parents are quite happy with the quality of the education their children are getting, despite publicity about how poorly schools are doing. But parents are split when it comes to being personally involved in their children’s education.

Fully three-quarters of parents (75%) rate the education their children are receiving as excellent (34%) or good (41%). Twenty-three percent say the quality is only fair or poor, including six percent rating it poorly. Majorities across all demographic subgroups rate education quality as excellent or good. Where there are differences, the variations are in just how positive the parents are.

77 percent of white parents say their children’s education is excellent or good, and 73 percent of African-American parents and 79 percent of Hispanic parents agree. There is divergence in just how positive each group is: white parents are much more likely to say the quality of their children’s education is excellent (40%), compared with black parents (22%) and Hispanic parents (27%). But half of the minority parents say the quality of their children’s education is good, compared with just over a third of white parents.

Parents who call for higher education standards are less likely to judge the education quality positively (62%) than those who say academic standards at their child’s school are about right or need to be lowered (85%).

Parents who have a positive outlook for the future of children in this country are more likely to rate education highly. Eighty-six percent of those who believe children will be better off than their parents rate the quality of education as excellent or good, compared to 62 percent who think kids will be worse off in the future.

Parental engagement plays an influential role in opinions about children’s education. Parents who say they are satisfied with their own level of involvement are more likely to rate the quality of their kids’ education as excellent or good (82% vs. 69% of those who say they could be doing more – see table on page 4).

Income plays a role in views of education quality. Eighty-two percent of parents making $75,000 a year or more rate their child’s education positively, while 72 percent of lower-income parents do so. The largest gap is in how many parents rate the education quality most positively: 47% of parents with higher-income think their child’s education is excellent, while only 27% of parents in the lower income group agree.

Parents in the Midwest (46%) and the Northeast (38%) are the most likely to judge the quality of their child’s school as excellent, compared with only 24% in the West.

Parents’ views of educational quality have not changed dramatically in more than 10 years. A poll in 1998 found 84 percent gave the educational quality high marks and 16 percent low marks.¹

When looking at parents’ view of education quality, there are no significant differences between those with a child in elementary school, middle school, or high school.
**The overall academic experience**

Parents are generally positive about their child’s overall academic experience, including how much the child enjoys going to school and whether they like their teachers and peers.

Nearly nine in ten parents rate the total academic experience positively, with 28 percent saying it is excellent, 33 percent saying it is very good and 27 percent saying it is good.

There is a close relationship between the ratings of education quality and the academic experience. Parents who give high marks to overall academic experience also rate the quality of education highly. Eighty-six percent of parents who say their children’s overall academic experience is excellent or very good say the quality of education is also excellent or good (see table).

**Many parents may be living in Lake Wobegone**

Garrison Keillor of the public radio show *Prairie Home Companion* often recites tales from Lake Wobegone, where “all the children are above average.” And so it seems for many American parents whose children are of school age. Two-thirds of parents say their children’s overall academic performance is excellent or very good and just about as many say the same about their children’s grades.

Specifically, 39 percent say their children’s overall academic performance is excellent and 28 percent say it is very good. Twenty-one percent say it is good, while only nine percent say it is fair and three percent say it is poor.

The pattern for children’s grades is similar. The rosy view of their children’s work in school weakens just a bit when asked to rate their effort in school. Thirty-four percent of parents rate the child’s effort as excellent and 27 percent very good.

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**Quality of Children’s Education**

<table>
<thead>
<tr>
<th>Involvement in Education</th>
<th>Overall Academic Experience</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Total Parents</strong></td>
<td><strong>Wish They Could Do More</strong></td>
</tr>
<tr>
<td>Positive</td>
<td>75%</td>
</tr>
<tr>
<td>Excellent Good</td>
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<tr>
<td>Negative</td>
<td>41%</td>
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<td>Only Fair Poor</td>
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<tr>
<td>Positive</td>
<td>17%</td>
</tr>
<tr>
<td>Excellent Good</td>
<td>6%</td>
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</tbody>
</table>
Parents are split: Are they doing enough to help their children?

In an era of “Helicopter Parents” and “Tiger Moms,” today’s parents are roughly divided about how satisfied they are with their involvement in their child’s education. Just about half (53%) say they are satisfied with their level of involvement but almost as many (47%) wish they could do more.

Income, marital status and race are the complex driving forces in parents’ judgment of their involvement in their child’s education. For those making less than $50,000 a year, most parents say they wish they could do more, across racial and ethnic groups and marital status (although married couples are more evenly split on the issue).

For those making $50,000 a year and more, the picture is more complex. Married couples are much more likely to be satisfied with their level of involvement and single parents are evenly split. White parents are more likely to be satisfied with their involvement, Hispanic parents wish they could do more and African-American parents are split.

Education also plays a role. Parents with college degrees across marital and racial groups are uniformly satisfied with their level of involvement. Those with only some college or an associate degree uniformly wish they could be more involved. For those with only a high school education or less, white parents are satisfied with their involvement, as are married parents.

It will come as no surprise to any parent that the main reason parents who are not satisfied with their involvement with their child’s education is simple: Parents say they do not have the time to do so. Fully 43 percent of the parents who expressed a desire to do more say they “are too busy” to increase their involvement. Another frequently heard complaint comes in second: 20 percent say that the material their children are being taught is hard for the parents to understand.
**Making parental involvement more effective**

The most effective assistance parents are looking for to help their children academically is a better understanding of the benchmarks and skills that their children are expected to master each year. Half of the parents surveyed (53%) say such information would be very effective at helping them make the most of their involvement with their children's education. Another 36 percent say it would be somewhat effective. Only nine percent say this would not be too effective or not at all effective.

Parents would also like some training on dealing with these educational issues. Nearly four in ten (38%) say workshops or classes to help parents would be very effective assistance and about the same number (41%) say that would be somewhat effective. A smaller number of parents (19%) say such efforts would not be effective.

For both questions, women, younger parents and minority parents are more likely to say these strategies would be very effective in helping them make the most of their involvement with their kids' education.

- For example, 57 percent of female parents say knowing the benchmarks and needed skills would be very effective, compared with 47 percent of male parents.
- Likewise, 42 percent of female parents say workshops would be very effective, as opposed to 33 percent of male parents.
- Parents under age 40 (who may have less experience with parenthood overall) are more likely to see each path as very effective. For knowing benchmarks and skills, 59 percent of younger parents say it would be very effective, versus 48 percent of older parents. In terms of access to workshops and classes, 44 percent of younger parents say they would be very effective, compared with 34 percent of older parents.
- Sixty-five percent of non-white parents say knowledge about benchmarks would be very effective, as contrasted with 45 percent of white parents. For minority parents, 54 percent say workshops would be very effective, compared with 28 percent of white parents.

The parent’s education has no relationship to their views of more information about benchmarks (majorities across all education levels say this information would be very effective), but lower educational achievement by the parents is directly related to seeing parent workshops as very effective.

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**Quality of Child’s Education**

**Unsatisfied Parents Call for Higher Standards**

![Bar chart showing parents' views on the quality of their child's education.](chart.png)

- **Higher Standards**
  - Excellent: 22%
  - Good: 37%
  - Fair: 63%
  - Poor: 56%

- **Stay the Same**
  - Excellent: 74%
  - Good: 57%
  - Fair: 30%
  - Poor: 29%

- **Lower Standards**
  - Excellent: 1%
  - Good: 3%
  - Fair: 2%
  - Poor: 9%
**Academic success belongs to the children**

Whether “Helicopter parent” or time-short single mom, parents are nearly unanimous about one thing: A child’s academic success comes from the child and not from the parents trying to help. Fully 87 percent of parents agree that “As much as parents try to help, children’s academic success still has a lot to do with their own natural abilities.” That includes 40 percent who strongly agree. Only 10 percent of parents disagree with the statement.

**Parents’ expectations of the school are often unrealistic**

Increasing parental involvement in their children’s academic activities is not always positive. Finding the balance of responsibilities for each child, parent and school is often a difficult one. But in today’s hectic environment, parents admit that sometimes they unfairly blame the school.

Fully 78 percent of American parents agree that “Parents sometimes unfairly blame schools for things that should be the parents’ responsibility.” That group is equally divided between those who strongly agree with the statement and those who somewhat agree.

But sometimes the shoe is on the other foot. Fifty-eight percent of parents agree that “Schools sometimes unfairly blame parents for things that should be the schools’ responsibility.” Eighteen percent of parents strongly agree with that statement and 40 percent somewhat agree. Thirty-eight percent of parents disagree.

- There is an interesting pattern to the responses of these questions by race. White parents are the most likely to see parents unfairly blaming the schools (83% agree–14% disagree), while Hispanic parents are less likely to share that view (66%–24%).
- Conversely, African-American parents (71% agree-26% disagree) are much more likely than white parents (53%-44%) to agree that schools are wrongly blaming the parents. Hispanic parents’ views split the difference.

Parents happy with current academic standards support Common Core. Overall, a majority of parents think the academic standards at their child’s school are about right, with 56 percent taking this position. Thirty-seven percent say the academic standards should be raised. And only two percent say they should be lowered.

This finding is not surprising, given that most parents give their children’s school good marks. And that means that support for higher standards comes from parents who are not as satisfied with their children’s schools. For example, only 22 percent of the parents who say the current quality at their child’s school is excellent call for higher academic standards. That compares with 63 percent of the parents who say the current quality is only fair and 56 percent of those who call the current quality poor.

**Common Core**

Since 2010, many states across the country have adopted a common set of standards, called the Common Core. The bare majority of parents surveyed support the Common Core (50%) while 38 percent oppose the standards.
Opposition to the Common Core is heavily centered among Republicans. The GOP parents oppose the standards by a 26%-64% margin. Among Democratic parents, the standards are backed by a 61%-29% edge and among Independent parents by 57%-35%.

By race, white parents divide 41 percent in favor of the Common Core and 49 percent against. Minority parents support the Common Core by a strong 65%-23% edge.

Children use technology frequently and parents think that is a good thing

Technology is central to the daily lives of children today and that is as true for dealing with school work as it is for relationships and entertainment. Half of parents (49%) report their children use a home computer, laptop, tablet, phone or other device for school work or homework at least once a day, including 29 percent who report their children use such technology several times a day.

Another 21 percent of children use technology for school work several times a week, while 28 percent use it less frequently.

One interesting finding of this survey is that use of technology for school work varies greatly by which level of school the child is attending. Among those who are in elementary school, only 38 percent report using such technology daily for school work and 60 percent report using it less often. In middle school it jumps to 57 percent daily, while in high school 67 percent report daily use.

And parents believe that technology is a positive factor in their children’s education. Fully two-thirds of parents say such technology is having a positive effect on their child’s overall learning experience. Only 16 percent say it has a negative effect and almost as many, 14 percent, say it has had no impact.

A college education is essential

American parents say overwhelming-ly that a college degree or even more education is necessary to achieving the American Dream. But in a rather remarkable finding, parents turn and say that the education system is not doing a good job for those who choose not to go to college.

Nearly seven in ten American parents say at least a college degree is necessary these days for someone to achieve the American Dream. Thirty percent say a bachelor’s degree is necessary, but 25 percent say a master’s degree is essential and 14 percent say a Ph.D. or other advanced professional degree is necessary.

Only seven percent say a high school degree is enough. Seventeen percent say that some college (without a degree) or study at a community college is enough.

Women, college graduates, and those with incomes of $75,000 a year or higher are more inclined to say at least a bache-loir’s degree is necessary.

As important as parents view an advanced degree, they admit the education-al system is not up to the task of training those who do not go to college. Only 42 percent of parents say the education the children in their neighborhood are receiv-ing “at the elementary, middle and high school level is preparing them to enter the job market if they choose not to go to college.” A majority, 51 percent, disagree.

☆ Older parents (those 40 and up) are the most negative, saying the school system is failing these children by a 37%-57% margin. Younger parents are more positive, saying by a 50%-42% edge that schools are doing the job.

☆ Black and Hispanic parents say the school systems are doing the job (55%-40% and 50%-43% respectively), while white parents take the negative view by a 39%-54% edge.
Technology is central to the daily lives of children today and that is as true for dealing with schoolwork as it is for relationships and entertainment.
Despite the positive views of education, parents today see a tougher road ahead for their offspring than they faced at the same stage of life.

Six in ten parents (63%) say today’s children face more problems growing up than they did. Only one-quarter (27%) think kids face the same amount of problems growing up and just seven percent think kids have to deal with fewer problems.

Women are more likely than men to think kids experience more issues growing up today (71% v. 51%), a view also shared by single female parents (73% v. 61% of married parents).
**Growing Up & Future Outlook**

<table>
<thead>
<tr>
<th>Involvement in Education</th>
<th>Total Parents</th>
<th>Wish They Could Do More</th>
<th>Satisfied with Involvement</th>
<th>Excellent/Very Good</th>
<th>Fair/Poor</th>
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<td>When children grow up...</td>
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<tr>
<td>They’ll be better off</td>
<td>48%</td>
<td>49%</td>
<td>48%</td>
<td>55%</td>
<td>28%</td>
</tr>
<tr>
<td>They’ll be worse off</td>
<td>40%</td>
<td>42%</td>
<td>39%</td>
<td>33%</td>
<td>65%</td>
</tr>
</tbody>
</table>

**Better off than their parents?**

When asked the historic question of whether today’s children will be better off than their parents, today’s parents are divided and slightly optimistic. Forty-eight percent say kids will be better off, while 40 percent say worse off.

- Younger parents are more optimistic about the future, with 57 percent of Millennials saying their kids will be better off than they are, compared with 46 percent of Gen X parents.
- Minority parents and those with incomes less than $30,000 are also more likely to think today’s children will do better as adults than their parents have.
- Those who give a positive quality of education rating are also more likely to think kids will be better off than their parents (55% v. 28% fair or poor).
- Outlook for the future is also closely tied to perception of children’s overall academic experience. Half of parents (52%) who rate the academic experience as excellent, very good, or good believe their kids will be better off in the future, compared with 19 percent who say the academic experience is fair or poor.

**Parents’ negative views cut across the topics**

Within many of these questions, there are important relationships about parents’ views. In sum, parents’ negative views in one area about their children are often reflected in other areas.

For example, parents with negative views about the quality of education and their own level of involvement are more likely to think kids face greater challenges growing up and will be worse off in the future.

Three-quarters of parents who rate the quality of their children’s education as fair or poor (75%) say children face more problems growing up today, compared with only 59 percent of those who judge the quality of education positively (see table above).

Parents who wish they could be more involved in their children’s education are more likely to think kids have a tougher time growing up today. A total of 70 percent of those who say they wish they could do more say children will face more problems, compared with 57 percent of those who are satisfied with their level of involvement.

Parents see these problems carrying over to the future. Parents who have a negative view of their children’s education say children growing up today will be worse off than their parents by a 28%-65% edge. Parents with a positive view of education are positive about the future by a 55%-33% margin (see table above).

Those who think kids face more problems growing up today are more inclined to think children will be worse off as adults than their parents, with 48 percent saying the children will be worse off and only 41 percent saying better off.

In contrast, parents who do not see more problems for children are more likely to think the children will be better off than their parents.
Social development and FAMILY TIME
Studies have shown the importance of family time when it comes to children’s social development and overall well-being, and regular family meals are an important piece of the puzzle.

Nearly four in five parents (79%) in the NBC News survey say their family members have dinner together most days in a typical week.

While majorities across all demographic subgroups report having regular family meals together, there are some slight differences by age. Younger parents participate in more family meals than their older counterparts. Eighty-six percent of those ages 18-39 say they have family dinner most of the time in a typical week, compared with 74 percent of those ages 40 or older. Millennial parents, the youngest generation, are more likely than Baby Boomers to have meals with their family most of the time (83% v. 73%) (see sidebar).

Married and single parents report having meals together at the same rate, with roughly eight in 10 parents in these groups saying they have meals as a family most of the time.

Not surprisingly, involved parents are more likely to report frequent family dinners (83% v. 75% of those who wish they could be more involved).

Spending enough time with the children?

A challenge for most parents in these busy times is spending enough quality time with their children. Children who are members of families that spend time together are often more successful in school, less likely to engage in violent behavior, and better able to adapt to life’s changes. In this survey, a majority of parents (67%) say they spend the right amount of time with their children, with only one-quarter (27%) saying they spend too little time. Just six percent of parents think they spend too much time with their kids.

Men are more likely than women to say they spend too little time with their children (34% v. 21%), as are working parents (32% v. 10% non-working parents).

Parents living in the western United States (75%) are more likely than those in the Northeast (63%) and South (65%) to report spending the right amount of time with their children.

Parental engagement plays a role in perceptions, with those who are satisfied with their involvement in their children’s education more likely to rate this issue positively. Three-quarters of satisfied parents (75%) say they spend the right amount of time with their kids, compared with 59 percent of those who wish they could get more involved.

When asked how much time they spend with their children, half of all parents (51%) say they spend more time with their children than their parents did with them. Just over one-third (36%) say they spend about the same amount of time with their children, and 13 percent spend less time with their kids compared to their parents. Not surprisingly, working parents are less likely to report spending more time with their children than their parents did with them (46% v. 63% non-working parents).
Parents today more than ever need a variety of skills and talents to effectively balance the demands of their own lives with the challenges of raising well-adjusted children.

Among the skills considered most important by parents in this survey are patience and understanding, which tops the list at 46 percent. The ability to set rules and guidelines follows at 29 percent and a desire to get involved in their children’s education rounds out the list at 17 percent.

* Midwestern parents are more likely to say rules and guidelines is the most important parenting skill, while patience and understanding ranks higher in other regions.

Married parents (31%) are more likely than single female parents (20%) to say setting rules is the most important skill. Republicans (46%) are more likely than Democrats (22%) to rank rules and guidelines as the most important skill, while Democrats think patience and understanding is more important (45% v. 34% Republicans).

When parents were asked which skill they think is most important for children to have, a majority (54%) say good social and communication skills. Good grades rank second at 23 percent, and nine percent say an understanding of technology. A small percentage of parents volunteered qualities such as moral values/respect and motivation/drive/focus.

* White parents (61%) are more likely than minority parents (45%) to rank social skills at the top, while minority parents say good grades are more important (36% v. 14% white parents).

* College graduates and those with higher incomes are more likely to rank communication as the most important skill.

* Millennial parents (35%) are more likely than Gen X parents (19%) and Baby Boomers (22%) to say good grades are most important, while Gen X parents rank social and communication skills at the top (58% v. 43%, see table below).

Good social skills are seen as most important to married parents (57% v. 43% single parents), while single parents are more likely to choose good grades (38% v. 19% married parents). Single female parents are split between social skills (40%) and good grades (41%).

Technology plays a role in parents’ opinions. Parents who say their kids use a computer or other device

### Most Important Qualities/Skills

#### Most Important Skills for Parents

<table>
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<tr>
<th></th>
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<th>Midwest</th>
<th>South</th>
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<td><strong>Patience and understanding</strong></td>
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<td>50%</td>
<td>36%</td>
<td>49%</td>
<td>48%</td>
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<tr>
<td><strong>Ability to set rules and guidelines</strong></td>
<td>29%</td>
<td>26%</td>
<td>39%</td>
<td>25%</td>
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<tr>
<td><strong>Desire to be involved in children’s education</strong></td>
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<td>18%</td>
<td>16%</td>
<td>19%</td>
<td>17%</td>
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#### Most Important Skills for Children

<table>
<thead>
<tr>
<th></th>
<th>Total Parents</th>
<th>Millennials</th>
<th>Gen X</th>
<th>Boomers</th>
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<tr>
<td><strong>Social and communication skills</strong></td>
<td>54%</td>
<td>43%</td>
<td>58%</td>
<td>52%</td>
</tr>
<tr>
<td><strong>Good grades</strong></td>
<td>23%</td>
<td>35%</td>
<td>19%</td>
<td>22%</td>
</tr>
<tr>
<td><strong>Understanding of technology</strong></td>
<td>9%</td>
<td>10%</td>
<td>10%</td>
<td>9%</td>
</tr>
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</table>
like a tablet at least once a day are more likely to say good grades and technology skills are important, while those whose children use technology less often rate social and communication skills higher. In addition to skills, parents were asked to choose up to two personal qualities they think are most important for children to have. Respect for others ranks number one, with 50 percent choosing this quality, followed by determination and strong work ethic (47%), responsibility (41%), religious faith or spirituality (32%), and good manners (17%).

Women are more likely than men to say respect is most important (55% v. 43%), as are single parents (59%) and single female parents (64%) compared with married parents (48%).

White parents, college graduates, working parents, and those with incomes of $75,000 or more place determination and work ethic at the top of their list, while non-Whites consider responsibility the most important quality for children to have.

Parents in the South (40%) are more likely than those in the Northeast (24%) and West (29%) to say religious faith or spirituality is most important, as are Republicans (49%) compared with Democrats (27%).

Parents were asked to choose up to two qualities they think are most important for children to have. Respect for others ranks number one.

**Technology Use**

*and Children’s Skills*

Parents whose children use technology at least once a day are more likely to identify good grades and technology skills as the most important skill for children, while parents whose children use technology less often are more likely to say social and communication skills are the most important.
GETTING ACTIVE
Health experts recommend children and adolescents get at least 60 minutes of physical activity each day.

According to the this survey, three-quarters of parents (76%) say their children get the recommended one hour or more of exercise each day. One in five (19%) say their kids get less than one hour of exercise per day. There are no major differences among demographic subgroups – a majority report that their children get the required amount of physical activity each day.

Despite this fact, an overwhelming majority of parents say children today need more physical activity. Nearly four in five (78%) parents say kids do not get enough exercise, with white parents, college graduates, and those with incomes of $75,000+ most likely to agree. One in five parents (19%) believe children get the right amount of exercise, and just two percent say kids get too much exercise. Gen X parents are more likely than Millennial parents to say kids are not getting enough exercise (80% v. 71%).

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**How Much Exercise Kids Get**

*Per Day*

- How much exercise do your kids get per day?
  - Less than 1 hr: 21%
  - 1 hr to >2 hrs: 32%
  - 2 hrs to >3 hrs: 23%
  - 3 hrs or more: 5%
  - Don’t know: 19%

- Do you feel your kids get enough exercise?
  - Not enough: 78%
  - Right amount: 19%
  - Too much: 2%
  - Don’t know: 1%
Citations
