

## An Analysis of Keywords in Japan Related to School Non-Attendance According to Classification

不登校に関する日本国内のキーワード別による分析

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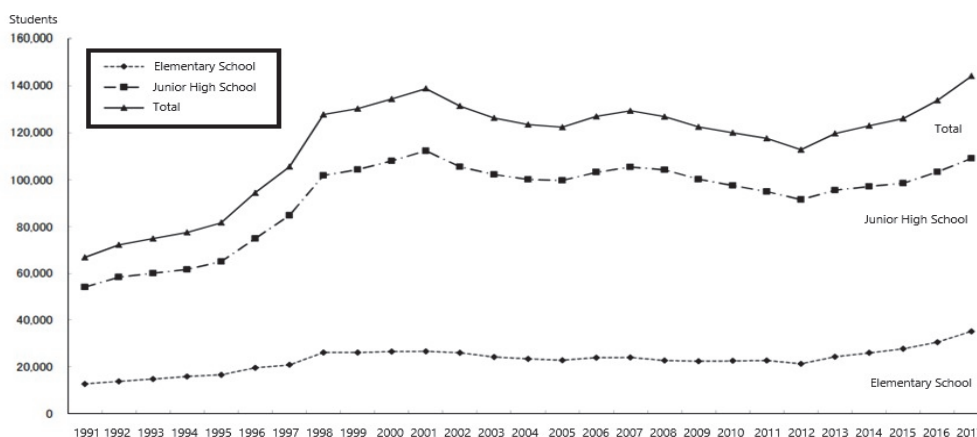
(2019年11月20日受理)

本稿では、1950年から2018年における日本国内の不登校に関するキーワードの種別による分析を行った。そして、不登校の研究のキーワードの変遷の整理から、今日の不登校の性質の変化を読み取ることができた。例えば、1990年代までの不登校の研究は、「学校ぎらい」や「登校拒否」といったネガティブなキーワードが主流であるが、近年の文部科学省や法務省の方針により、生徒が教育を受ける権利を行使するのは、学校だけに限らず、様々な場所で可能となってきたため、「不登校」という現象がネガティブだけでなく、ポジティブにも解釈されるようになってきた。そのような視点からすれば、2016年以降の不登校の生徒の数の増加は、「不本意ながら学校に行けない生徒」だけが増えたのではなく、「意図的に学校に行かないことを選択した生徒」の数も増えたためと考えることもできる。

(キーワード) school non-attendance (不登校), refusal to go to school (登校拒否), review (レビュー)

### Introduction

According to a MEXT report, the number of elementary and junior high school students not attending school in 2017 reached 144,031. This is the first time that number has exceeded 140,000 since statistics started being compiled (1). The number of students not attending school had been decreasing until around 2012, but after that, it has been increasing once again (Graph 1).



Graph 1 Changes in the Number of Students Not Attending School (MEXT, 2019)

MEXT defines students not attending school as “those who do not or cannot go to school for 30-plus days in a school year due to any psychological, emotional, physical, or social factors, with the exceptions of sickness or economic circumstances” (2).

Previous research review on school non-attendance in Japan was limited to documents published between 1990 and 2007(3).

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However, research on subjects such as school non-attendance and refusal to go to school has been conducted since the 1950s, and has continued up to 2019. Therefore, this paper investigates from which perspectives research regarding the phenomenon called “school non-attendance” has been conducted in Japan from the 1950s to 2018. After that, an examination of the reasons for the increase in students not attending school in recent years was conducted.

#### Research Method

Using CiNii Articles, CiNii Books, CiNii Dissertations and NDL-OPAC as databases, and narrowing down the keywords to futoukou (school non-attendance), toukou kyohi (refusal to go to school), chouki kesseki (long-term absence), and gakkou girai (aversion to school), a search was conducted among theses and academic publications (Period: July 1st, 2019 to July 15, 2019). Popular magazines and articles lacking an academic nature were excluded. As a result, 8370 items were included in the analysis.

#### Classification Method

In this paper, the authors attempted a multifaceted study based on two categories. First, after dividing the literature into futoukou (school non-attendance), toukou kyohi (refusal to go to school), chouki kesseki (long-term absence), and gakkou girai (aversion to school), an analysis was conducted on the trends in research regarding school non-attendance. Secondly, an analysis was conducted according to the four areas of research field; school education, psychology, medical treatment and health, and “other” (which included areas such as welfare).

#### Results and Considerations

To begin with, after separating the literature items into the four categories of futoukou (school non-attendance), toukou kyohi (refusal to go to school), chouki kesseki (long-term absence), and gakkou girai (aversion to school), the authors confirmed which year each item was published (Table 1). As can be understood from the table, the phenomenon currently referred to as “school non-attendance” was dealt with using the term chouki kesseki in the 1950s. Soon, it came to be called gakkou girai and toukou kyohi. In other words, the mainstream view of students who did not go to school was that they hated school and were refusing to go to school. In the 1990s, the term futoukou became mainstream. The reason for this is considered to be the “Futoukouseito no Jittaihaaku no tame no Anke-to no Chousakekka Houkoku (Report on the Survey Results of the Survey Conducted for the Understanding of the Actual Conditions of Students who are not Attending School)” published by the Ministry of Justice in 1989 (4). Originally, the Ministry of Justice argued that the expression toukou kyohi contained the meaning of “the phenomenon of not going to school has a variety of reasons”, which is what the current mainstream futoukou expression includes. However, in order to exclude the strongly one-sided impression of kyohi (refusal), the Ministry of Justice switched to the expression futoukou. Then, the discourse regarding school non-attendance which continues to influence current research began to appear often from the 1990s (5). Incidentally, even after the word futoukou came into common use in the general public, literature referring to terms such as toukou kyohi, chouki kesseki, and gakkou girai could still be seen, but the majority of that literature is research about the history of futoukou.

Next, after conducting an analysis using the four areas of research field (i.e. school education, psychology, medical treatment and health, and “other”), it became clear that a variety of discourse has occurred. This includes discourse about education systems and curriculum within the field of education, and discourse about the mental state of students and counseling methods within the field of psychology. It also includes discourse about psychiatry treatment in the field of medicine, as well as discourse characteristic of recent research where support for students who do not attend school in social networks is discussed (Table 2). Earlier futoukou was about the phenomenon of not going to school, and as such, much research was conducted on the themes of what student counseling or educational counseling was carried out at schools. Until around the year 2000, much research was conducted in the area of school education, and particular attention was paid to the definition and concept of futoukou. After that, research regarding futoukou in the areas of psychology, medical treatment and health, and welfare flourished, and reports about the psychological support provided by specialists such as school counselors and “mental friends” (6) gradually increased. At the same time as that research, there was also an increase in research about the relationship between students with developmental disorders and the futoukou phenomenon.

Following that, it came to be considered that understanding what mental state students who do not attend school are in was the shortest route to help those students find a way out of school non-attendance. Furthermore, it became clear that in recent years, there has been an increased focus on research into what kind of support system outside of the school is constructed. The effort to resolve the phenomenon of school non-attendance is happening not only within school education, but there is also a stronger tendency to search for

Year	<i>Futoukou</i>	<i>Toukou Kyohi</i>	<i>Chouki Kesseki</i>	<i>Gakkou Girai</i>
1948			1	
1949				
1950			2	
1951			4	
1952			7	1
1953			1	
1954			6	
1955			1	
1956			7	
1957			1	
1958		1	1	
1959			2	
1960				
1961			1	
1962		1		
1963		4		9
1964		3		
1965		9		2
1966		3		
1967		9		3
1968		13		1
1969	1	7		2
1970	1	15		
1971		2		
1972	1	15	3	
1973	2	10		
1974	1	7	1	
1975		6		2
1976	2	21		
1977	1	25	1	
1978	3	24		
1979	5	28		
1980		37		1
1981	4	46		2
1982	4	47		1
1983	4	47	※17	2

1984	4	52	1	1
1985	8	41	1	2
1986	9	72		
1987	13	61		
1988	13	103	1	2
1989	23	84	3	1
1990	25	105	1	2
1991	41	75	1	2
1992	55	136	1	
1993	51	85		1
1994	113	112	1	
1995	96	53	5	
1996	147	65	5	
1997	205	87		※15
1998	262	129	2	1
1999	248	68	1	
2000	242	38	5	1
2001	324	16	5	1
2002	281	19	4	2
2003	387	13	1	1
2004	259	10	5	1
2005	270	2	3	1
2006	276	4	4	
2007	256	3	6	2
2008	255	6	5	1
2009	237	5	1	1
2010	307	3	6	1
2011	247	5	6	3
2012	204	8	6	
2013	190	3	4	1
2014	196	5	4	2
2015	230	2	6	1
2016	221	3	7	3
2017	213	4	4	1
2018	183	4	3	2

※Feature Articles

Table 1 Literature Items According to Year and Keyword

hints for resolving it within social resources outside of schools. This tendency means that, as was published in the 2016 MEXT “Gakkou Kyouiku wo Kakuho suru Houritsu (Law Securing Opportunities for Education)”, the securing of education does not stop at school education, but has come to be guaranteed within society as a whole. From the above, areas where students exercise their right to receive an education are no longer limited to only schools, but are guaranteed at a variety of locations. From this, futoukou is no longer viewed through the previously common negative viewpoints such as “a student who cannot go to school” or “a student who hates school”. Alternatives including “a student who does not go to school” and “guaranteeing a place to learn outside of school” have increased, and as such, one can view this as a reason for the increase in the number of students not attending school in recent years.

School Education	Psychology	Medical Treatment and Health	Other (Welfare <i>et al</i> )
2068	3357	1727	1216

Table 2 Number of Literature Items According to Research Area  
(Classification conducted by authors using sources such as CiNii)

#### Annotations

- (1) MEXT : *Heisei 29 Nendo Jidou Seitou no Mondai Koudou*・*Futoukou Touseitou Shidoujou no Shokadai ni Kansuru Chousa Kekka ni tsuite*  
[http://www.mext.go.jp/b\\_menu/houdou/30/10/1410392.htm](http://www.mext.go.jp/b_menu/houdou/30/10/1410392.htm)  
Accessed September 1, 2019
- (2) MEXT : *Futoukou no Genjou ni Kansuru Ninshiki*  
[http://www.mext.go.jp/a\\_menu/shotou/futoukou/03070701/002.pdf](http://www.mext.go.jp/a_menu/shotou/futoukou/03070701/002.pdf)  
Accessed September 1, 2019
- (3) Junko Wakamoto et al.: Review of studies on non attendance at school in Japan, examination of trend from 1990 to 2007 on articles, and reviews focused on teachers and families who are important resources, *Bulletin of Kagoshima Junshin University*, 4, 3-17, 2009.
- (4) Miho Kato : *Futoukou no Poritikusu, Keiso Shobo*, 158, 2012,
- (5) For example, Yoji Morita: *Futoukou Genshou no Shakaigaku* , Gakubunsha, 1991.
- (6) A school counselor is a specialist who provides psychological care to students at schools, and through interviews, gives advice to students who consult with them. School counselors support students from a different standpoint than teachers. A “mental friend” is a volunteer who interacts with futoukou students at specialized institutions such as child consultation centers by talking, studying, or playing games with them.