

日本国内で出版された不登校に関する書籍のタイトルの分析にみる書籍の構成内容の傾向 The Trends of Composition Content of Publications as Seen through an Analysis of Titles of Books Published in Japan Regarding Futoukou (School Non-Attendance)

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これまで多くの不登校に関する書籍が出版されてきたが、どのようなテーマで語られてきたかを整理することは、今後の不登校問題対策を考える時に有益となろう。本稿では、書籍のタイトルを分析することで、テーマの傾向を探ることを目指した。不登校関連の書籍は、一般的な市販の書籍と、政府刊行物のような公的な書籍とに分かれるため、それぞれ分けて、テキストマイニングによって分析した。その結果、市販の書籍のタイトルには、前向きなイメージを持つ語句が選ばれていたり、今までとは異なる生き方をイメージさせる語句が積極的に使用されていたりすることがわかった。公的に出版された書籍では、不登校の子どもたちの実態を科学的に把握した上で対策を練り、その効果を検証しながら不登校対策のプログラムを開発していきたいという、生徒を指導する側の専門職としての立場で使用される語句が多いことがわかった。また、公的に出版された書籍が学校内での先生や、他の生徒たちとの人間関係に焦点が当てられているのに対し、市販されている書籍では、家庭や家族における人間関係を非常に意識して出版されていることもわかった。公的に出版される書籍は一般の読者は読まないことを考慮すると、専門職の読者も一般の読者も両方とも読む市販の書籍の中に、縦の人間関係と横の人間関係の両方について語った書籍が増えることが望まれる。それによって、不登校当事者にとって有益な情報が効率よく、そしてバランス良く世間に流布され、専門的な読者と一般的な読者の区別をすることなく、どちらにとっても有益な書物が増えていくことになると考えた。

(キーワード) 不登校(school non-attendance)、書籍タイトル(title of books)、テーマ(themes)

1 Introduction

According to the Jidou Seito no Mondai Koudou・Futoukoutou Chousa (An Investigation of Primary- and Secondary-Level Student Problematic Activity and School Non-Attendance) published by the Ministry of Education, Culture, Sports, Science and Technology (MEXT) in February of 2018, the number of futoukou children who were absent from school for more than 30 days annually in all public and private elementary and junior high schools throughout Japan had increased 6.1% over the previous year, to a total of 133,683 children. This also indicated an increase over a four-year span. This shows that a conclusive method for solving the futoukou problem has yet to be found.

Regarding this situation, organizing what themes are being discussed in the numerous books that have been published

regarding futoukou can lead to informative data for considering a measure to cope with the futoukou problem from now on. The titles of publications directly indicate what knowledge and information can be gained from reading them. This paper aims to utilize that characteristic to analyze the titles of publications written about futoukou and investigate the trends in those titles.

2 Method

2-1 Extraction of Target Publication Titles

The inquiry into publication information was conducted using the NDL (National Diet Library) Search. By using this search engine site, information was obtained about publications concerning futoukou from sources including the National Diet Library, nationwide public libraries, university libraries, specialized libraries, and academic research institutes. The

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search for publication information was carried out by collecting data obtained using futoukou as a keyword. After removing all newspaper articles, papers, and magazines from the obtained data and extracting only books, there was a total of 1169 instances of book data.

In addition, due to this data including both general commercial publications and official publications, which include government publications such as those issued by the nation or prefectures, the collected data was sorted into those two types. The reason for separating commercial publications and official publications is that, although it has become possible to purchase official publications over the internet now, before the spread of the internet, each prefecture only had one shop that sold those publications. Also, even now, unless one is a specialist, these publications are neither easy to purchase nor read for the general reader. Therefore, in order to compare trends in books for general readers and books read by people in professional circles, the decision was made to conduct an analysis following this separation of data. As a result, the data included 774 commercial publications and 395 official publications.

2-2 Method of Analysis

The result of the search done using the National Diet Library database yielded 1169 results, which included not only the book titles but also information such as the names of the authors and publishing companies. However, this extra information was eliminated from the study, as it was not an important factor in purely researching the trends of publication contents. Then, secondary data was created from collecting the book titles. Using KH Coder3 (Higuchi, 2020), free software for text mining, an analysis was conducted on the secondary data gathered solely from the book titles. Text mining is work done to extract valuable information from large quantities of text data using morphological analysis.

3 Results and Observations

3-1 Words and Phrases Selected for Titles of Books with Futoukou as a Keyword

First, a quantitative analysis was conducted on the commercial publications included within the books with title having futoukou as a keyword. Through this analysis, results were obtained to clarify what words and phrases tend to be selected in the titles of books concerning futoukou that are read by general readers. The analysis was conducted across three categories: verbs, nouns, and サ変名詞 sahen meishi (verbs formed by adding suru to nouns). In each category, 50 words extracted from the data were organized by frequency of

occurrence. The results can be seen in Table 1.

Next, an analysis of titles of official publications was conducted using the same method. The results can be seen in Table 2.

Table1 List of Frequently Used Words and Phrases in Titles of Commercial Publications Regarding Futoukou (School Non-Attendance)

Verbs in Commercial Publications		Nouns in Commercial Publications		Sahen Meishi (verbs formed by adding suru to nouns) in Commercial Publications	
Verbs	Frequency	Nouns	Frequency	Sahen Meishi	Frequency
sagasu (search)	70	futoukou (school non-attendance)	728	gaido / annai (guidance)	124
dekiru (can do)	29	kodomo (child, children)	185	choutai (dropping out)	96
ikiru (live)	25	gakkou (school)	138	shien (support)	62
kangaeru (think)	24	koukou (high school)	92	kyouiku (education)	54
nayamu (be troubled)	22	ijime (bullying)	91	taikou (response)	34
iku (go)	21	hikikomori (withdrawal, shut-in)	79	shingaku (going on to the next stage of education)	31
manabu (learn)	17	oya (parents)	71	hatsutsu (development)	28
mukiau (face)	14	kokoro (heart, mind, spirit)	53	kaiketsu (resolution)	27
norikeru (overcome)	14	furi-sukuru (free school, alternative school)	52	sapo-to (rescue)	24
sukuu (save)	14	ibasho (place where one belongs)	52	henryuu (transfer)	21
naru (come to do / be)	12	kyoushi / sensei (teacher, instructor)	41	soudan (consultation, counsel)	20
sodateru (raise)	11	seito (student)	35	jissen (practice)	19
atsumaru (gather)	10	shougai (barrier, disability)	29	rika (understanding, comprehension)	19
wakaru (understand)	7	shimro (future path)	27	enjo (support, help)	16
oshieru (teach)	7	katei (family, home, household)	24	kosodate (raising a child)	15
ayumu (walk)	7	jibun (oneself)	22	taiken (experience)	15
kawaru (change)	7	hahayoi (mother)	22	chousen / charengi (challenge, attempt)	14
mamoru (protect)	7	futoku jishu (elementary school student who doesn't attend school)	20	renkei (association, cooperation)	13
mieru (look, appear)	6	shakai (society, community)	19	koudou (action)	13
motomeru (want, ask for)	6	bouyoku (violence)	19	gyakufu (abuse)	12
okuru (give, present)	6	kazoku (family)	18	shidou (guidance, leadership)	11
mezasu (aim for)	6	wagako (one's child)	15	jiritsu (self-reliance, independence)	11
shiru (know)	6	kaunseingu (counseling)	15	yobou (prevention)	11
ataru (talk about)	6	tsuushinsei (correspondence course)	15	kiroku (record, document)	10
kagayaku (shine)	5	manabi (learning, study)	14	apuro-chi (approach)	10
mitsukeru (find)	5	shishunki (puberty, adolescence)	13	tekiou (adaptation, adjustment)	9
mukeru (turn toward, direct)	5	shinnyuugaku (newly entering a school)	13	shuppatsu (departure)	9
ikeru (can go)	5	message (message)	13	taisho (handing, countermeasure)	8
komaru (get upset, have difficulty)	5	kozei (individuality, personality, uniqueness)	12	fukki (return)	8
erabu (choose)	5	oyako (parent and child)	12	mensetsu (interview)	7
tyrimodosu (get back)	5	houhou (method)	11	adobaisu (advice)	7
tachinaoru (recover, bounce back)	5	shienkan (support organization or institution)	10	appu (improvement, uploading)	6
tsunagaru (connect)	5	ginou (skill, ability)	10	dasshutsu (escape)	6
kiku (listen, hear)	5	manyuaru (manual)	9	ryugaku (studying abroad)	6
torikumu (work at, work on)	5	shohousen (prescription)	9	ishiki (consciousness, awareness)	6
deau (meet, encounter)	5	gaidobukku (guidebook)	9	seikou (success)	6
aruku (walk)	5	risuto (list)	9	ouen (support)	6
noboru (grow, advance)	5	hinto (hint)	9	kokufuku (overcoming)	5
tsukaeru (can use)	5	monogatari (story, tale)	8	saisei (regeneration, reclamation, rebuilding)	5
tachiagaru (stand up, rise up)	5	egao (smile, smiling face)	8	kibou (hope, wish)	5
ikasu (utilize, make the most of)	5	chichioya (father)	8	kaifuku (recovery)	5
fusagu (prevent)	5	toyishia (parties concerned)	7	shushoku (finding employment)	4
uketomeru (accept, react)	5	shougakko (elementary school, primary school)	7	sentaku (choice)	4
kaeru (change)	4	jouhou (information)	6	sotsugyou (graduation)	4
mochiriru (use)	4	ningen kankai (interpersonal relations)	6	katsuyou (utilization)	4
herasu (reduce)	4	mirai (future)	6	seichou (growth)	4
mayou (be lost, hesitate)	4	shuki (note, memo)	6	kessaki (absence)	4
iyasu (cure, heal)	4	genba (setting, location)	6	nyuumon (introduction)	3
ataeru (give, provide)	4	inta-netto (internet)	5	taisaku (countermeasure, step)	3
sodatsu (grow)	3	nettowa-ku (network)	4	shinpai (worry)	3

First, regarding words extracted from commercial publication titles, if we look at the verb category, the most frequently occurring word is 探す sagasu (search), followed by できる dekiru (can do), 生きる ikiru (live), 考える kangaeru (think), and 悩む nayamu (be troubled). Next, in the noun category, the most frequently occurring word is naturally 不登校 futoukou (school non-attendance). However, it is then followed by 子ども kodomo (child, children), 学校 gakkou (school), 高校 koukou (high school), and いじめ ijime (bullying). Finally,

Table2 List of Frequently Used Words and Phrases in Titles of Official Publications Regarding Futoukou (School Non-Attendance)

Verbs in Official Publications		Nouns in Official Publications		Sahan Meishi (verbs formed by adding suru to nouns) in Official Publications	
Verbs	Frequency	Nouns	Frequency	Sahan Meishi	Frequency
mezasu (aim for)	25	futoukou (school non-attendance)	373	kenkyuu (research)	113
kangaeru (think)	13	seito (junior high school or high school student)	130	houkoku (report)	84
mukeru (turn toward, direct)	12	jidou (elementary school student)	103	shidou (guidance)	84
tsukuru (make)	10	gakkou (school)	68	taiou (response)	62
hagukumu (bring up, cultivate, promote)	8	kodomo (child, children)	53	shien (support)	54
urusau (meet, contact, touch)	7	jigyuu (project, undertaking)	49	chouse (study, survey)	50
motomeru (want, ask for)	7	jijime (bullying)	39	tekoku (adaptation, adjustment)	36
tsunagaru (connect)	6	kokoro (heart, mind, spirit)	29	jissen (practice)	35
manabu (learn)	5	arikata (state, ideal state)	29	kyouiku (education)	32
hakaru (plan, devise)	5	kyoushitsu (classroom)	24	rikai (understanding, comprehension)	29
ikiru (live)	5	jirei (example)	24	taikan (experience)	26
kakaeru (hold, have, carry)	5	kyanpu (camp)	15	kaihatsu (development)	25
dekiru (can do)	5	oya (parents)	14	taisaku (countermeasure, step)	22
kawaru (change)	4	shougai (barrier, disability)	14	katsudou (activity)	21
sagasu (search)	4	genjoo (current situation)	13	enjo (support, help)	21
kakawaru (be concerned with, affect)	4	shakai (society, community)	12	soudan (consultation, counsel)	19
shiru (know)	3	chihou (region, area)	11	jintsu (self-reliance, independence)	19
tsunagu (connect, link)	3	tebiki (guide, handbook)	11	purouramu (program)	16
wakaru (understand)	3	kyoushi / sensei / kyousi (teacher, instructor)	11	jisshi (execution, implementation)	15
negau (wish, hope)	3	nizan (beforehand, before something happens)	11	fukki (return)	15
shimesu (indicate, show)	3	kaitei (family, home, household)	10	renkei (association, cooperation)	14
norikoeru (overcome)	3	natome (summary, conclusion)	9	gakushuu (learning)	13
taisuru (concern, compare with)	3	he-to (heart)	8	boushi (prevention)	13
saguru (investigate, look into)	3	manabi (learning, study)	8	kiroku (record, document)	13
nayamu (be troubled)	3	shisutemu (system)	8	torikumi (effort, initiative)	13
sukuu (save)	3	moderu (model)	8	sapo-to (support)	12
yasuragu (feel at ease)	2	koukou (high school)	8	shisaku (measure, program, policy)	12
yoriyori (get close to, draw near)	2	jittai (actual condition)	8	yobou (prevention)	12
kataru (talk about)	2	seishounen (young adult, youth)	7	kankei (connection, relationship)	11
ikasu (energize, revive, restore)	2	shounen (juvenile, child)	7	hattatsu (development)	10
fumidatsu (advance, take a step)	2	kaizoku (family)	7	koudou (act, behavior)	9
kakaeikomu (take on, hold)	2	nettowa (network)	6	kentou (examination, discussion)	7
ayumu (walk)	2	chuuta (halfway)	6	katsuyou (utilization)	7
tau (inquire, ask)	2	nishou (medical practice)	6	gaido (guidance)	7
nareru (can become, can come to do)	2	shinni (psychology, state of mind)	6	suishin (promotion)	6
shitsukeru (discipline)	1	kouka (effect, effectiveness)	6	taigaku (leaving school, expulsion)	6
sodateru (raise)	1	joukyuu (circumstances, state)	6	teuchiku (organization, construction, structure)	5
hataraku (work)	1	shimo (future path)	6	juushi (serious consideration)	5
oyobosu (affect, influence)	1	senite (center)	5	charenji (challenge, attempt)	5
samayou (wander, stray)	1	chuugaku (junior high school)	5	kessaki (absence)	4
habataku (succeed, play an active role)	1	wakamono (youth)	5	hyouka (evaluation, assessment)	4
kimeru (decide)	1	ningen kankei (interpersonal relations)	5	kosodate (raising a child)	4
motozuku (be based on)	1	sozoku (early stage)	5	kekaku (planning, plan)	4
mitsumeru (look at, focus on)	1	gaidobukku (guidebook)	5	hakken (discovery)	4
sodatsu (grow)	1	puran (plan)	5	mensetsu (interview)	3
nakusu (get rid of, lose)	1	kaikou (inclination, trend, tendency)	5	houmon (visit)	3
mimamoru (observe, watch over)	1	shuudan (group)	5	kaijuku (recovery)	3
torireru (integrate, incorporate, adopt)	1	chouju (long term, long time)	5	jishou (demonstration, actual proof)	3
oujiru (respond, answer)	1	taisei (structure, organization, system)	4	sozoku (system, organization)	3
erabu (choose)	1	inken (human rights, personal rights)	2	chiryuu (treatment, medical treatment)	3

looking at the words in the sahan meishi category, the top five are ガイド・案内 gaido / annai (guidance), 中退 chuutai (dropping out), 支援 shien (support), 教育 kyouiku (education), and 対応 taiou (response).

Looking at words used in the titles of official publications in the same way, the top five words in the verb category are 目指す mezasu (aim for), 考える kangaeru (think), 向ける mukeru (turn toward, direct), 作る tsukuru (make), and 育む hagukumu (bring up, cultivate, promote). In the noun category, 不登校 futoukou (school non-attendance) occurs most frequently, followed by 生徒 seito (junior high school or high school student), 児童 jidou (elementary school student), 学校 gakkou (school), and 子ども kodomo (child, children). Finally, in the sahan meishi category, the top five words are 研究 kenkyuu

(research), 報告 houkoku (report), 指導 shidou (guidance), 対応 taiou (response), and 支援 shien (support).

3-2 Trends in Words and Phrases Selected for Titles of Commercial Publications

Among the words and phrases used in commercial publication titles, one can see that a substantial number of words with a positive or constructive image, including 向き合う mukiauu (face), 乗り越える norikoeru (overcome), 歩む ayumu (walk), 変わる kawaru (change), 輝く kagayaku (shine), 取り戻す torimodosu (get back), 立ち直る tachinaoru (recover, bounce back), 挑戦・チャレンジ chousen / charenji (challenge, attempt), 克服 kokufuku (overcoming), 再生 saisei (regeneration, reclamation, rebuilding), 自立 jiritsu (self-reliance, independence), アップ appu (improvement, uploading), 回復 kaifuku (recovery), 未来 mirai (future), 成功 seikou (success), 希望 kibou (hope, wish), and 笑顔 egao (smile, smiling face), have been chosen. Also, focusing on 探す sagasu (search) and ガイド・案内 gaido / annai (guidance) being the most extracted words from the book titles, there are numerous words that cause futoukou children and their parents to envision a different way of life from the one they have experienced until now. These include フリースクール furi-suku-ru (free school, alternative school), 編入 hennyuu (transfer), 居場所 ibasho (place where one belongs), 通信制 tsuushinsei (correspondence course), 留学 ryouugaku (studying abroad), and 個性 kosei (individuality, personality, uniqueness).

Also, judging from the words such as 進路 shinro (future path), 進学 shingaku (going on to the next stage of education), 解決 kaiketsu (resolution), 編入 hennyuu (transfer), 復帰 fukki (return), 出発 shuppatsu (departure), and 脱出 dasshutsu (escape), it is clear that words that bring to mind methods to advise futoukou children about their futures are actively used in these book titles. These words show that for futoukou students, choosing not to go to school is not the end; instead, in time, they can move past futoukou and after that, they can think about what future path they wish to choose.

Furthermore, words that indicate the best way to realize their choices for their future, including サポート sapo-to (support), 相談 soudan (consultation, counsel), アドバイス adobaisu (advice), ヒント hinto (hint), 面接 mensetsu (interview), 技能 ginou (skill, ability), 情報 jouhou (information), and 方法 houhou (method), are words that attract attention.

Kasai (2017) states that although it is difficult for students who are attending school to have a defined goal and choose their future paths, even if their goal is unclear, there is a standard route that they can follow. Conversely, in the cases of

futoukou children, there are difficulties even in following such a general path for life. Kasai also indicates that futoukou children and their parents feel, concerning support for future path choices, it is difficult to understand what the proper course is, and what they are troubled by or having difficulty with. Furthermore, Takahashi et al. (2019) point out that in regards to high school futoukou, due to importance being placed on the problems of whether students can still earn credits and if they will be able to advance to the next grade, remaining at the same school becomes difficult. In cases of changing one's academic course, there are insufficient educational resources currently available aimed at high school students, so options are few in number, whether they be changing from full-time schooling to part-time, online, or correspondence, or using resources other than educational ones, such as Youth Guidance Centers. In this manner, as a method for futoukou children and their parents to find their way out of a futoukou situation, they are forced to consider the problems of a future path that lies beyond the end of futoukou. As such, an assessment can be made that as there is a high demand for guidebooks that deal with the unease felt by these futoukou children and their parents, publications that are related to futoukou are being sold commercially.

3-3 Trends in Words and Phrases Selected for Titles of Official Publications

On the other hand, the researchers learned that there is a trend to select words such as 研究 kenkyuu (research), 事業 jigyou (project, undertaking), 報告 houkoku (report), 調査 chousa (study, survey), プログラム puroguramu (program), システム shisutemu (system), 開発 kaihatsu (development), 施策 shisaku (measure, program, policy), 検討 kentou (examination, discussion), 構築 kouchiku (organization, construction, structure), 評価 hyouka (evaluation, assessment), 実証 jisshou (demonstration, actual proof), 事例 jirei (example), 実態 jittai (actual condition), 臨床 rinshou (medical practice), 効果 kouka (effect, effectiveness), 傾向 keikou (inclination, trend, tendency), and 体制 taisei (structure, organization, system) for titles of official publications. From these, an intent to provide precise support from the perspective of professionals who advise and guide students can be detected. These professionals concerned with education who, having scientifically ascertained the present situation of futoukou children, have worked out strategies and want to develop a program to deal with futoukou while verifying the effectiveness of the strategies they have developed. In other words, to explain directly, a large number of official publications are specialized books that have been published for professionals. As such, it is not the case that official publications include information that parties directly

concerned with futoukou, i.e. the students and parents, want to know right away or information that they can immediately use.

What can be gathered from the titles of official publications is an investigation into technical theories within the field of education written for educational professionals, such as what method should be chosen by schools that provide instruction to children in order to best avoid creating futoukou students, or what kind of guidance schools should provide to return futoukou students to school. Therefore, words like 生徒 seito (junior high school or high school student), 児童 jidou (elementary school student), 学校 gakkou (school), 教室 kyoushitsu (classroom), 社会 shakai (society, community), 地域 chiiki (region, area), 教師 kyoushi (teacher, instructor), 在り方 arikata (state, ideal state), 未然 mizen (beforehand, before something happens), 予防 yobou (prevention), and 防止 boushi (prevention) are actively utilized in the titles. Up to this point, the issue of futoukou has not been resolved within the societal framework of the school or classroom. A course of action that professionally “considers” and “aspires” to a future that prevents, while being aided by the “region” of the community outside of school manifests itself in the titles of official publications. In other words, where commercial publications are trying to answer the demands of futoukou students and their parents to overcome the problems and issues within their lives as quickly as possible, the majority of official publications have the goal of clarifying details such as the state, factors, and structure of futoukou, and eliminate the problem of futoukou at its roots. To borrow the words of Imafuku (2019), the first step in research design is to clarify the viewpoint of the researcher as to what reality is and how reality should be perceived. This analysis has confirmed that most official publications have, for many years, tried to grasp the issue of futoukou from this position.

3-4 Trends in Words and Phrases Related to Interpersonal Relations in Titles of Commercial and Official Publications

In conclusion, when comparing the titles of commercial and official publications, there is a difference that can be found in the viewpoints of the interpersonal relations that encircle the children who are directly involved in futoukou. The environment that surrounds futoukou children described in official publications is the 学校 gakkou (school) and 教室 kyoushitsu (classroom), and the person in contact with them is the sensei (teacher, instructor). On the other hand, in commercial publication titles, 親 oya (parents) appears more often than sensei, and furthermore, both 母親 hahaoya (mother) and, although far less often than hahaoya, 父親 chichioya (father) appear as well. (See Note.) Also in commercial

publication titles, in addition to the mere expression 子ども kodomo (child, children), 我が子 wagako (one's child) is deliberately used. Furthermore, the word 親子 oyako (parent and child), which directly expresses the interpersonal relationship between parent and child, is used as well. In short, in contrast to official publications that focus on interpersonal relationships within the school with the teacher and other students, commercial publications are extremely conscious of the interpersonal relationships in the household and family.

However, all children start from existing within the smallest community of the household, and eventually come to lead their lives in societies in the school and the classroom, not just futoukou children. That is, for children, and perhaps even adults, within both the school and the home, interpersonal relationships are both important and a fundamental element of life. For example, Hiraishi (1998) indicated that the important interpersonal relationships for children can be largely separated into two groups: vertical relationships (relationships with adults such as their parents and teachers) and horizontal relationships (relationships with their friends), but the actual tendency for futoukou children is that they have issues with both types of relationships and the balance between the two. From this, and considering that official publications are not read by general readers, it is desirable that books that discuss both vertical and horizontal relationships increase within commercial publications that are read by both professionals and general readers. This would thereby lead to an efficient and well-balanced diffusion of information beneficial to people directly involved in futoukou situations, and by not making a distinction between professional readers and general readers, it is conceivable that books beneficial to both groups will increase.

Note:

Takagi et al. (1965) point out that there are many households where the father is absent, and this is a frequent cause for one's child to stop going to school, which is a significant problem within sex roles. As such, it can be considered that the trend in many books related to futoukou to be written directed more at mothers than fathers, as seen in Table 1, where 22 books contain hahaoya (mother) in the title while only eight contain chichioya (father), is due to a reflection of this particular characteristic.

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