

## [II] Cross Tabulations

### Chapter 12: Correlations with Degree of Interest in Religion

In this chapter we cross tabulated the answers respondents gave to questions in each of the surveys regarding their interest in religion with those to numerous questions on other topics to examine to what degree there was any correlation between them. Specifically, the degree of interest in religion was cross tabulated with items regarding "Opinions about Religion," "Existence of gods, buddhas, and souls or spirits," "Interest in and awareness of Islam," "Need for religious education," and "Power spots." The results of our cross tabulation of responses to questions on these various topics are presented below.

#### Question Content

To what extent are you interested in religion? Please select an answer from the following, and then answer the relevant follow-up questions.

1. At present, I have religious faith (hereafter, "I have faith")
2. I do not have a religious faith, but I am interested in religion (hereafter, "I am interested")
3. I do not have a religious faith and I am also not very interested in religion (hereafter, "Not much ")
4. I do not have a religious faith and I have no interest in religion whatsoever (hereafter, "Not at all")

#### a) Opinions about religion

##### [1] Opinions about the need for religion






This section cross tabulates responses regarding interest in religion with responses to the following questions. This question was asked 11 times, excluding 2001.

#### Question Content

Please write in the brackets the number that corresponds to your response regarding each opinion expressed: (1) "I think so," (2) "If I had to say, I think so," (3) "If I had to say, I don't think so," or (4) "I don't think so."

"No matter how much science develops, humans still need religion" [            ]

Symbols used to represent response options (used for all below)

	1. ++	: I think so
	2. +	: If I had to say which one, I think so
	3. -	: If I had to say which one, I don't so
	4. --	: I don't think so
	5.	No response

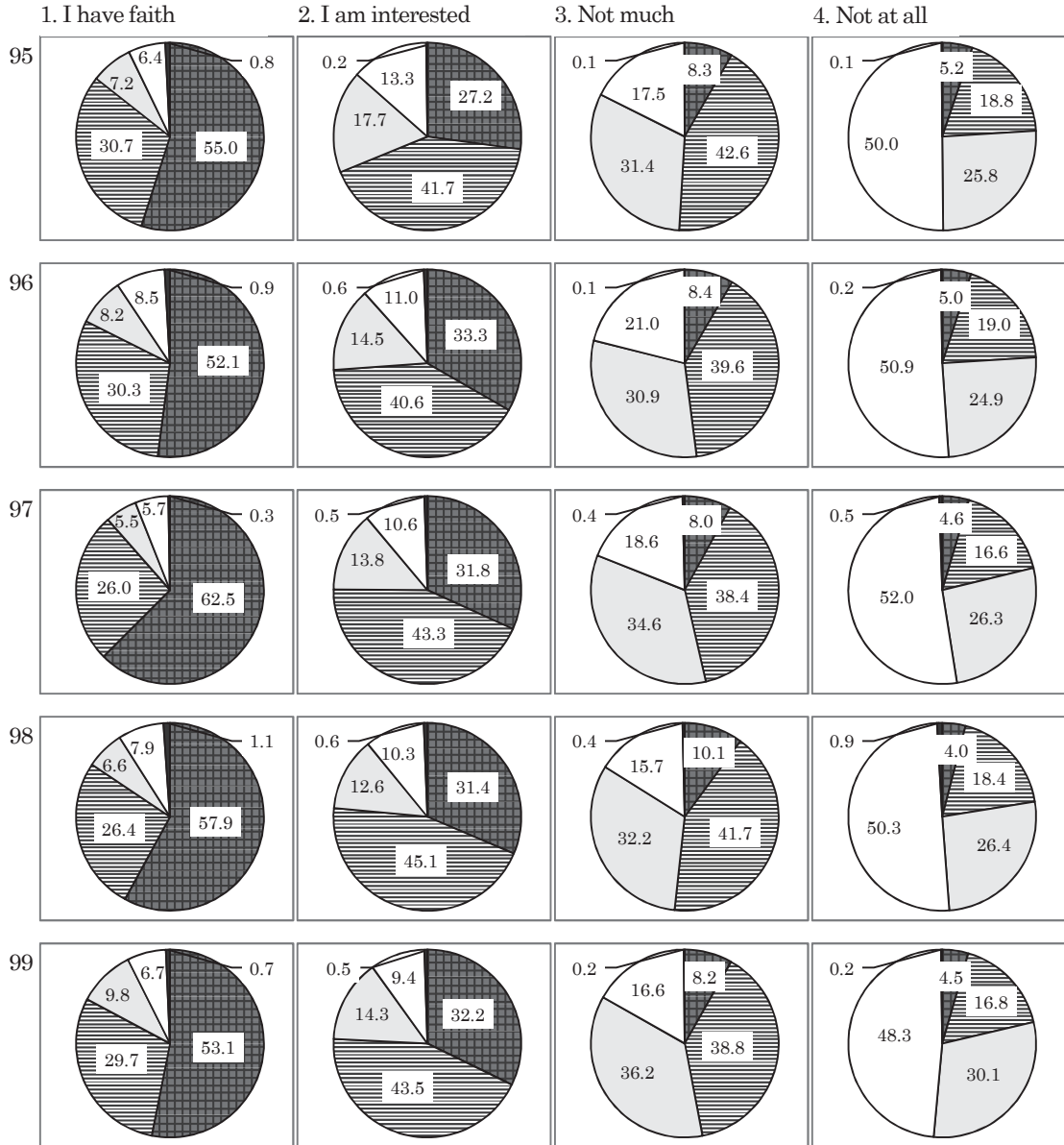
The following pie charts present from left to right the four types of interest in religion (i.e., "I have faith," "I am interested," "Not much," and "Not at all").

The charts are arranged from top to bottom by survey year in ascending order. The figures in the charts themselves show the proportions of respective responses to the need for religion

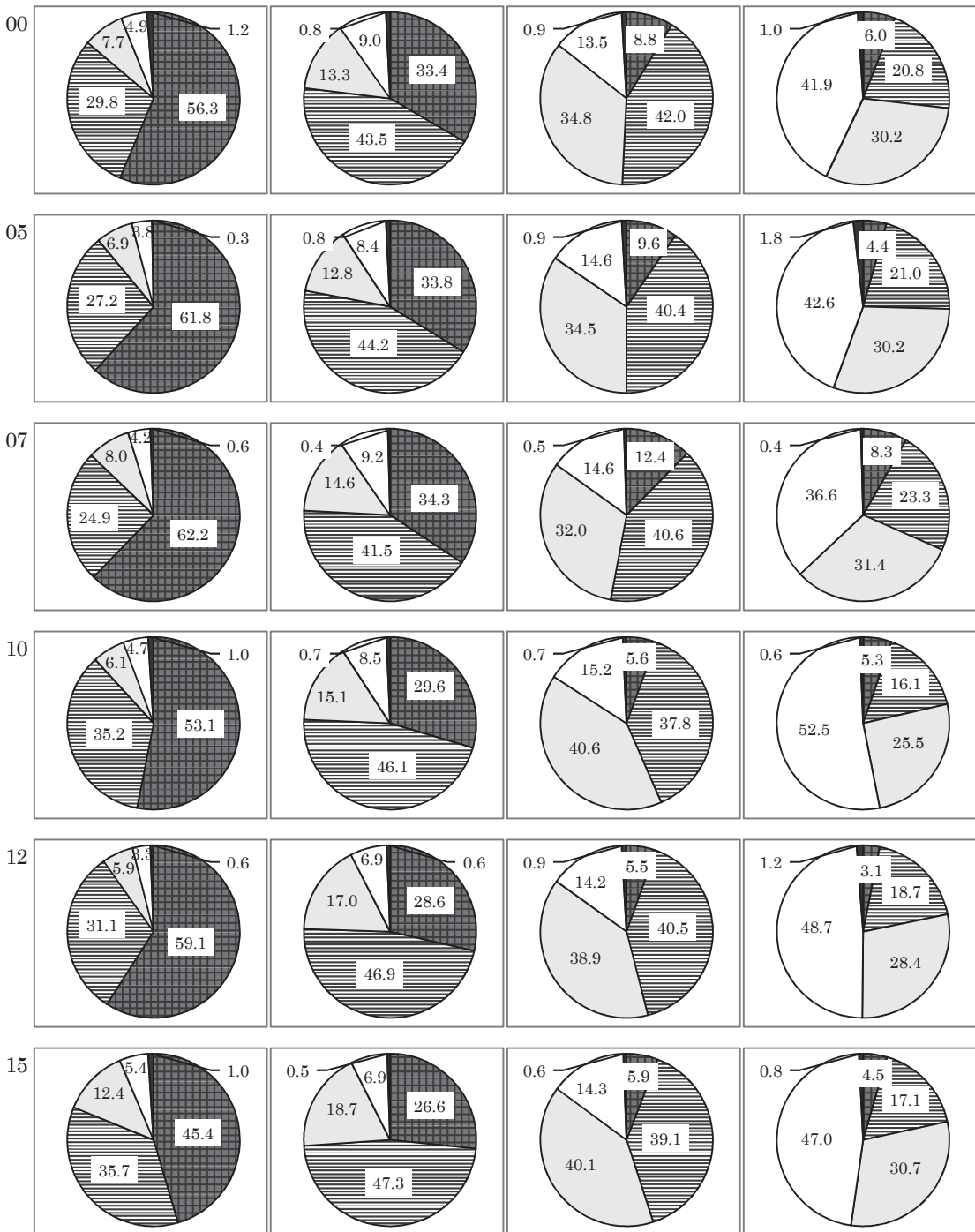
question: "I think so," "If I had to say, I think so," "If I had to say, I don't think so," and "I don't think so."

These charts were created with the goal of making it easier to visually comprehend the degree to which there was any correlation between the responses about interest in religion and the responses about the need for religion.

Graph 12a1



Cross Tabulation



\*The proportions of responses to "Humans need religion" remained consistent year-to-year in order from greatest to smallest "I have faith," "I am interested," "Not much," and "Not at all."

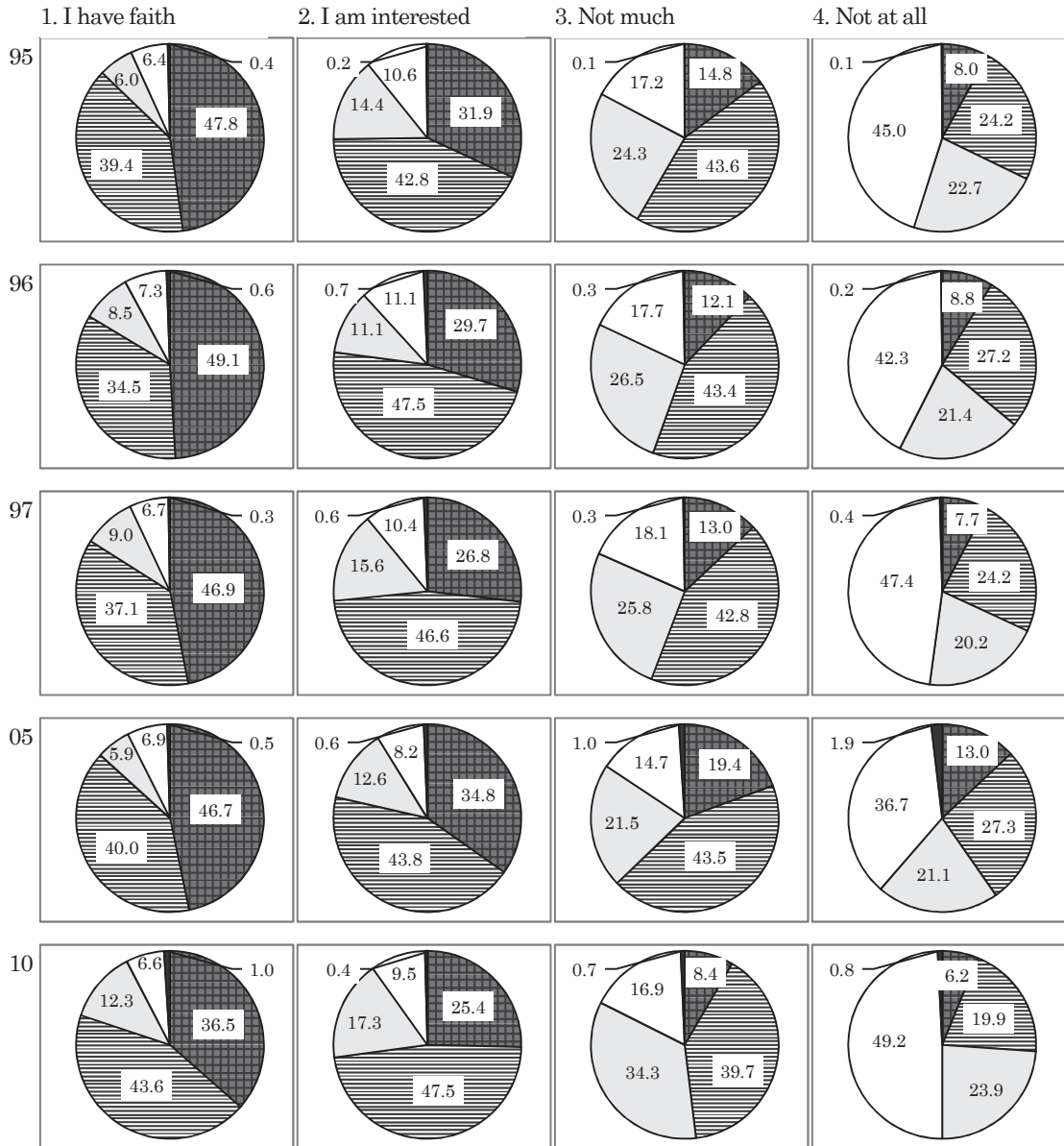
**[2] Opinions about the matter of if you have a faith, can you turn to it for inspiration?**

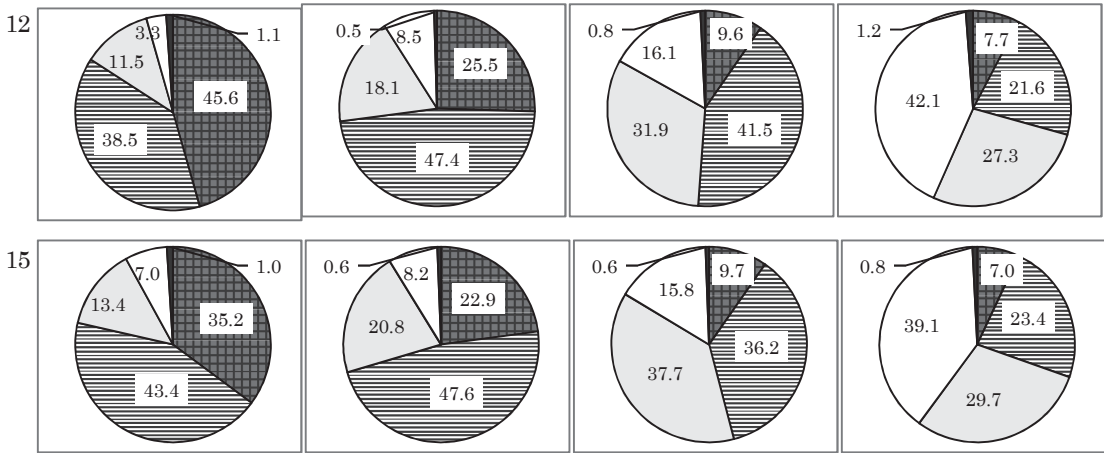
**Question Content**

Please write in the brackets the number that corresponds to your response regarding each opinion expressed: (1) "I think so," (2) "If I had to say, I think so," (3) "If I had to say, I don't think so," or (4) "I don't think so."

"If you have a faith, you can turn to it for inspiration" [            ]

Graph 12a2





\*Here, too, the proportions of cross-tabulated responses regarding "Religion gives a place to turn for inspiration" remained consistent year-to-year in order from greatest to smallest "I have faith," "I am interested," "Not much," and "Not at all."

**[3] Do you think religion is dangerous?**

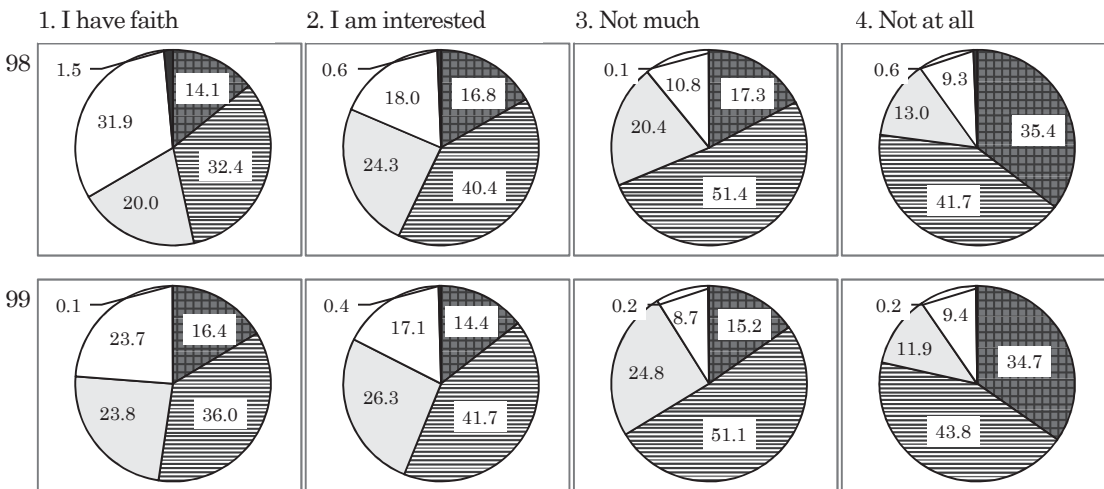
Here, we cross tabulated responses regarding interest in religion with those to a question that includes a negative assessment of religion, "Do you think religion is dangerous?"

**Question Content**

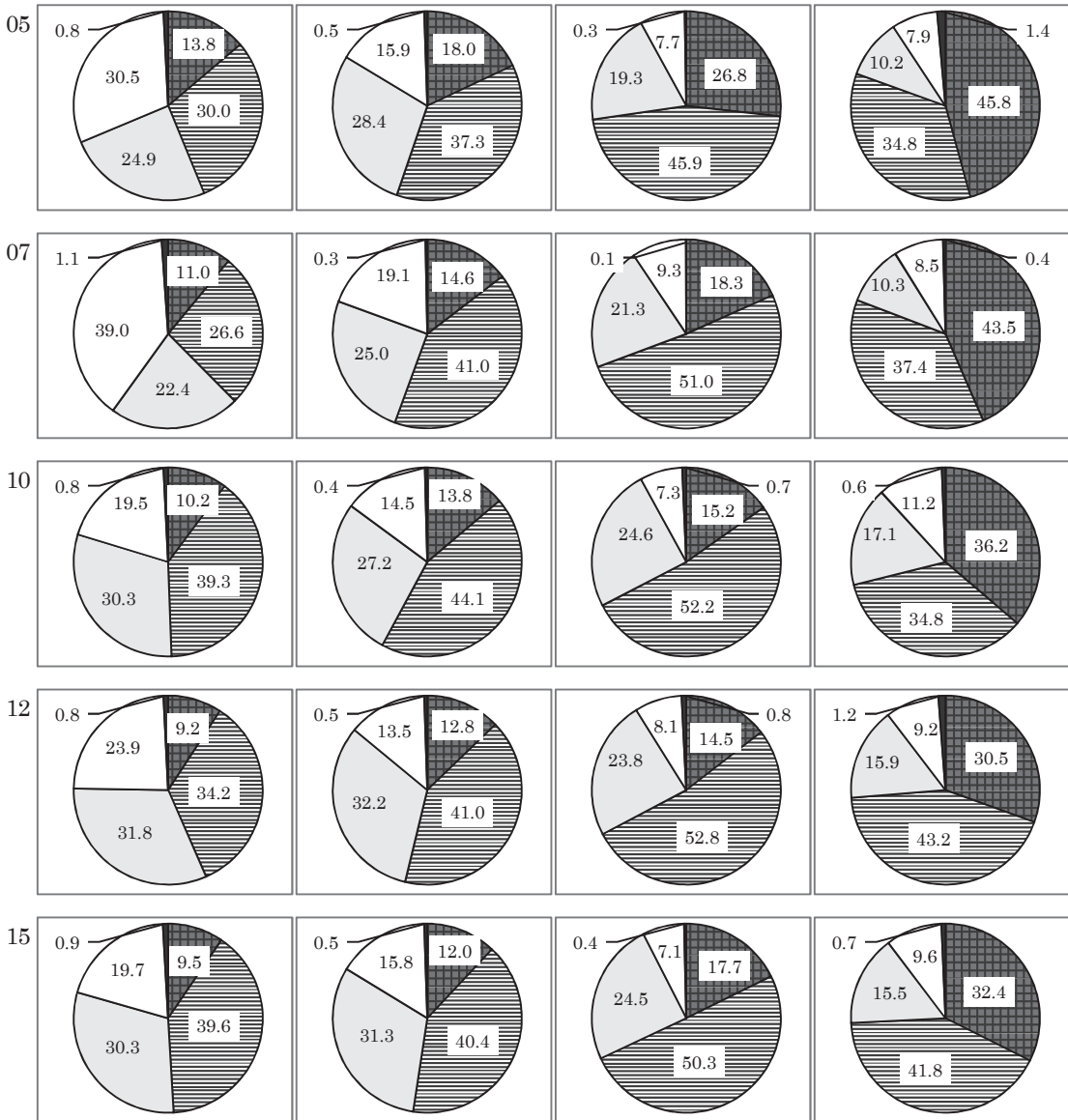
Please write in the brackets the number that corresponds to your response regarding each opinion expressed: (1) "I think so," (2) "If I had to say, I think so," (3) "If I had to say, I don't think so," or (4) "I don't think so."

"Generally speaking, religion has the image of being dangerous" [ ]

Graph 12a3



Cross Tabulation



\*The only correlation in common throughout was that proportion of people who thought religion to be dangerous was highest among those with no interest at all in religion.

## b) Existence of gods, buddhas, and souls or spirits

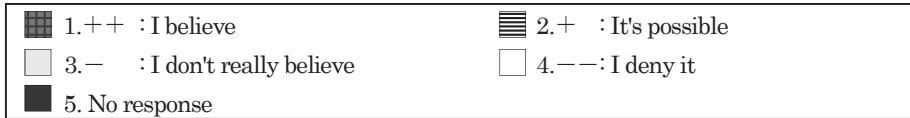
### [1] Existence of gods

#### Question Content

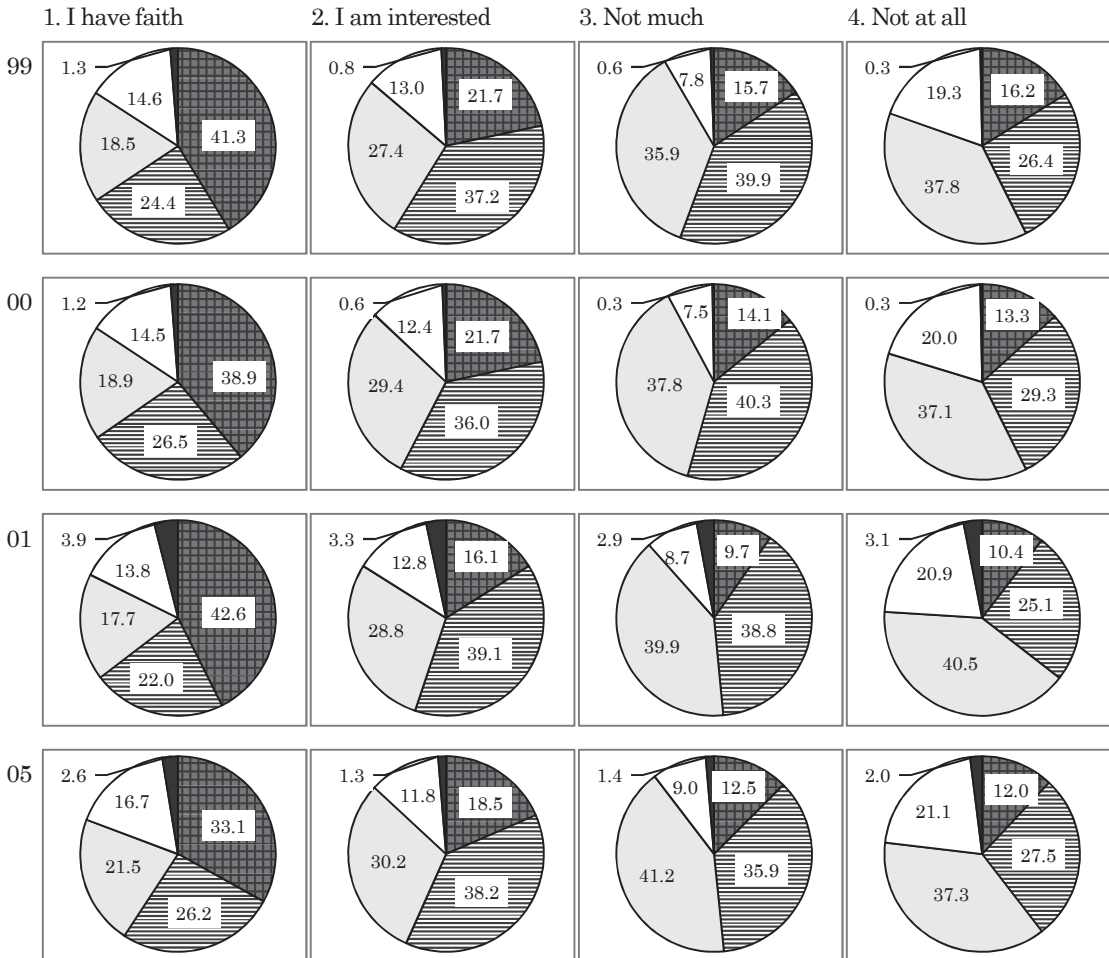
What do you think about the existence of gods or buddhas? Please write in the brackets the number that corresponds to your response for each category: (1) "I believe they exist," (2) "It's possible they exist," (3) "I don't really believe they exist," or (4) "I deny it."

1. Existence of gods [            ]    2. Existence of buddhas [            ]  
 3. Existence of souls or spirits [            ]

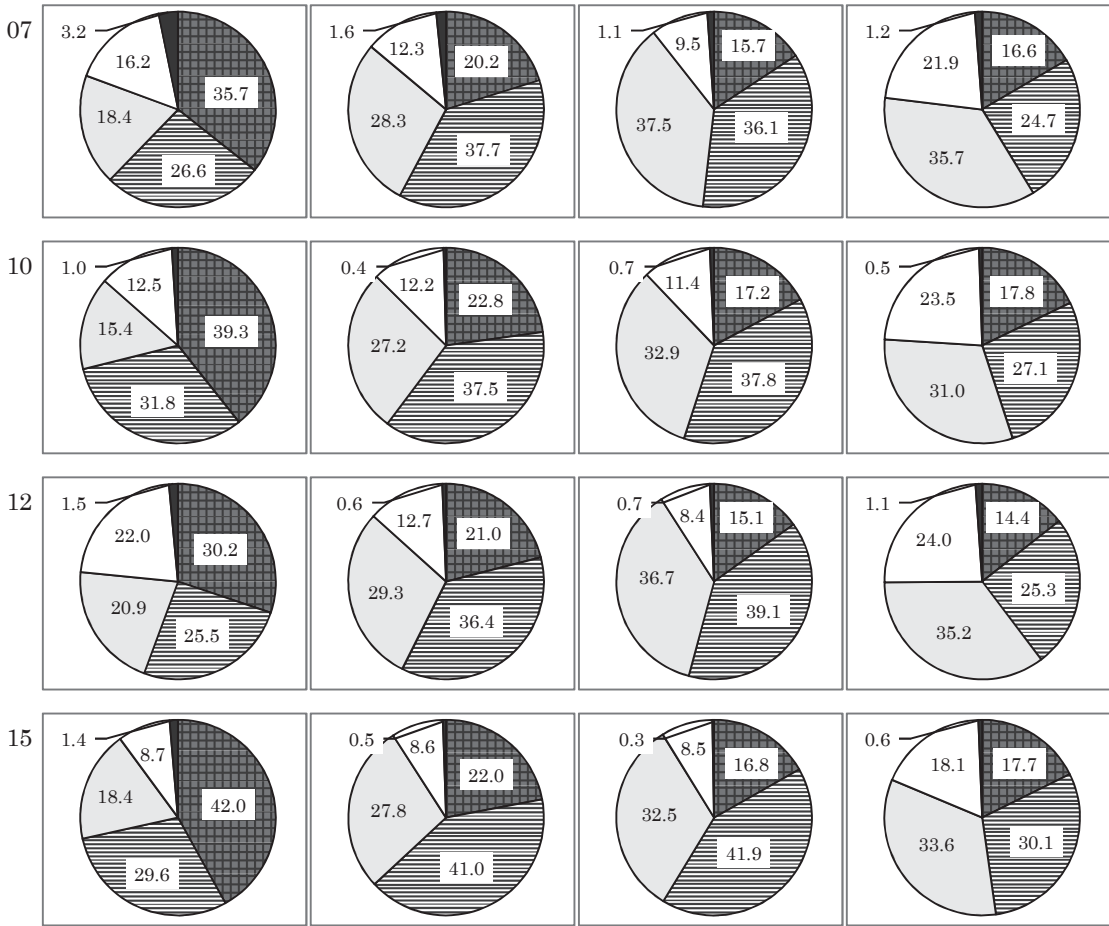
Response options



Graph 12b1



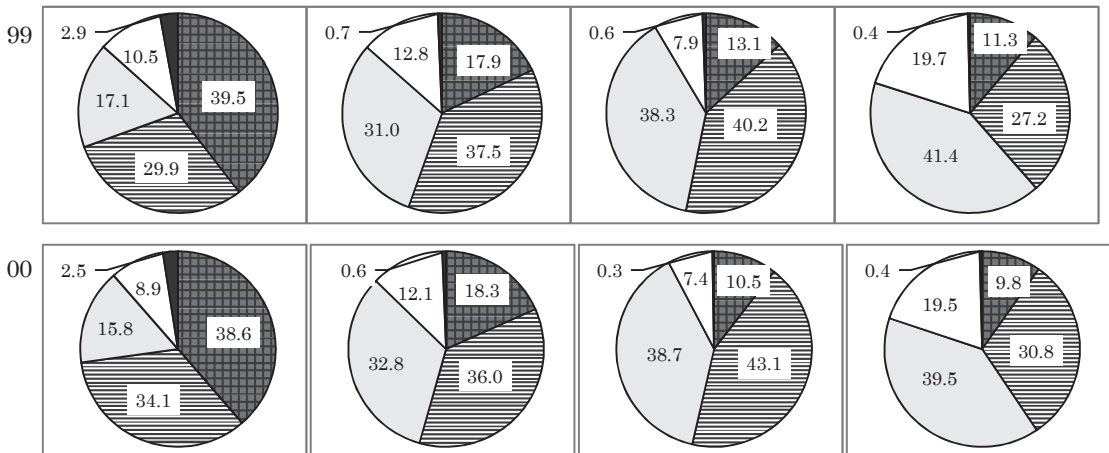
Cross Tabulation



**[2] Existence of buddhas**

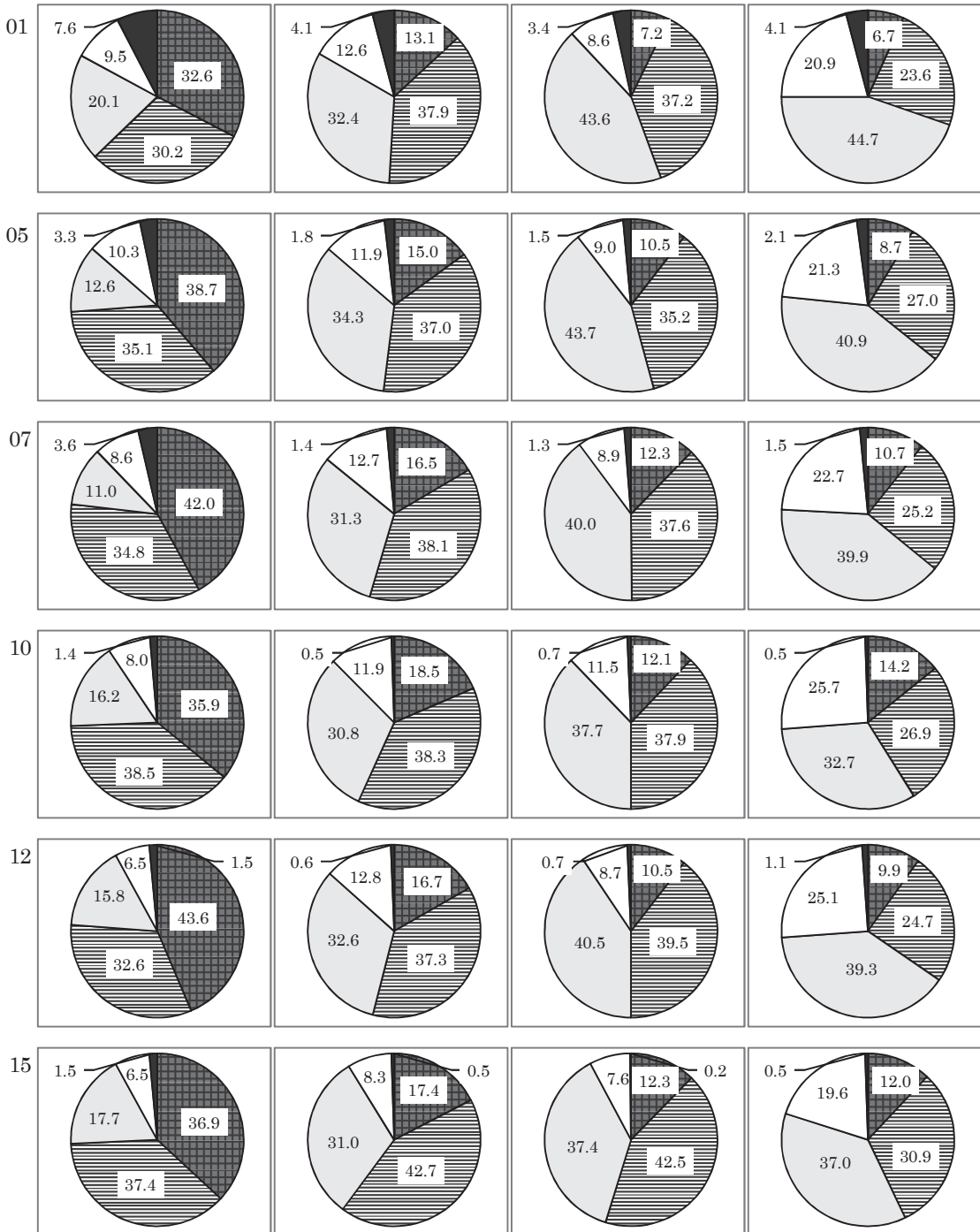
Graph 12b2

1. I have faith      2. I am interested      3. Not much      4. Not at all





Cross Tabulation



**[3] Existence of souls or spirits**

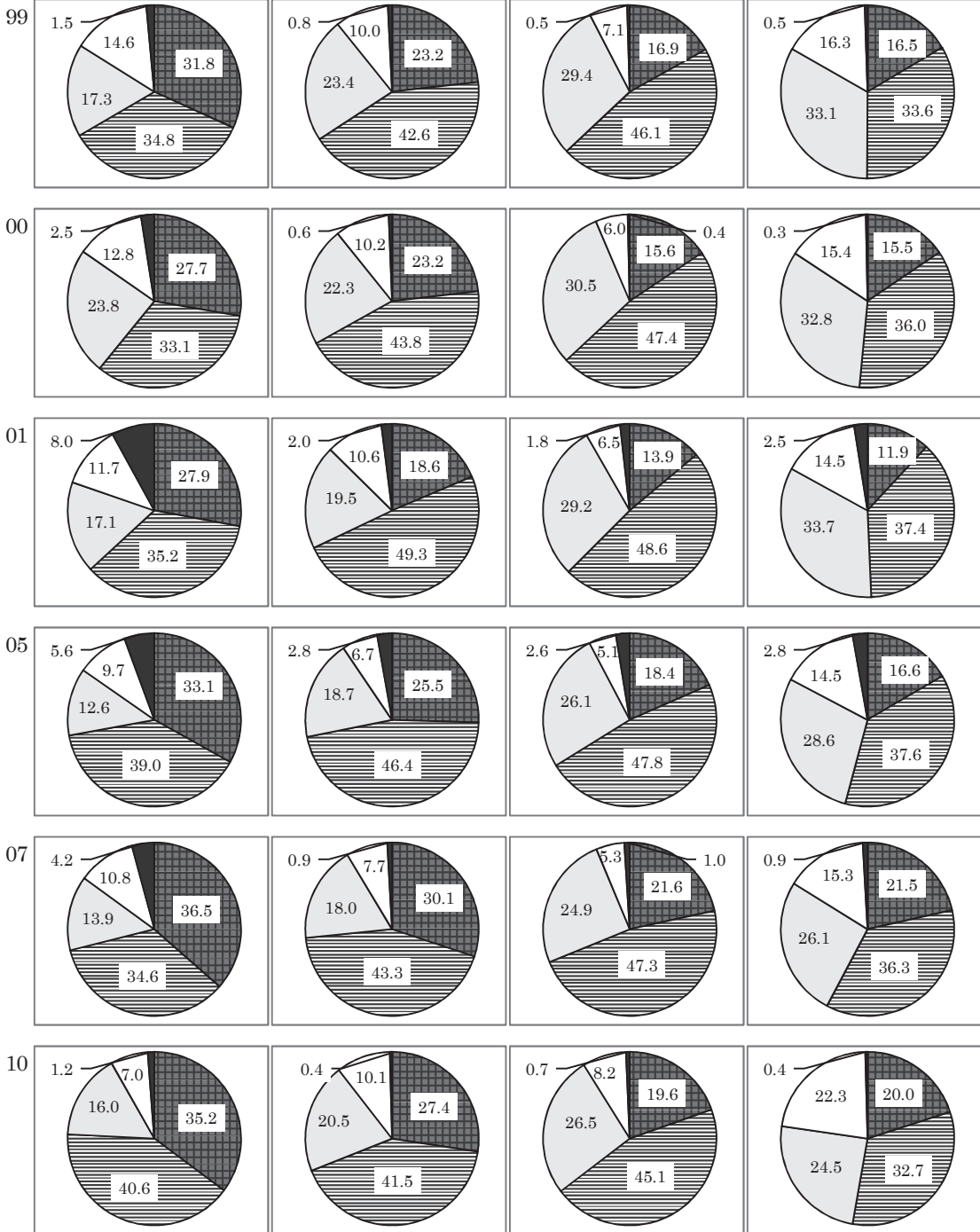
Graph 12b3

1. I have faith

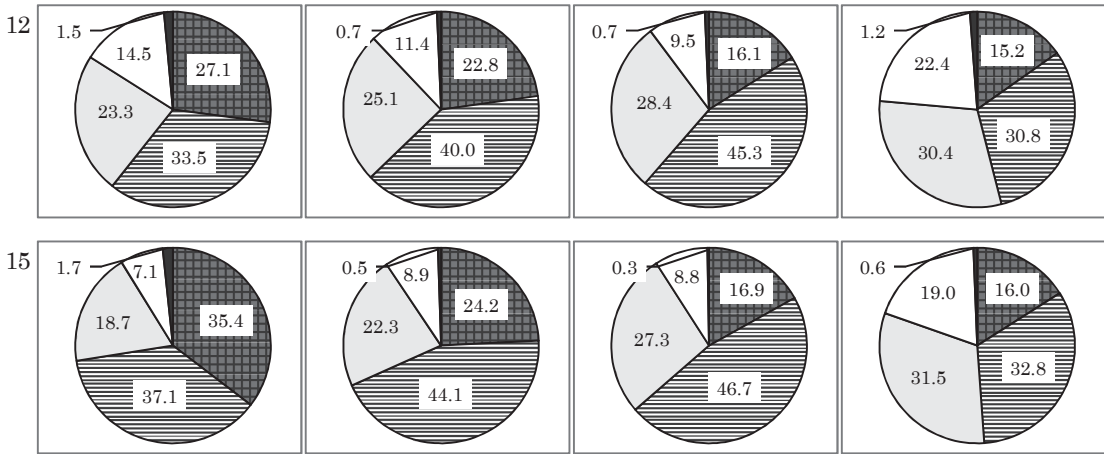
2. I am interested

3. Not much

4. Not at all



Cross Tabulation



\*The proportion of those respondents who believe in the existence of souls or spirits was highest among those with religious faith, but the gap here was relatively small compared to the proportion of those who believe in the existence of gods and buddhas.

**c) Interest in and awareness of Islam**

Questions regarding Islam included ones on the respondent's connections with Islam, interest in Islam, and awareness about mosques in Japan. Here, we look at whether responses to questions about interest in Islam and awareness of mosques in the respondents' neighborhoods differs depending on their degree of interest in religion.

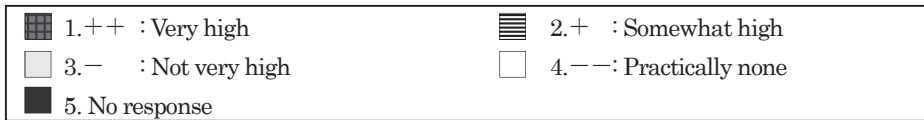
**[1] Interest in Islam**

**Question Content**

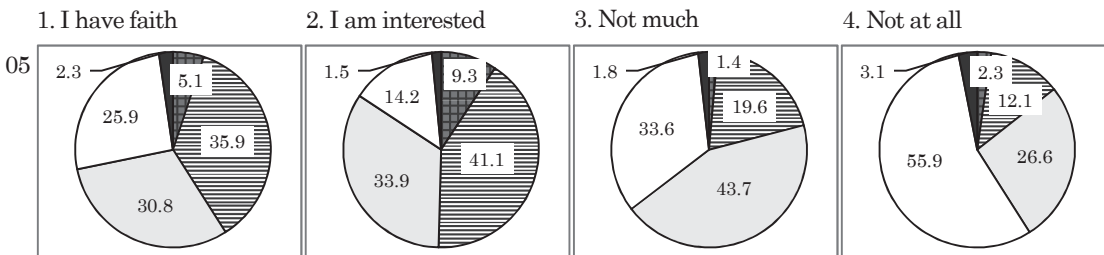
Which of the following applies to your recent levels of interest in Islam?

- 1. Very high
- 2. Somewhat high
- 3. Not very high
- 4. Practically none

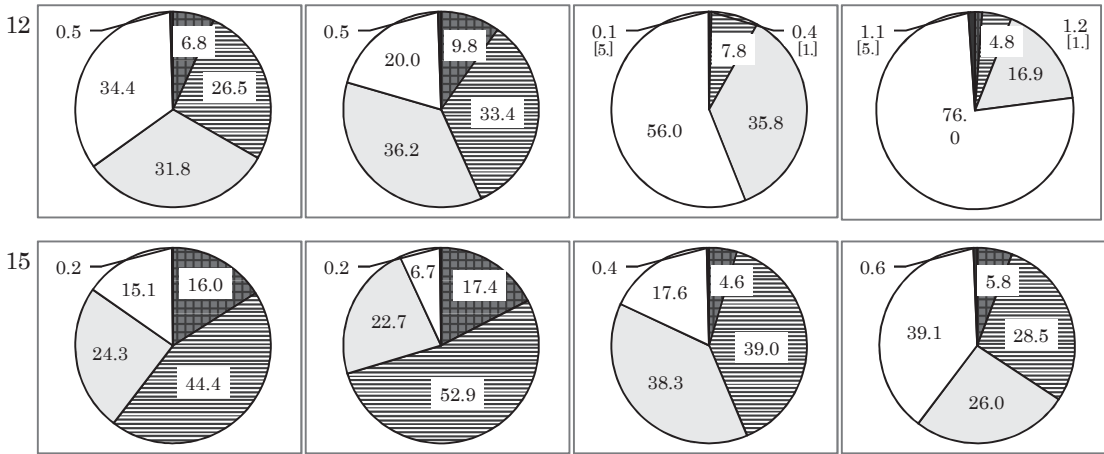
Response options



Graph 12c1



Cross Tabulation



\*We see here that people who said they "have religious faith" did not necessarily account for the highest proportion of those who said they are "interested in Islam." Rather, it was those respondents who said "I am interested" in religion who held that share.

**[2] Awareness of mosque nearby**

**Question Content**

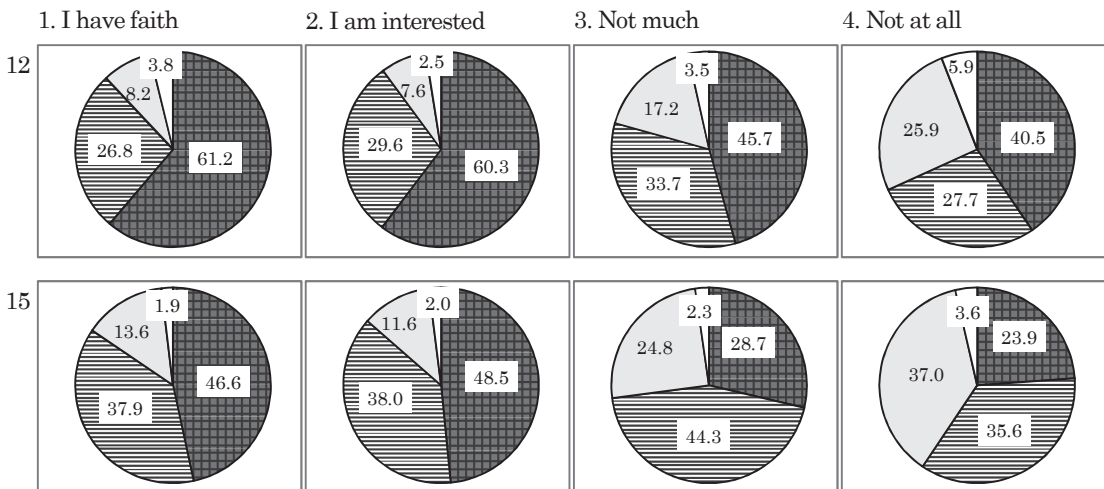
Would you feel uneasy if a mosque were to be established in your neighborhood?

1. I would not feel uneasy    2. I would feel a little uneasy    3. I would feel very uneasy

Patterns on the chart corresponding to the respective foregoing answers



Graph 12c2



### d) Need for religious education

A question about religious education was asked in nine of the surveys. The content of the questions varied slightly, resulting in three types of question. In this section, we look at cross tabulations for these respective questions.

#### Question Content

Please write in the brackets the number that corresponds to your response regarding each opinion expressed: (1) "I think so," (2) "If I had to say, I think so," (3) "If I had to say, I don't think so," or (4) "I don't think so."

(1996 to 1999)

"There should be more teaching of elementary knowledge about religion through high school." [ ]

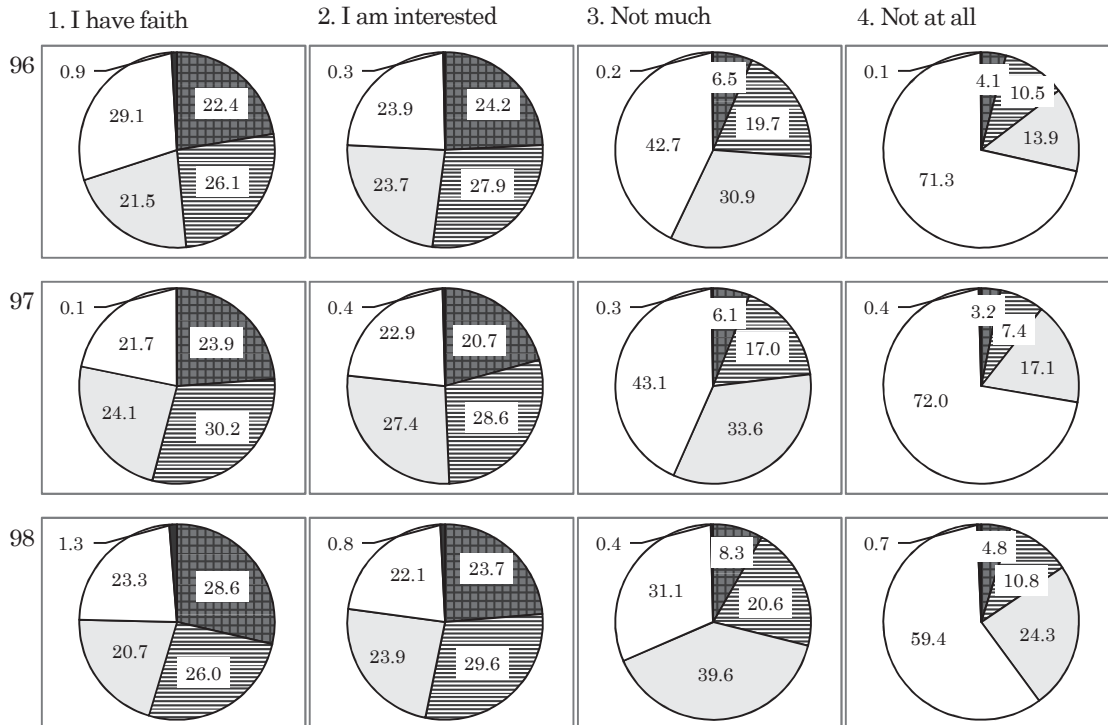
(2005)

"There should be more teaching of elementary knowledge about the world's religions through high school." [ ]

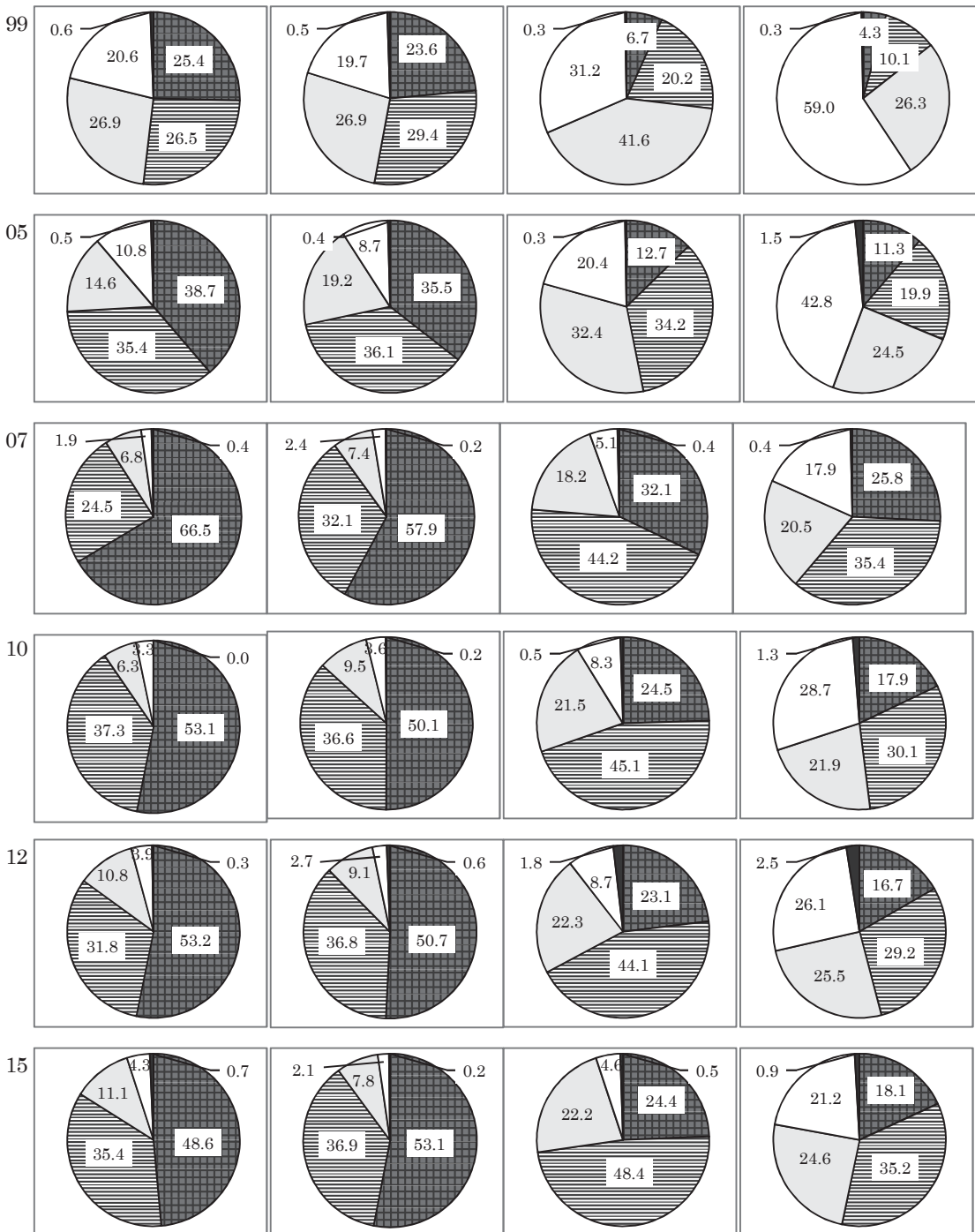
(2007 to 2015)

"Learning elementary knowledge about religious culture in Japan and the world through high school years would be good." [ ]

Graph 12d1



Cross Tabulation



\*There are two unique features when it comes to correlations regarding thoughts about the need for religious education. First, there was little difference between how those respondents who have religious faith and those who are interested in religion answered the question. Moreover, when it came to the question being asked in the form of one about religious culture education from 2007 onward, in some years it was those who responded "I am interested" in religion who comprised the highest proportion who saw religion as needed.

### e) Power spot

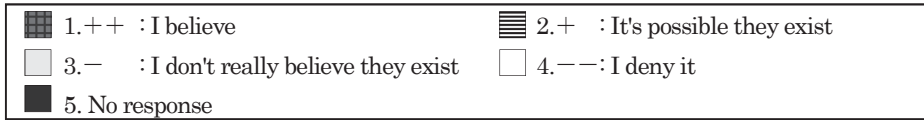
Questions about power spots were asked three times from 2010 to 2015.

#### Question Content

Please select from among the four possible answers listed in angle brackets about the existence of gods, buddhas, and souls or spirits, respectively.

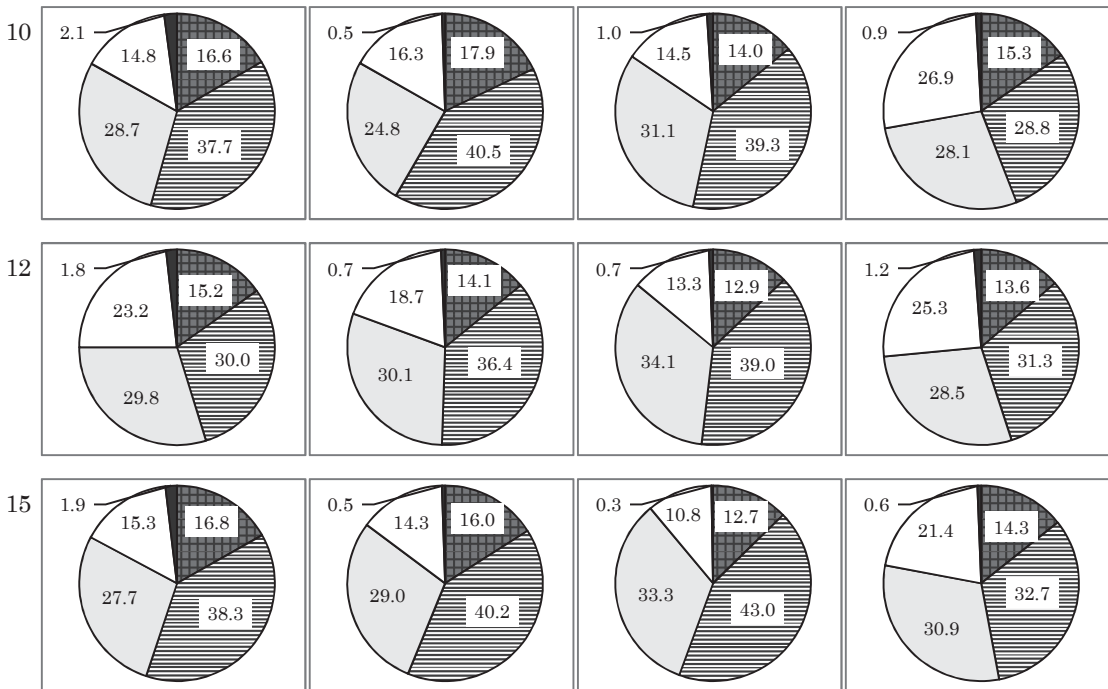
(1) "I believe they exist," (2) "It's possible they exist," (3) "I don't really believe they exist," (4) "I deny it" "Existence of power spots" [                    ]

Symbols used to represent response options



Graph 12e1

1. I have faith                      2. I am interested                      3. Not much                      4. Not at all



\*There is no correlation for the most part between belief in power spots and having faith or an interest in religion or not. There is only a 1% to 2% difference when it comes to proportions of those respondents who believe in power spots between respondents who are "not at all" interested in religion and those who "have faith."

## Chapter 13: Correlations with Religious Faith of Parents

Here, we examine what sort of correlation exists between the presence or absence of faith of a respondent's parents and the respondent's perceptions about religion. The objects of cross tabulation on the latter point included interest in religion, thoughts about whether religion is needed or not, and the image of religion as being dangerous. Questions were asked about the faith of individual parents.






### Question Content

Does your father personally have faith in a religion? 1. Yes 2. No

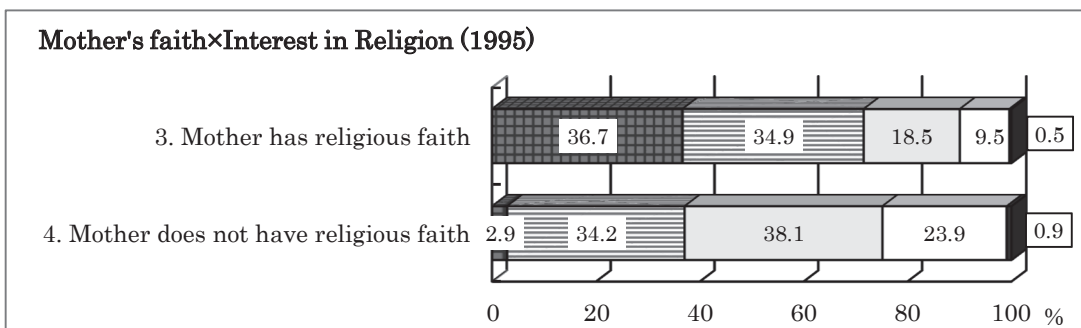
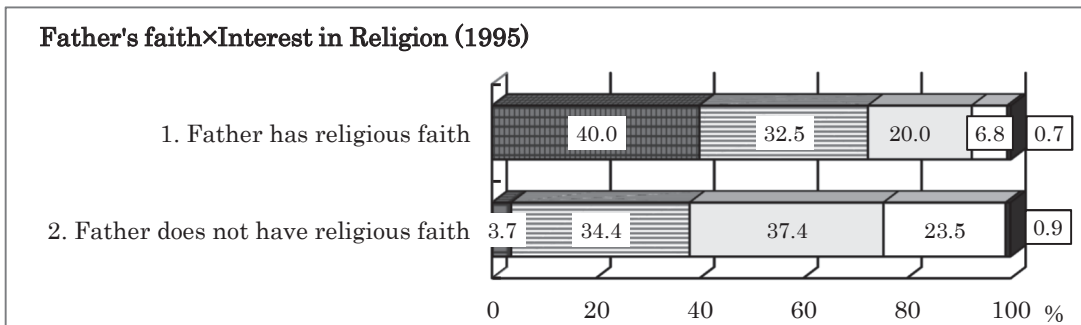
Does your mother personally have faith in a religion? 1. Yes 2. No

### a) Interest in religion

Response options for the question, "To what extent are you interested in religion?"

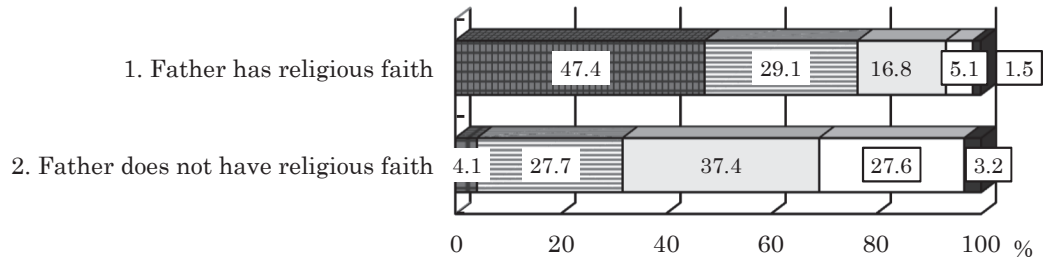
 1. I have faith	 2. I am interested
 3. I'm not very interested	 4. I am not at all interested
 5. No response	

Graph 13a1

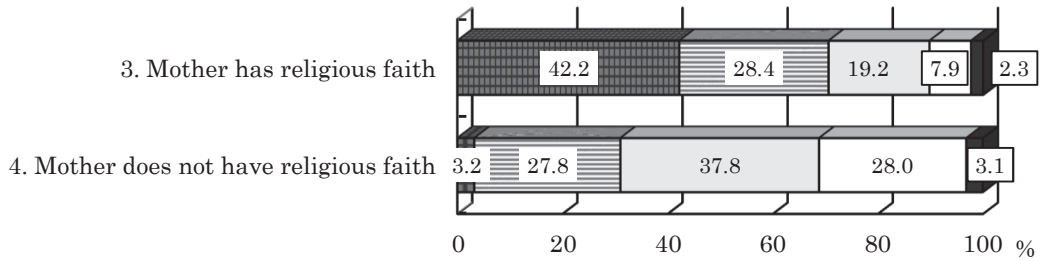




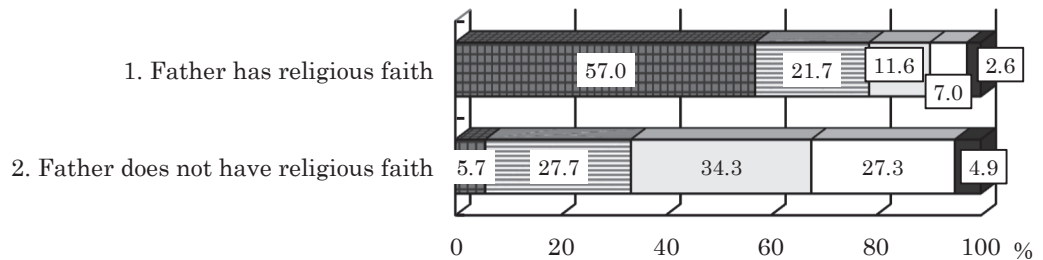
**Father's faith×Interest in Religion (1996)**



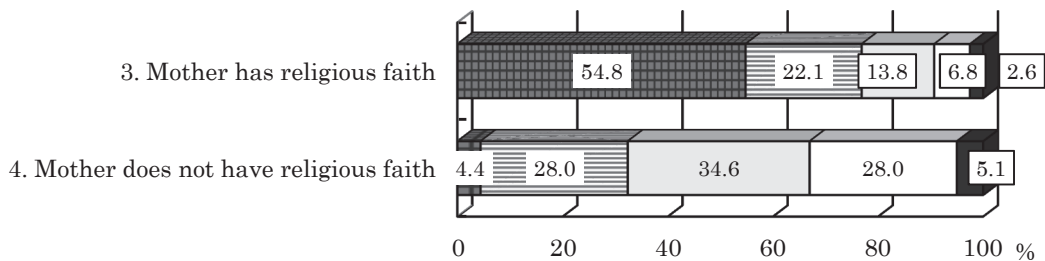
**Mother's faith×Interest in Religion (1996)**



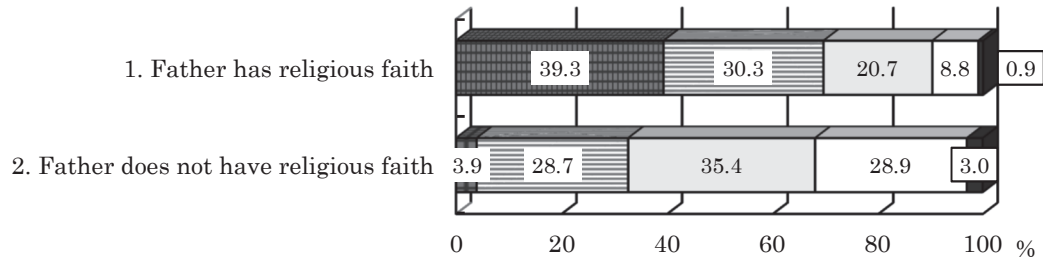
**Father's faith×Interest in Religion (1997)**



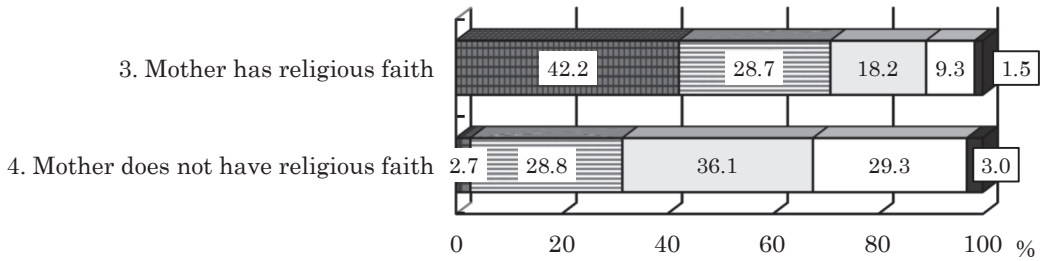
**Mother's faith×Interest in Religion (1997)**



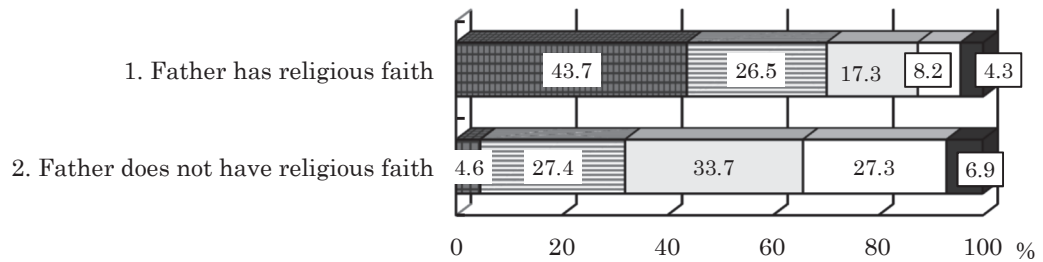
**Father's faith×Interest in Religion (1998)**



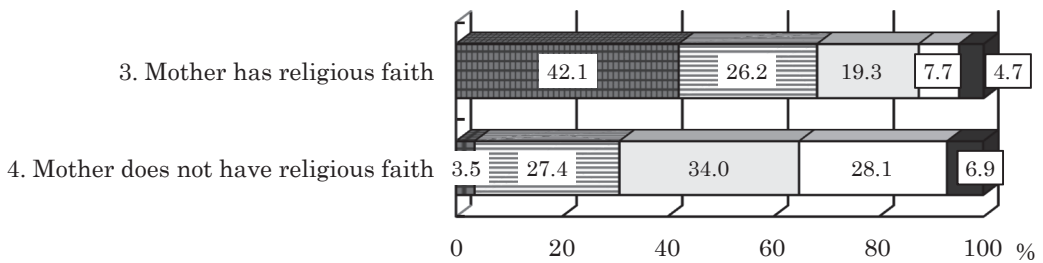
**Mother's faith×Interest in Religion (1998)**



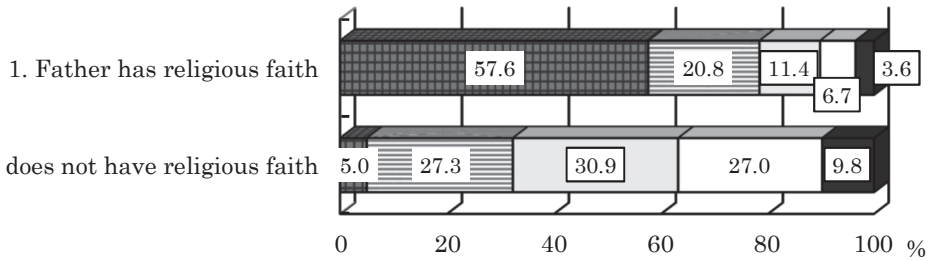
**Father's faith×Interest in Religion (1999)**



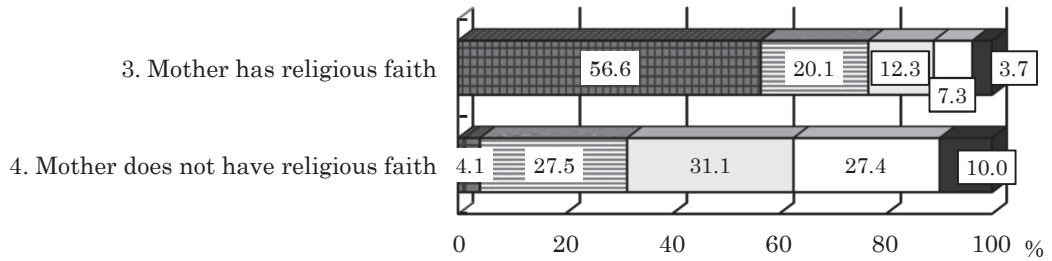
**Mother's faith×Interest in Religion (1999)**



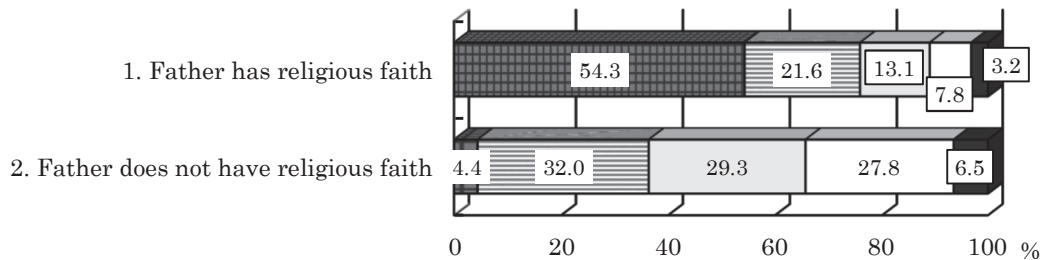
**Father's faith×Interest in Religion (2000)**



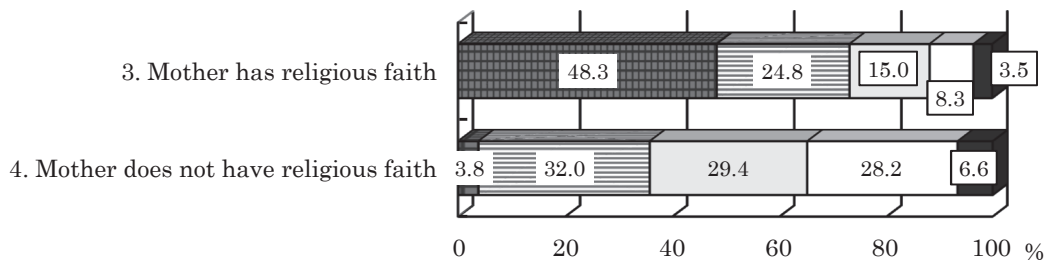
**Mother's faith×Interest in Religion (2000)**



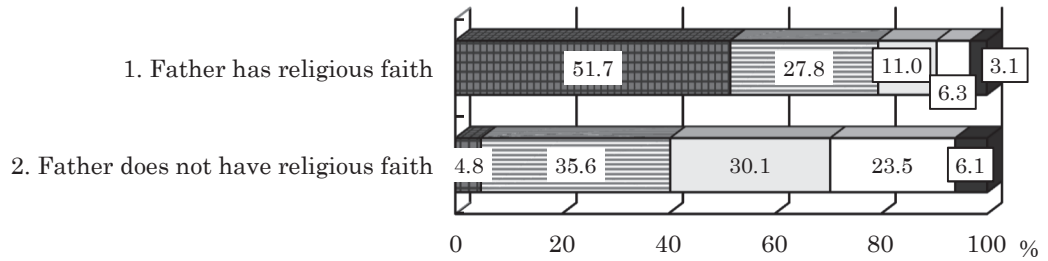
**Father's faith×Interest in Religion (2001)**



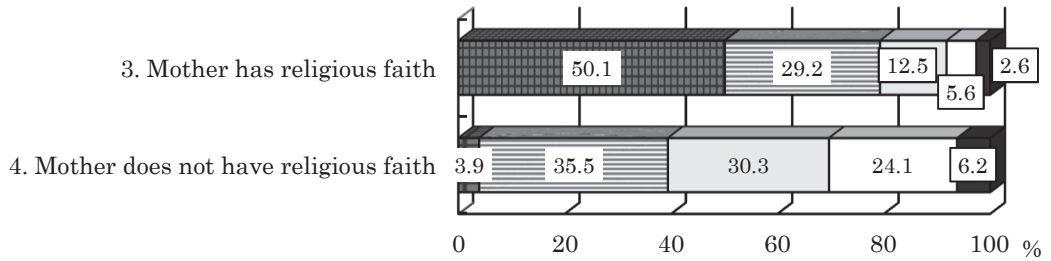
**Mother's faith×Interest in Religion (2001)**



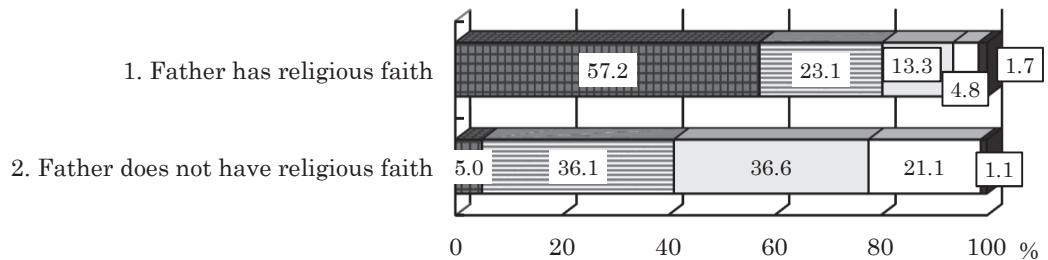
**Father's faith×Interest in Religion (2005)**



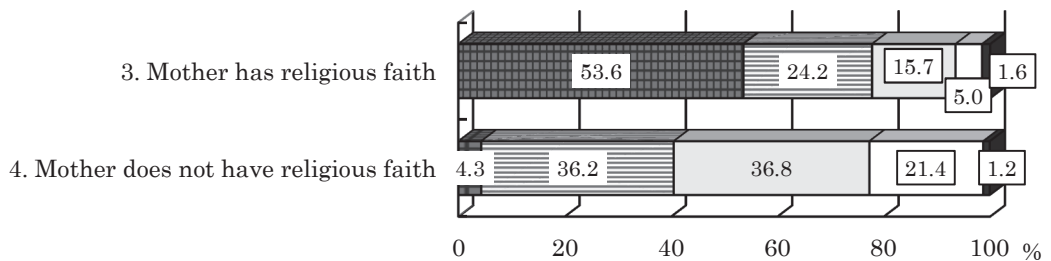
**Mother's faith×Interest in Religion (2005)**



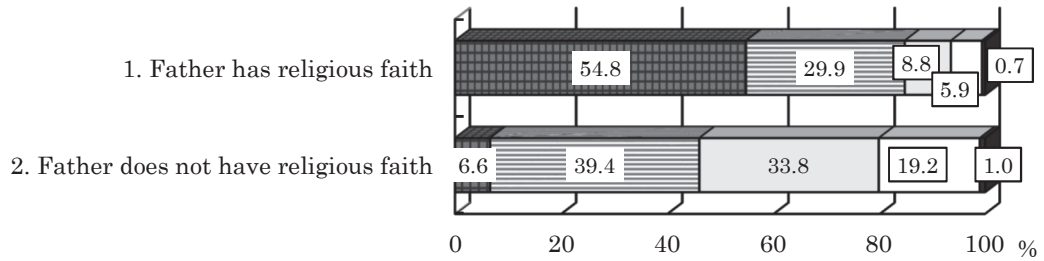
**Father's faith×Interest in Religion (2007)**



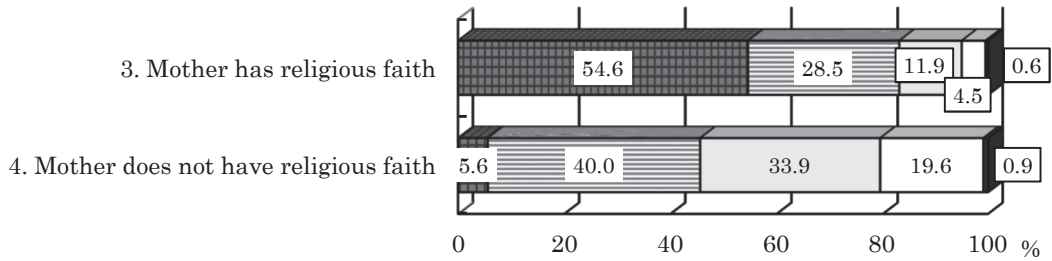
**Mother's faith×Interest in Religion (2007)**



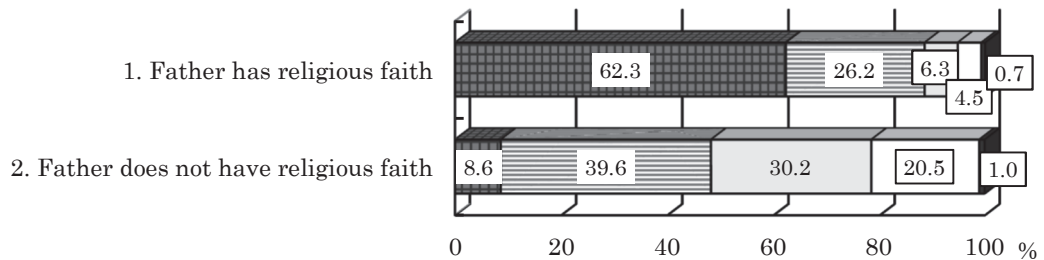
**Father's faith×Interest in Religion (2010)**



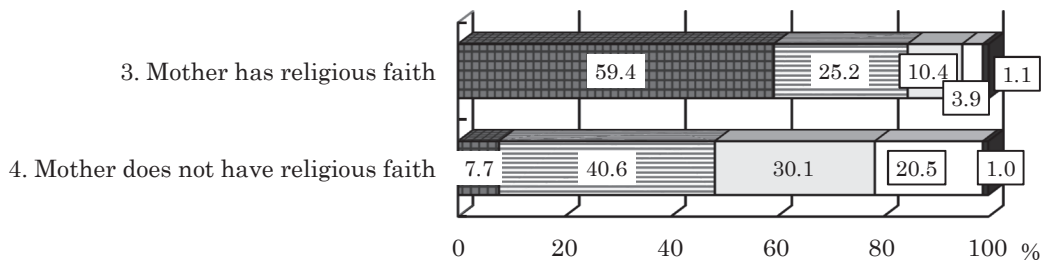
**Mother's faith×Interest in Religion (2010)**

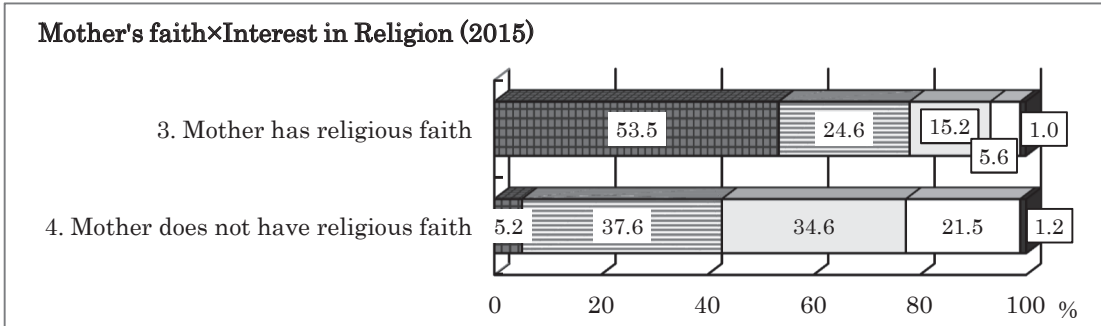
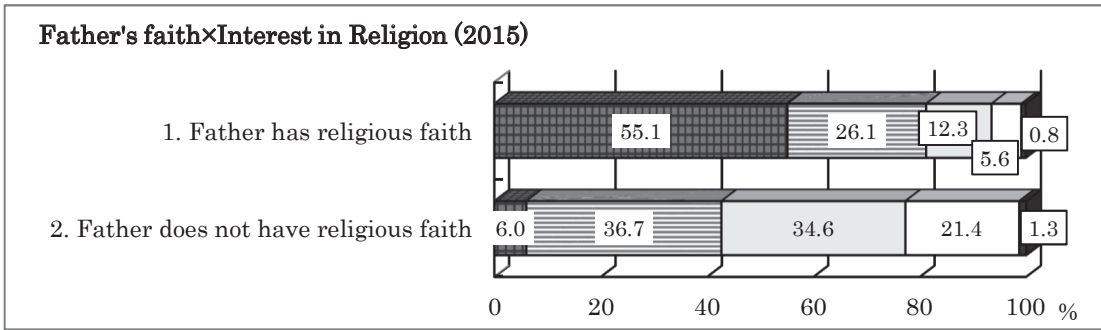


**Father's faith×Interest in Religion (2012)**



**Mother's faith×Interest in Religion (2012)**

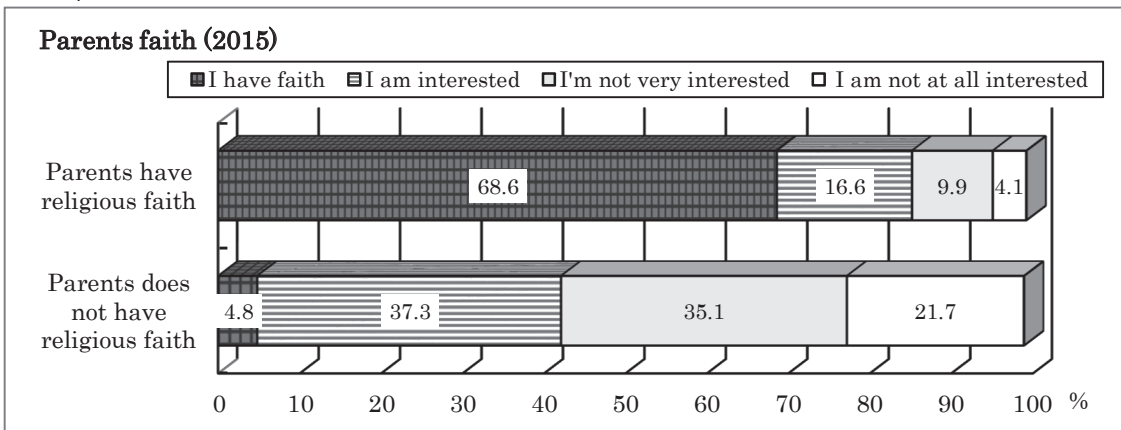




\*The percentage of respondents with religious faith was higher among those who had a parent or parents with religious faith, demonstrating a strong correlation between the two. In some years, the difference compared to those respondents whose parents had no religious faith was as much as 10 times greater. This demonstrates that the question of whether or not a parent has a religious faith has an extremely powerful influence on whether a respondent professes to a faith.

We examined in this cross tabulation the correlations with parents separately. To consider the presence or absence of religious faith with respondents' parents as couples, we drew on the 2015 survey to create the below graph to clarify this point. Compared to those cases in which neither parent had a religious faith, students who had a religious faith themselves were 14.3 times more likely to have parents who also professed to a faith.

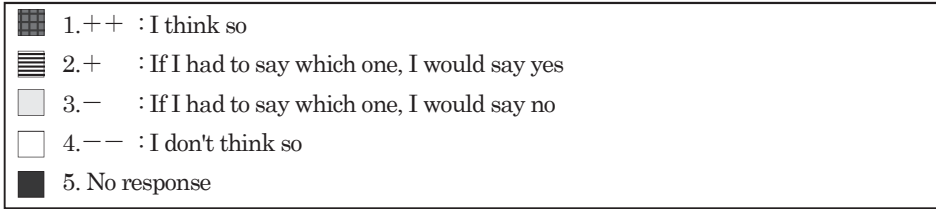
Graph 13a2



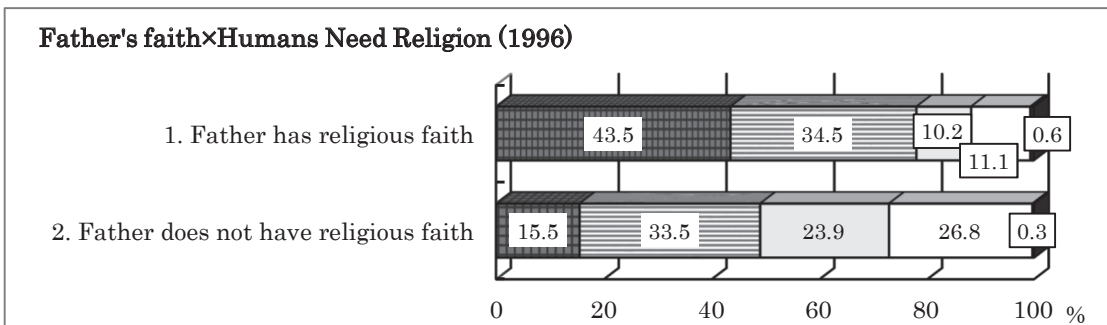
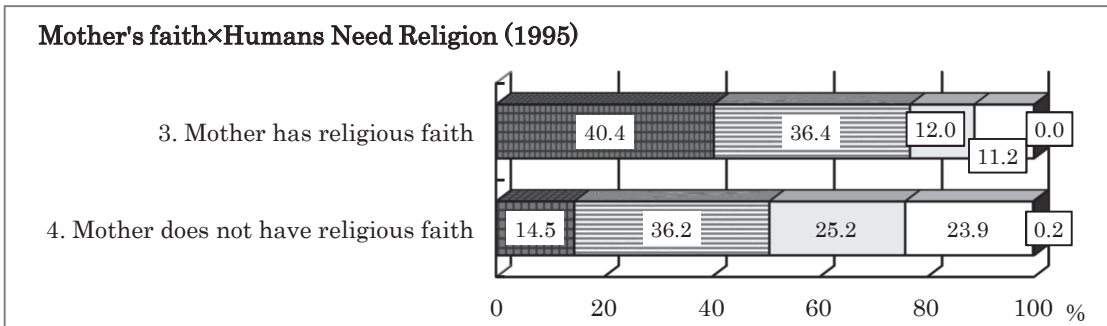
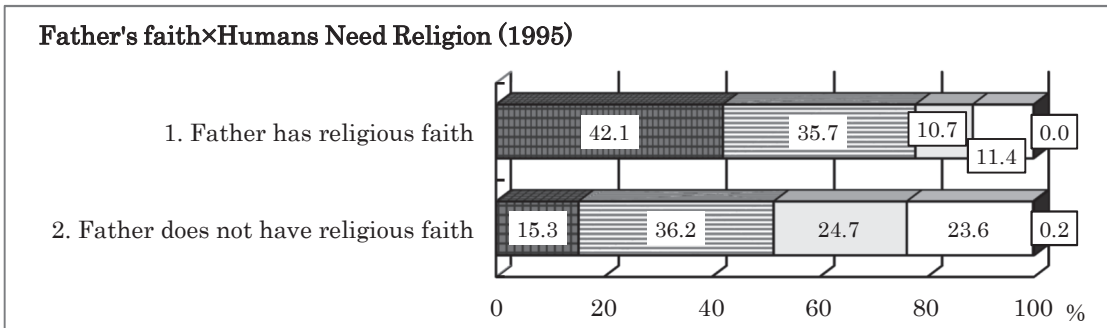
\*The proportion of respondents who had religious faith was 14.3 times greater for those who parents both had faith of their own than for those whose parents had none.

### b) Do you think humans need religion?

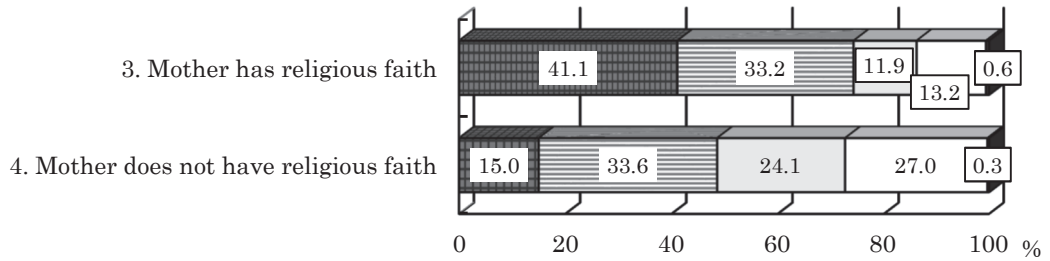
Response options and associated symbols regarding the opinion: "No matter how much science develops, humans still need religion"



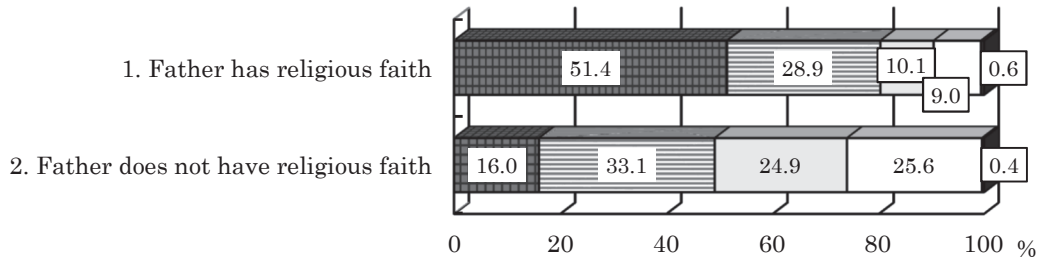
Graph 13b1



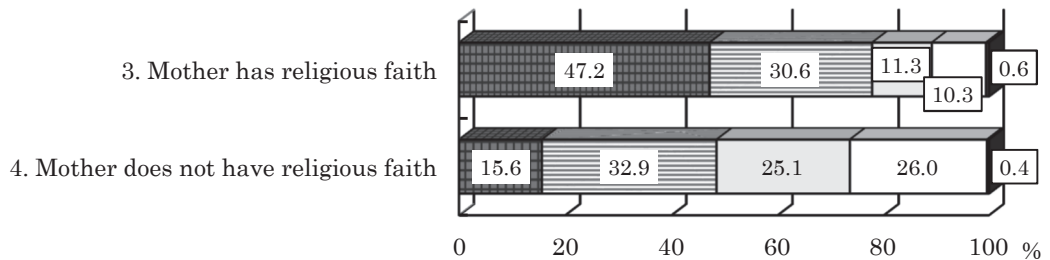
**Mother's faith×Humans Need Religion (1996)**



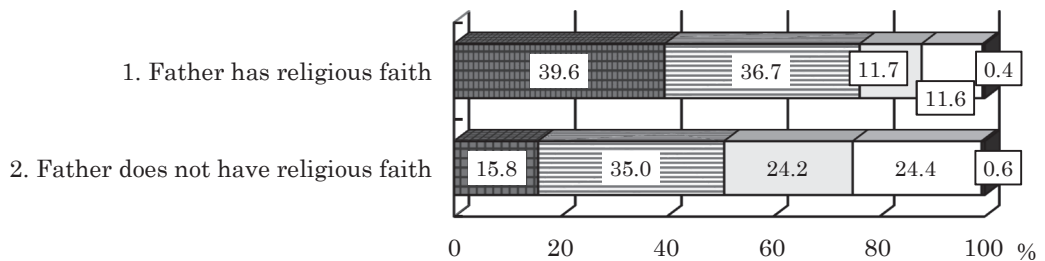
**Father's faith×Humans Need Religion (1997)**



**Mother's faith×Humans Need Religion (1997)**

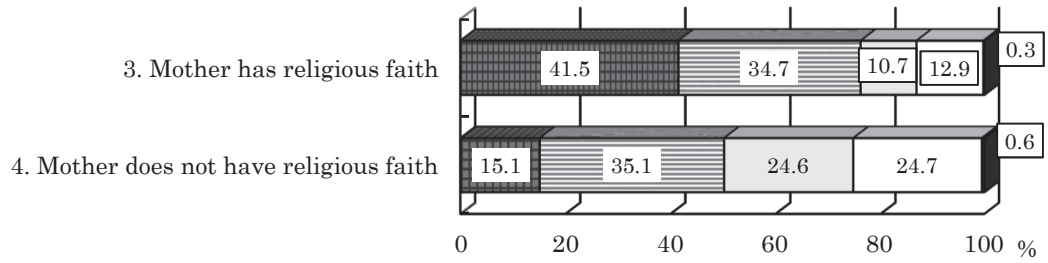


**Father's faith×Humans Need Religion (1998)**

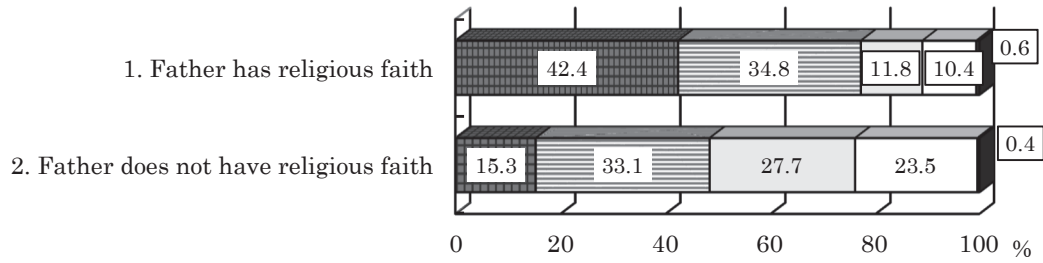




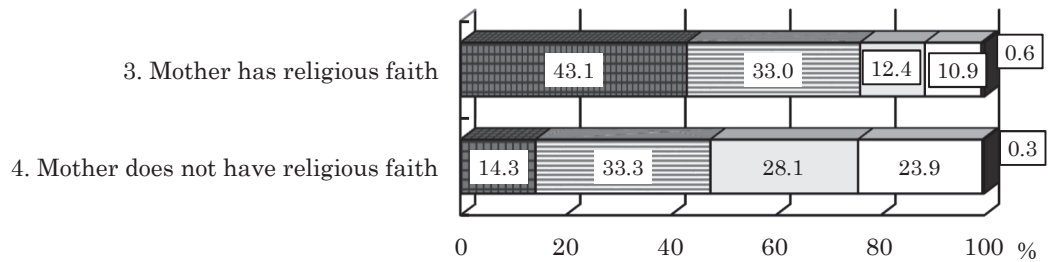
**Mother's faith×Humans Need Religion (1998)**



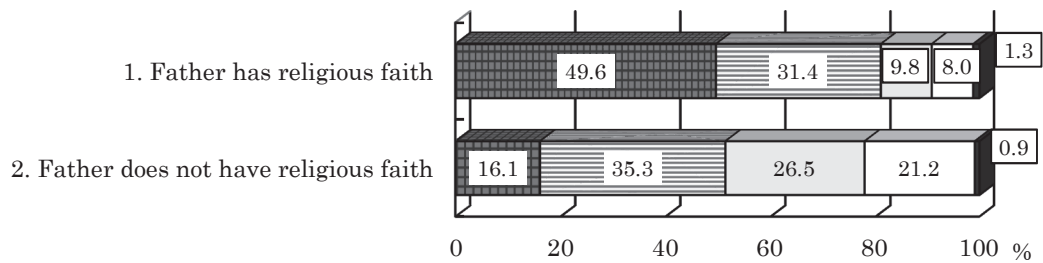
**Father's faith×Humans Need Religion (1999)**



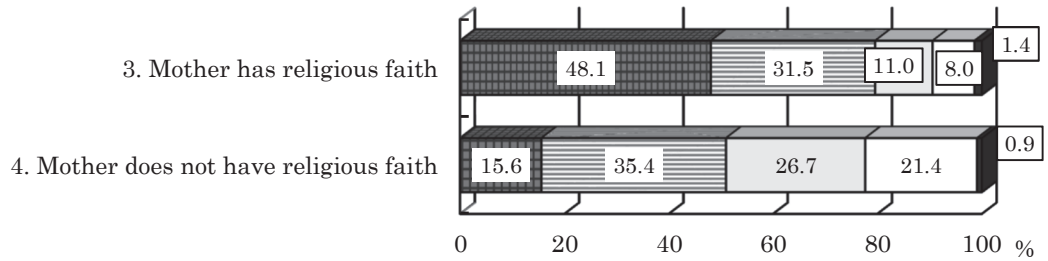
**Mother's faith×Humans Need Religion (1999)**



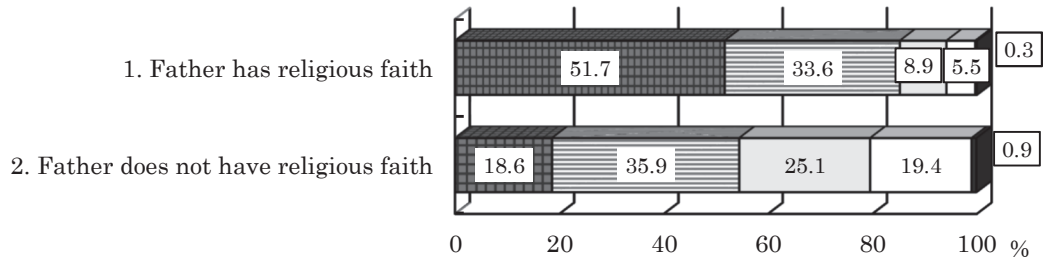
**Father's faith×Humans Need Religion (2000)**



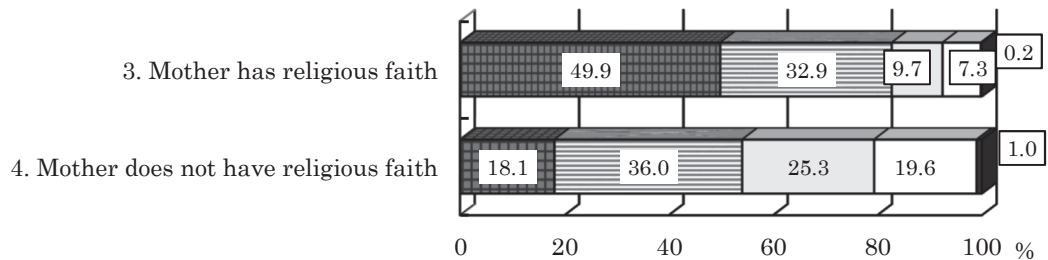
**Mother's faith×Humans Need Religion (2000)**



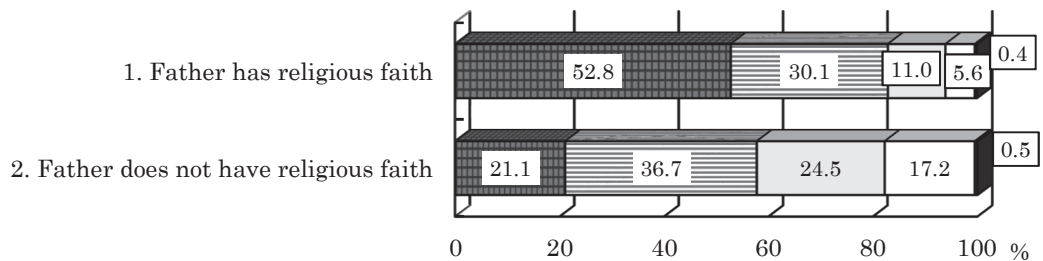
**Father's faith×Humans Need Religion (2005)**



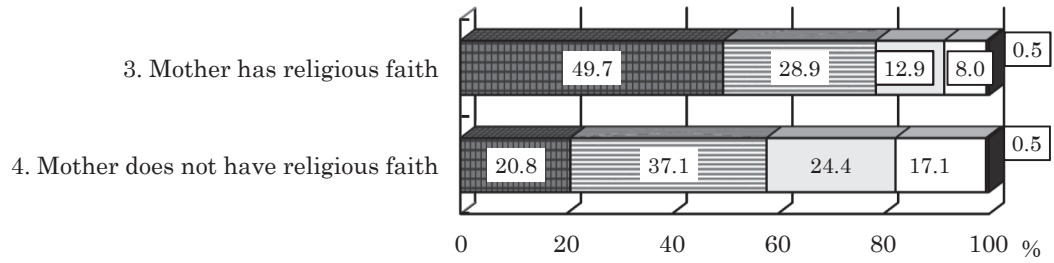
**Mother's faith×Humans Need Religion (2005)**



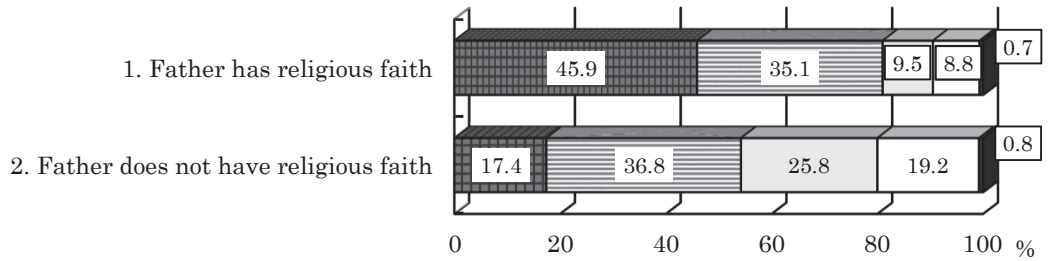
**Father's faith×Humans Need Religion (2007)**



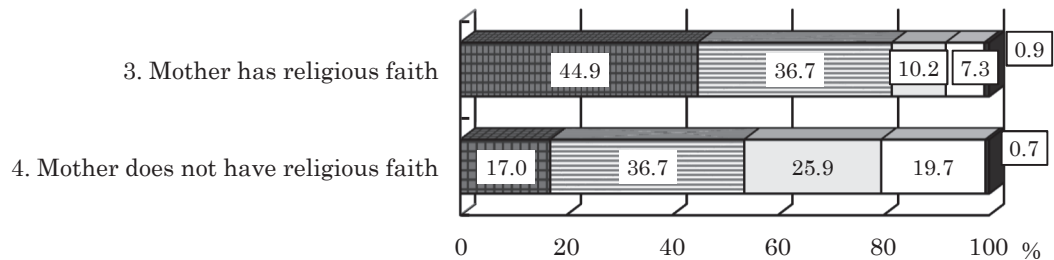
**Mother's faith×Humans Need Religion (2007)**



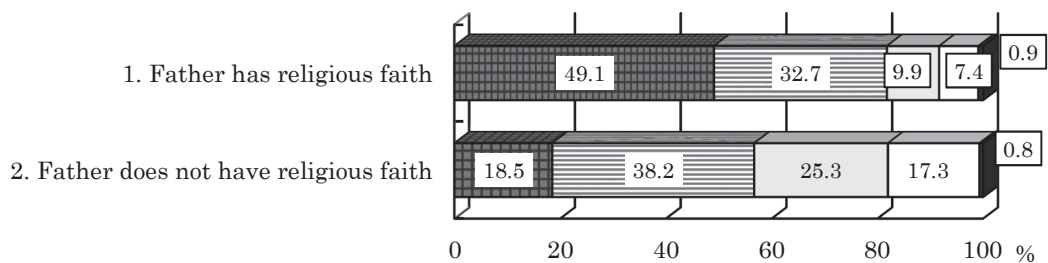
**Father's faith×Humans Need Religion (2010)**

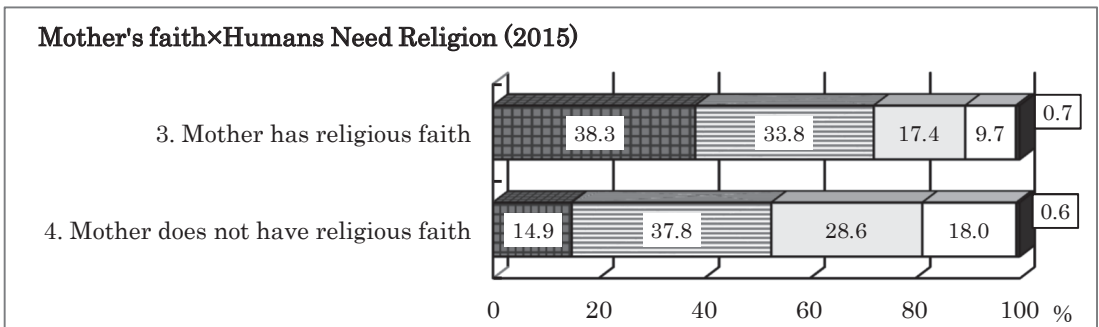
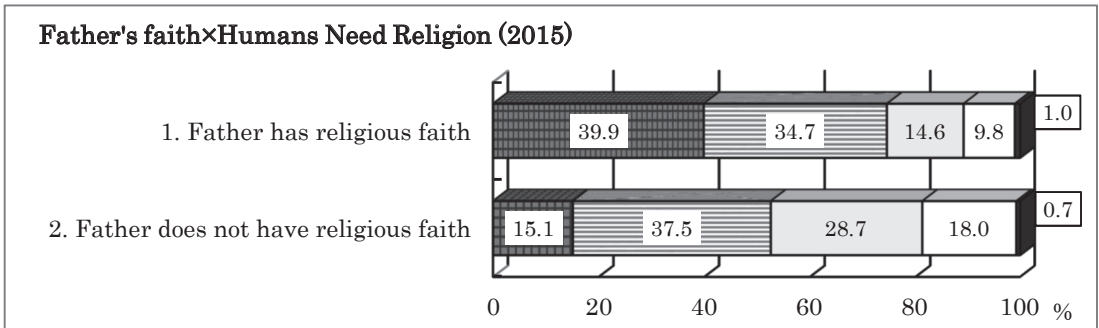
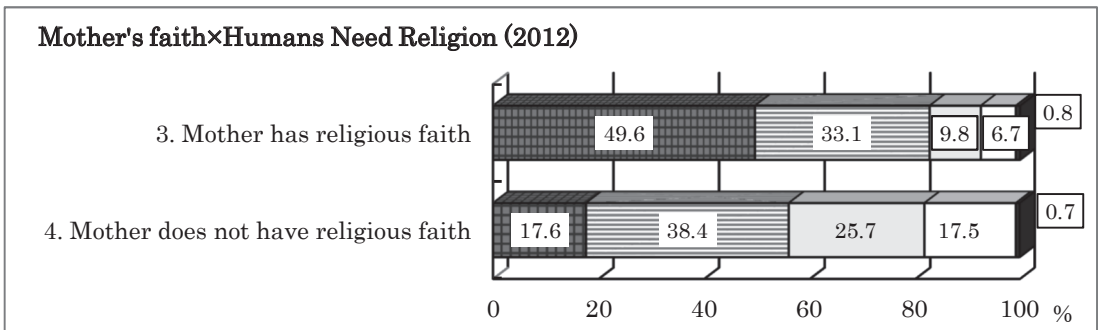


**Mother's faith×Humans Need Religion (2010)**



**Father's faith×Humans Need Religion (2012)**



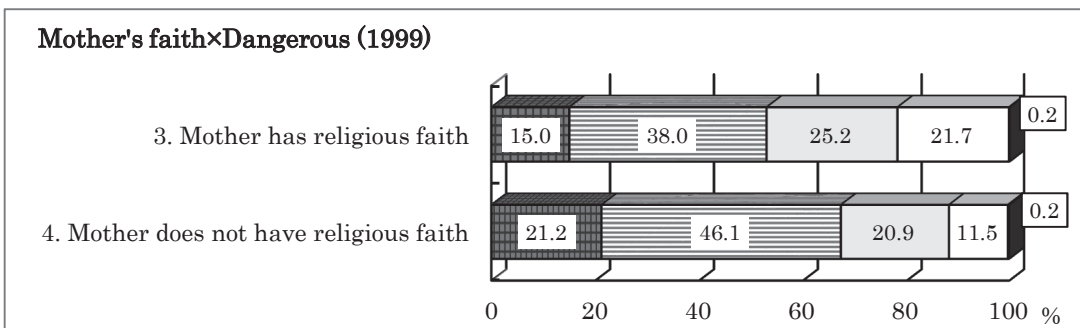
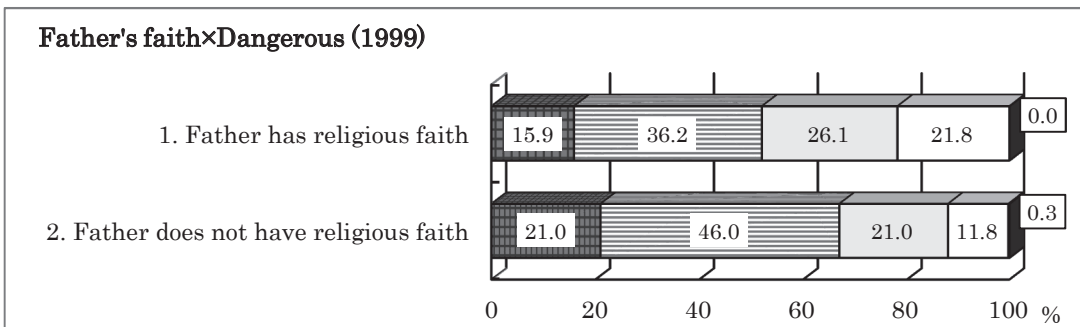
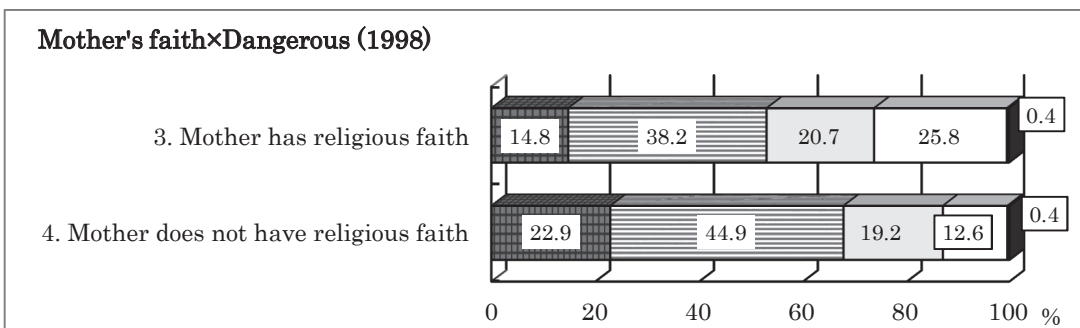
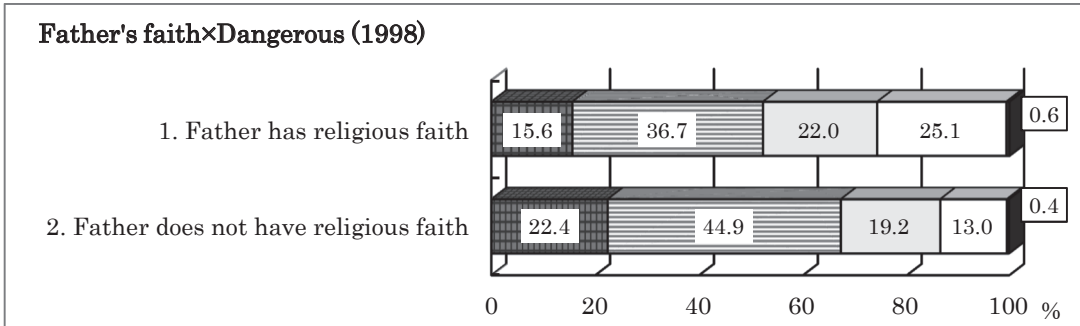


\*There is an evident correlation between responding "I think that humans need religion" and the presence or absence of faith on the part of respondents' parents.

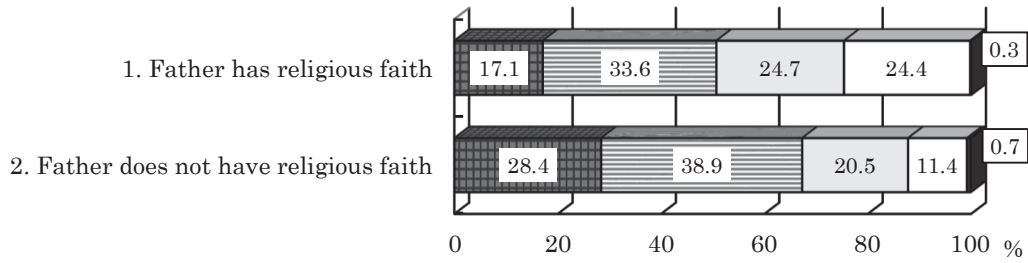
**c) Do you think religion is dangerous?**

The response options and associated symbols are the same as those used in "b) Do you think humans need religion?"

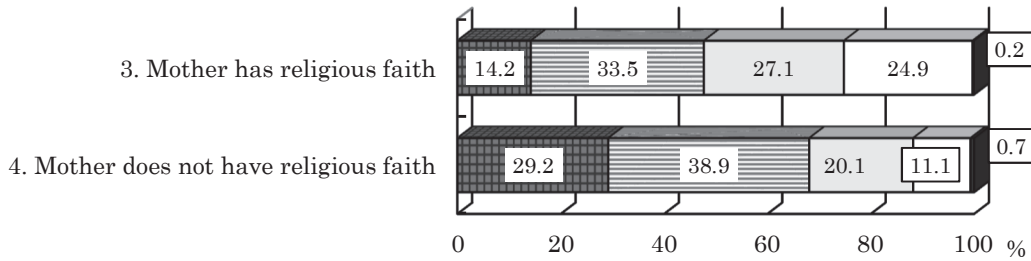
Graph 13c1



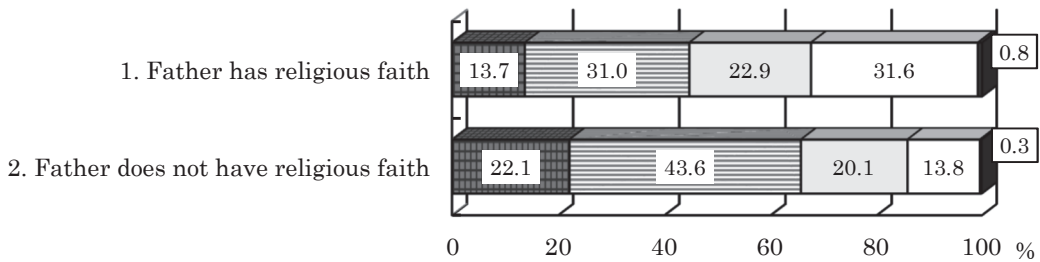
**Father's faith×Dangerous (2005)**



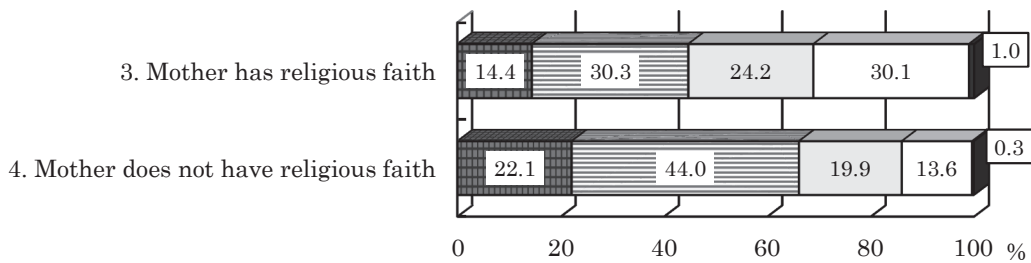
**Mother's faith×Dangerous (2005)**



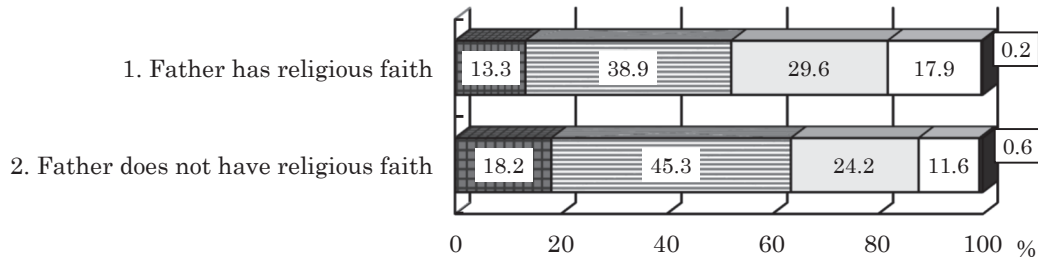
**Father's faith×Dangerous (2007)**



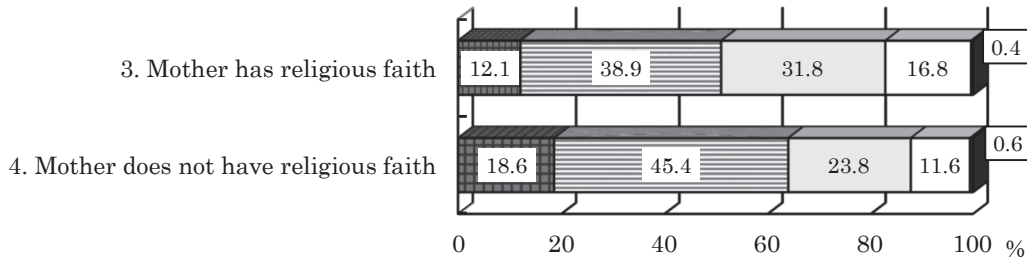
**Mother's faith×Dangerous (2007)**



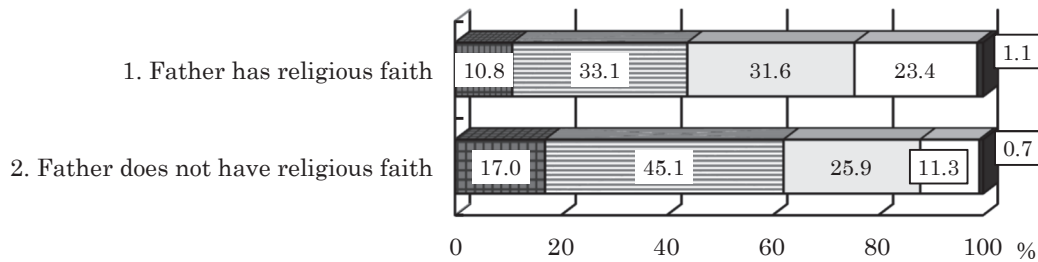
**Father's faith×Dangerous (2010)**



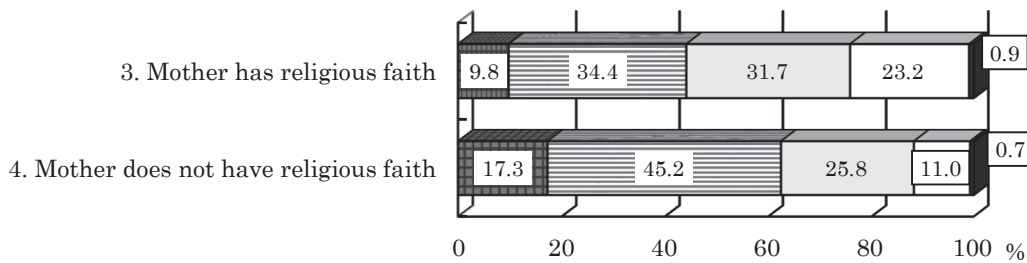
**Mother's faith×Dangerous (2010)**

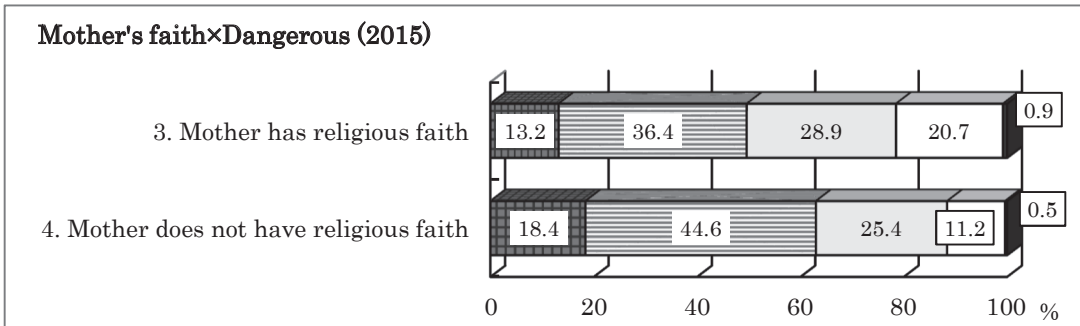
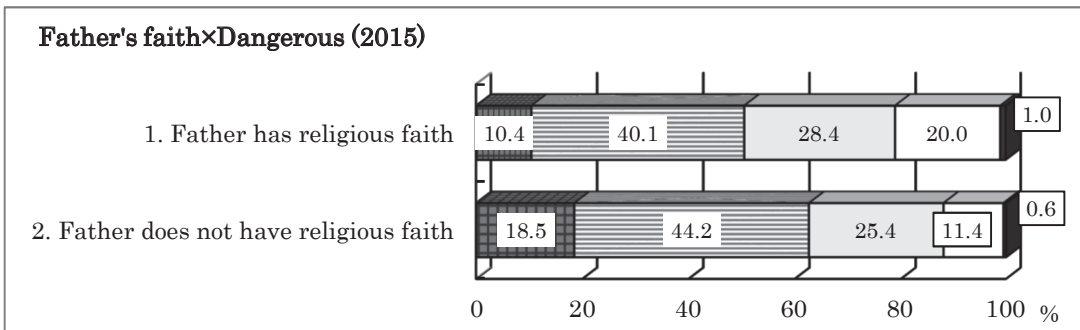


**Father's faith×Dangerous (2012)**



**Mother's faith×Dangerous (2012)**





\*There is a reverse correlation between parents having or not having religious faith and the percentages of those respondents who "think religion is dangerous" in that respondents whose parents had religious faith were less likely to agree the statement. Meanwhile, the degree of correlation between the percentages of students who have faith and those who think religion is needed is quite weak.



## Chapter 14: Correlation with Gender

The gap between the genders was large with regard to divination. Consequently, to facilitate understanding just how big that gap was we cross tabulated the results based on gender. We will look here at the correlations when it comes to astrology, palm reading, name-character reading, computer horoscopes, and personality determination based on blood type.

The format of the questions regarding divination differed depending on the year. Changes were made to some of the terms used in the response options, as well as to the standards for judgements. When the question format or response options changed for these various items, the results were presented on a different table and graph.

### Question Content






For the following type of divination, please write down in the space provided the number corresponding to your answer: (1) I think it is quite accurate, (2) I think it is sometimes accurate, (3) It is not accurate, or (4) I'm not interested, so I don't know what it is they do.

(for 1995)







1. Astrology based on month of birth [            ]
2. Palm reading [            ]
3. Name-character reading [            ]
4. Computer horoscope [            ]
5. Personality determination based on blood type [            ]

The symbols used on the table correspond to different response depending on the year, as follows.

1995, 1999, and 2000

 1. ++ : Quite accurate	 2. + : Sometimes accurate
 3. -- : Not accurate	 4. ? : Not interested, so I don't know
 5. No response	

2005

 1. ++ : I believe	 2. + : I believe somewhat
 3. - : I don't really believe	 4. -- : I don't believe
 5. ? : I don't know what kind of divination this is	 6. No response

### a) Astrology

The text of the response options changed slightly depending on the year as shown below.

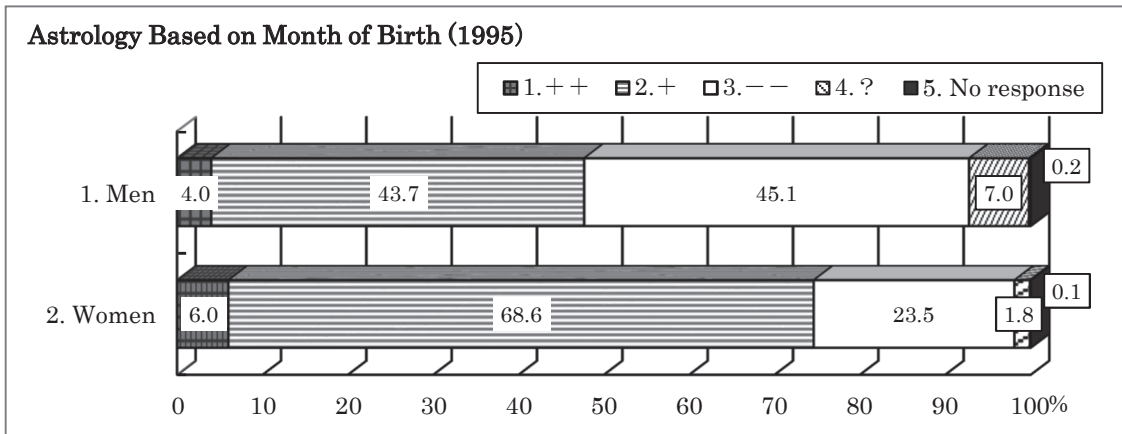
1995 and 1999: "Astrology based on month of birth"

2000: "Western-style astrology"

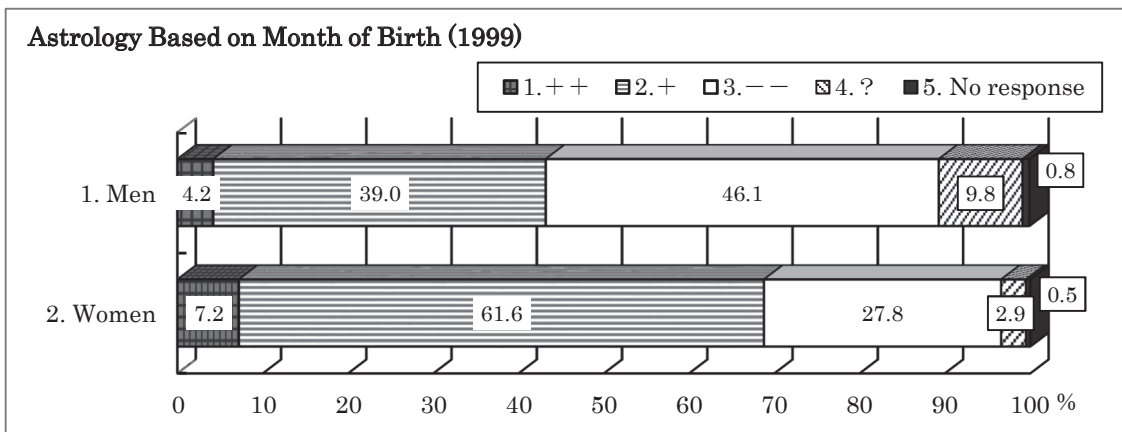
2005: "Astrology as seen on TV daily"

Graph 14a1

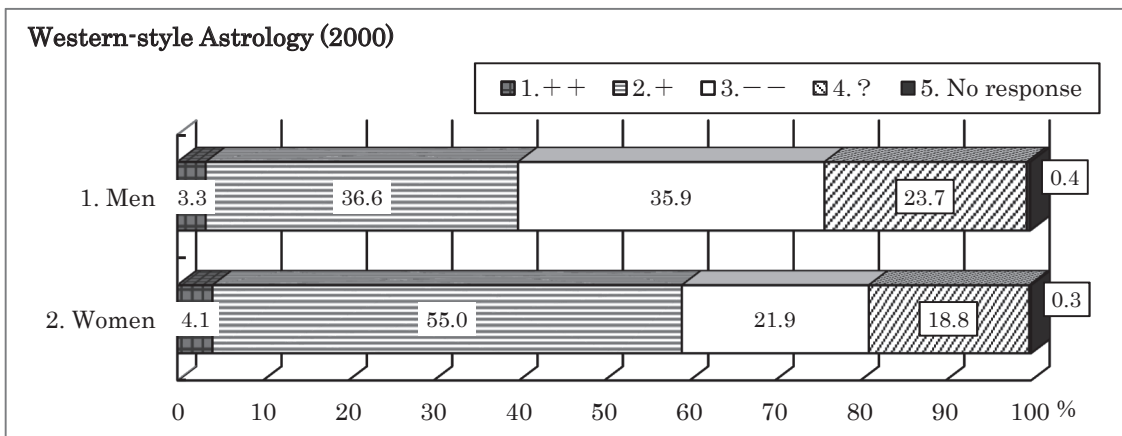
1995



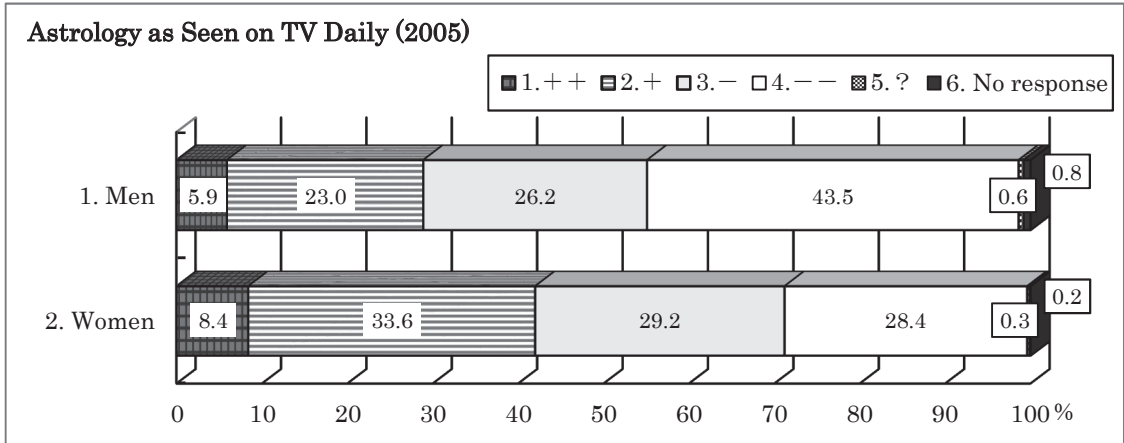
1999



2000



2005

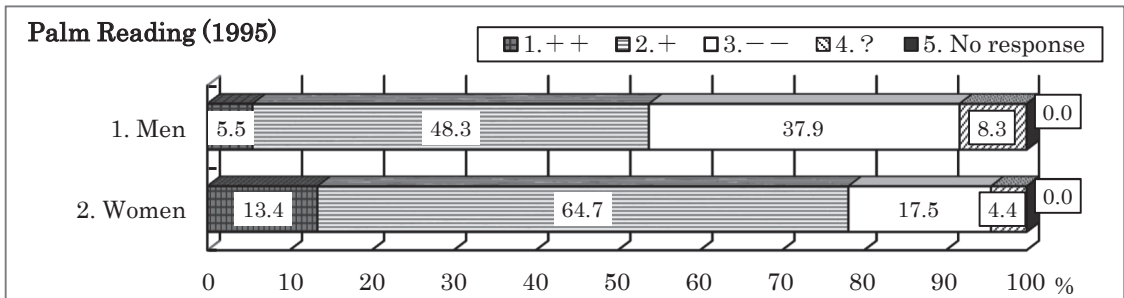


\*A certain level of difference between men and women recurs regularly whether comparing percentages of "++" responses or those together with "+" responses. While not quite double, the difference in proportions stands at around 1.5 times. Similar results were found with the below forms of divination as well.

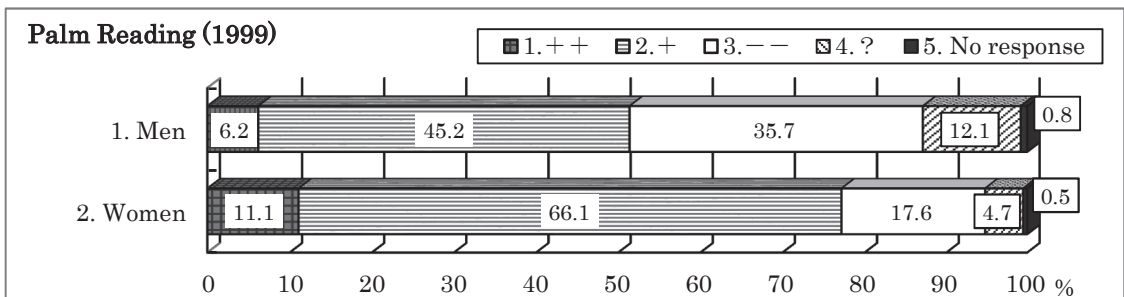
**b) Palm reading**

Graph 14b1

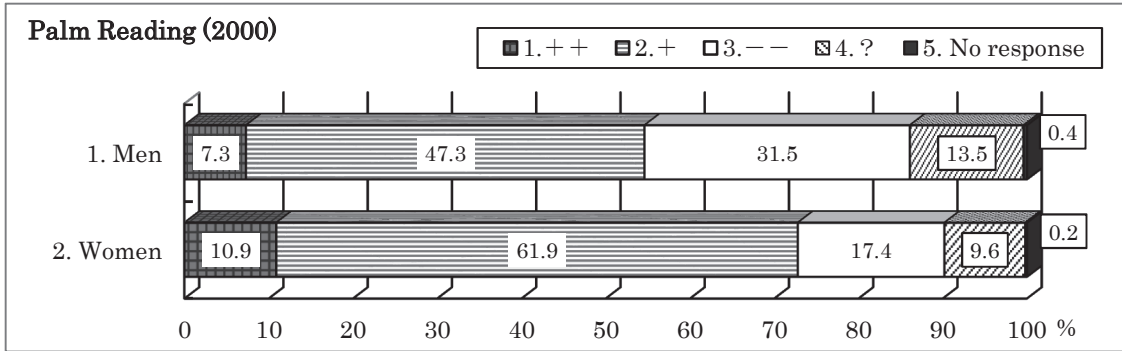
1995



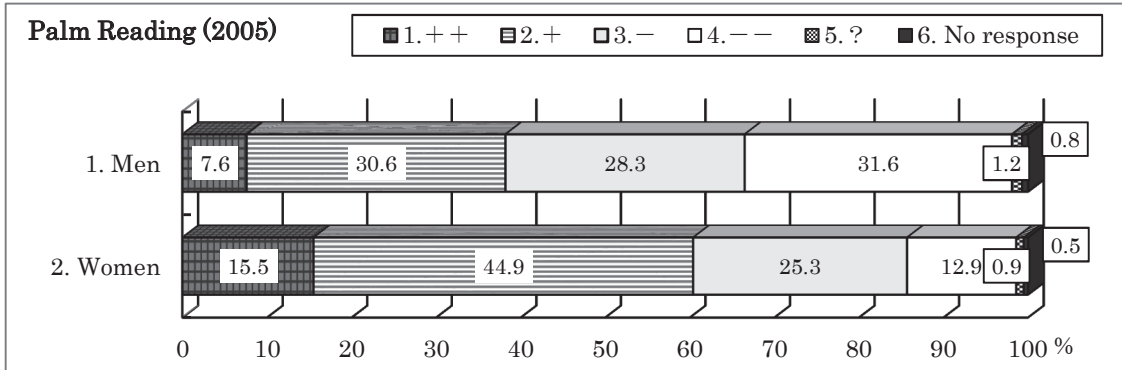
1999



2000



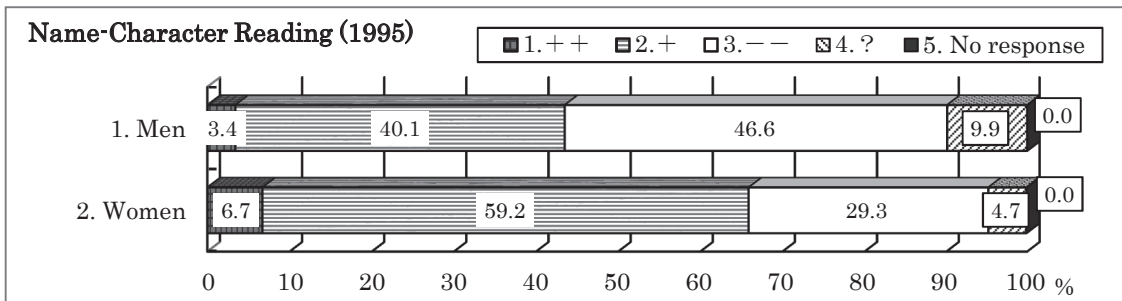
2005



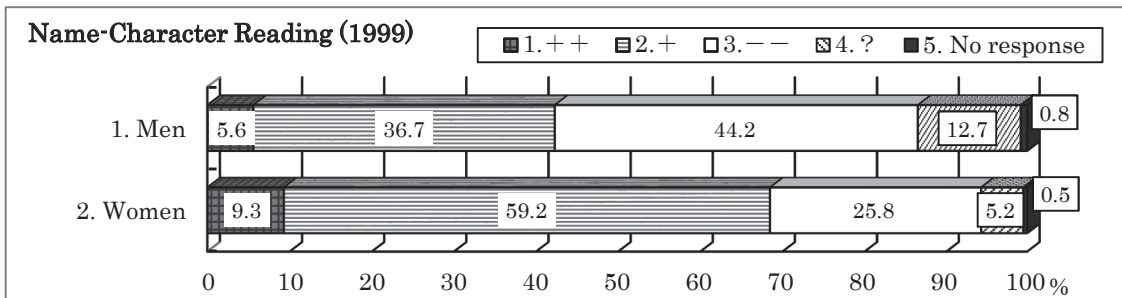
**c) Name-character reading**

Graph 14c1

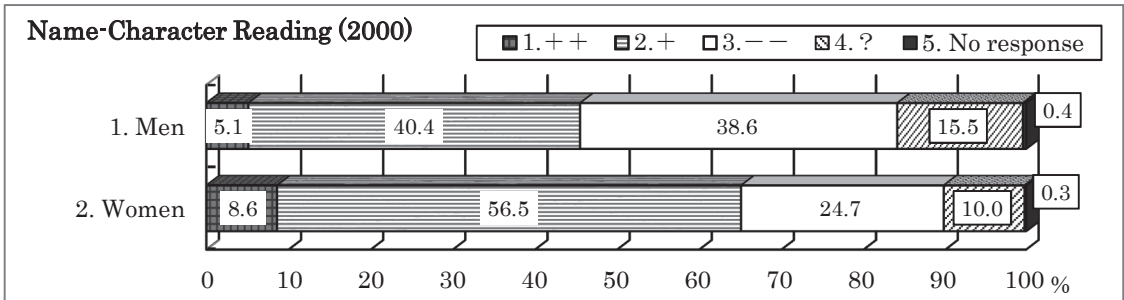
1995



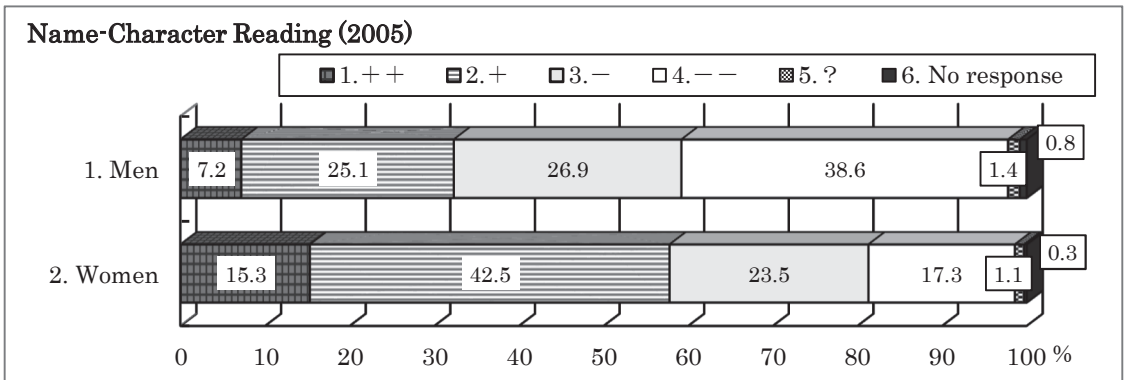
1999



2000



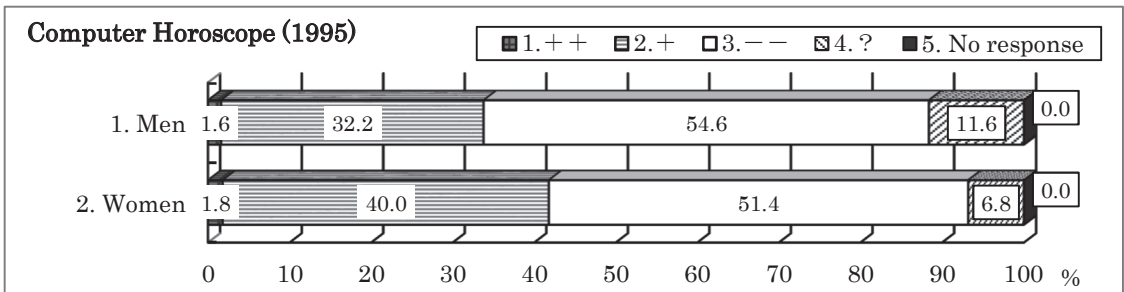
2005



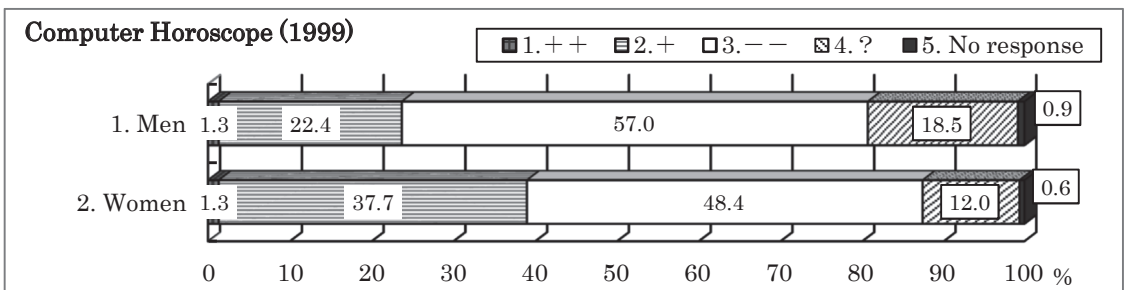
**d) Computer horoscope**

Graph 14d1

1995



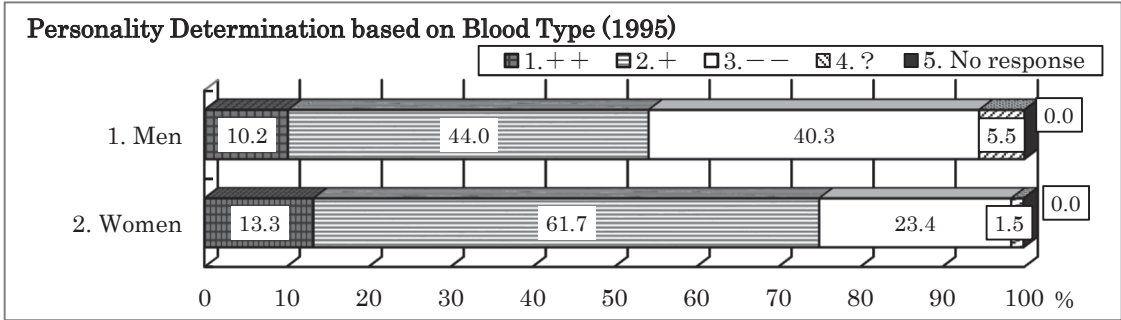
1999



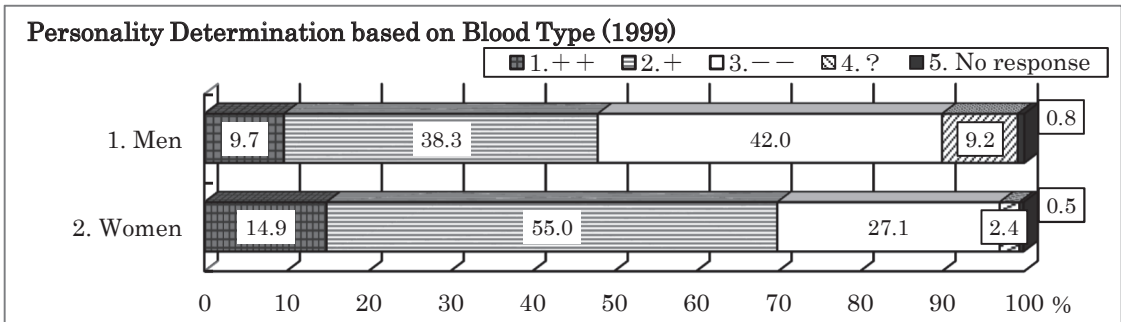
**e) Personality determination based on blood type**

Graph 14e1

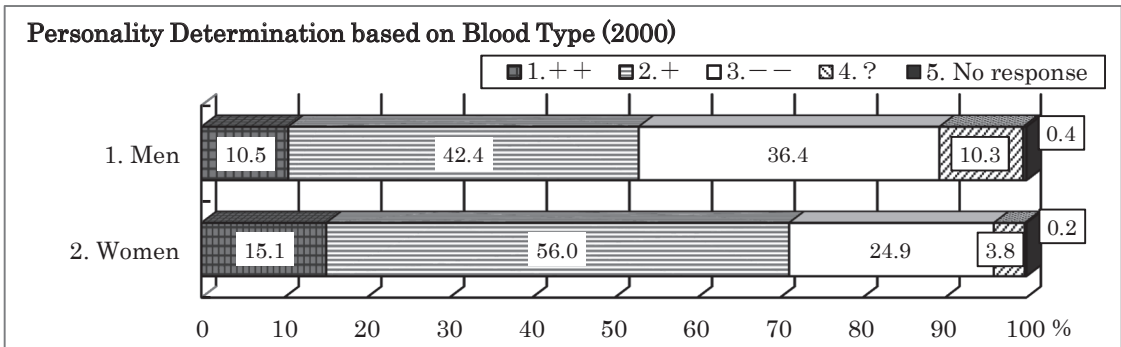
1995



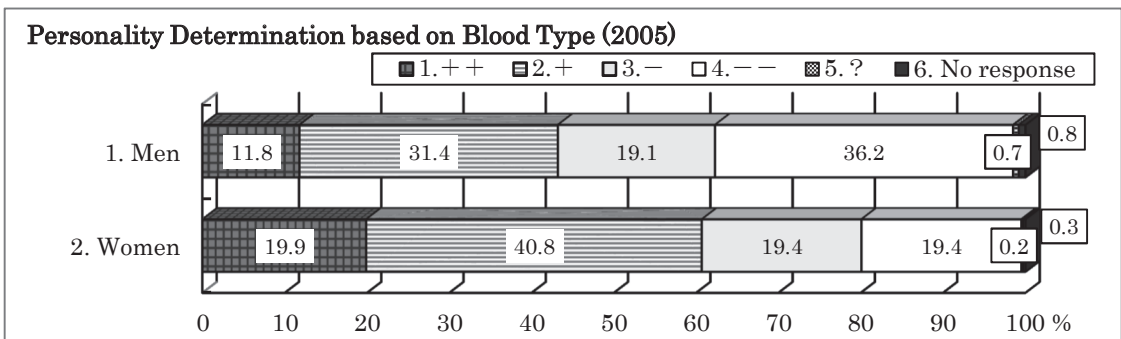
1999



2000



2005



## Chapter 15: Correlation by High School Graduated from Classified by Religious vs. Secular

### a) Interest in religion

We cross tabulated results from the 11 surveys conducted between 1996 and 2015. Questions were asked about interest in religion in 1995 as well, but the results did not make it clear as to whether a respondent had graduated from a religious high school or a secular high school; it was for this reason that our cross tabulation begins with the 1996 survey.

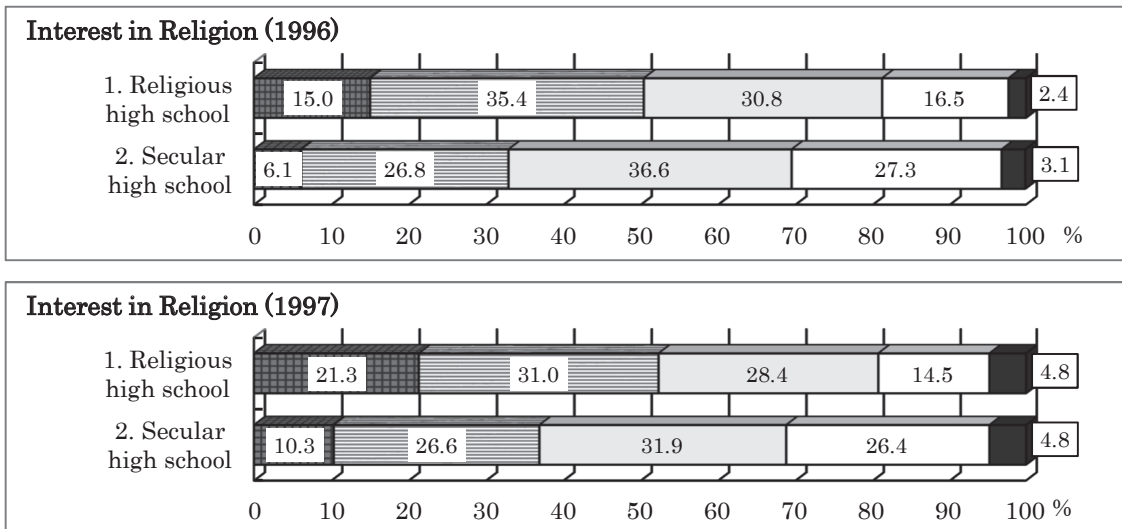
A degree of difference can be seen in some cases depending on whether a respondent attended a religious high school or not, but in other cases none was apparent. There is a clear difference when it came to interest in religion and thinking that there was a need for religion. Some difference could be seen regarding the question on belief in the existence of souls or spirits. Meanwhile, virtually no difference was apparent when it came to visiting graves of family members or divination. These various points are reviewed below.

#### Question Content

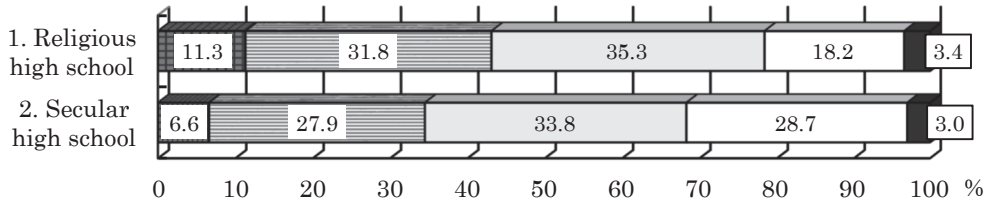
To what extent are you interested in religion? Please select an answer from the following, and then answer the relevant follow-up questions.

1. At present, I have religious faith.
2. I do not have a religious faith, but I am interested in religion.
3. I do not have a religious faith and I am also not very interested in religion.
4. I do not have a religious faith and I have no interest in religion whatsoever.

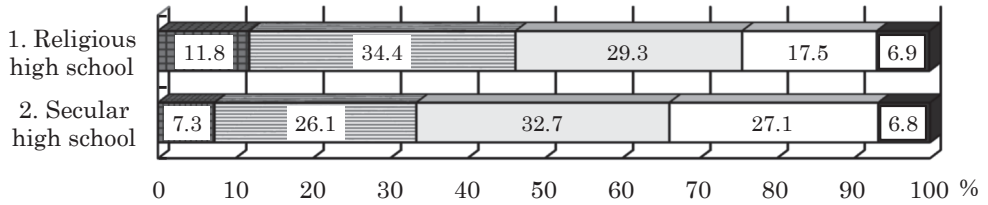
Graph 15a1



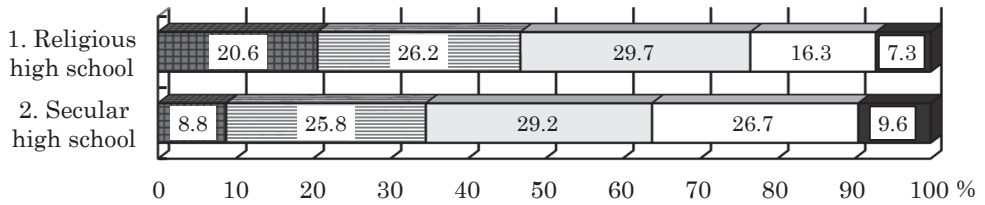
**Interest in Religion (1998)**



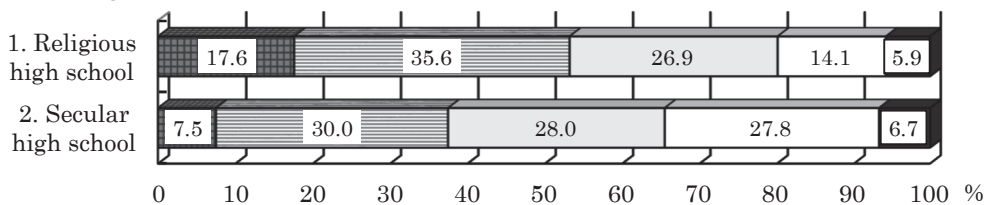
**Interest in Religion (1999)**



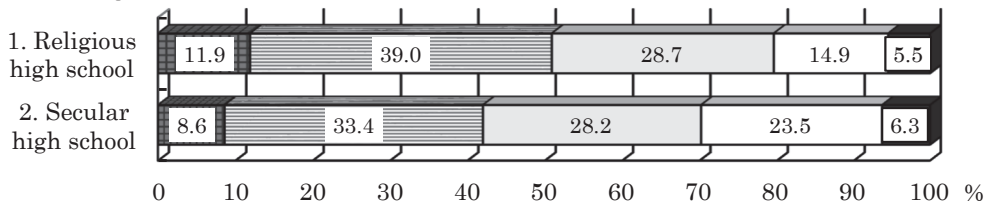
**Interest in Religion (2000)**



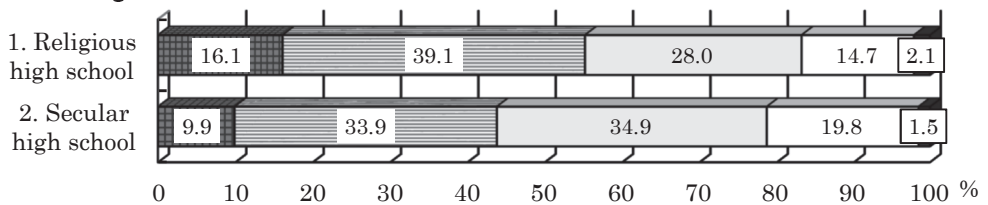
**Interest in Religion (2001)**



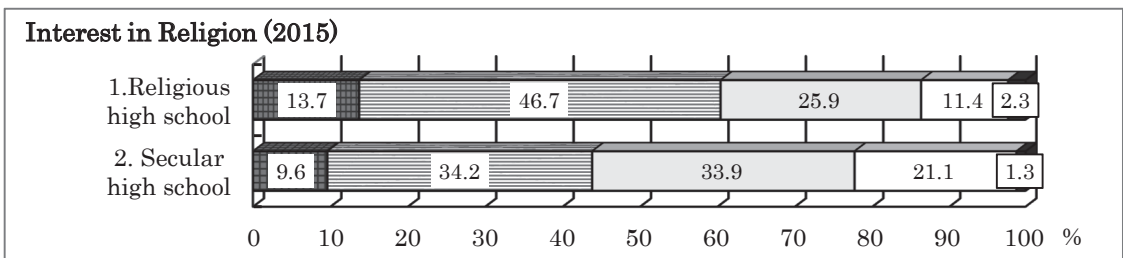
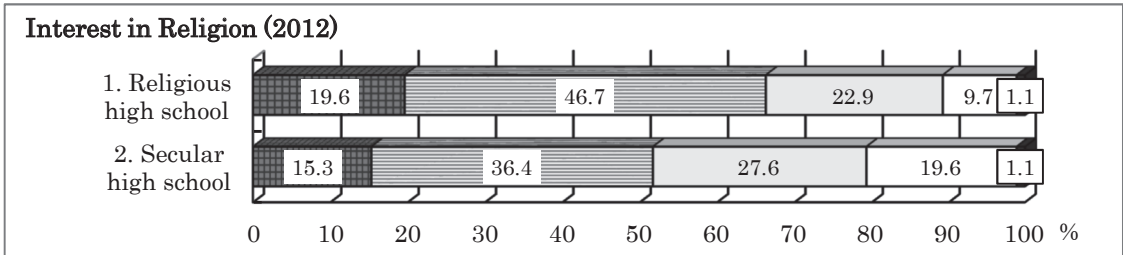
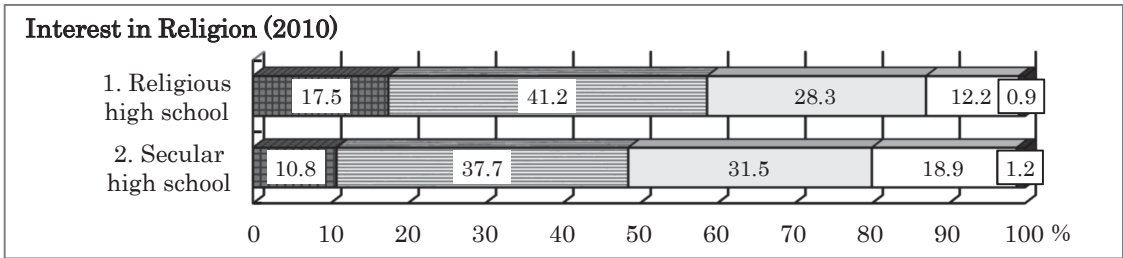
**Interest in Religion (2005)**



**Interest in Religion (2007)**







\*Looking at the proportions for "At present, I have religious faith," the percentage of graduates from religious high schools was on average 1.8 times greater than that for graduates of secular high schools. Contrariwise, the percentages for "I do not have a religious faith and I have no interest in religion whatsoever" were 1.7 times higher on average among secular high school graduates.

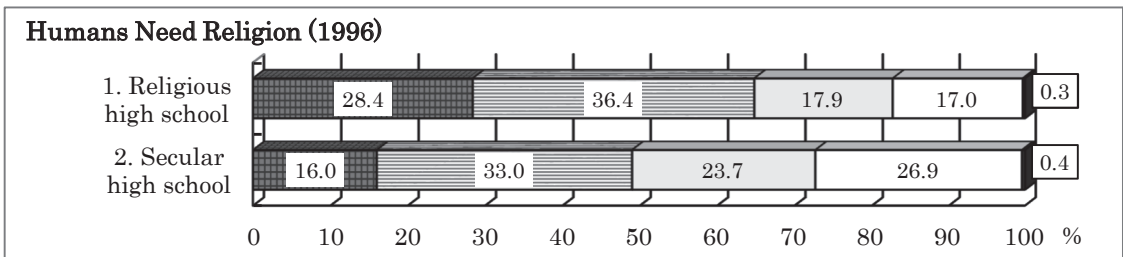
**b) Humans need religion**

**Question Content**

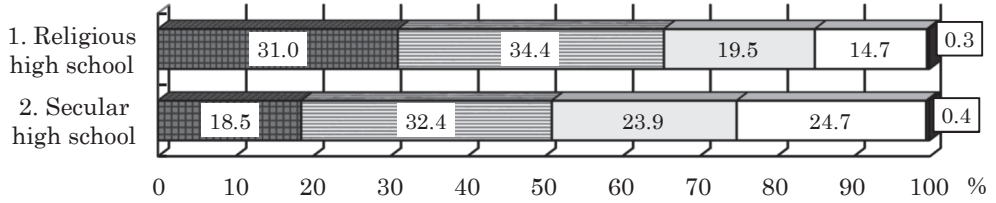
Please write in the brackets the number that corresponds to your response regarding each opinion expressed: (1) "I think so," (2) "If I had to say, I think so," (3) "If I had to say, I don't think so," or (4) "I don't think so."

"No matter how much science develops, humans still need religion." [                      ]

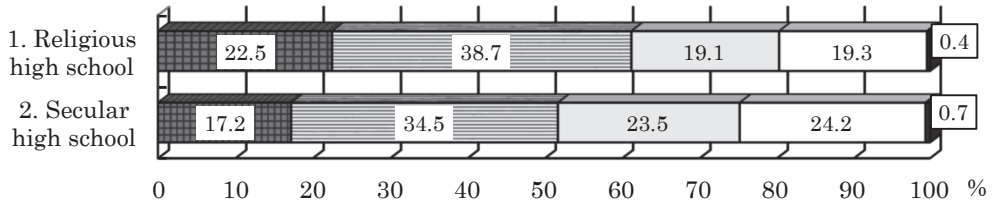
Graph 15b1



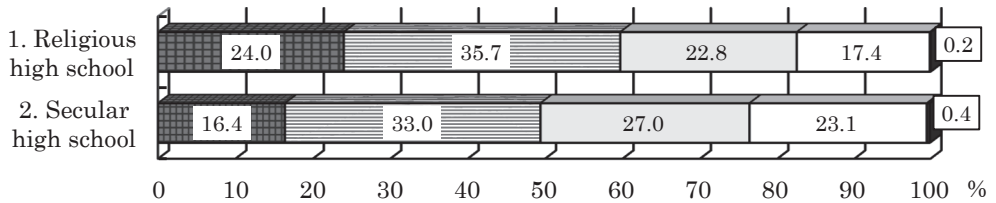
**Humans Need Religion (1997)**



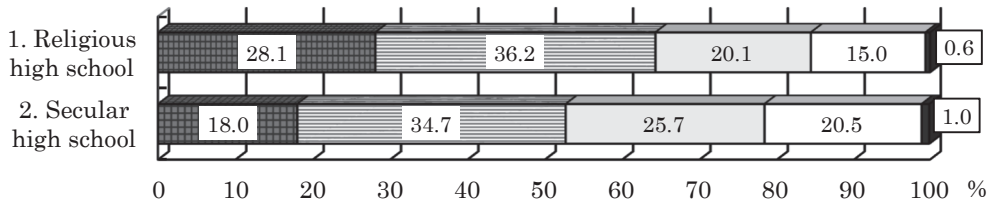
**Humans Need Religion (1998)**



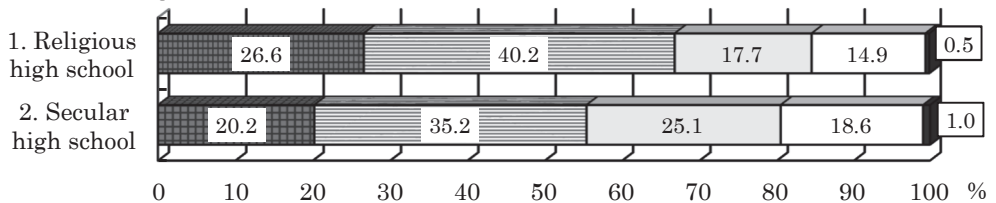
**Humans Need Religion (1999)**



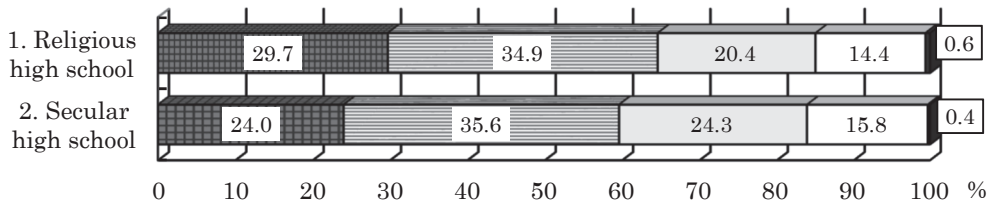
**Humans Need Religion (2000)**

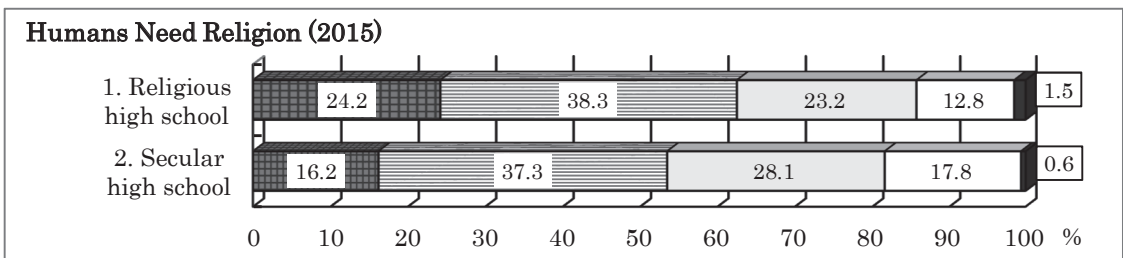
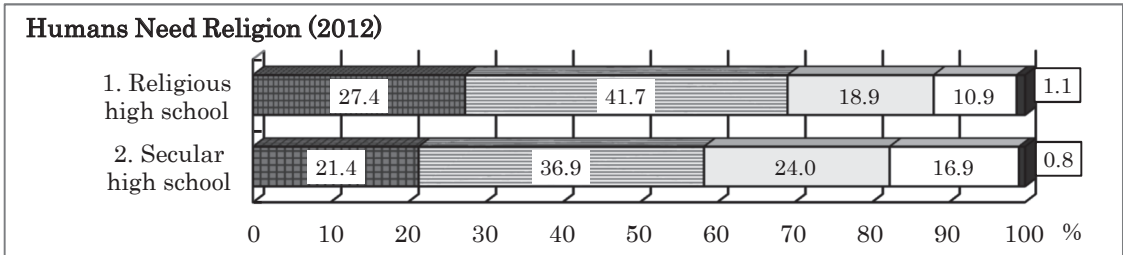
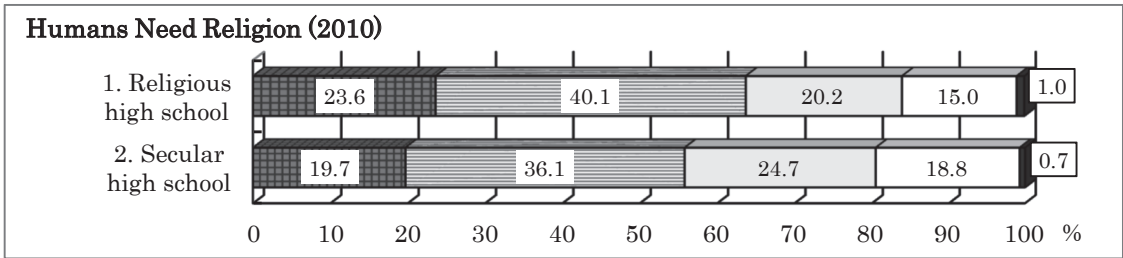


**Humans Need Religion (2005)**



**Humans Need Religion (2007)**





\*On average, 1.4 times more respondents who graduated from religious high schools agreed with the view "No matter how much science develops, humans still need religion" than did graduates of secular high schools.

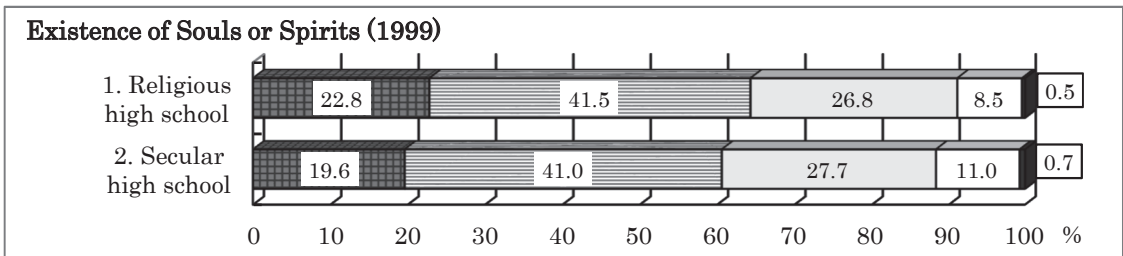
### c) Existence of souls or spirits

#### Question Content

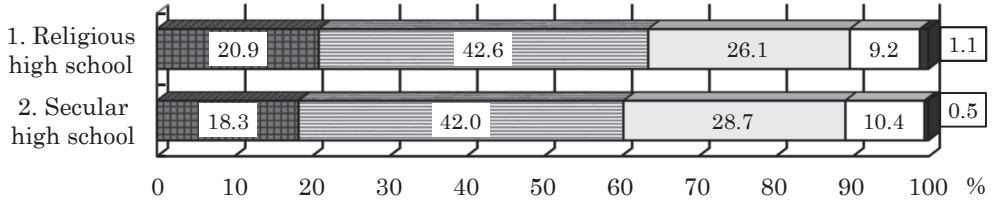
What do you think about the existence of gods or buddhas? Please write in the brackets the number that corresponds to your response for each category: (1) "I believe they exist," (2) "It's possible they exist," (3) "I don't really believe they exist," or (4) "I deny their existence."

"Existence of souls or spirits" [                    ]

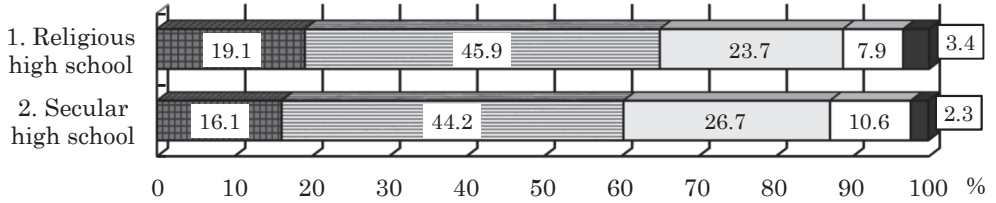
Graph 15c1



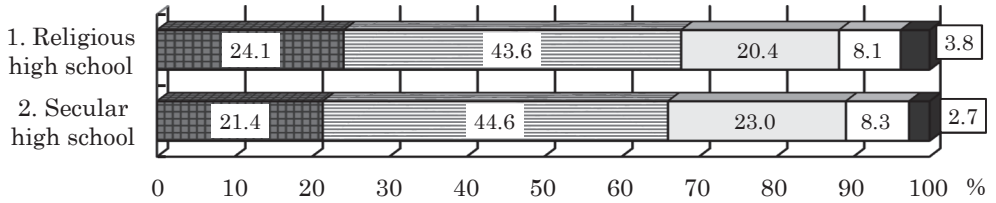
**Existence of Souls or Spirits (2000)**



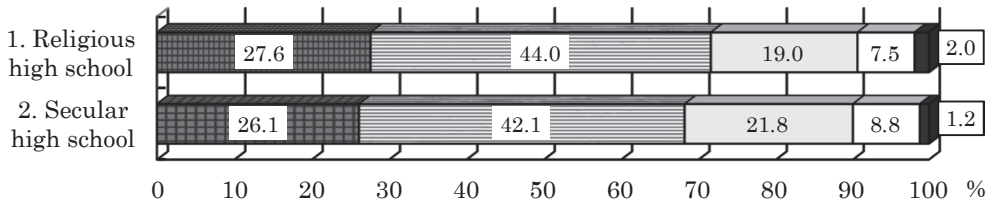
**Existence of Souls or Spirits (2001)**



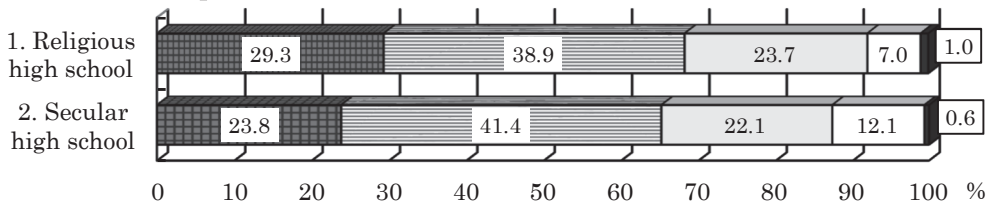
**Existence of Souls or Spirits (2005)**



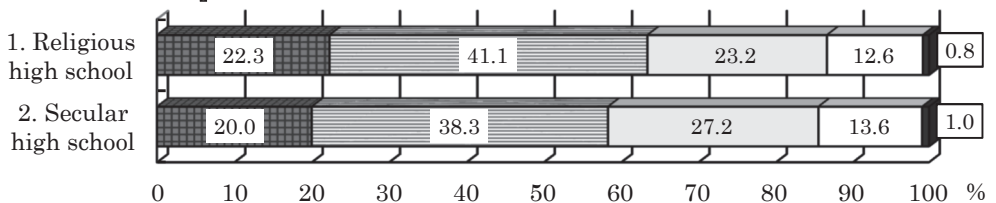
**Existence of Souls or Spirits (2007)**

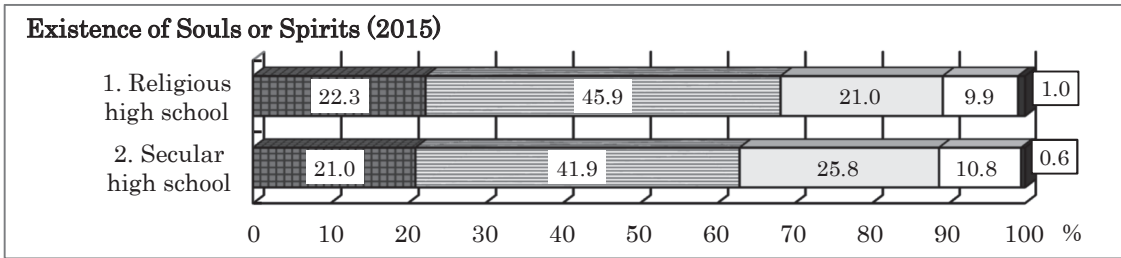


**Existence of Souls or Spirits (2010)**



**Existence of Souls or Spirits (2012)**





\*There was very little difference between religious and secular high school graduates in terms of the proportions of their responses to the question of whether they believed in the existence of souls or spirits. Comparing the percentages of those who chose, "I believe," on average the figures for religious high school graduates were little more than 1.1 times that of secular high school graduates.

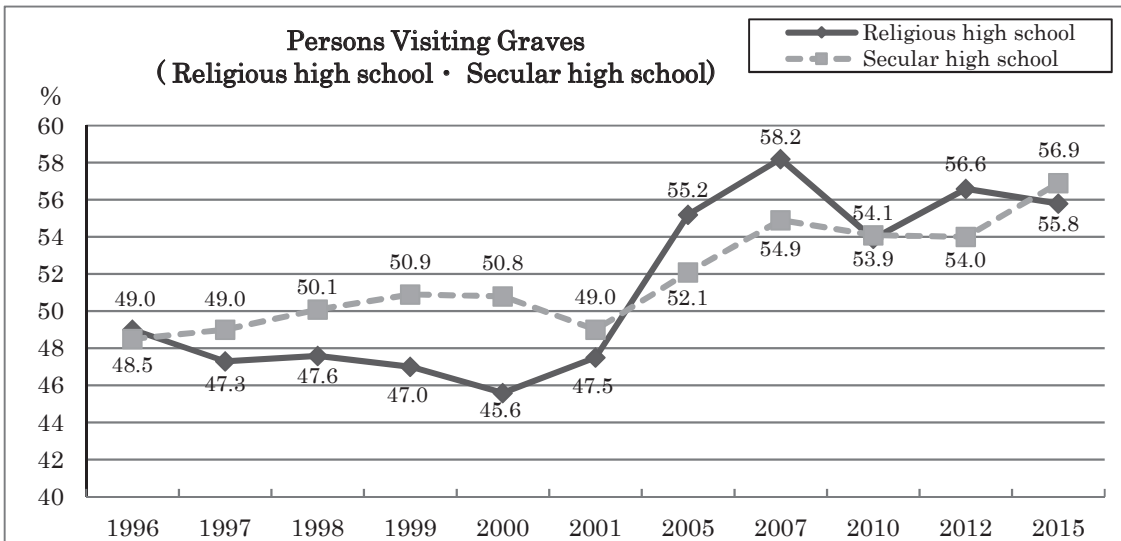
### d) Visiting graves

**Question Content**

What did you do about visiting graves during the summer festival of the dead last year? Please choose from among the following options.

- 1. I visited with my family
- 2. I visited separately from my family
- 3. Members of my family made visits, but I did not go
- 4. Nobody from my family made a visit
- 5. Other [                    ]

Graph 15d1



### e) Experience of divination

The format of the questions regarding divination was not at all uniform over the years, so we compare below only those instance where the questions were the same.

**Question Content**

(1996)

From the following list of divination types, please circle all the types that you have tried. [Translator's note: personal pronoun implied in the Japanese.]

1. I have tried some variation of table-turning (e.g., "Kokkuri-san," "Angel-san," "Cupid-san," etc.) with friends at school or at home.
  2. I have purchased books about personality determination based on blood type.
  3. I have had my fortune told by a professional fortune-teller on the streets or at a shop based on palm reading or physiognomy.
  4. I have had my fortune read by a professional fortune-teller using Tarot cards.
  5. I have paid to have a name-character fortune reading done.
  6. I have had a computer horoscope done for me at a shop.
  7. I have books or magazines I consult regularly on astrology to get my horoscope.
  8. I have paid to have some type of divination done other than those listed above. [Specifically: \_\_\_\_\_ ]
- (1999)

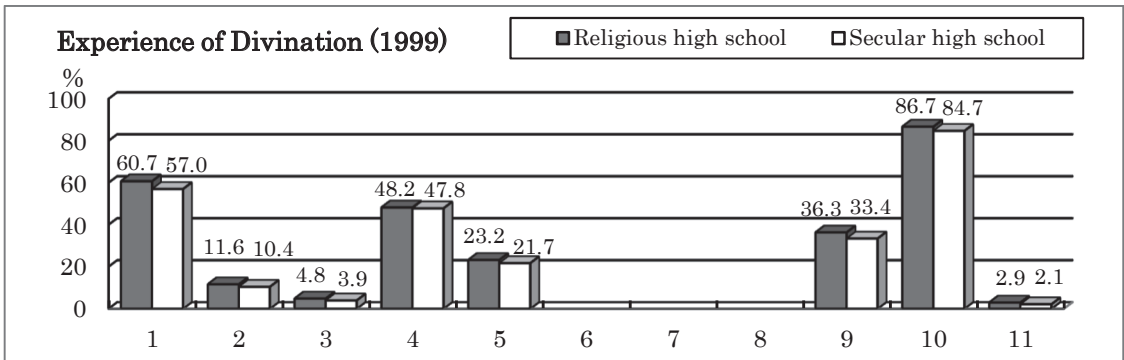
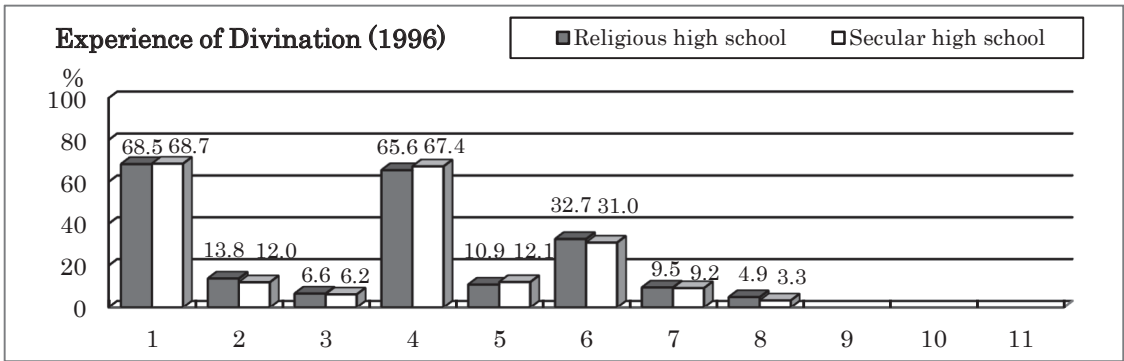
From the following list of divination types, please circle all the types that you have tried. [Translator's note: personal pronoun explicitly including in the Japanese.]

1. I have tried some variation of table-turning (e.g., "Kokkuri-san," "Angel-san," "Cupid-san," etc.) with friends at school or at home.
2. I have had my fortune told by a professional fortune-teller on the streets or at a shop based on palm reading or physiognomy.
3. I have had my fortune read by a professional fortune-teller using Tarot cards.
4. I have books or magazines I consult regularly on astrology to get my horoscope.
5. There's a TV program I watch regularly to see my fortune for the day.
6. I have gotten a paper fortune from a shrine or temple.
7. I have had a computer horoscope done for me at a shop.
8. I have had a paid divination done for me over the internet.

Table 15e1

	Religious high school		Secular high school	
	1996	1999	1996	1999
1. Table-turning	68.5	60.7	1. Table-turning	68.7 57.0
2. Palm reading, physiognomy	13.8	11.6	2. Palm reading, physiognomy	12.0 10.4
3. Tarot	6.6	4.8	3. Tarot	6.2 3.9
4. Computer horoscope	65.6	48.2	4. Computer horoscope	67.4 47.8
5. Horoscope	10.9	23.2	5. Horoscope	12.1 21.7
6. Personality determination based on blood type	32.7	—	6. Personality determination based on blood type	31.0 —
7. Name-character reading	9.5	—	7. Name-character reading	9.2 —
8. Other	4.9	—	8. Other	3.3 —
9. Television program	—	36.3	9. Television program	— 33.4
10. Paper fortune from shrine or temple	—	86.7	10. Paper fortune from shrine or temple	— 84.7
11. Paid divination on the internet	—	2.9	11. Paid divination on the internet	— 2.1

Graph 15e1



## Chapter 16: Correlation with Class Year

The majority of respondents were university ranging from 1st to 4th year, but there were some who for whatever reason had stayed on for a 5th or later year or else who were graduate students. Here, we have separated out the 1st through 4th year students into class year cohorts to cross-tabulate several of the questions and see what degree of correlations can be found. The purpose here is to treat this data to serve as a reference for seeing how respondents' opinions and behaviors change over time while they are still students.

When it comes just to the numbers of respondents from each class year, 1st year students comprised the largest group in each survey. Exact numbers are presented in the "6. Class year of respondents" list in the Survey Outline chapter. Excluding the 35.2% figure seen in the 11th survey taken in 2001, 1st year students accounted for 40% to 50% of respondents in the surveys. The percentages fall with each succeeding class year, with 4th year students accounting for less than 10%. That said, even in 1998 when the number of 4th year respondents was at its lowest level, they still registered a comparatively significant total at 230.

The questions selected for cross tabulation by class year included items regarding religious solicitation, the existence of souls or spirits, religious outlook regarding the afterlife, experience of religious solicitation, opinions about religion, and opinions about religious education.

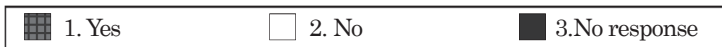
### a) Experience of religious solicitation

In 2000 and 2005, respondents were asked about their experiences of having been solicited by adherents to one or another religion. As might be expected, the percentage of respondents who said yes increased with each succeeding class year.

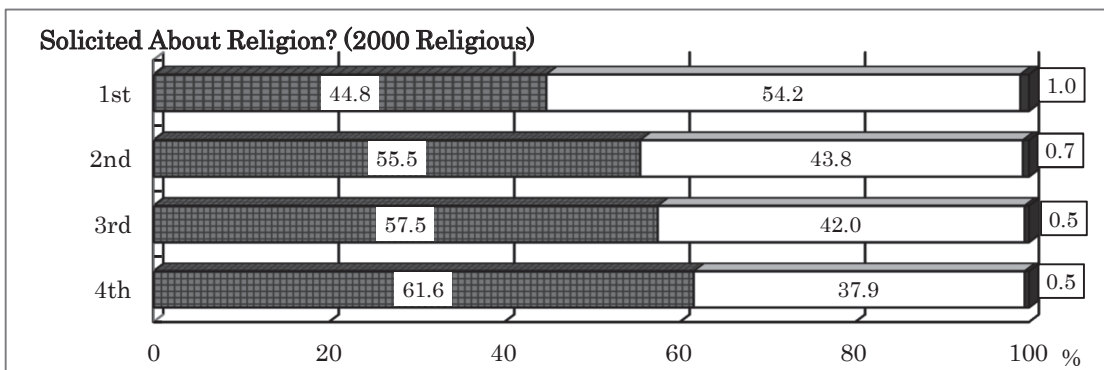
#### Question Content

Have you ever been solicited about religion by someone you do not know? 1. Yes 2. No

Response options



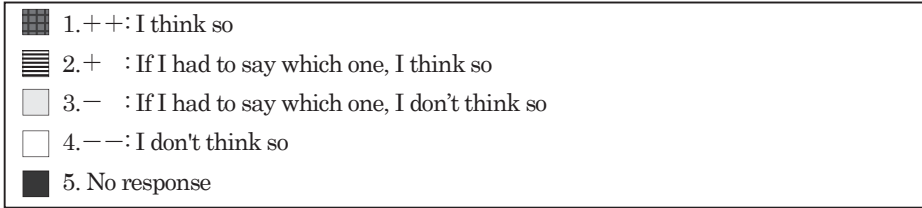
Graph 16a1



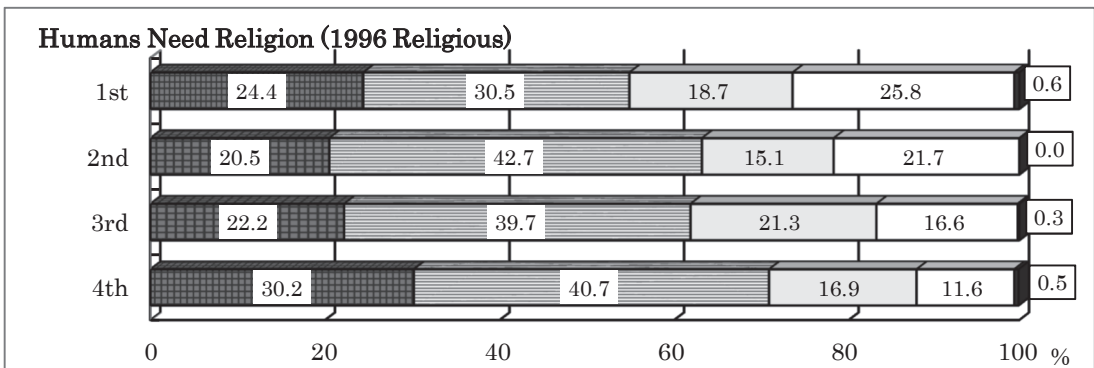
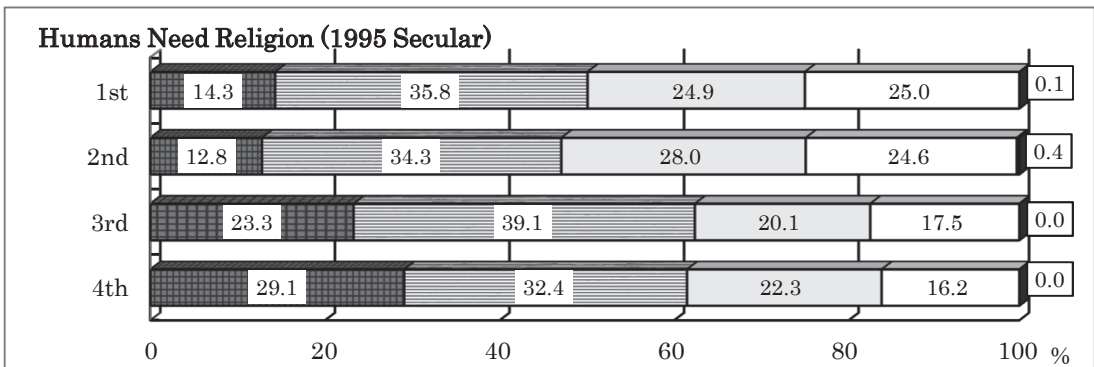
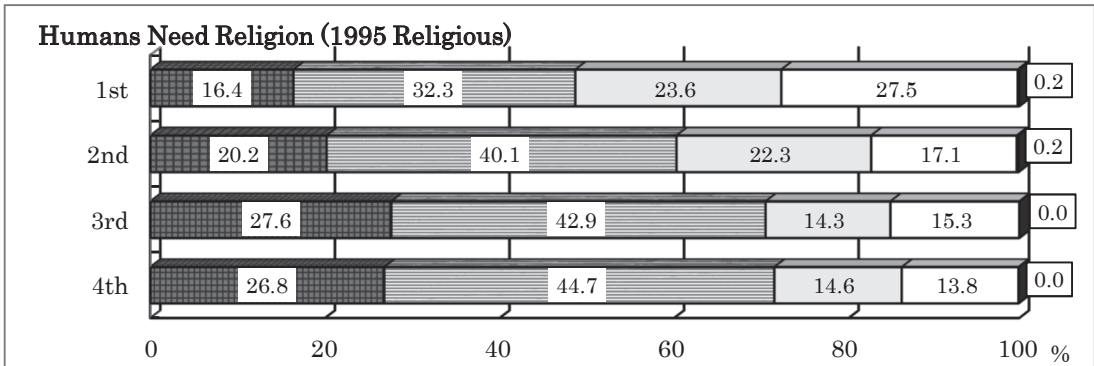




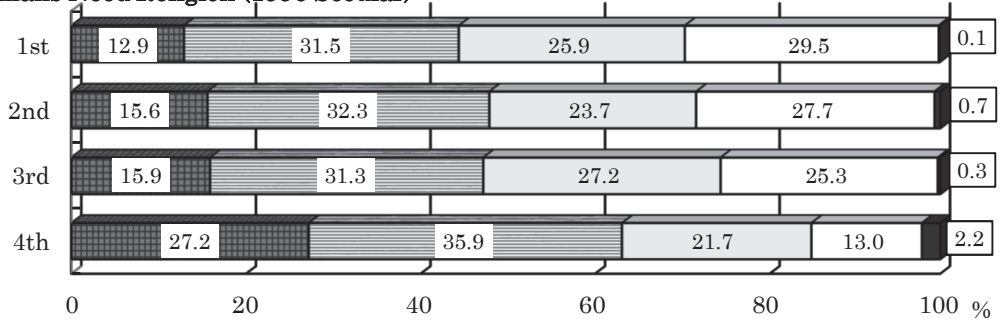
Response options



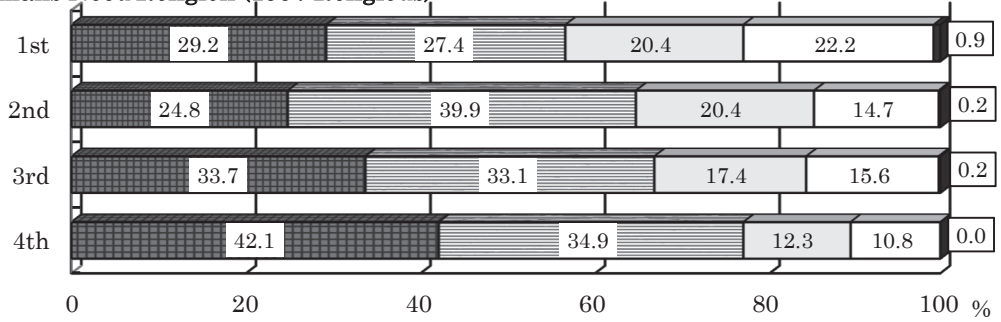
Graph 16b1



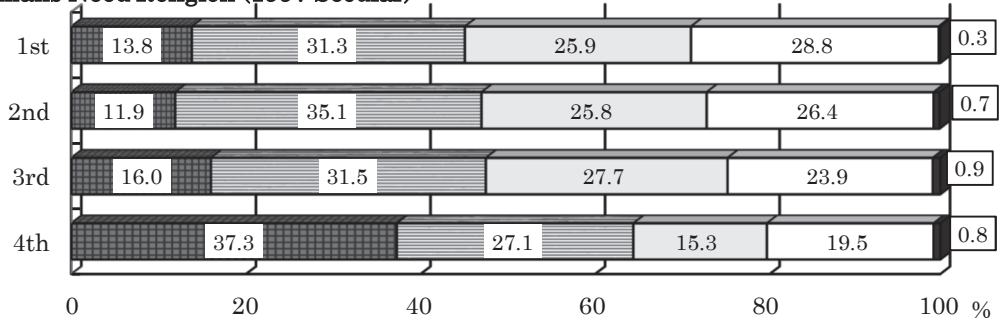
**Humans Need Religion (1996 Secular)**



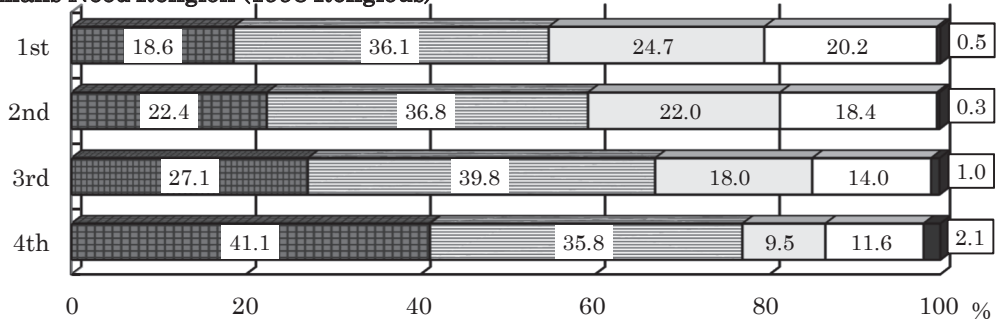
**Humans Need Religion (1997 Religious)**

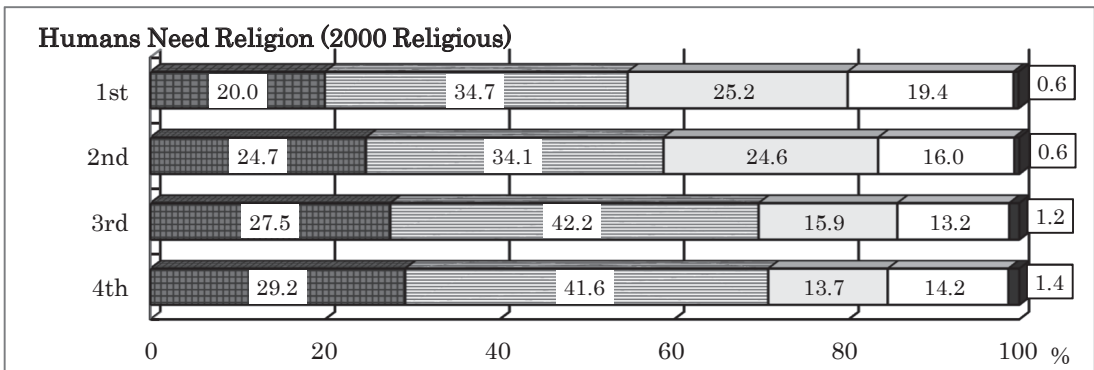
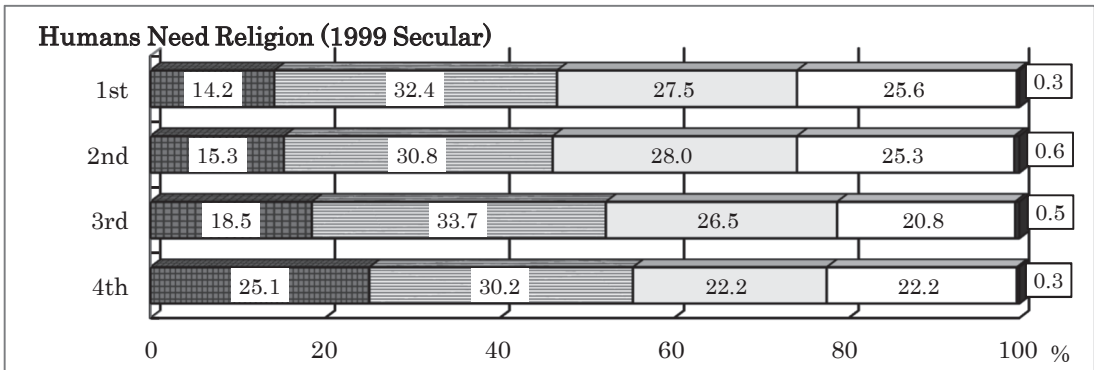
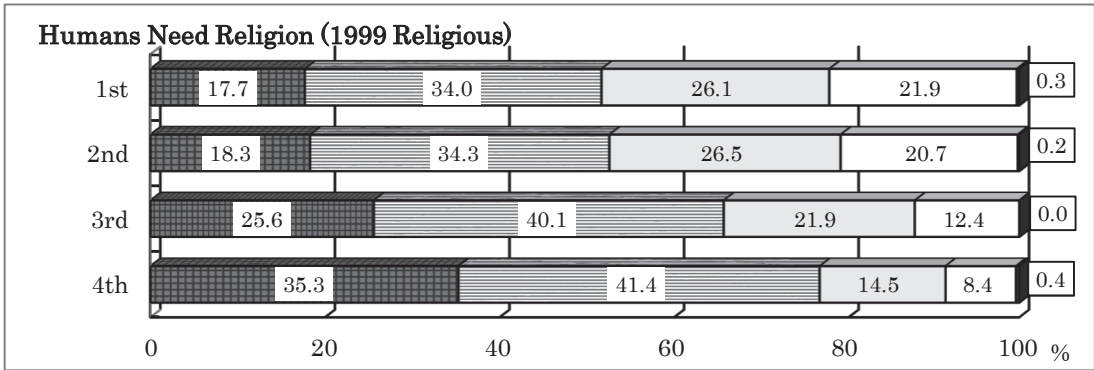
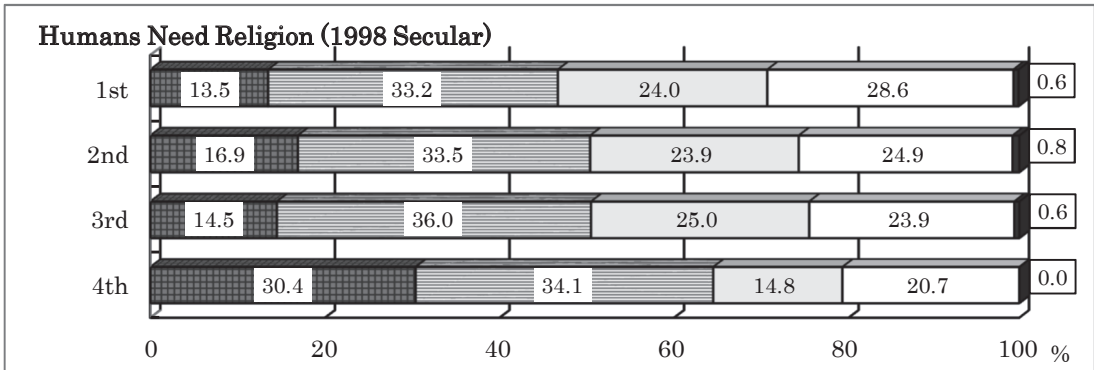


**Humans Need Religion (1997 Secular)**

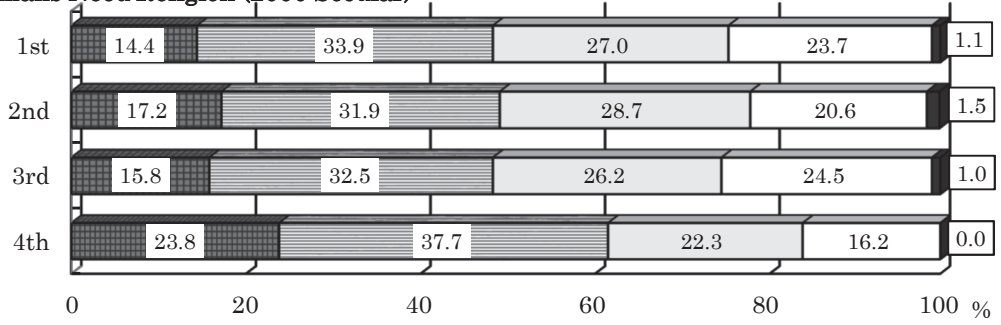


**Humans Need Religion (1998 Religious)**

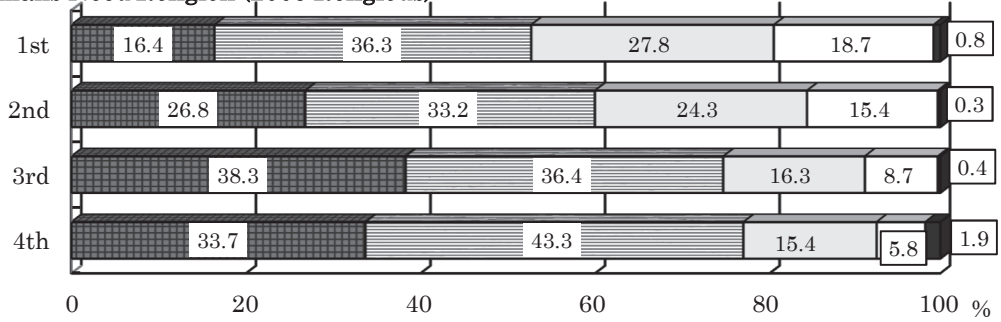




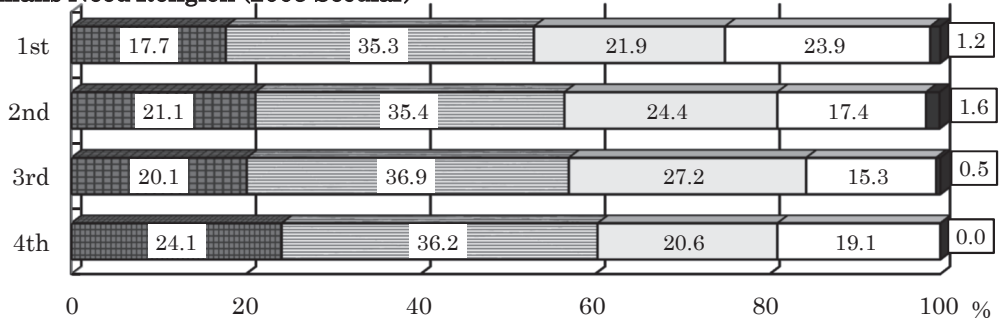
**Humans Need Religion (2000 Secular)**



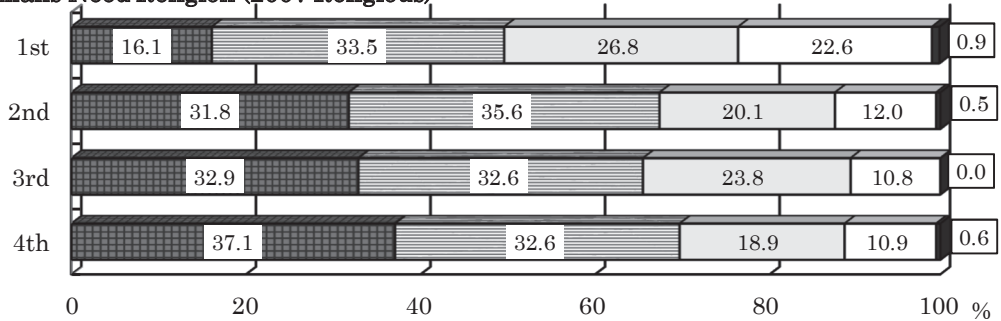
**Humans Need Religion (2005 Religious)**

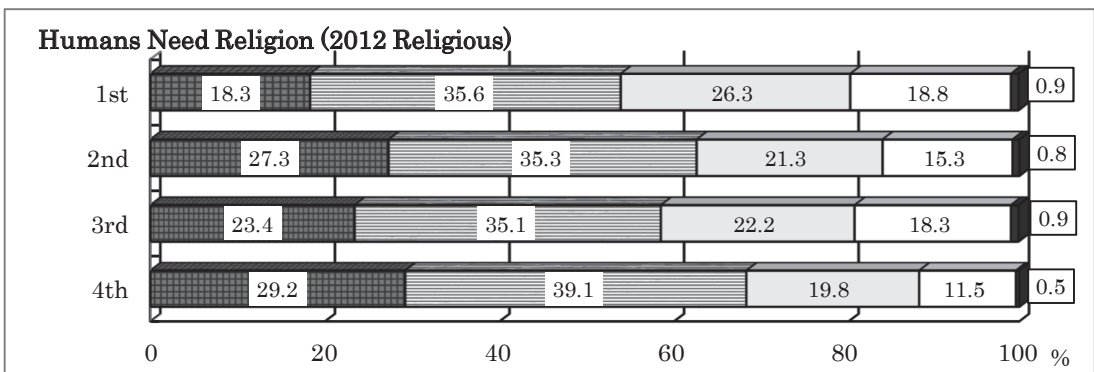
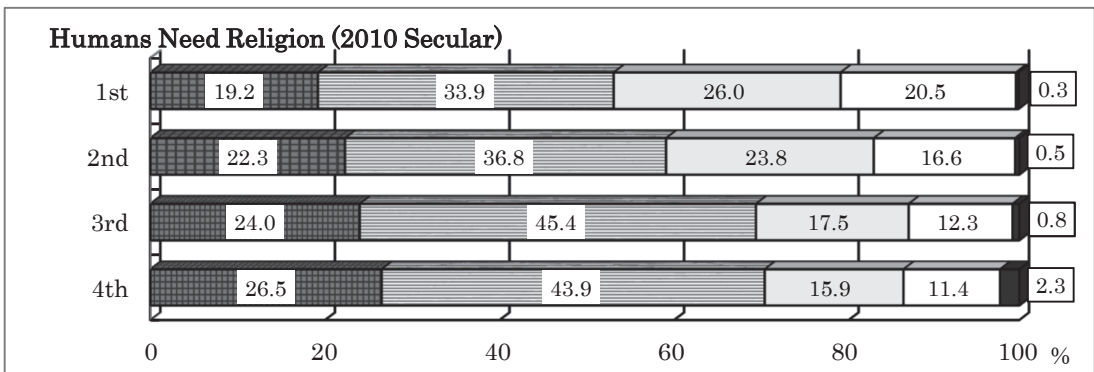
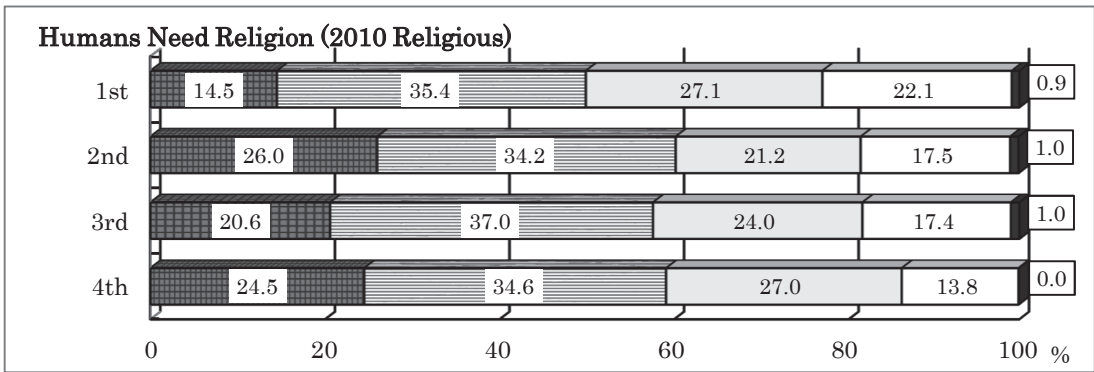
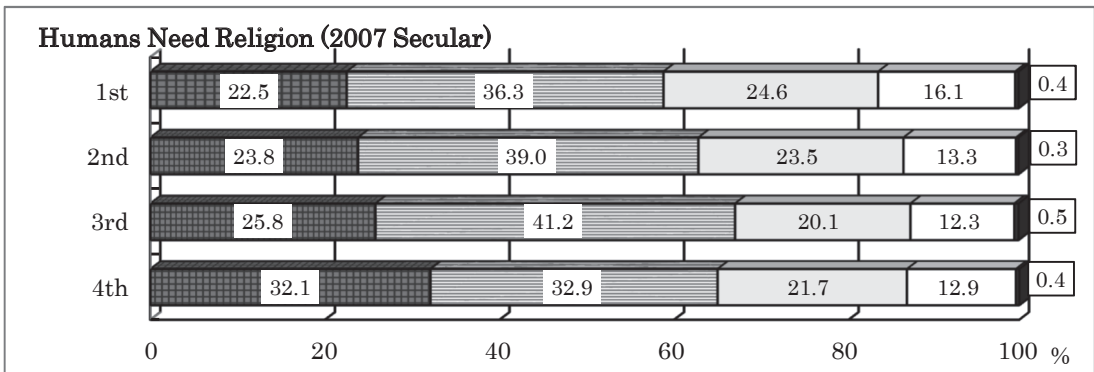


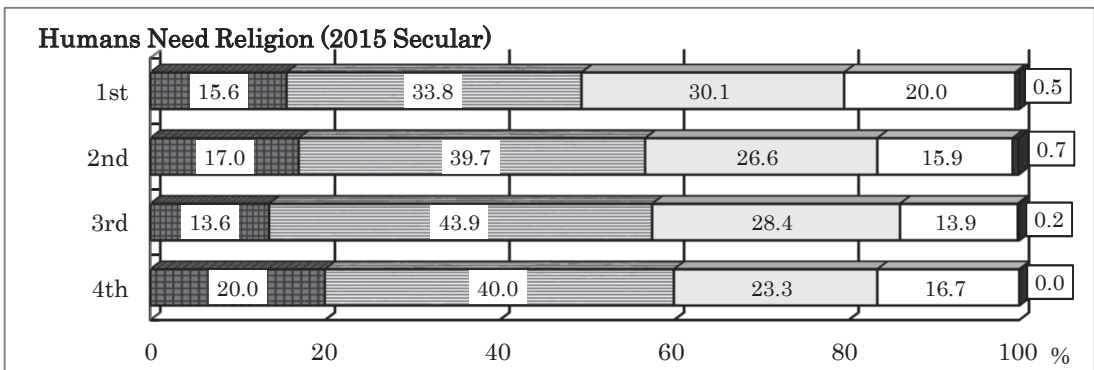
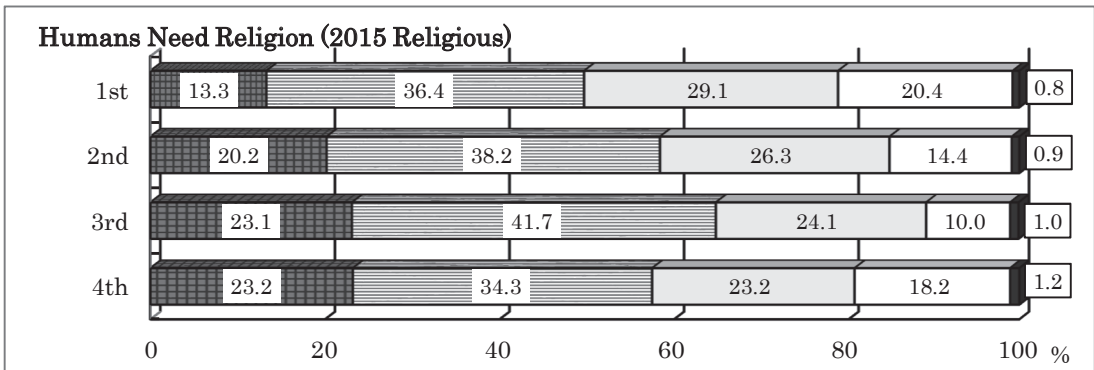
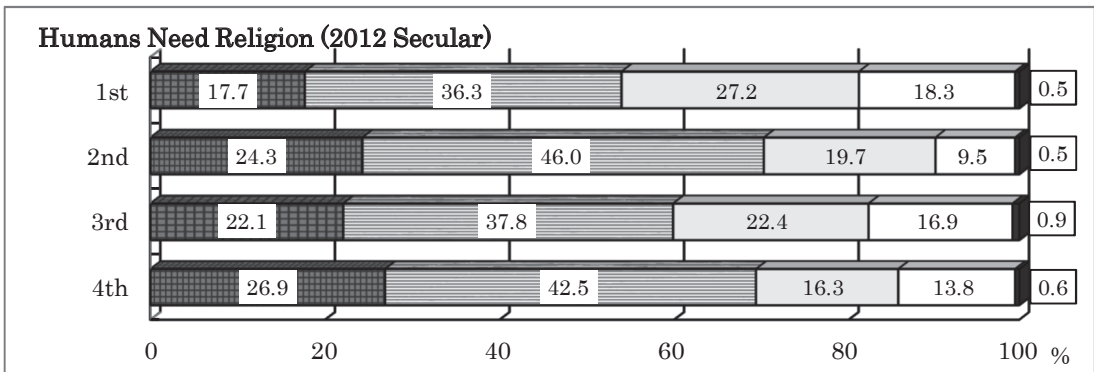
**Humans Need Religion (2005 Secular)**



**Humans Need Religion (2007 Religious)**







\*With each successive class year, there is a tendency for the percentage of those who believe "No matter how much science develops, humans still need religion" to grow bit by bit. The percentage of affirmative responses to this question grows with each successive class year, though there were also survey years that were exceptions. However, given that the absolute number of respondents declined for 3rd and 4th year respondents, the margin for error also grew.

**c) Do you think religion is dangerous?**

The data on percentages of respondents who view religion negatively comes from questions asked in 7 surveys starting in 1998. These have been cross tabulated to serve as a reference for looking at what changes occurred during their years as students.

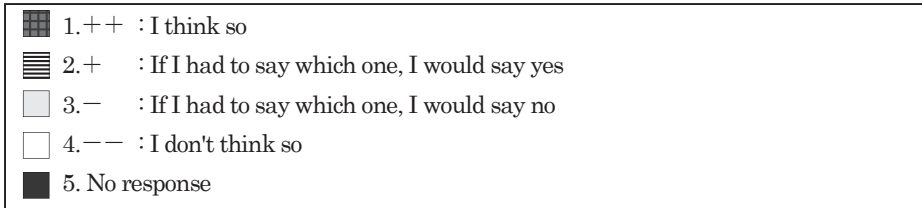
**Question Content**

Please write in the brackets the number that corresponds to your response regarding each opinion

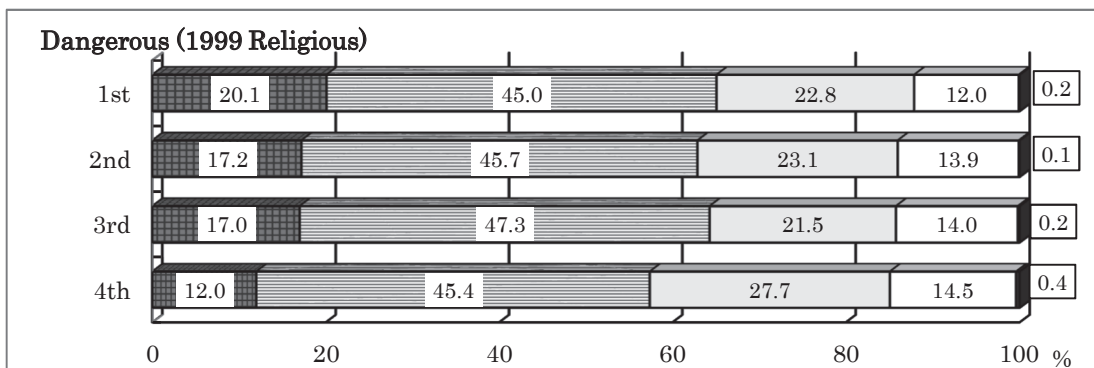
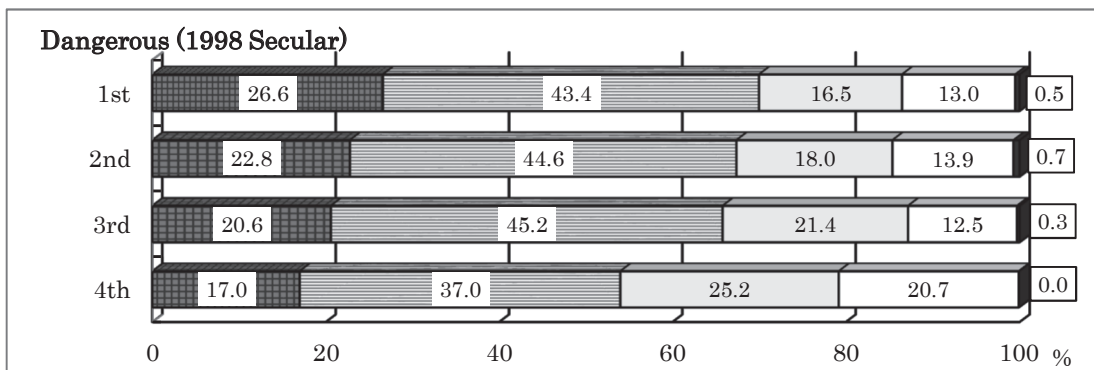
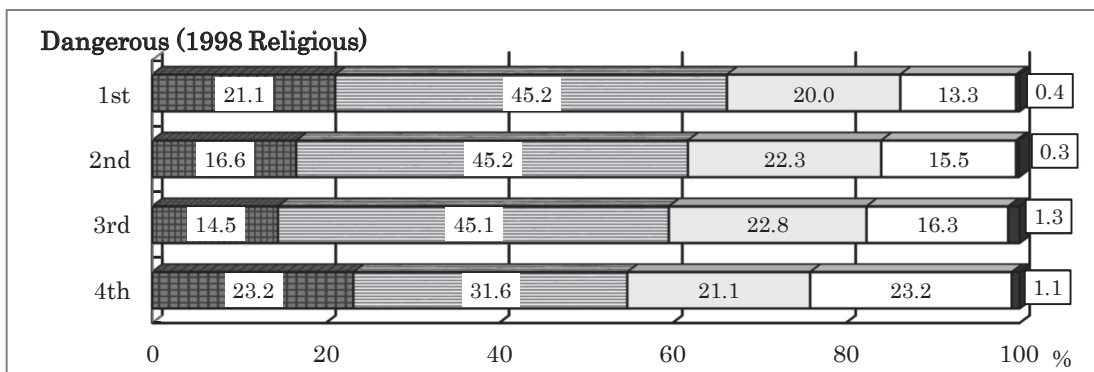
expressed: (1) "I think so," (2) "If I had to say which one, I would say yes," (3) "If I had to say which one, I would say no," or (4) "I don't think so."

"Generally speaking, religion has the image of being dangerous." [ ]

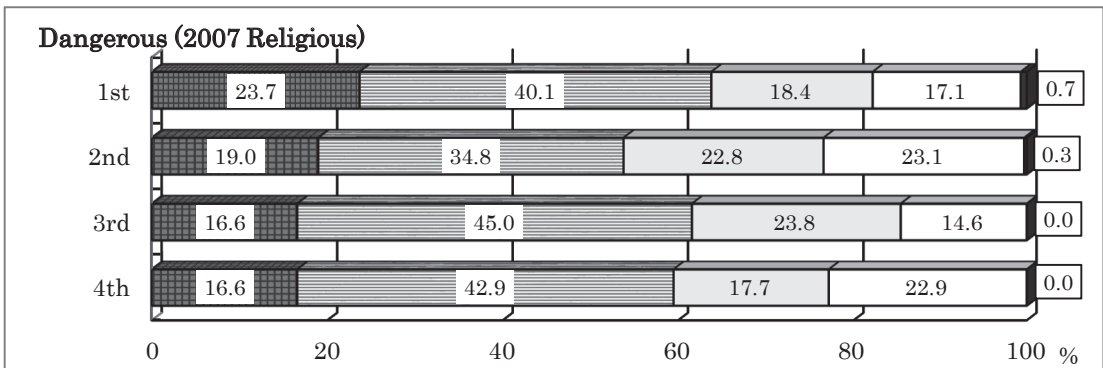
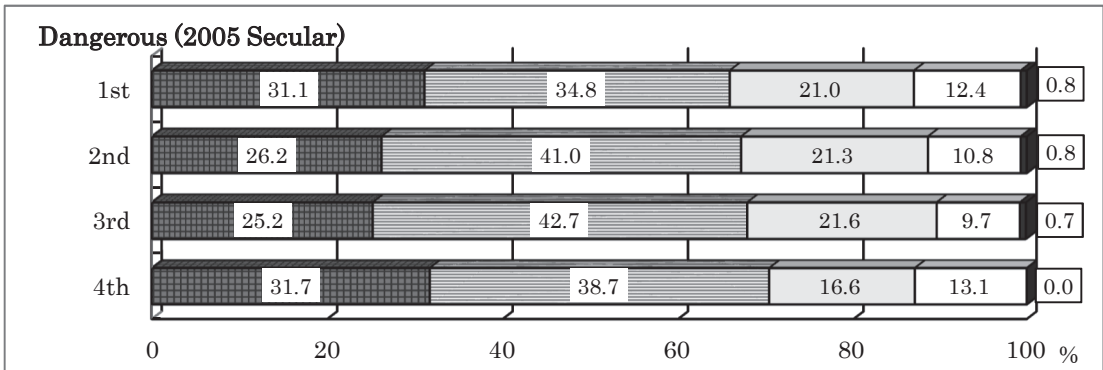
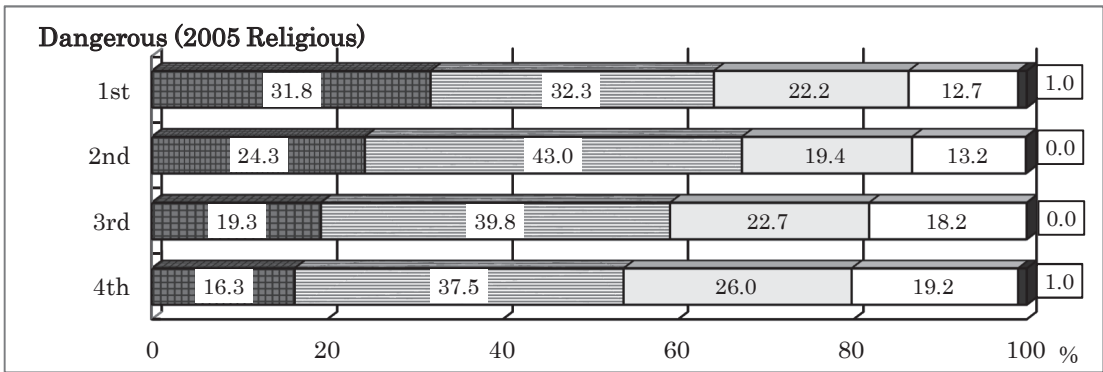
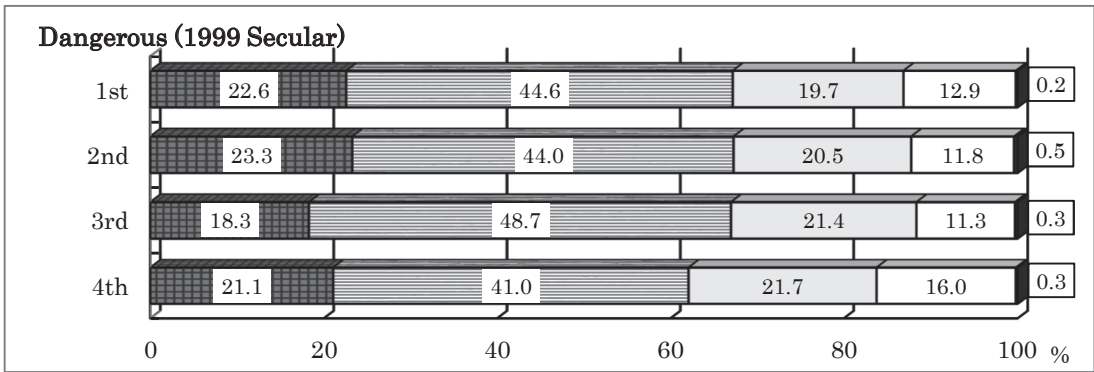
Response options

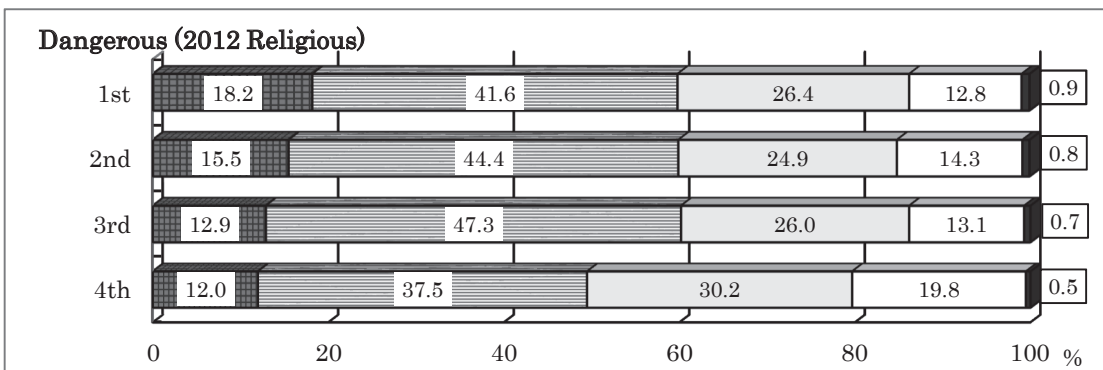
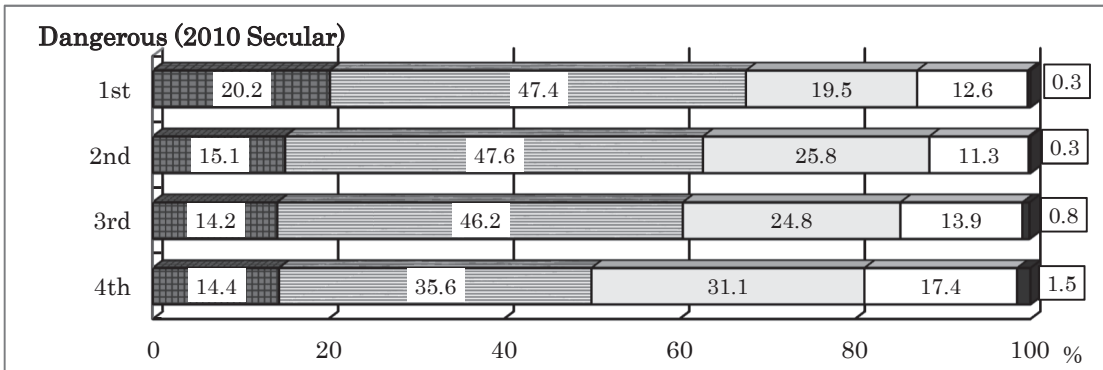
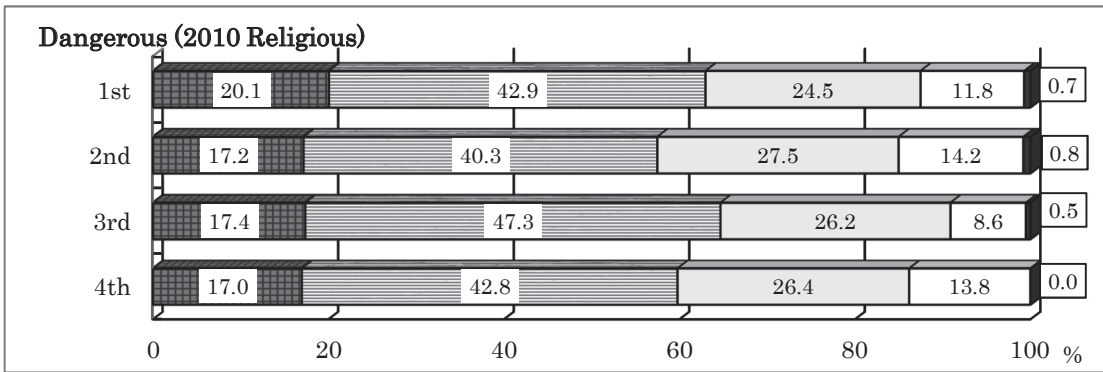
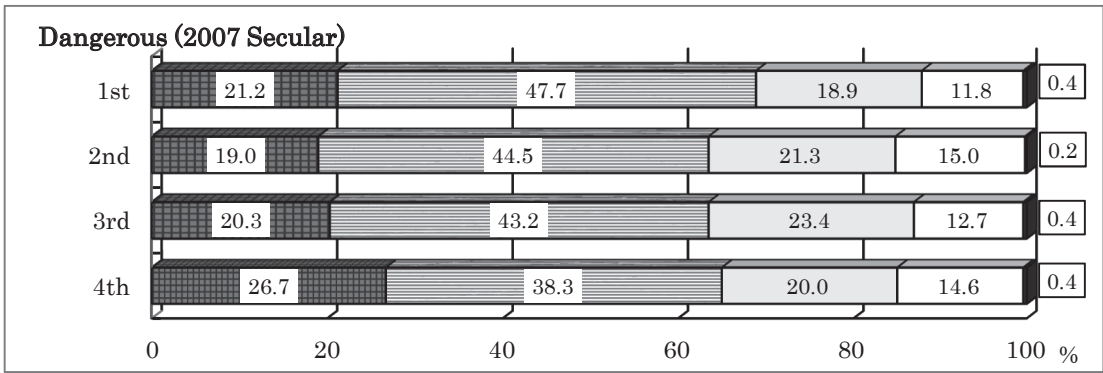


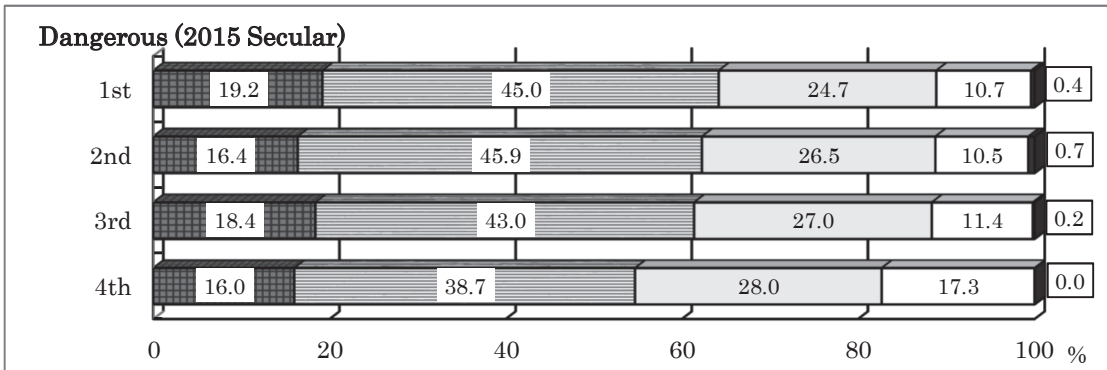
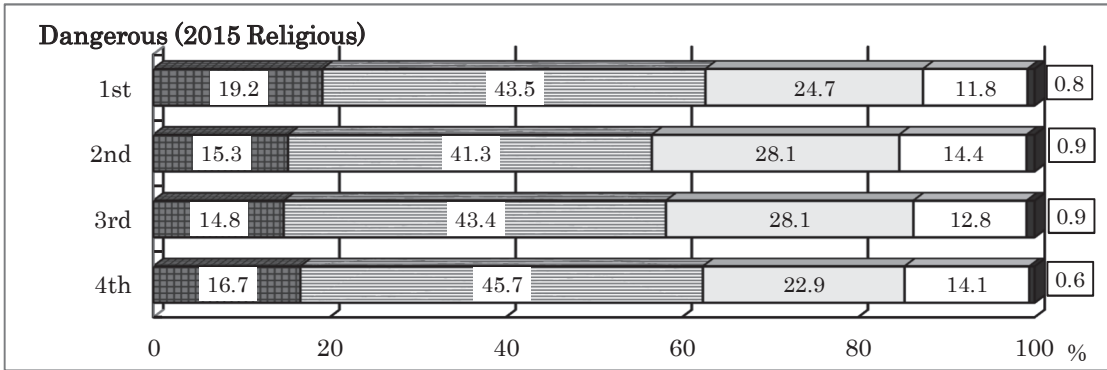
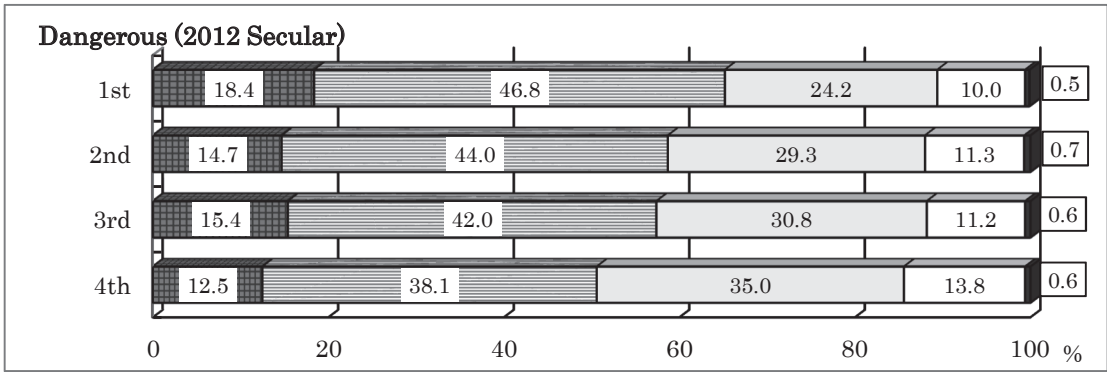
Graph 16c1











\*There was a weak correlation between successive class years and responding "I think religion is dangerous" in surveys conducted in the latter half of the 1990s, while there was a tendency in surveys from 2005 and later for the percentage who responded that way to decline with each successive class year. This perhaps falls within the scope of error, but provisionally we treat it as a change worth bearing in mind.

**d) What do you think about being educated about religions in grades through high school?**

Questions regarding religious education saw changes occur twice to the response options, and so the data breaks down into three different types. The changes to the response options had a significant impact, and the same was also the case in Korea (please see the section on Japan-Korea Comparisons). The response options were changed to examine what differences emerged among the class years.

**Question Content**

Please write in the brackets the number that corresponds to your response regarding each opinion expressed: (1) "I think so," (2) "If I had to say which one, I would say yes," (3) "If I had to say which one, I would say no," or (4) "I don't think so."

(1996 to 1999)

"There should be more teaching of elementary knowledge about religion through high school."






(2005)

"There should be more teaching of elementary knowledge about the world's religions through high school."

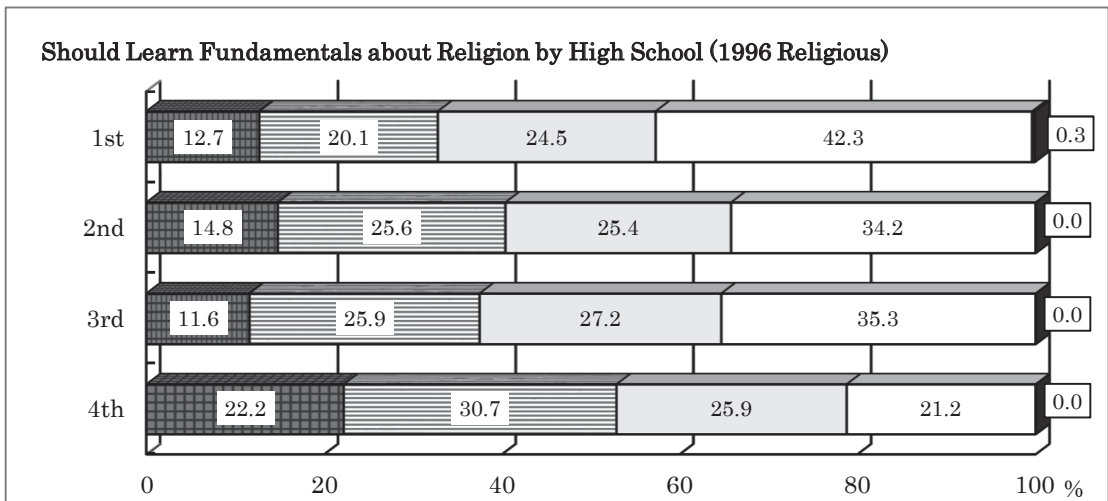
(2007 to 2015)

"Learning elementary knowledge about religious culture in Japan and the world through high school years would be good."

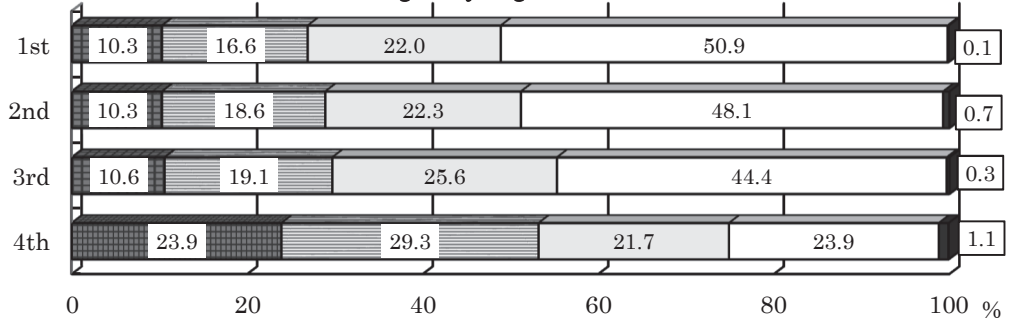
Response options

	1. ++ : I think so
	2. + : If I had to say which one, I would say yes
	3. - : If I had to say which one, I would say no
	4. -- : I don't think so
	5. No response

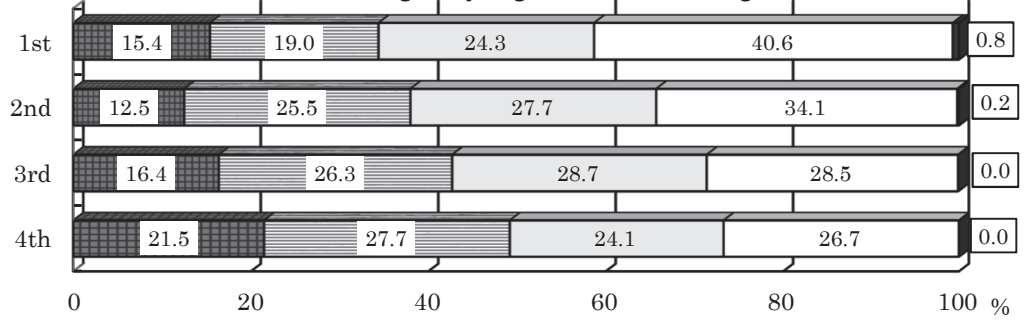
Graph 16d1



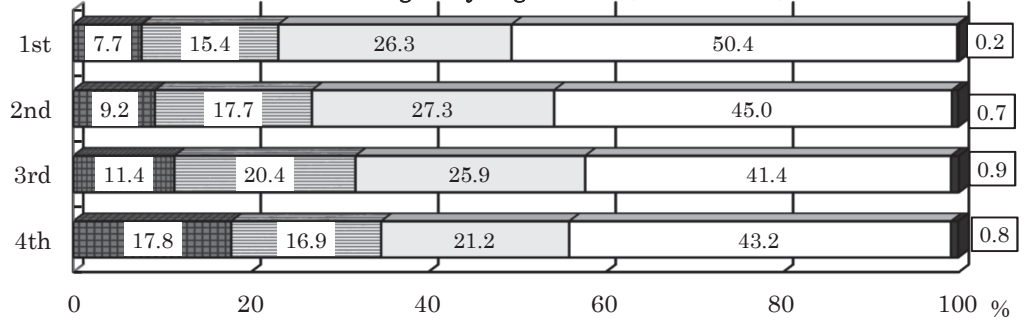
**Should Learn Fundamentals about Religion by High School (1996 Secular)**



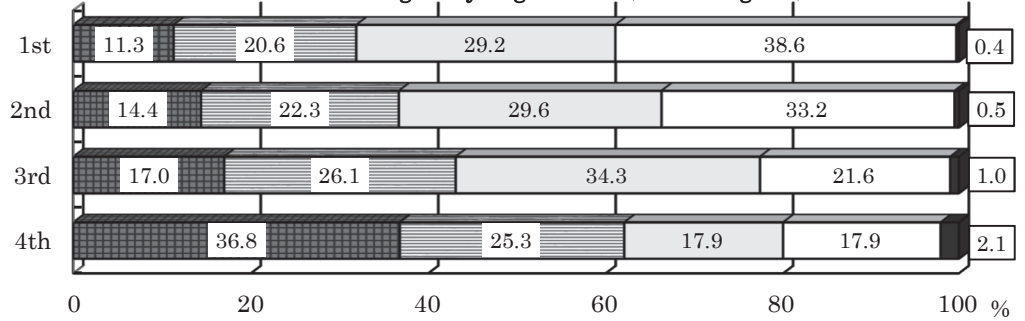
**Should Learn Fundamentals about Religion by High School (1997 Religious)**



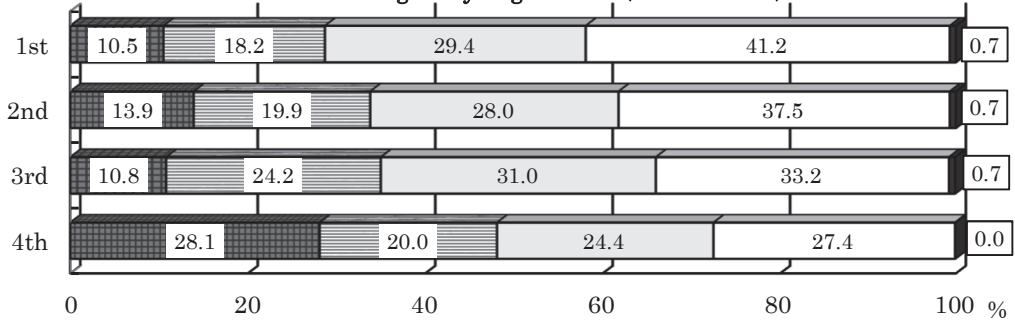
**Should Learn Fundamentals about Religion by High School (1997 Secular)**



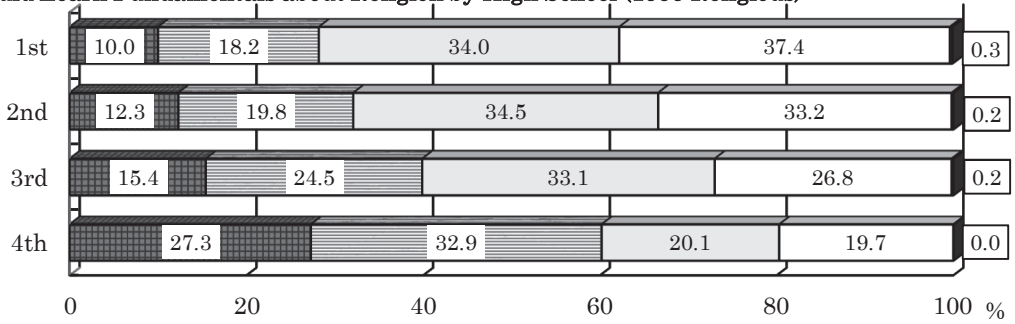
**Should Learn Fundamentals about Religion by High School (1998 Religious)**



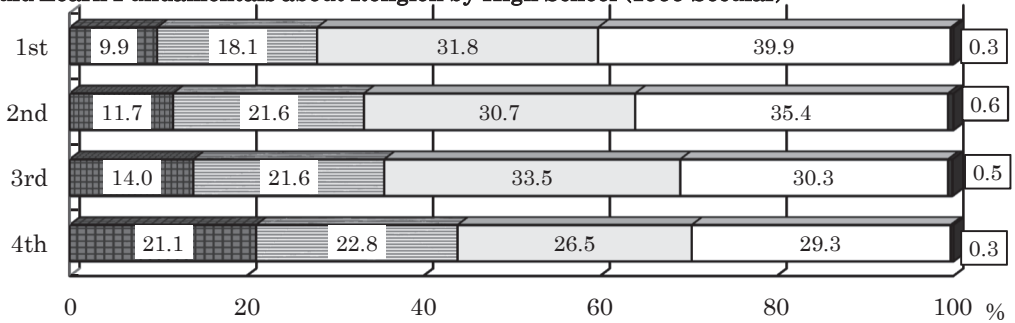
**Should Learn Fundamentals about Religion by High School (1998 Secular)**



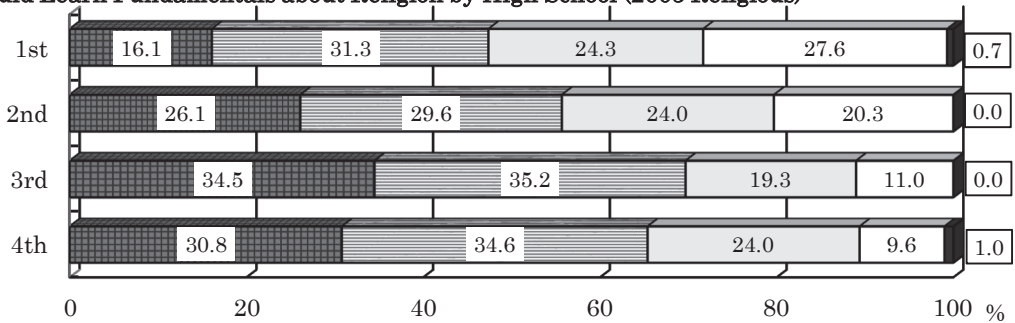
**Should Learn Fundamentals about Religion by High School (1999 Religious)**



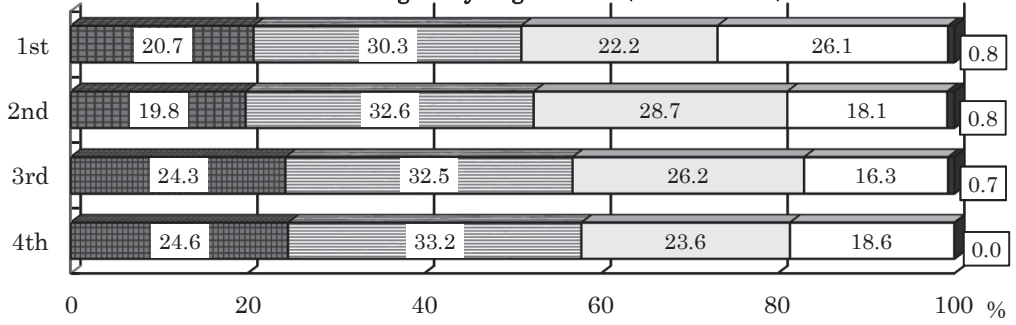
**Should Learn Fundamentals about Religion by High School (1999 Secular)**



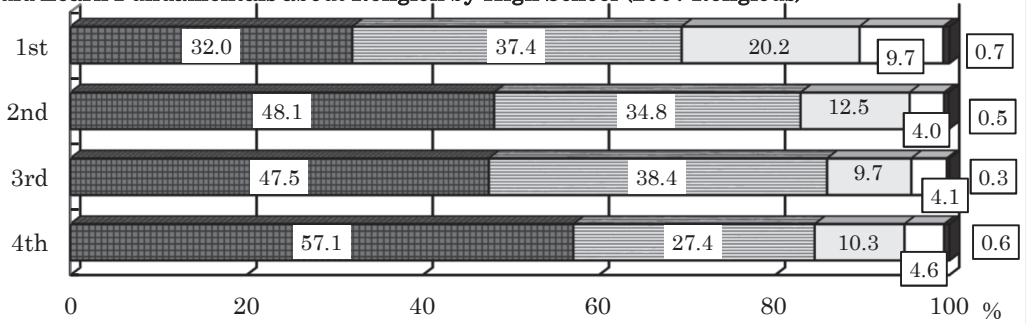
**Should Learn Fundamentals about Religion by High School (2005 Religious)**



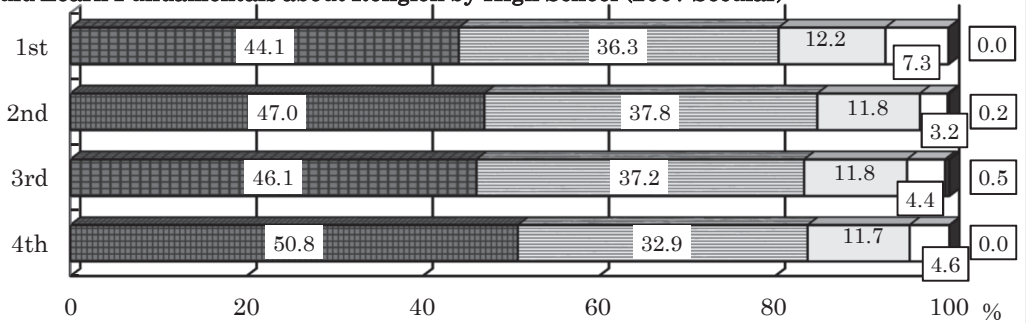
**Should Learn Fundamentals about Religion by High School (2005 Secular)**



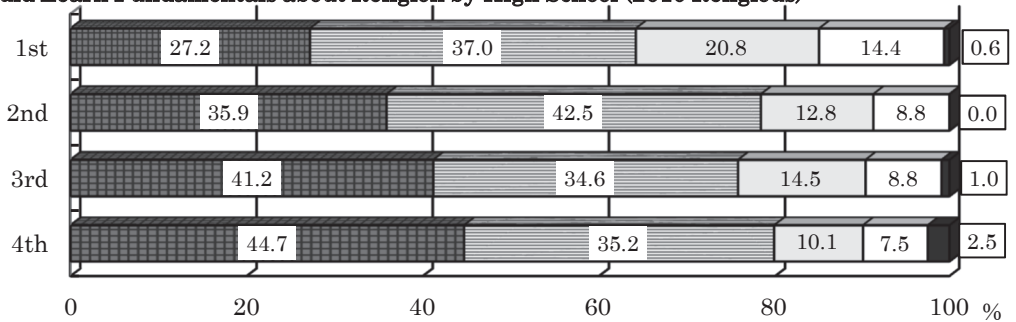
**Should Learn Fundamentals about Religion by High School (2007 Religious)**



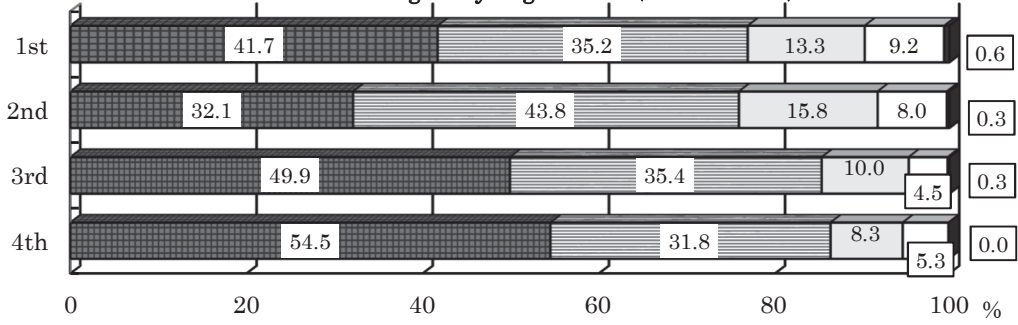
**Should Learn Fundamentals about Religion by High School (2007 Secular)**



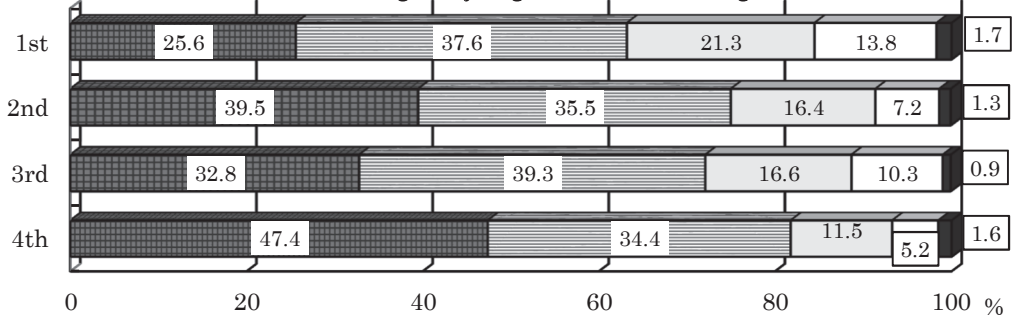
**Should Learn Fundamentals about Religion by High School (2010 Religious)**



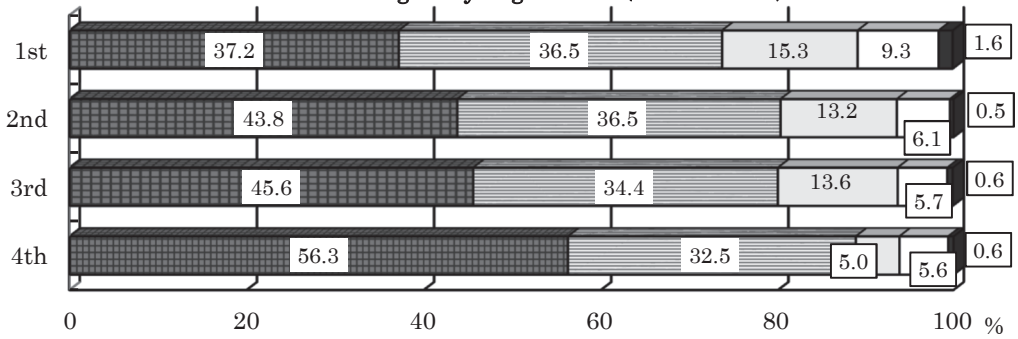
**Should Learn Fundamentals about Religion by High School (2010 Secular)**



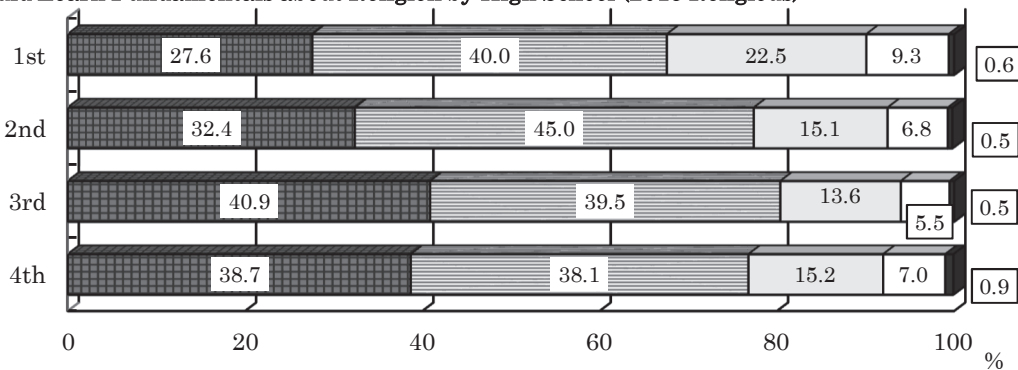
**Should Learn Fundamentals about Religion by High School (2012 Religious)**



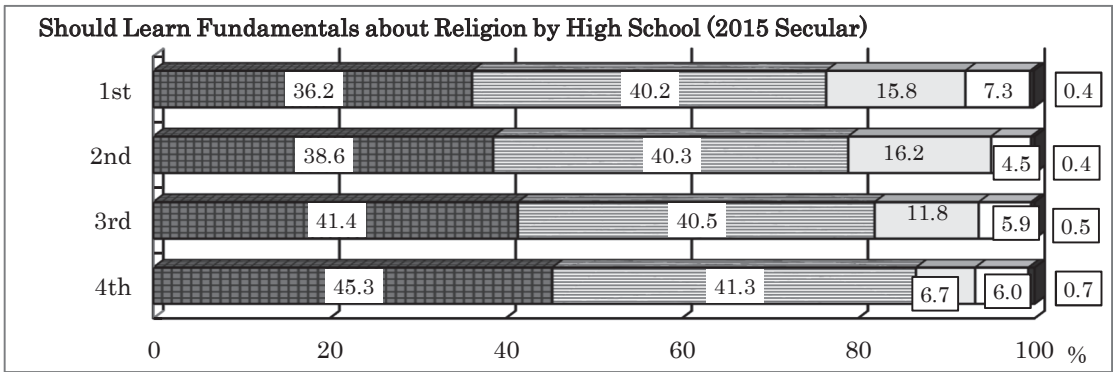
**Should Learn Fundamentals about Religion by High School (2012 Secular)**



**Should Learn Fundamentals about Religion by High School (2015 Religious)**







\*Regardless of class year, changing the response options resulted in differences in the percentages for those responses.

### e) Existence of souls or spirits

On the question of belief in the existence of souls or spirits, the differences in responses from religious and secular high school graduates were not especially great nor were they based on whether a respondent had a religious faith or not. The next questions to ask are whether there were differences depending on class year and on the impact of experiences in university. We surmise that the possibility was high that a respondent at a university with a religious affiliation would have taken many classes related to religion the further along they were in their studies. The question here is whether or not this had an impact or not.

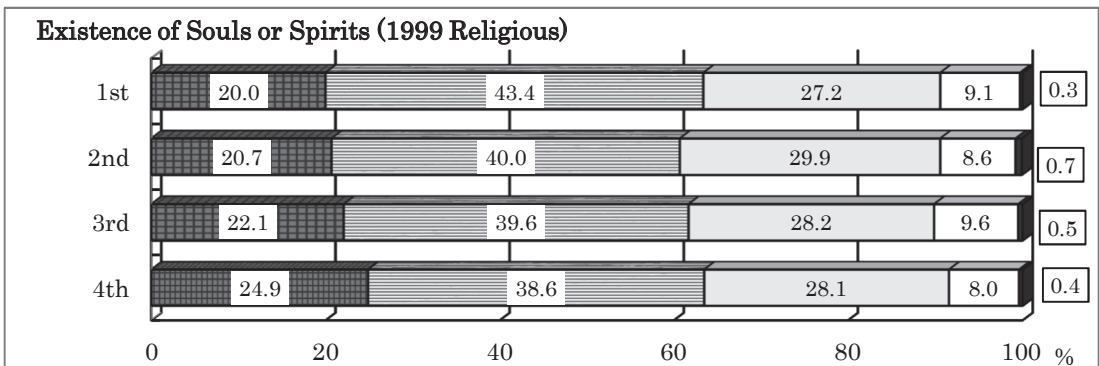
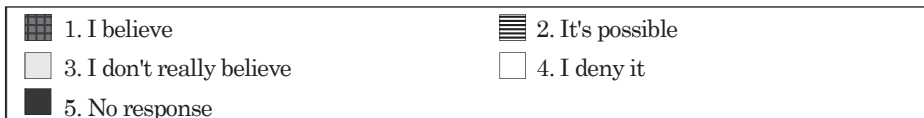
#### Question Content

What do you think about the existence of gods or buddhas? Please write in the brackets the number that corresponds to your response for each category: (1) "I believe they exist," (2) "It's possible they exist," (3) "I don't really believe they exist," or (4) "I deny it."

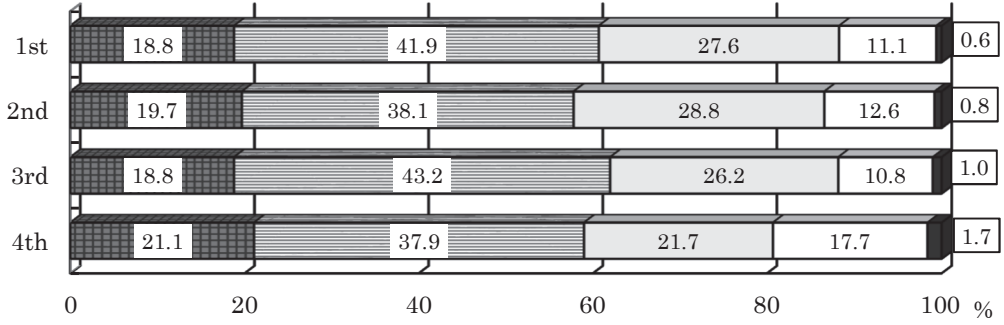
"Existence of souls or spirits" [                    ]

Graph 16e1

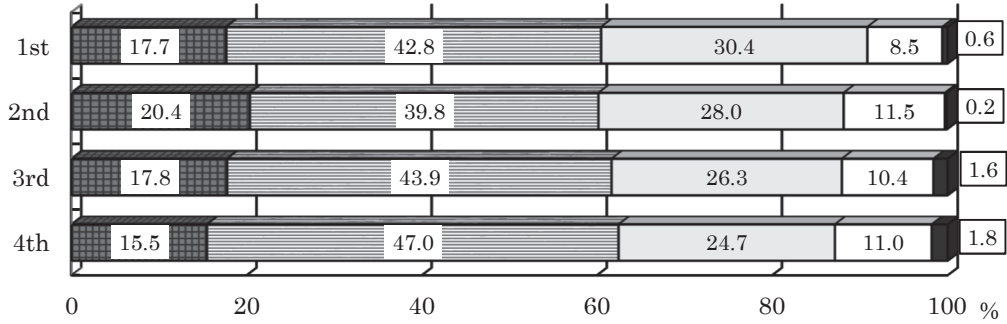
Response options



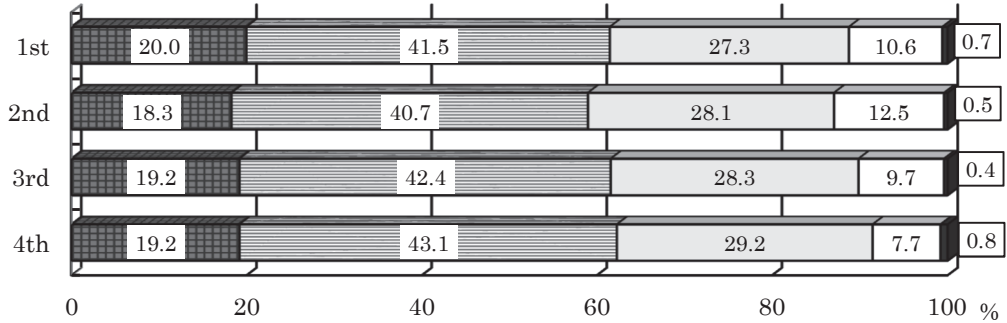
**Existence of Souls or Spirits (1999 Secular)**



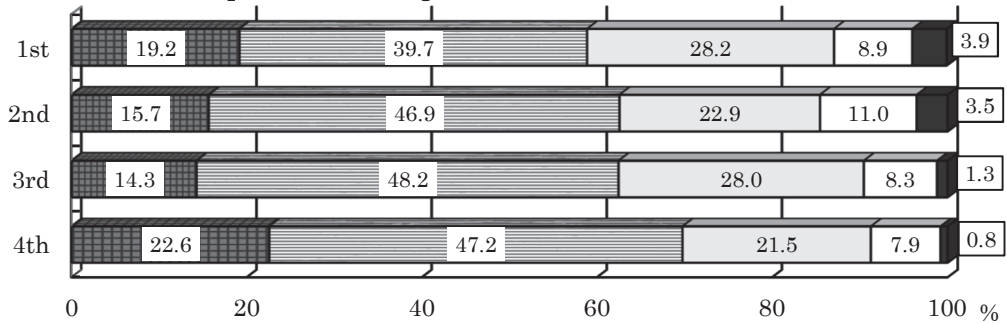
**Existence of Souls or Spirits (2000 Religious)**



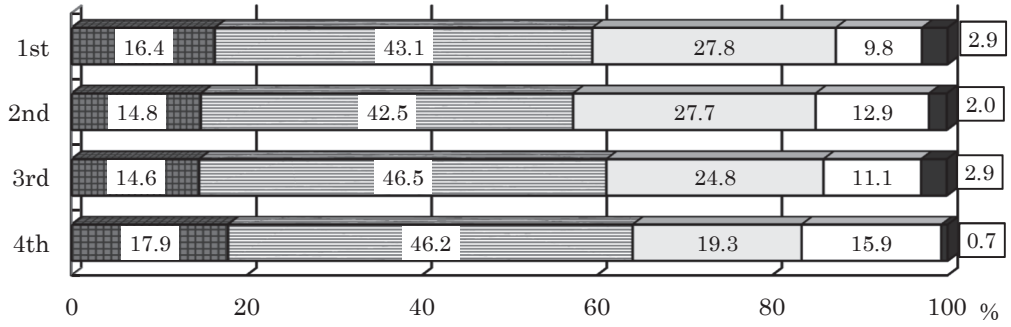
**Existence of Souls or Spirits (2000 Secular)**



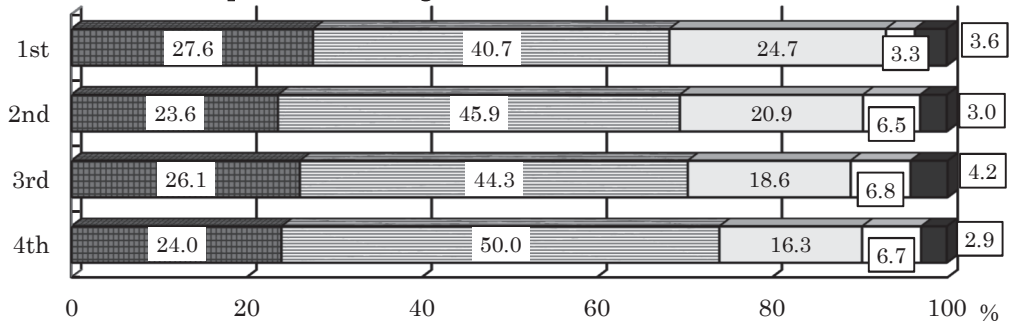
**Existence of Souls or Spirits (2001 Religious)**



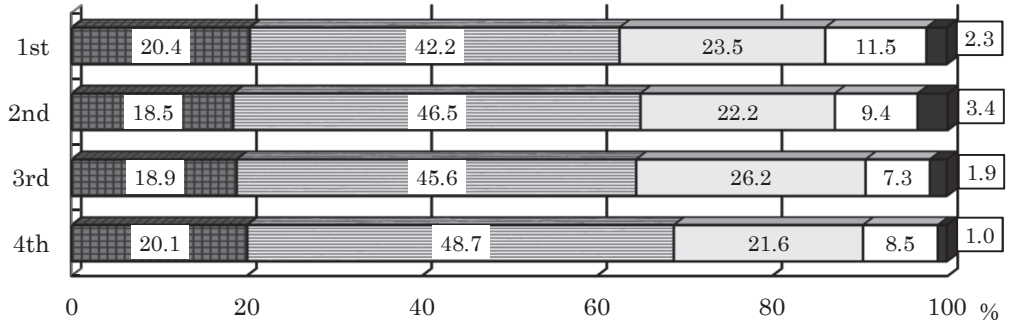
**Existence of Souls or Spirits (2001 Secular)**



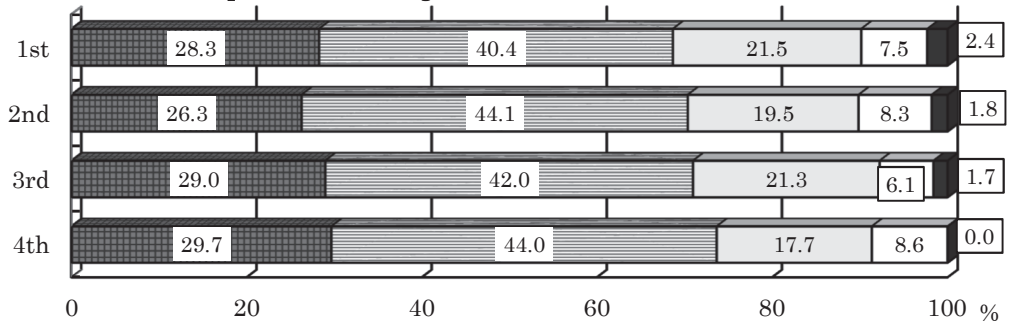
**Existence of Souls or Spirits (2005 Religious)**



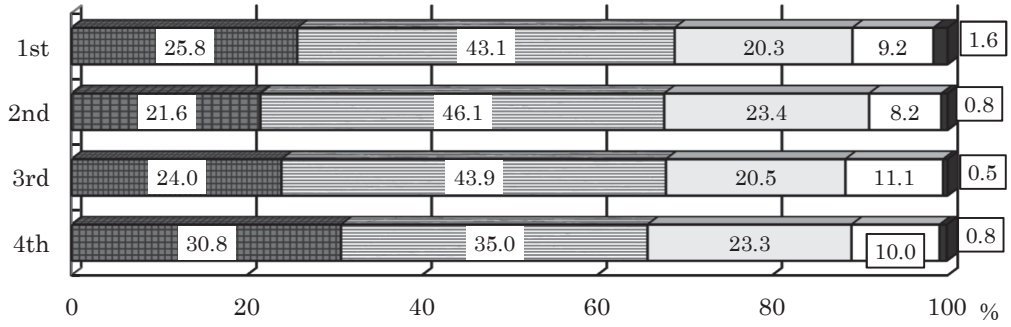
**Existence of Souls or Spirits (2005 Secular)**



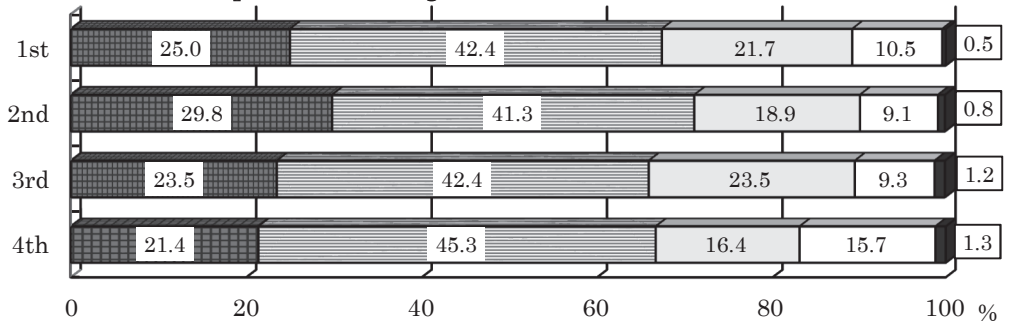
**Existence of Souls or Spirits (2007 Religious)**



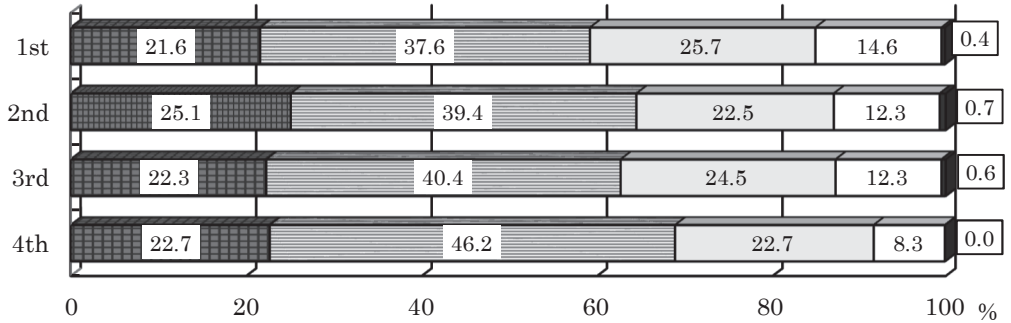
**Existence of Souls or Spirits (2007 Secular)**



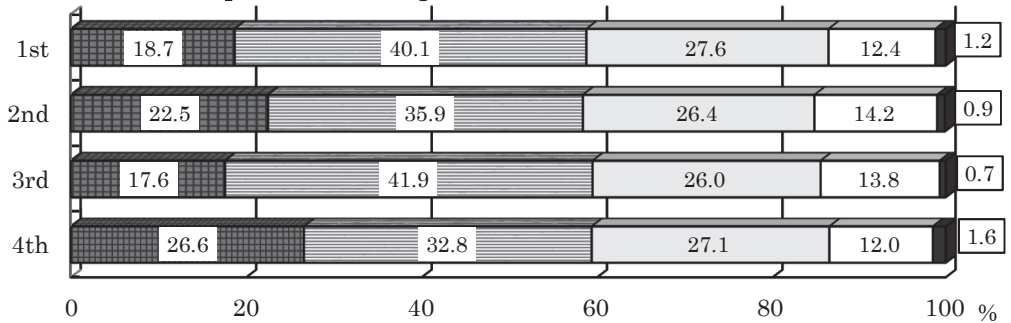
**Existence of Souls or Spirits (2010 Religious)**

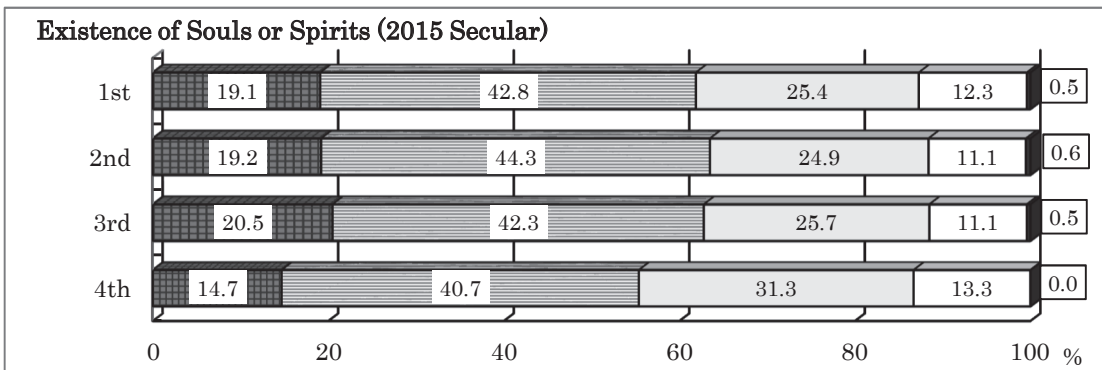
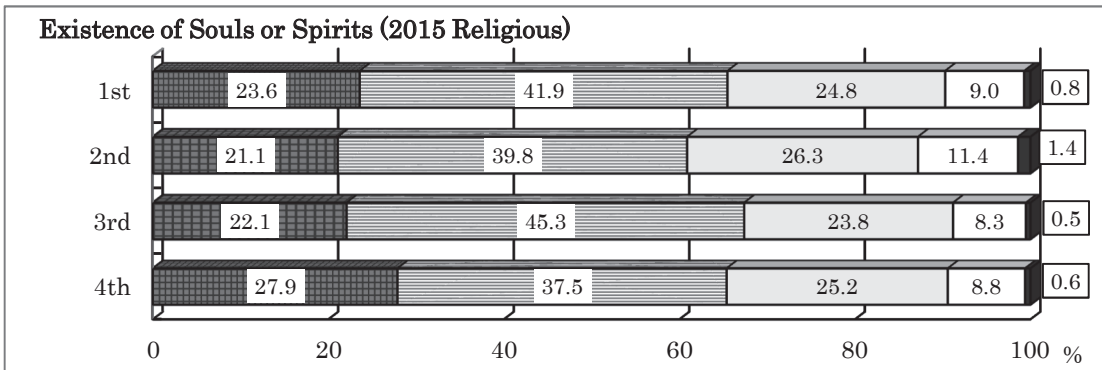
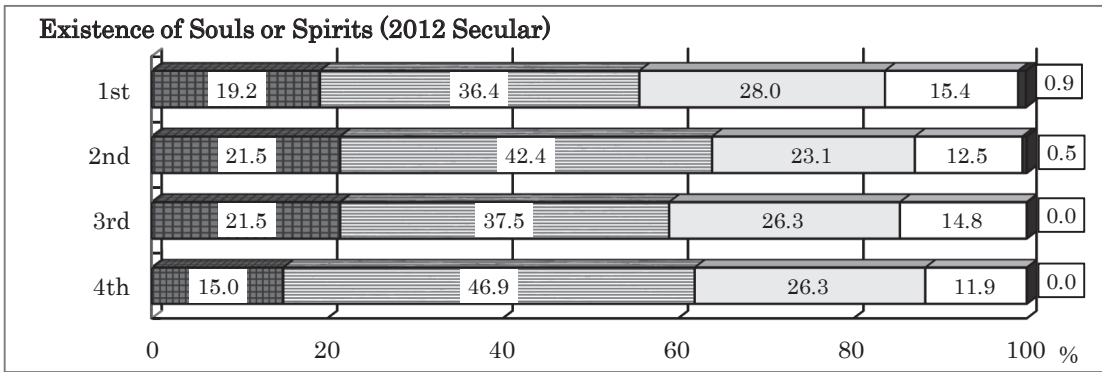


**Existence of Souls or Spirits (2010 Secular)**



**Existence of Souls or Spirits (2012 Religious)**





\*Regardless of the survey year, no trends of any sort appear to have emerged among different class years. In short, we are left to infer that such conceptions may well have already settled into place by the time the respondents had entered university, and that the education they received at the university did not have a major effect on them.