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A Study on Korean Married Couples' Conflict Resolution Strategies and Family Structure

Kyung-Ran Yu ¹⁾

¹⁾ *Graduate School of Education, Tohoku University*

ABSTRACT. This study provides a discussion on how family structure affects marital conflict resolution strategies for middle-aged married women in South Korea and its socio-cultural contexts. A questionnaire survey was conducted on 187 South Korean married women. The result found a model explanation of relationships between family structure and marital conflict resolution strategies: (1) Bond of father and mother causes mother's high other-orientedness, and power of mother over father does mother's high self-orientedness. (2) When mother's recognition that bond of father and child is strong, there is high possibility that mother selects yielding than conciliation. (3) When bond of mother and child is strong, there is high possibility that mother selects yielding than competition. Power of child over mother causes mother's low self-orientedness and high other-orientedness, in particular, yielding. These results can be ascribed to distinctive South Korean family structure, that is, family-orientedness, child-orientedness, and patriarchal system.

KEY WORDS: Marital relationship, Family structure, Conflict resolution strategies, Middle-aged married women

Introduction and purposes

Interpersonal conflict can be defined as "the state in which the process of a person's behavior, feelings and thoughts is hindered by the behavior of another person" (Kelley, 1987), or "a dynamic process first occurs between interdependent parties as they experience negative emotional reactions to perceived disagreements and interference with the attainment of their goals" (Hartwick & Barki, 2004). It occurs frequently in personal relationships, affecting individuals and groups alike.

Interpersonal conflicts are among one of the

most potent sources of distress in daily life (Bolger, DeLongis, Kessler, & Schilling, 1989). Nonetheless, interpersonal conflicts have positive aspects as well: Conflicts occur over time, so they can involve a progressive transformation of the structure of the interaction (Jensen-Campbell & Graziano, 2001). Also, conflicts can enhance an individual's understanding of self and his or her interconnectedness with others, (Deutsch, 1973; Shantz & Hobart, 1989) and are seen as responsible for giving participants important information about social boundaries. (Vuchinich, 1990)

The way in which people deal with these interpersonal conflicts is called conflict resolution strategies (CRS). The prototype of CRS was suggested by Blake & Mouton (1964). They suggested five types of bosses in

CORRESPONDENCE TO: Yu Graduate School of Education, Tohoku University, 27-1 Kawauchi, Aoba-ku, Sendai-city, 980-8576, JAPAN.
e-mail: pinkrang125@gmail.com

organizations, namely, withdrawing (low concern for both people and productivity), smoothing (high concern for people and low concern for productivity), forcing (low concern for people and high concern for productivity), problem solving (high concern for both people and productivity), and compromising (moderate concern for both people and productivity). Then, Thomas (1976) extended this model by proposing that a party's desire to satisfy his/her own concerns, as well as the desire to satisfy the other's concerns will determine the behaviors used to pursue those concerns.

"Dual concern model" (Pruitt & Rubin, 1986), which was suggested by combining the two, divided the goals of problem resolution into the two axes of concern for self (self-orientedness) and concern for others (other-orientedness), and separated resolution strategies into competition (high concern for self and low concern for other), cooperation (high concern for both self and other), conciliation (moderate concern for both self and other), avoidance (low concern for both self and other) and yielding (low concern for self and high concern for other). Since then, the dual concern model has been widely used in research in order to find differences between individuals in their conflict resolution strategies (e.g. Rubin, Pruitt, & Kim, 1994; Ruble & Thomas, 1976; Van de Vliert & Kabanoff, 1990).

It should be noted that dual concern model has been implemented in studies on marital relationships (e.g. Fincham & Beach, 1999; Greef & De Bruyne, 2000; Marchand & Hock, 2000; Gottman & Krokoff, 1989; Vaillant &

Vaillant, 1993; Reika, 2006, 2009). It is because conflict resolution is a central task in the maintenance of marital quality for both husbands and wives (Fincham & Beach, 1999).

Marital conflict resolution strategies and their effects have been evaluated to be different between the West and the East. For example, European American samples showing that compromising and collaborative behaviors are related to high marital quality (Greef & De Bruyne, 2000; Marchand & Hock, 2000). Also, unresolved conflict reinforced negative interactions such as yielding between spouses leaves dissatisfaction and eroding effects on the quality of marital relationships in the Western culture (Gottman & Krokoff, 1989; Vaillant & Vaillantm 1993). Meanwhile, Reika (2006, 2009) reported that yielding, reversely, can support long-term marital relationships, which cannot be thought in the Western culture, where, therefore, she stressed the importance of interpreting CRS based on cultural contexts. Wheeler, Updegraff, & Thayer (2010) also stated that cultural investigation needed to be proceeded before understanding CRS in marital relationships. This cultural difference can be ascribed to Western individualism and Eastern collectivism, which has been broadly pointed out (e.g. Kim & Leung, 2000; Lee & Rogan, 1991; Leung, 1988; Ting-Toomey et al., 1991; Ting-Toomey & Oetzel, 2001; Triandis, Bontempo, Villareal, Asai, & Lucca, 1988; Trubisky, Ting-Toomey, & Lin, 1991)

However, as Reika (2006, 2009) mentioned, studies on marital CRS in the East are rarely found, which requires more cultural

investigation of marital CRS; there can be other factors beyond mere Eastern collectivism. Song (1997) also underscored the importance of future practical studies to support family therapy which can be used in various spectra of collectivism in Asia. Here, it should be noted that, in not only marital CRS but also other socio-psychological agenda, most of researches have been studied in the Western of individualism (Triandis, 1989), while 70% of population in the world live in the area of collectivism (Bell, 1987). This biased flow has been evaluated to lead to parochial misapprehension of collectivism (Schwartz, 1986). It is not surprising that thoughts on marriage and family can be varied even in between nations sharing the Eastern collectivism (Berg & Jaya, 1993). In particular, as far as East Asia is considered, Confucianism, which has requested patriarchal collectivistic imperatives of the Five Bonds (where ruler, father, husband, elder brother, and friend should be the living standard to ruled, son, wife, younger brother, and friend, respectively) and the extended patrilineal duty inside family structure (where the dead should be the living standard as sons so that the deceased family may show reverence to the dead by holding ceremonies as the dead did to their antecedents when he was alive), has been modified under modernization, industrialization, and other social backgrounds. As Tu (1989) noted, it resulted in running the gamut of various metamorphoses in collectivistic Confucianism; from drastically devastated one due to Marxian movements ousting all the so-called feudalistic

values in Mainland China, newly reshaped one with stoicism, martial virtues, and extra-family loyalties in Japan, and to comparatively well-retained one ascribed to the authoritarian rulership in South Korea. Under the milieu, South Koreans are paid the attention to in understanding conflict resolution strategies in collectivistic Confucianism.

Particularly, this study focuses on middle-aged married women inside family structure. It is because conflict and resolution are repeated over a long period in marital relationships (Reika, 2006; 2009), and women entering middle age start to feel more composed as they are to some extent released from child-rearing and housework and, amid repeated conflict and resolution in numerous aspects, are said to turn their attention to the situation that conflicts have built up and become fixed (Tursunova, 2011). Moreover, Yu (2014) found that South Korean middle-aged women with children as “motivation of marriage life” chose other-oriented conflict resolution strategies, which means that child is a crucial component of South Korean family structure based on traditional Confucianism. This study also has a target of middle-aged married women so that it may investigate the relationships between Confucianism and family structure as well.

To corroborate the distinctive collectivistic Confucian values on married women such as “good wife, wise mother” (Sekiguchi, 2010) inside South Korean family structure, this study examines the following hypotheses.

① In marital conflicts, South Korean women with weak power of mother over father will

yield more than those with the strong power.

② In marital conflicts, South Korean women with strong bonds of mother and child will yield more than those with the weak bonds.

Furthermore, the structure of the family, which is a system operated by patterns of interaction (Minuchin, 1984), can be seen as the amassed result of communications based on the culture of each country. Therefore, examining the effect that family structure has on conflict resolution strategies enables us to investigate the effect of culture on conflict resolution strategies.

Methods

Participants

A questionnaire survey was conducted on 400 South Korean married women in Daejeon, South Korea. The sample was mainly recruited from two provincial high schools by telling students to ask their mothers to fill the survey. After weeding out the questionnaires with items left unanswered, 187 qualified questionnaires were obtained, which means an overall effective rate of 46.8%.

Data collection methods

Participants were asked to take part in the survey directly or through acquaintances between September 2014 and January 2015. Data were gathered under the participants' agreement.

Contents of questions

The questions composed of the followings.

Items

① A face sheet: family composition, ages of wife and husband, marriage history.

② Areas of marital conflict: responding to the questionnaire "what is the usual reason of conflicts between you and your husband in marital life; select one", and selecting one from "children and their education", "division of housework", "daily habits", "one another's speech and behavior", "values and religion", "finances", "husband's family", and "other". These alternatives were prepared by a previous research of semi-structured interviews about the most frequently happening of marital conflicts with 7 middle-aged South Korean women and another 7 Japanese women (Yu et al., 2013).

③ Conflict resolution strategies at such conflicts: responding to the questionnaire "what is the most common type of solutions in the marital conflict; select one", and choosing one from "avoidance which is to escape emotional tense between each other in front of problems", "conciliation which is to suggest a mediating idea in the middle of disparate opinions of the two", "yielding which is to satisfy the spouse's desire and to give up one's own desire in the case that the two have disparate opinions", "competition which is to assert one's opinion is right between the opposing opinions of the two" and "cooperation which is to get one's idea lucid and to do one's endeavor to cooperate with the spouse in the case that the two have disparate opinions".

④ The ICHIGEKI scale regarding three-way relationships between father, mother, and children (Noguchi, Kozuka, Usami, &

Wakashima, 2009; selecting from 1 to 10): bond of mother and father, bond of father and child, bond of mother and child, power of mother over father, power of father over mother, power of father over child, power of child over father, power of mother over child, and power of child over mother.

Ethical considerations

Before the survey, the author explained about the aim of this study, protection of their anonymity, and their right to freely refuse to answer questions or take part in the survey and obtained their agreement to participate in the study. The author also explained to them that the data resulting from the study would be used only for research purposes and how the data would be stored, used, and destroyed. It should be noted that this research was operated under the approbation of Research Ethics Evaluation Board in Graduate School of Education, Tohoku

University.

The framework of analysis

For analysis, SPSS Ver.22 was utilized. Mainly, multiple logistic regression analyses were performed with ICHIGEKI variables (bond and power among three people) as independent variables and conflict resolution strategies as dependent variables.

Results

Sample profile

Table 1 shows participants' details of their ages, and ages of their husbands, first children, and marriage years. The subjects were aged between 38 and 60 years (average age=45.6, $SD=3.8$) and had been married for 13 to 37 years (average age=20.0, $SD=3.3$). As a result, age of husbands were distributed from 41.0 to 65.0 years (average age=48.5, $SD=3.7$), and age of the first children

Table 1 Sample profiles

Years	Age of wife		Age of husband		Age of the first child		Marriage years	
0~10	0	0.0%	0	0.0%	0	0.0%	0	0.0%
10~20	0	0.0%	0	0.0%	145	77.5%	96	51.8%
20~30	0	0.0%	0	0.0%	42	22.5%	88	47.1%
30~40	5	2.7%	0	0.0%	0	0.0%	3	1.6%
40~50	154	82.4%	130	69.5%	0	0.0%	0	0.0%
50~60	27	14.4%	56	29.9%	0	0.0%	0	0.0%
60~70	1	0.5%	1	0.5%	0	0.0%	0	0.0%
Total	187	100%	187	100%	187	100%	187	100%
Min.	38		41		13		13	
Ave.	45.6		48.5		18.2		20	
Max.	60		65		29		37	
SD	3.8		3.7		2.8		3.3	

were distributed from 13.0 to 29.0 years (average age =18.2, SD=2.8).

Selection ratio of conflict areas

Table 2 shows selection ratio of conflict areas. The most selected conflict areas were, in sequence, children and their education (29.9%), daily habits (26.2%) and husband's family (12.8%).

Selection ratio of conflict resolution strategies

Table 3 shows selection ratio of conflict resolution strategies. The most selected conflict resolution strategies were cooperation (42.2%), conciliation (15.5%), and yielding (15.0%).

Family structure

Table 4 shows compared results in between ICHIGEKI scales of South Korean family structure. Among bond scores, bond of father and child was lower than bond of father and mother, and bond of mother and child both

($F=15.310$, $df=2$, $p<.001$). With t-tests, it is revealed that power of father over mother was higher than power of mother over father ($t=2.13$, $p<.05$), that power of father over child than power of child over father ($t=7.10$, $p<.001$), and that power of mother over child than power of child over mother ($t=2.94$, $p<.01$).

Conflict resolution strategies depending on family structure

Next, multiple logistic regression analyses were performed, of which the whole results are shown in Table 5. Here, where two choices A vs. B are show, B is the reference category. The greater the odds ratio OR is than 1, the higher the possibility is that A will be chosen over B.

1. Relationships between father and mother

1-1. Bond of father and mother

The stronger bond of father and mother was, the greater the possibility was that cooperation would be chosen over avoidance in cooperation

Table 2 Selection ratio of conflict areas

Conflict areas	N	%
Children and their education	56	29.9
Division of housework	9	4.8
Daily habits	49	26.2
Speech & behavior	15	8.0
Values & religion	7	3.7
Finances	21	11.2
Husband's family	24	12.8
Others	6	3.2
Total	187	100

Table 3 Selection ratio of conflict resolution strategies

Conflict resolution strategies	N	%
Avoiding	25	13.4
Conciliation	29	15.5
Yielding	28	15.0
Competition	26	13.9
Cooperation	79	42.2
Total	187	100

vs. avoidance ($OR=1.951, S.E.=.188, p<.001$), and that cooperation would be chosen over competition in cooperation vs. competition ($OR=2.002, S.E.=.196, p<.001$).

1-2. Power of mother over father

The stronger power of mother over father was, the greater the possibility was that conciliation would be chosen over yielding in conciliation vs. yielding ($OR=1.622, S.E.=.244, p<.05$), that competition would be chosen over yielding in competition vs. yielding ($OR=2.033, S.E.=.237, p<.01$), and that cooperation would be chosen over yielding in cooperation vs. yielding ($OR=1.442, S.E.=.182, p<.05$).

2. Relationships between father and child

2-1. Bond of father and child

The stronger bond of father and child was, the greater the possibility was that yielding would be chosen over conciliation in yielding vs. conciliation ($OR=1.545, S.E.=.221, p<.05$)

3. Relationships between mother and child

3-1. Bond of mother and child

The stronger bond of mother and child was, the greater the possibility was that yielding would be chosen over competition in competition vs. yielding ($OR=1.806, S.E.=.286, p<.05$).

3-2. Power of child over mother

The stronger power of child over mother was, the greater the possibility was that yielding would be chosen over conciliation in yielding vs. conciliation ($OR=1.740, S.E.=.230, p<.05$), over competition in yielding vs. competition ($OR=1.714, S.E.=.234, p<.05$), and over cooperation in yielding vs. cooperation ($OR=1.476, S.E.=.188, p<.05$).

Discussion

From the results, three questions can be followed: How do relationships between father and mother affect mother's CRS in conflicts between father and mother? How do relationships between father and child affect mother's CRS in conflicts between father and mother? How do relationships between mother and child affect mother's CRS in conflicts

Table 4 Comparison in between ICHIGEKI scales South Korean middle-aged married women answered (ICHIGEKI scales) Bond of

① father and mother		② father and child		③ mother and child		Main effect	Multiple comparison
<i>m</i>	<i>SD</i>	<i>m</i>	<i>SD</i>	<i>m</i>	<i>SD</i>		
7.90	1.97	7.03	2.12	8.06	1.71	15.310(2) ^{***}	①>②, ③>②

Notes. Tukey's range test included. *** denotes $p < .001$

(ICHIGEKI scales) Power of					
father over mother			mother over father		
<i>m</i>	<i>SD</i>	<i>t</i>	<i>m</i>	<i>SD</i>	<i>t</i>
7.05	2.02	2.13 [*]	6.60	2.01	
father over child			child over father		
<i>m</i>	<i>SD</i>	<i>t</i>	<i>m</i>	<i>SD</i>	<i>t</i>
7.28	1.78	7.10 ^{***}	5.88	2.04	
mother over child			child over mother		
<i>m</i>	<i>SD</i>	<i>t</i>	<i>m</i>	<i>SD</i>	<i>t</i>
7.14	1.75	2.94 ^{**}	6.59	1.91	

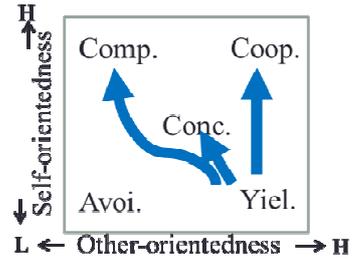
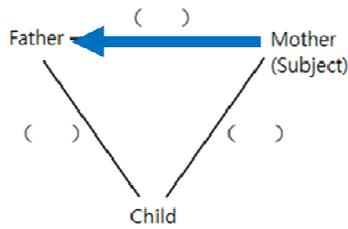
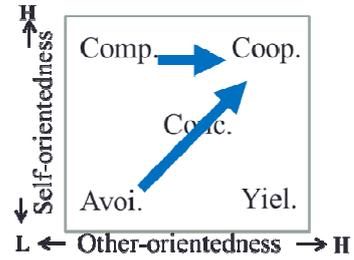
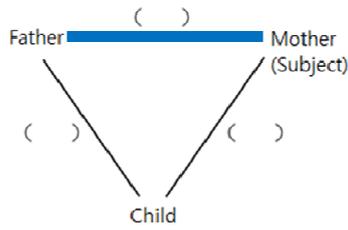
Note. *, **, and *** denote $p < .05, p < .01, and p < .001$, respectively.

Table 5 Multiple logistic regression analyses of conflict resolution strategies depending on family structure (continued)

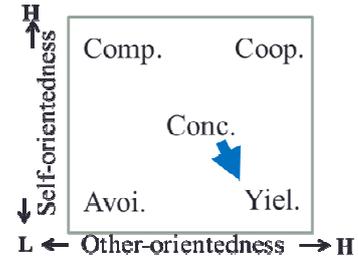
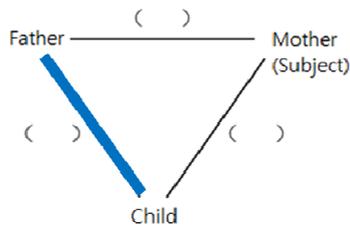
A vs. B (reference category)		TCHTGFKT-scaled relationships	OR	Confidence interval of 95%	S.E.	p
B	A					
Competition	Avoidance	Bond of father and mother	1.026	.693 ~ 1.521	.201	.897
		Power of father over mother	1.112	.744 ~ 1.663	.205	.604
		Power of father over child	1.017	.665 ~ 1.555	.217	.938
		Power of child over father	1.085	.715 ~ 1.646	.213	.701
		Power of mother over child	1.118	.740 ~ 1.689	.211	.597
		Power of child over mother	1.159	.747 ~ 1.799	.224	.509
	Conciliation	Bond of father and mother	1.417	.939 ~ 2.138	.210	.097
		Power of father over mother	1.003	.665 ~ 1.513	.210	.988
		Power of father over child	1.130	.733 ~ 1.742	.221	.579
		Power of child over father	1.374	.906 ~ 2.083	.212	.134
		Power of mother over child	1.490	.967 ~ 2.297	.221	.071
	Yielding	Bond of father and mother	1.481	.943 ~ 2.326	.230	.088
		Bond of father and child	1.079	.687 ~ 1.694	.280	.741
		Bond of mother and child	1.806 [†]	1.081 ~ 3.164	.286	.039
		Power of father over mother	1.366	.890 ~ 2.095	.218	.153
		Power of father over child	1.240	.789 ~ 1.949	.231	.351
		Power of child over father	1.019	.675 ~ 1.537	.210	.930
		Power of mother over child	1.380	.874 ~ 2.179	.233	.167
		Power of child over mother	1.714 [†]	1.083 ~ 2.710	.234	.021
	Cooperation	Bond of father and mother	2.002 ^{***}	1.365 ~ 2.938	.196	.000
		Power of father over mother	1.025	.725 ~ 1.448	.176	.889
		Power of father over child	1.081	.753 ~ 1.553	.185	.673
		Power of child over father	1.263	.835 ~ 1.902	.181	.108
		Power of mother over child	1.401	.970 ~ 2.024	.188	.072
Power of child over mother		1.181	.798 ~ 1.895	.193	.438	
Cooperation	Avoidance	Bond of father and child	1.247	.872 ~ 1.782	.182	.226
		Bond of mother and child	1.074	.724 ~ 1.593	.201	.722
		Power of father over mother	1.085	.760 ~ 1.550	.182	.653
	Conciliation	Bond of mother and child	1.217	.831 ~ 1.780	.194	.313
		Power of mother over father	1.125	.787 ~ 1.606	.182	.518
		Power of father over child	1.045	.739 ~ 1.479	.177	.803
		Power of child over father	1.088	.779 ~ 1.518	.170	.621
		Power of mother over child	1.064	.737 ~ 1.535	.187	.741
	Yielding	Bond of father and child	1.390	.959 ~ 2.031	.193	.088
		Power of father over mother	1.332	.929 ~ 1.911	.184	.119
		Power of father over child	1.147	.792 ~ 1.662	.189	.469
		Power of child over mother	1.476 [†]	1.022 ~ 2.131	.188	.038
	Competition	Bond of father and child	1.288	.899 ~ 1.846	.184	.167
		Bond of mother and child	1.469	.920 ~ 2.344	.239	.107
		Power of mother over father	1.410	.960 ~ 2.071	.196	.080

Note. OR, S.E., and p denote odds ratio, standard error, and significance probability, respectively.

(a) Relationships between father and mother



(b) Relationships between father and child



(c) Relationships between mother and child

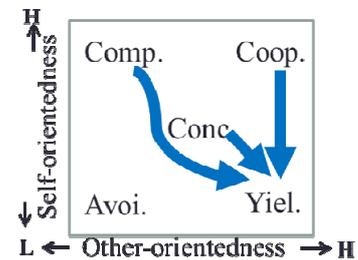
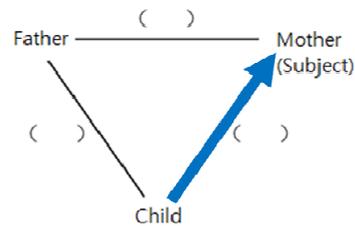
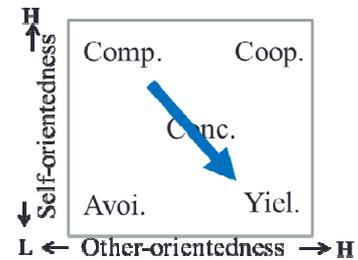
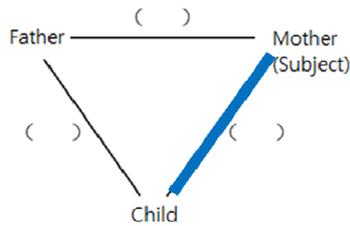


Figure 1. Family structure to conflict resolution strategies

Notes. Comp.=Competition, Coop.=Cooperation, Avoi.=Avoidance, and Yiel.=Yielding.

A — B in the left side and A' —> B' in the right side denotes that the bigger bond of A and B was, the greater the possibility was that B' would be chosen over A' in A' vs. B'.

A —> B in the left side and A' —> B' in the right side denotes that the bigger power of A over B was, the greater the possibility was that B' would be chosen over A' in A' vs. B'.

between father and mother? How do relationships between father and child affect mother's CRS in conflicts between father and mother? How do relationships between mother and child affect mother's CRS in conflicts between father and mother? Figure 1 visualizes their answers.

First, relationships between father and mother affect mother's CRS in two ways. Bond of father and mother causes mother's high other-orientedness, and power of mother over father does mother's high self-orientedness. In other words, the less power of mother over father was, the more a South Korean woman yielded to her husband. Here, the hypothesis 1 that, in marital conflicts, South Korean women with weak power of mother over father will yield more than those with the strong power was confirmed. Insofar as relationships between father and mother include and affect mother's behavior, they can be thought to be direct channels for mother.

Second, relationships between father and child affect mother's CRS in a very limited way. When mother's recognition that bond of father and child is strong, there is high possibility that mother selects yielding than conciliation. Insofar as relationships between father and child do not include mother but affect mother's behavior, these can be thought to be indirect channels for mother.

Third, relationships between mother and child affect mother's CRS in two ways. When bond of mother and child is strong, there is high possibility that mother selects yielding than competition.

Power of child over mother causes mother's low self-orientedness and high other-orientedness, in particular, yielding. Here, the hypothesis 2 that, in marital conflicts, South Korean women with strong bonds of mother and child will yield more than those with the weak bonds was confirmed. Insofar as relationships between mother and child

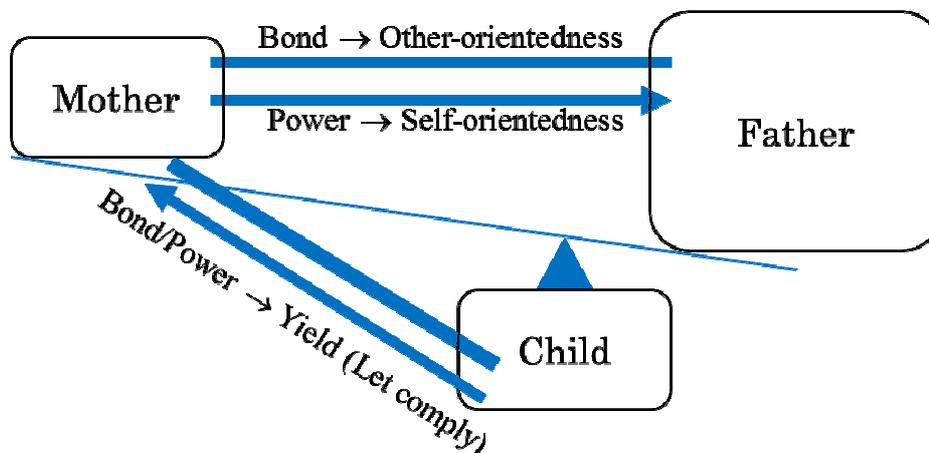


Figure 2. The way family structure affects conflict resolution strategies of South Korean middle-aged married women

include and affect mother's behavior, these can be thought to be direct channels for mother.

Above all, South Korean middle-aged married women's CRS in conflicts between mother and father is heavily influenced by not indirect but direct channels. On the other hand, Figure 2 shows that direct channels affect mothers' CRS in three ways: Bond of father and mother, power of mother over father, and relationships between mother cause mother's high other-orientedness, high self-orientedness, and low self-orientedness/high other-orientedness (that is, yielding). Additionally, child's power over mother lets mother comply with father in conflicts between father and mother. Mother's self-orientedness can only be achieved via direct channels between father and mother that give mother two alternatives; self-orientedness and other-orientedness.

Here, two assumptions on South Koreans' family structure can be given.

First, that most of channels affecting South Korean middle-aged married women's CRS are direct ones can be thought to be ascribed to South Korea's distinctive family structure (Obuchi, 1997). It can be assumed that emotional cohesion is important, and that attending to relationships between the thirds without oneself cannot happen, since all the members should be involved in interpersonal conflicts in South Korean family. To corroborate this assumption, future study on how different relationships between family structures and CRS are between Japan and South Korea is needed. It is because, as

mentioned, Japan and South Korea came to have different family structures in the course of modernization, industrialization, and what not, notwithstanding sharing Confucian culture (Tu, 1989). As much as to support the discrete features among the Confucianism, Byeon, Lee, and Kim (1992) found that perceived family cohesion and perceived family-identity are higher among citizens of Seoul, South Korea than those of Fukuoka, Japan. Kim (1996) also studied on family-oriented consciousness of South Koreans and Japanese, and showed that scores of "emotional family cohesion" and "united life style in family" are higher among South Koreans than Japanese. Mikane, Kirino, Futoyo, and Nakajima (2011) also operated a comparative study on family cohesion between Japan and South Korea with Family Adaptability and Cohesion Scale III (Olson, Portner, and Bell, 1982). As a result, South Korean university students showed higher scores than Japanese and South Korean parents also did higher scores than Japanese, both of which showed South Koreans have a sense of significantly higher family cohesion than Japanese.

Second, that the channel between mother and child causes yielding, namely, lets mother comply with father can be ascribed to South Korean conservative and patriarchal family system that is based on child's existence, where one can find the Confucian distinctive value, namely, "good wife, wise mother" (Sekiguchi, 2010). Such collectivistic family-orientedness has been comparatively retained well in South Korea for all modern industrialization (Tu,

1989). Whilst this conclusion also leaves importance of cross-cultural comparative study, one can still find its bases. The followings show that South Koreans' view on children as not independent being but their extension of marriage lives, namely, the most important belongings of family structure that parents constructed.

First, let's consider what South Korean parents think of their children. Kim et al. (2006) reported that there were differences in answers to a question that asks "what do you think of having a baby?" between Japanese and South Koreans. In South Korea, "having a baby is a natural thing" was answered by 85.1%, "having a baby makes marital relationship be more stable" by 46.1%, and "a baby makes life be joyful" by 43.5%. Otherwise, in Japan, "having a baby is a natural thing" was answered by 68.5%, "a baby makes life be joyful" by 59.7%, and "I wanted to have a baby of my beloved one" by 21.9%. "Having a baby makes marital relationship be more stable" was answered merely by 21.5%. Kojima (2006) showed very similar results, as well. For example, to a questionnaire saying "having a baby in marriage relationships is a must-do", 38.8% of the married and 40.8% of the unmarried in Japan answered "yes", and otherwise, 66.6% of the married and 58.9% of the unmarried in South Korea did "yes". Furthermore, to a questionnaire asking "what do you think of having a baby", 23.4% of the married and 16.4% of the unmarried in Japan answered "having a baby helps marital relationship to be more stable", and otherwise,

50.1% of the married and 38.2% of the unmarried in South Korea responded the same answer.

Second, let's consider what South Korean children think of their parents. Suzuki (2012) asserted that South Korea has "Confucian family pattern" based on filial duty which differs from "Japanese family pattern". Mikane, Kirino, Futoyo, and Nakajima (2011) also operated a comparative study on filial responsibility between Japan and South Korea with the Simple Scale of Attitudes toward Filial Responsibility in East Asia (Mikane et al., 2010). As a result, South Korean university students showed higher scores than Japanese, and South Korean parents also did higher scores than Japanese, both of which showed South Koreans have a sense of significantly higher filial responsibility than Japanese. This difference of socio-cultural contexts can be seen in parents' views on child indeed.

Both parents' views on children and children's views on parents for South Koreans manifest children as extension of their marriage lives. As far as that Confucianism formulating conservative patriarchal system is still a strong factor inside South Korean culture (Ch'oe, 1984; Sodei, 1995), and that Confucianism emphasizes lineal descendants are considered, it is not odd to think that child's existence leads to mother's complying with father. That power of father over mother was higher than that of mother over father appears to be also owing to patriarchal Confucianism, which needs further comparative cultural studies for confirming this assumption. Then, one question may arise:

How can child's existence be related to conservative patriarchal system in Confucianism?

In conservative Confucianism, not holding a ceremony for the repose of one's ancestors is a grave sin, and, in order to hold the ceremony and obey filial duty, it is incumbent on married couples to bear babies and retain *patrilineal* descendants rather than *matrilineal* ones, i.e., men than women, and sons than daughters (Ch'oe, 1984; Kaji, 1990). Therefore, it can be expected that Confucianism leaves family-orientedness, child-orientedness, and patriarchal system. The three cannot be separated, but convoluted in Confucianism. Above all, the first assumption is thought to be related to family-orientedness, and the second assumption to child-orientedness and patriarchal system, respectively.

In conclusion, this study showed that child helps mother to yield in marital conflict, which can be considered in aspects of family/child-oriented collectivistic Confucianism. However, it was found that low self-oriented strategies are correlated to unstable emotion (Kato, 2003). When negative feeling is induced inside a South Korean wife by selecting yielding strategy due to her child, marital satisfaction can be lowered. Clinically, this suggests another perspective of intervening in South Korean family therapy.

Future perspectives

This study suggested that relationships between family structure and CRS can be ascribed to distinctive socio-cultural contexts of

South Koreans, in particular, conservative Confucianism. However, these suggestions leave an additional cross-cultural comparative study. Sodei (1995) also noted that "filial duty" was weakened as Japanese patriarchal system which emphasized lineal descendants had been deconstructed since the post-war era started, and that "filial duty" in Japan is not so strong as in South Korea. Here, differences of parents' view on children can be assumed between Japanese and South Koreans.

As a future study, a research which examines the influence of culture on conflict resolution strategies by targeting middle-aged women from Japan and South Korea and focusing on the family structures that they recognize is needed.

Besides, it was found that a mother who has strong power over father would rather choose higher self-oriented strategies; conciliation than yielding, competition than yielding, and cooperation than yielding. Here, it can be deduced that power of father that his wife perceives affects her behavior. This result can be related to South Korean distinctive family structure based on Confucian values. However, this study leaves two limits. First, such interpretation should be dealt with carefully, because wife-selected strategies' dependency on power of father over mother was not made out significantly. Second, family structure was assessed merely via wife's perceiving. As far as family is a system operated by patterns of interaction (Minuchin, 1984), a future study where not only wife's view but also husband's are considered is needed.

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The Development of Solution Building Inventory Japanese version - Validation of the SBI-J-

Gen Takagi¹⁾, Koubun Wakashima¹⁾, Kohei Sato²⁾,
Michiko Ikuta³⁾, Ryoko Hanada⁴⁾, Sara Smock Jordan⁵⁾

¹⁾ *Graduate School of Education, Tohoku University*

²⁾ *Yamagata University*

³⁾ *Kanagawa University of Human Services*

⁴⁾ *Tokyo Woman's Christian University*

⁵⁾ *Texas Tech University*

ABSTRACT. Original version of Solution Building Inventory (SBI), developed by Smock et al. (2010), assesses an individual's ability to identify exceptions, solutions and hope in the future. The purpose of this study was to develop a Japanese version of the Solution Building Inventory (SBI-J) and test its psychometric properties. Six hundred and eighteen Japanese undergraduate students completed the SBI-J along with the Dispositional Hope Scale (DHS) and the Life Orientation Test- Revised (LOT-R). Factor analyses found that the SBI-J is a one factor model with an acceptable fit containing 13-items. Strong internal consistency were also found ($\alpha=.879$). Moreover, the SBI-J also possesses convergent validity. Overall, the SBI-J is a reliable and valid measure of the construct of solution building.

KEY WORDS: Solution-Focused Brief Therapy, Solution Building Inventory

Introduction

Solution-Focused Brief Therapy (SFBT) is a resource-based psychotherapy model developed by de Shazer & Berg(1986). SFBT is known for focusing on “exceptions” to one’s problems and various interventions such as: scaling questions, the miracle question, and coping questions. Solution-focused therapists listen, select, and build from the client’s language to co-construct with

them their preferred future in a process known as solution building (De Jong & Berg, 2013).

1. SFBT and Study of Effectiveness

Over the years, evidence of the effectiveness of SFBT has grown. An initial study by de Shazer (1985) found that 23 out of 28 cases improved during a six month follow-up survey. Another follow-up survey (de Shazer et al., 1986) found that 72% of clients (out of 400) reported improvement. de Shazer & Molner (1985) found that 50 out of 56 studied clients reported significant change, with 92% of those clients

CORRESPONDENCE TO: Takagi Graduate School of Education, Tohoku University, 27-1 Kawauchi, Aoba-ku, Sendai-city, 980-8576, JAPAN.
e-mail: water3flea3@gmail.com

reporting change in unexpected areas of their life.

More recently, three meta-analyses on SFBT have been completed. Stams, et al. (2006) found small to medium effect for behavior change. Kim (2008) also found a small effect in favor of SFBT for behavior change. Park Jung-im's (2014) meta-analysis on SFBT group counseling for children found effect sizes ranging from 1.03 – 1.61.

SFBT has been recognized in the US as a “promising practice model” by the Office of Juvenile Justice and Delinquency Prevention (OJJDP, 2009) and the Substance Abuse and Mental Health Services Administration (SAMHSA) lists solution-focused group therapy as an evidence-based practice.

While research on SFBT in the US and Europe continues to grow, Japan is lacking in effectiveness research on the model. One reason for the lack of empirical support for SFBT in Japan is because no Japanese measures of solution building exists, SFBT's main construct. Thus, the aim of this study is to develop a Japanese version of Solution-Building Inventory (SBI) to measure the effectiveness of SFBT in Japan.

2. What is the SBI

The purpose of developing the SBI instrument was to measure the central construct of SFBT, solution building

(Smock et al., 2010). The literature suggests that solution building includes three components: the client clearly identifying their solution (De Jong & Berg, 2013), increasing the client's awareness of exceptions to their problem(s) (De Jong & Berg; de Shazer, 1991), and the client developing hope for their future (Berg & Dolan, 2001).

The SBI is a 14-item English instrument measure that uses a 5-point Likert scale (Smock, et al., 2010). Although the literature describes solution building as possessing three components, factor analysis yielded one factor scale (see Smock et al for details). The SBI has been found to be a reliable ($\alpha = .88$) and valid measure on both clinical (Smock, 2013) and non-clinical (Smock et al., 2010) populations.

3. Purpose of Study

The purpose of this study was to develop the Solution Building Inventory-Japanese version (SBI-J) and examine its factor structure, reliability, and validity. The Dispositional Hope Scale (DHS) and Life Orientation Test-Revised (LOT-R) scales were used to test the convergent validity of the SBI-J.

Methods

1. Data Collection

Japanese undergraduates at three different Universities completed a survey (N= 618) containing the SBI-J, the DHS,

and the LOT-R. The sample consisted of 226 men and 384 women (with 8 unknown responses). The average age of the sample was 19.64 years (SD=2.37).

2. Questionnaires

1) Solution Building Inventory-Japanese:

We create the 14-item Japanese version of the SBI (Smock et al., 2010) with the author's consent. The development of the SBI-J included:

(i) Translating the original SBI into Japanese.

(ii) Having the SBI-J back translated for accuracy purposes by a professional translation company.

(iii) Comparing the back translated version to the original SBI. Modifications to natural ordering were made to the SBI-J based on this comparison.

(iv) Once the modifications were made to the SBI-J, the same professional translating company once again back translated our SBI-J into English. No significant differences in our final back

translated version of the SBI were found when compared to the original SBI. The final items of SBI-J are given in **Table1**.

2) Dispositional Hope Scale (DHS): According to Smock et al. (2010), the concept of solution building, measured by the SBI, possess an aspect of hope. We used a Japanese version of the DHS, developed by Kato and Snyder (2005), to test convergent validity. The DHS is a 12-item instrument using a 4-point Likert scale.

3) Life Orientation Test (LOT-R): Smock et al. (2010) also used the LOT-R to test convergent validity. We used Sakamoto and Tanaka's (2002) Japanese version of LOT-R to measure goal setting and confidence in goal attainment. The Japanese version of the LOT-R contains 10-items using a 5-point Likert scale.

Results

1. Fundamental statistics

We show fundamental statistics of SBI-J in **Table2**. We tested for any ceiling

Table1 14-item of SBI-J

SBI1	私は、解決を生み出すことができる
SBI2	私は、人生で起こって欲しいことに、意識を集中する能力がある
SBI3	私は、自分に良い変化をもたらした出来事について考えることができる
SBI4	私は、たとえ少しだけでも、自分の状況がそれほど圧倒されていないときに、意識を集中することができる
SBI5	私は、人生における困難に、上手く対処できているときがある
SBI6	私は、自分自身、他者、自分の状況の中にある、良いことに気づくことができる
SBI7	私は、人生における数々の挑戦に取り組んでくることができた
SBI8	もしも、明日目覚めたときに、自分の人生になにか奇跡が起こっていたなら、きっと自分自身と他者の変化に気づくことができるだろう
SBI9	私は、自分が生み出す、小さい肯定的な変化に気がついている
SBI10	私は、自分が困難な状況に対処できたことについて、実に誇りに思えるようなときがある
SBI11	私は、挑戦したことを上手にやり遂げたことが、過去にある
SBI12	私は生活を向上させるために、新しい一歩を踏み出してきた
SBI13	私は、自分の状況が部分的にはとても困難に思えるときでも、良い点に目を向けることができる
SBI14	問題を考えすぎることは、解決策を見つけるのに最適な方法ではないかもしれない

Table2 Fundamental Statistics of SBI-J

item	M	Median	SD
SBI1	3.28	3	0.83
SBI2	3.13	3	0.89
SBI3	3.61	4	0.79
SBI4	3.21	3	0.78
SBI5	3.32	3	0.83
SBI6	3.58	4	0.79
SBI7	3.33	3	0.94
SBI8	3.29	3	0.90
SBI9	3.10	3	0.86
SBI10	3.49	4	0.92
SBI11	3.66	4	0.92
SBI12	3.36	3	0.91
SBI13	3.10	3	0.95
SBI14	3.56	4	0.89

5-point Likert scale($N=618$)

Table3 Factor Analysis (by major factor method)

item	factor 1
SBI11	0.72
SBI3	0.68
SBI12	0.66
SBI1	0.65
SBI7	0.65
SBI5	0.64
SBI6	0.60
SBI10	0.58
SBI2	0.56
SBI13	0.56
SBI9	0.56
SBI4	0.50
SBI8	0.43
SBI14	0.27

or floor effects in 14-item SBI-J scale. No effects were found.

2. Exploratory factor analysis

An exploratory factor analysis was run in SPSS on the SBI-J by major factor method, fixing the number of the factors to 1 in accordance with the factor structure of SBI (Table3). Any items with factor loading less than .30 were dropped from SBI-J. Only one item fell below the .30 cut-off leaving the SBI-J with one factor and 13 items.

3. Reliability analysis

A reliability analysis was conducted on the SBI-J in SPSS. The Cronbach's alpha of SBI-J was $\alpha = .879$.

4. Confirmatory factor analysis

In order to confirm the data-driven 13-item model of SBI-J, a confirmatory factor analysis was conducted using Amos (Fig.1). The results indicated that the data-driven 13-item model met the criteria for a good model fit, $\chi^2=275.09$, $p < .00$; GFI=.94(>.9); AGFI=.91(>.9); CFI=.92(>.9); RMSEA=.07(<.1).

5. Validity of the SBI-J

In order to investigate the convergent validity of the SBI-J, correlations between the composite score of the SBI-J, the DHS, and the LOT-R were calculated (Table4). A correlation matrix shows that the DHS ($r=.643$) and the LOT-R ($r=.404$) were moderately, yet significantly, correlated with the SBI-J. Composite scores of the DHS and the LOT-R were also significantly correlated with one another ($r=.276$).

Discussion

1. Factor structure of the SBI-J

Confirmatory factor analysis of the SBI-J found that this measure has one factor scale. This finding is consistent with the original SBI measure (Smock et al., 2010). In addition, the SBI-J possess a high internal consistency ($\alpha = .879$).

2. Validity of the SBI-J

Smock et al. (2010) indicated that the DHS and LOT-R are significantly correlated with SBI. Our study also found high convergent validity. Therefore, the SBI-J version of the original instrument is a valid measure.

Table4 Correlations of SBI-J, DHS, and LOT-R

Scale	SBI-J	DHS
LOT-R	.404 ^{***}	.276 ^{***}
DHS	.643 ^{***}	—

^{***} $P < .001$

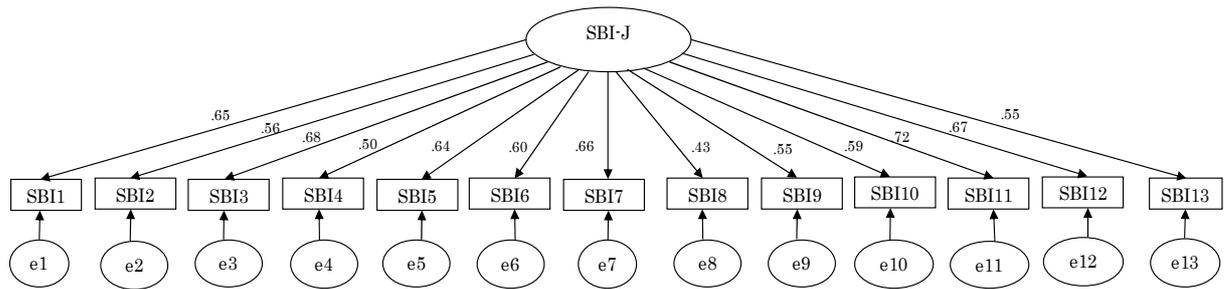


Fig.1 Confirmatory Factor Analysis with 13-item Model of SBI

$\chi^2=275.09, p<.00; GFI=.94; AGFI=.91; CFI=.92; RMSEA=.07$

3. Directions for future research

This study found that the SBI-J is a valid and reliable measure of solution building. Smock (2014) validated the SBI with a clinical sample and future research on the SBI-J is expected to confirm these findings on a Japanese speaking clinical sample. Testing the SBI-J on a clinical sample will play an important role in investigating the effectiveness of SFBT with Japanese speaking clients. In addition, future research on the SBI-J will investigate the relationship between solution building and other psychological and social factors in clinical populations.

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Appendix

14-item of SBI © Sara Smock Jordan

SBI 1	I am able to generate solutions
SBI 2	I have the ability to focus on what I want to occur in my life
SBI 3	I can think about things that have made a positive difference for me
SBI 4	I am able to focus on times when my situation is not so overwhelming, even a little bit
SBI 5	There are times in my life when I am able to handle difficulties well
SBI 6	I am able to notice good things in myself, others, and my situation
SBI 7	I have been able to cope with life's challenges
SBI 8	If I woke up tomorrow and a miracle happened in my life I would be able to notice difference in myself and others
SBI 9	I am aware of small positive changes that I make
SBI 10	There are times when I am really proud of how I am able to handle difficult situations
SBI 11	I have successfully overcome challenges in the past
SBI 12	I have made steps towards improving my life
SBI 13	I am able to see good things in my situation, even though parts of it seem very difficult
SBI 14	Dwelling on my problems may not be the best way to find solutions

School consultation to promote cooperation between elementary and junior high schools: A case of a preventive intervention in the school transition problem

Shuhei Iwamoto¹⁾

¹⁾ *Doshisha Junior and Senior High School*

KEYWORDS: cooperation with elementary school and junior high school, school transition, school counselor, preventive intervention

Introduction

School transition from elementary school to junior high schools may have a bad influence on students. Schwerdt, G. & West, M. R. (2013) surveyed statewide administrative data from Florida, and they found that students moving from elementary to middle school suffer a sharp drop in student achievement. They also found that middle school entry increases student absence. In particular, students' attitudes and achievement in mathematics appear to be negatively affected in this transition (Schielack, J. & Seeley, C. L., 2010).

Such a kind of school transition problem is called "Chuichi gap" in Japan. This phenomenon means that the students who graduated from elementary school cannot adapt to the junior high school.

According to the Niigata prefecture Education

Board (2007), there are two ways of thinking about it. One is the gap of phenomenon; increasing numbers of truant children and bullying and suffering cause a significant decline in academic achievement. The other is the gap of circumstances; the differences between elementary school and junior high school, for example school rules and ways of guidance. From the phenomenon point of view, "The survey of the problems of students' bad behavior in 2013" by the Ministry of Education in Japan said that the number of truant 7th graders (22,340) are about three times as many as that of 6th graders' (8,010).

On the other hand, Usui(2012) talks about 5 points with the changes of circumstances.

1. The scale of school gets bigger (the number of students and teachers, the area of the school).
2. The changes of the relationships between students and students (meeting the newcomers or older members of the club activity).

CORRESPONDENCE TO: IWAMOTO Doshisha Junior and Senior High School, 89, Iwakura Osagichou, Sakyoku, Kyoto-city 606-8558, Japan.
e-mail: eto1503@yahoo.co.jp

3. The changes of the relationships between teachers and students (Teacher in charge of the class system becomes Subject charge system and that requires the students independent).

4. The student guidance in junior high school gets more severe than that in elementary school (To make students follow the rules of the school).

5. It's easy for students to feel uneasy about studying because they have to think about the entrance examination of high school.

The differences of circumstances caused by school transition may be risks for students not to appropriate to their new schools. The differences of circumstances are not the only reasons to cause the problems in school, for example increasing truant students, bullying and declines in academic achievement, but also the interaction of circumstances and individuality may predict the school transition problems. For example, in the study of Goldstein, S. E., Boxer, P., & Rudolph, E. (2015), early adolescents' subjective experiences of stress associated with the middle school transition (e.g., the extent to which students' friendships had changed over the course of the transition, and variety of academic performance, school bonding and academic motivation) were surveyed. Results indicated that with higher amounts of middle school transition stress we could predict lower grades,

higher school anxiety, and lower school bonding. Another survey suggests that vulnerable students (e.g., low income, special education) are negatively affected in school transition. We should know that there are two types of students. One is negatively affected by the changes of circumstances and the other is not. We have to find the ways to support high-risk students.

How can we support the students who may be influenced for the worse by the change of their circumstance? To solve the school transition problem, a lot of schools have the events such as trial entrance to junior high schools, class interchange, and meetings about the students who will enter the junior high schools. There are some studies to guide the students to avoid the problems. For example, the study about using assertion and intervening in the ability of the students (Nishizawa, 2013), or making a handbook for the teachers to understand the school transition problem (Kawamura, Osugi, & Shouji, 2012). But such guidance for all the students cannot be effective on the students who experienced bullying, truancy or cannot adapt themselves to circumstances (Ito, 2013). They need individual warmer support. Therefore, to support the students who have the possibility of not adjusting to his or her circumstances, junior high schools should associate with elementary schools and pay great attention to such kinds of

students.

Referring to individual case about school transition from elementary to junior high school, Nishikawa & Ikushima(2010) show the possibility to solve the school transition problem by using school counselors. To make a good association, it is necessary to practice again and again and assess the result (Tomiie & Miyamae, 2009). About this point, as for individual cases, there are only a few studies. While school counselors recognize the importance of association between elementary and junior high schools, they may not try to report a concrete solution. Sometimes the cooperation between elementary and junior high school may be difficult because of the differences of the way of guidance or the culture of the schools (Ito, 2013). It is an important theme for both schools to know how to associate with each other.

In this paper, I will try to show you one case of preventive intervention to solve the school transition problem, and think of the role of school counselors in the association of elementary and junior high schools.

I used the double description model of the Brief Therapy for the consultation (Wakashima, Hasegawa, 2000). Double description model is the way to see both interaction of the problem(MRI; Mental Research Institute model, Weakland, J., Fisch, R., Watzlawick., & Bodin, A., 1974) and the exception of that (SFBT model;

Solution Focused Brief Therapy, de Shazer, S., Berg, I. K., Lipchik, E., Nunnally, E., Molnar, A., Gingerich, W. C., & Weiner Davis, M. 1986).

Brief Therapy has the feature to focus on interaction, so it may be helpful for the teachers to support the students indirectly (Tsugawa, 2003, Suzuki, 2011), but those studies are the consultation cases in a single school. I want this report to be based on the consultation case of both elementary and junior high schools using Brief Therapy.

II. Case summary

【A case about a junior high school which associates with an elementary school】

This was the first year for the author to work as a school counselor of “A” junior high school. I worked 8 hours a day, once a week. “A” junior high school is a public school and it was founded about 70 years ago. There are some industrial complexes and a new residential area. In this area, student guidance is more important than educational counseling. “A” junior high school had 600 students (from 7th graders to 9th graders). There were two elementary schools in the area. I made “A” junior high school cooperate with “B” elementary school. “B” elementary school was founded 40 years ago and had 600 students (from 1st graders to 6th graders). The students of this school come from the new residential area and public housing.

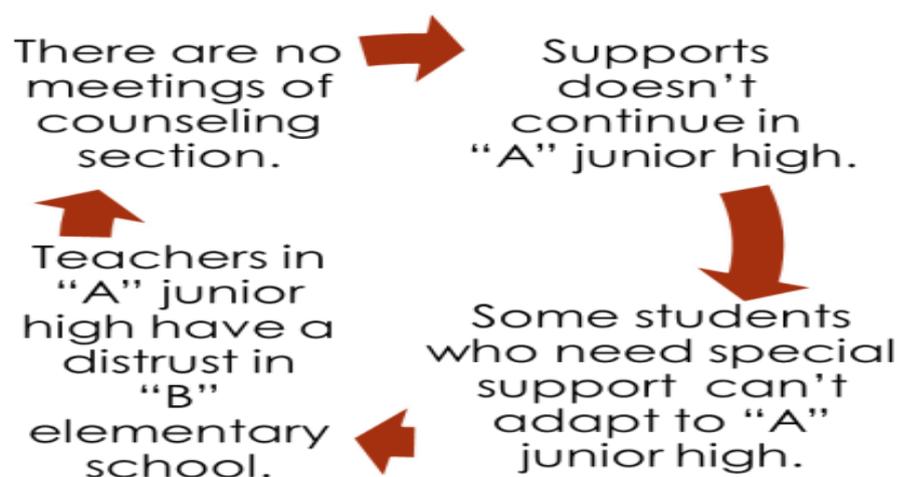


Figure1 : A vicious circle of the association between the elementary school and junior high school

and at the end of the year, the teachers of the school guidance and school nurses of both schools have a meeting, but there was no meeting which the teacher of the school counseling could attend.

[Assessment and intervention of association]

I asked the teachers of educational counseling in "A" junior high school why they didn't have meetings with the elementary school. They said, "maybe there is no time to have the meeting about educational counseling, because student guidance takes a long time. The system of the elementary school is different from that of the junior high school, so the homeroom teachers of our school can't provide the same support as the elementary school to the students." The principal also told me that "A" junior high school was criticized by "B" elementary school because the students

adjust to his or her new circumstances.

The MRI model let me know that they made a vicious circle (Figure.1.) in association with "A" junior high school and "B" elementary school. The students who were supported appropriately could adapt to "B" elementary school but in "A" junior high school, he or she could not adapt to school because "A" junior high school could not have the chance to know how he or she was supported in "B" elementary school. When "A" junior high school asked "B" elementary school about the student, they knew that the student had needed special support. "A" junior high school had distrust to "B" elementary school because they didn't tell them about it. So the relation between "B" elementary school and "A" junior high school was getting worse and it became harder to have a meeting with each other.

To stop this vicious circle, I looked for resources to make an association of

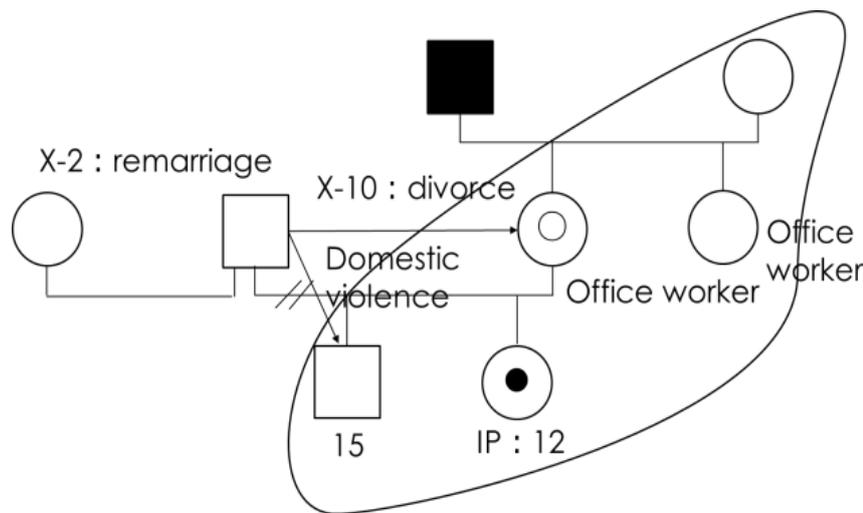


Figure 2 : IP's family

school counseling, and found that the school nurse of “B” elementary school knew the teacher of school counseling coordination in “A” junior high school (January, X). I asked the teacher of school counseling coordination in “A” junior high school to create an opportunity to have the meeting informally. As a result, we could have the meeting because the school nurse in “B” elementary school also wanted to talk about the students who needed support in junior high school. I am going to report how the two schools associated with each other through the case.

[About the case]

IP was the girl who didn't go to school when she was in the 5th grade.

Family

Mother, elder brother, IP, grandmother

on the mother's side, aunt on the mother's side.

Her mother divorced because of the girl's father's Domestic Violence to her mother and brother. Her mother had depression and she and her aunt worked and made a living (Figure.2).

The process

IP busted her arm because she fell down at home. So she couldn't go to school and couldn't make friends in her new class. The fact that she didn't have friends in her new class made her feel uneasy at school. She couldn't go to school without her mother or her aunt. After the summer vacation, she tried to go to school, but one of the students who went to school with her spoke ill of her, and she got sick and cried and went home. From then, every morning she had a stomachache or headache. Moreover, the experience when she was scolded by the

homeroom teacher when she couldn't make a good presentation made her feel scared about her teacher. She felt that only she was scolded even though the homeroom teacher scolded other students. She usually came late for school and then often came to be absent from school (Her absence was 43 days in 5th grade).

In "B" elementary school, her goal in September to October was to go through the gate of the school with her mother or her aunt. From November, the school nurse made IP stay at the nurse's office, and from January, she moved to the teachers' room instead of the nurse's office and stayed there. The teachers taught each subject to her there. Especially the head teacher paid great attention to her and talked to her.

In April, X-1, as her homeroom teacher changed, IP wanted to do her best from her 6th grade. She could stay at school for a long time after her mother or aunt took her to school (She was absent 2 days in 6th grade). Her homeroom teacher and the school nurse made her a plan to do every day and made her decide which classes to attend. As a result, in February, X, she could spend all day in her class.

1. The meeting of elementary school and junior high school (February, X)

The teacher of the "B" school counseling coordinator (school nurse) came to "A" junior high school and talked about the student who has the biggest problem,

using documents made by her homeroom teacher. The members were the homeroom teacher of IP, the school nurse of "B" elementary school, the school counseling coordinator and the school counselor (author) of "A" junior high school.

At the meeting, the homeroom teacher in "B" elementary school said that IP was not good at making friends in the new circumstances and could not talk to her classmates and about studying, IP was not good at math and Japanese. She was depressed when she could not understand what the teachers taught in their class and was scared when she gave presentations in front of her classmates.

【Assessment and Intervention】

I found that a good change could be seen in her, so I asked the homeroom teacher of "B" elementary school to advise to "A" junior high school and she gave five pieces of advice.

[1]Junior high school teachers should know IP's character, for example what she is good at or she isn't good at.

[2]When IP cannot find what to do, teachers should show her some choices and make her decide what she will do.

[3]Teachers should know some people whom IP can trust to when she is in trouble.

[4]Teachers should put IP and her friends in the same class.

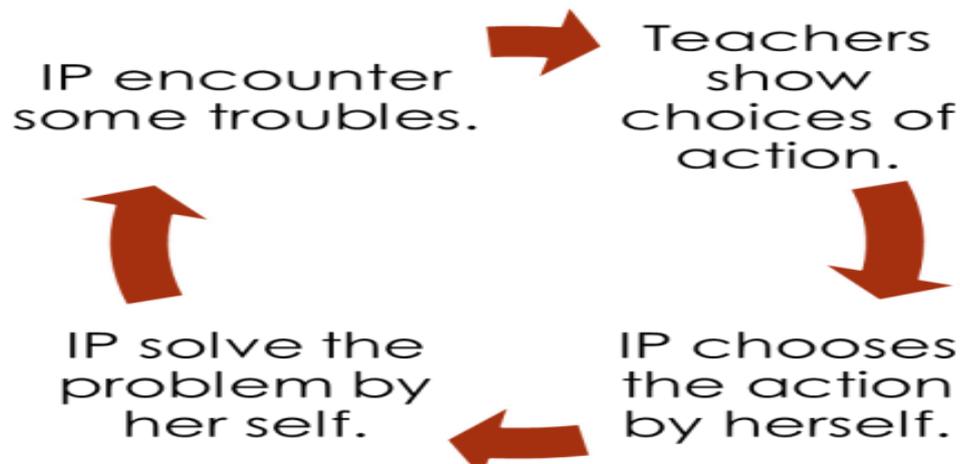


Figure3 : virtuous circle in “B” elementary school

should give IP the chance to have a rehearsal of the presentation.

Using the information that I got and SFBT model, I found the virtuous circle like Figure3. When IP is in trouble, the teacher who knows the character of IP shows the choices. IP can decide how she will act and experience how to solve the problem, so will be able to solve the next problem. That is a virtuous circle.

To keep this virtuous circle in “A” junior high school, I decided to visit “B” elementary school to know the information about [1] and [3].

2. The interview with IP and her parent (beginning of March, X)

I visited “B” elementary school to know what IP and her parent worry about with the junior high school and to make a good relationship with them. The school counselor heard how IP spent her school life at “B” elementary school and asked what IP worried about with the junior

[1]IP is not good at making friends.

She said, “I’m not good at talking to the classmates, so I’m worried about making friends in junior high school.”

[2]IP is worried about how each different teacher teaches each subject.

She said, “I don’t like some teachers who are strict and scold the students. I am scared even if they scold other students.”

【Assessment and Intervention】

About problem [1], I found the exception that IP could adapt to her class if IP had a friend who talked to her. This exception gave IP the possibility to adapt to her new class by an environmental control. On the other hand, about problem [2], I thought that IP regarded the teacher’s guidance as scolding and felt scared, so I tried to change her cognitive frame by using reframing techniques (Watzlawick, P., Weakland, J. H., & Fisch, R., 1974).

I suggested to IP and her parent these three things.

- 1) IP and her parent should visit “A” junior high school and know where the counseling room and nurse’s room are.
- 2) IP should know the person with whom she can talk to when she is in trouble in the junior high school.
- 3) IP should know junior high school teachers’ languages using the booklet, which the school counselor will give her.

Especially for 3), I said to IP, “junior high school teachers’ language is sometimes different from that of elementary school teachers, and it may sometimes scare you. But in most of the cases, teachers don’t mean to scold the students. So don’t be afraid.”

IP and her parent understood what the school counselor said to them.

After IP graduated from the elementary school, the homeroom teacher of “B” elementary school took IP to “A” junior high school and made sure of where the counseling room and nurse’s room were. In addition to this, “B” elementary school teacher let IP meet a head teacher and a school nurse and advised IP to talk to them when she was in trouble. When they visited “A” junior high school, IP got the booklet that I asked the school counseling coordinator to give her. The booklet was named “Junior High School Language Dictionary” (see appendix). In this booklet, I explained the differences of the language between the elementary

school and junior high school. The school counselor had the teachers in “A” junior high school make sure about the contents of this booklet.

3. To give the 7th graders’ homeroom teachers some information to prevent trouble (in late March, X).

I asked the teacher who was in charge of counseling to tell the 7th graders’ homeroom teachers five points of how to communicate with IP.

- 1) To make sure what to do when IP is in trouble.

I asked a school nurse and teachers (especially a head teacher) to support IP, and could prepare the same system as that of “B” elementary school. I also asked IP’s new homeroom teacher to tell her that they can support IP when she is in trouble.

- 2) To make IP decide what she will do when she is in trouble.

I asked the teachers to ask IP not what to do but which to do, because she would be confused when she is in trouble, and to ask IP what to do may make her think that she is hopeless.

- 3) To explain about the language often used in junior high school.

- 4) To give IP the chance to have a rehearsal of the presentation especially in the classes IP is not good at.

I introduced IP as a student who wanted to study hard but she was not good at

presentations, so got in trouble. I asked the teachers to let IP practice before the presentation.

5) To make IP's friends and IP be in the same class.

As for the homeroom teacher, the school counselor gave the information about the 6th graders' teacher in the elementary school. She was a young and calm woman and IP could make an effort in her class.

【How IP was doing after she entered junior high school】

IP could start her junior high school life smoothly with her friends, under a young calm female teacher. Two weeks after IP entered the junior high school, IP had some troubles when she had to give a presentation in Japanese class. But at that time, her classroom teacher gave her some choices; to give a presentation or not, or post her presentation. IP could solve the problem because of it.

July, X. IP was absent because she hated to give the English presentation in English class. At that time, as IP had a rehearsal, she could give the presentation in front of the class afterwards.

IP never came to the nurse's room or a head teacher and counseling. IP took part in the club activity positively. When IP had worries, she could tell her homeroom teacher how she felt. In March, X+1 IP was sometimes absent from school, but it didn't last. About math which she was not

good at, she studied well and her homeroom teacher reported that IP was doing well at school.

In late March, X+1 the teachers who were in charge of counseling in "B" elementary school and "A" junior high school exchanged the information of the next years' 7th graders' students.

III. Discussions

Through the case association between the elementary and junior high school, I will show you the concrete ways to associate and how to use the information in the consultations. From here, I am going to consider the points when school counselors have something to do with the association between the elementary and junior high school.

1. School counselors should find the connection that has already been made between the elementary school and junior high school.

I thought it is difficult for both schools to arrange new meetings because teachers are so busy. Mitani, Okuno & Ikuta (2014) said that it is important to try to find the connection that has already been there. In this case, I found the connection between a school nurse in the elementary school and the teacher who was in charge of school counseling coordinator in junior high school as the exception. This connection made a good association without resistance from both schools.

If there is no relation between both schools, I had to get the information about support using the exception where the teachers of school guidance and school nurse had a meeting.

2. School counselors should make sure how to support IP in the elementary school and get some advice for the junior high school.

To expand the virtuous circulation, I made sure of how the elementary school supported IP. The homeroom teachers in the elementary school have a lot of information about the students because they teach almost all the subjects to them. School counselors should have the solution-focused way of thinking.

A school counselor is able to get the information from teachers in elementary school easier than teachers in junior high school because sometimes teachers in junior high school may feel uncomfortable when they get advice from the teachers in the elementary school. Based on the communication theory (Watzlawick, P., Bavelas, J. B. & Jackson, D. D, 1967), the action to hear the advice itself lets the elementary school know that the information from them is significant. That may cause the motivation to hold the meeting between elementary and junior high school the following year.

3. School counselors should have an interview with students and their

parents and let them know about school counselors and intervene to reduce their worries.

The interview with IP before entering junior high school had three meanings.

First, the school counselor could be the resource for IP after entering junior high school, so meeting IP means preventing troubles for IP. It also may be the rehearsal for when IP get in trouble in junior high school.

Second, the school counselor can intervene with IP directly. Especially, “Junior High School Language Dictionary” reframes IP’s understanding of her language. In junior high school, teachers’ language sometimes becomes strict so when IP heard such kinds of language, IP may be scared. But to make IP understand language used in junior high school in advance, she can understand what teachers mean to say.

Third, the reliability of the school counselor became higher because the school counselor was the only person who met IP in junior high school. So the information from the school counselor became more important and effective for teachers.

4. The school counselor should make the information about IP acceptable one and tell the junior high school teachers.

If there are few chances to associate between the elementary and junior high school, teachers can’t understand the

difference; school culture and way of guidance. Such a situation will be a risk for them to criticize each other through the case (Ito, 2013). The systems of elementary school and junior high school are different, for example in elementary school, one teacher teaches all subjects and stays with students for a long time. But in junior high school different teachers teach each subject so the teachers in junior high school feel that the information from the elementary school cannot be used in junior high school.

In this case, it was supported by the fact that the teachers in the junior high school resisted the advice that teachers should let IP rehearse before her presentations. Because the teachers in junior high school are very busy and it is difficult for them to take time to take care of IP after school because of club instruction.

Therefore, I gave the advice to “A” junior high school teachers as a school counselor’s advice, not an elementary school teachers’ advice. When we communicate with someone, there is a most suitable route to accept the information (Wakashima & Hasegawa, 2000). The way of acceptance of suggestions depends on who gave them. The school counselor meant to make the junior high school teachers able to easily accept the advice from the elementary school teachers. At that time, I did not advise about personnel matters but only

about how to support IP. It is the important point to make the teachers easily accept the advice.

IV. Conclusion and the perspective

As a basic attitude about association between elementary school and junior high school, school counselors should know the virtuous circulation of the elementary school and keep it in the junior high school. Therefore school counselors should get the information from the elementary school and give feedback to the junior high school. School counselors should stand between both schools. I think it will make an acceptable communication route. To make such an association, Brief Therapy is effective. Because I can assess the interaction between elementary and junior high school and intervene in the relation between two schools.

Tomiie & Miyamae (2009) said that if the meeting of the elementary school and junior high school were a useful one for the teachers in junior high school, they would think it is very important for them and it’s also a good thing for the elementary school teachers. In this case, one year after the first meeting of both schools, they had the second meeting. It shows that the meeting was very useful for them. A vicious circle like Figure.1 changes into Figure.4.

This case is only one example of the

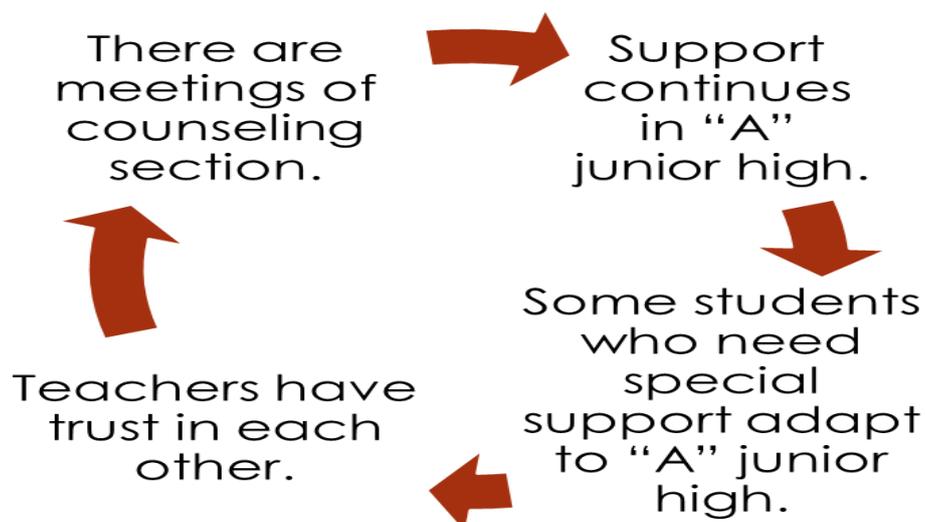


Figure4 : A virtuous circulation of the association between "B" elementary and "A"

solution. School counselors should accumulate the solutions to school transition problems.

In this study, I reported about the association at the end of the year. Actually, association between both schools is also needed within the year depending on the case. If they had a meeting within the year, I would have to study how school counselors have something to do with the two schools.

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Appendix: extract from “Junior High School Language Dictionary” 『中学語辞典』 抜

		🌸🌸🌸🌸🌸🌸🌸🌸🌸🌸🌸🌸🌸🌸🌸🌸	
		中学語(words)	意味(means)
1		アホか。 (Ahoka) →	①おもしろい子やなあ。 (You are funny.) ②ちがうでしょ。 (It's false, isn't it?)
	かいせつ		
	解説	よく使われる中学語です。本気で悪く言うつもりはなく、親しみを込めて注意するときに使います。	
	description	This word is often used in junior high school. We don't use this word to speak evil of you but to inform you about mistakes friendly.	
	れいぶん		
	例文	①「授業中におどったりして、ほんまにアホやなあ。」	
	example sentences	"I heard that you began to dance suddenly on English class. You are "aho". ②（まちがった答えを言ったときに）「アホか。」 When your answer is wrong, your teacher says, "ahoka."	
3		何してんねん？ (Nani shitennen?) →	①どうしたの？ (What's wrong?) ②やめないと危ないよ。 (It's dangerous. Stop it.)
	かいせつ		
	解説	事情を聞きたいときに使われる中学語です。困っていることがあればすなおに伝えましょう。危ないことをしているときの注意ことば	
	description	Your teacher use this phrase when he wants to know your circumstance. If you are in trouble, you had better let him know honestly. Your teacher use this phrase to notice you're doing dangerous behavior.	
	れいぶん		
	例文	①（授業中ろうかを歩いていて）「何してんねん？」	
	example sentences	When you doesn't attend on your class and walk on hallway, your teacher find you and says, "Nanishitennen!?" ②（刃物をまちがった使い方をして）「何してんねん！」 When you use a knefe in a wrong way, your teacher says, "Nanishitennen!"	
6		ええかげんにせーよ (Eekagennise-yo) →	今やるべきことをやろう (Do what you should do now.)
	かいせつ		
	解説	やるべきことをやらない人を注意するときや、くりかえし注意されてもなおそうとしない時に使われることばです。何をしないといけ	
	description	Your teacher use this phrase when he find you don't do what you should do or when you don't change your rude attitude even though you're warned again and again. If you're said this phrase, think about what you should do.	
	れいぶん		
	例文	「いつも言ってるやろ？ええかげんにせーよ」	
	example sentences	"I warn you again and again, don't I? Eekagennise-yo!"	
8		(呼び捨て) (Yobisute) →	(親しみの表現) (Expression of affection)
	かいせつ		
	解説	「～さん」「～君」とは言わずに、名字を呼び捨てにするのもよくある中学語です。親しみをもって呼んでいるのですよ。	
	description	Your teacher ofthn call you by your first name or last name only. He doesn't use prefix for example "-san", or "-kun". He tries to express his affection to do that.	
		🌸🌸🌸🌸🌸🌸🌸🌸🌸🌸🌸🌸🌸🌸🌸🌸	

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