ABSTRACT

Difficulties, Coping and Resources of Newcomer Children : Social support and Hardiness
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 People who called, newcomers, are increasing in number with a globalization of Japanese society. Newcomer children who came to Japan in childhood or were born in Japan are increasing. The researches on the education of newcomer children have much accumulated, but very little research views newcomer children as an active existence. The aim of this research is to examine those children's capabilities to live by performing empirical studies with their difficulties, coping behavior, social support, and hardiness. This paper has total of 10 chapters. Chapter 1-4 reviews materials related to theme, chapter 5-9 focuses on empirical studies, and the last part, chapter 10 is considered as the comprehensive chapter of all those results. Chapter1 is about the current globalization in Japan, and the entering school system in Japan. The governmental measure of educational supports for newcomer children are shown, but some problems are still unsolved.

 Chapter 2 is about the environment that surrounds newcomer children. The feature of the newcomer family, school, and the local community in Japan are described.

 Chapter 3 is about a study trend of the newcomer children in Japan, which was arranged and surveyed from the side of "adaptation", "language and studies", " relationship with Japanese friends", "the course to take after graduation from Junior high school", and an "identity". These results show complicated situations of newcomer children.

 As the theories relevant to this research, " coping", "Social support", "Hardiness" and "conformity of people and environment" were taken up in chapter 4. After surveyed about "coping behavior to difficulties", "social support", and "hardiness", I found those might be related mutually.

 In chapter 5 (research 1), newcomer children's difficulties and coping behavior to difficulties were shown by the qualitative analysis. As a result their difficulties were classified into four large categories which are "difficulties in relationships with Japanese friends", "shortage of Japanese language ability", "shortage of educational support", and "difficulties in relationship with Japanese teachers". And their difficulties were classified into four large categories which are "problem solving that focused on situations", "problem solving that focused on oneself", "avoidance". And there are two subcategories, "seeking support " and 'emotional self-expression'.

 In chapter 6 (research 2), quantitative investigations are shown with the newcomer children's difficulties and coping behavior of Newcomer children. Finally, Six factors affecting with difficulties were found. They are "confusion by the shortage of information and support", "alienation from Japanese", "distrust of school and teachers", "compelling to assimilation", "shortage of Japanese understandings about cross-culture" and "embarrassment to extracurricular-activities culture". And with coping behavior, Five factors were found. They are "problem solving", "emotional self-assertion", "pastime", "avoidance", and "seeking support". From

comparison of junior high school students with high school students, although there were significant differences of the difficulties, there was no difference in coping behavior.

Chapter 7 (research 3) is considered with the relation of the difficulties of newcomer children and coping behavior. As results, an understanding of foreign cultures influenced newcomer children's "problem solving", and the relationship with Japanese friends influenced "negative evasion" and "support desire".

In chapter 8 (research 4), the social support of newcomer children which are actually accessed, is shown from the point of structures and the functions. Although newcomer children gained various resources in a family, a school and a local community, there was a case that the social support was insufficient.

Chapter 9 (research 5), as a result of examining the hardiness which the newcomer youth grown-up in Japan has, is shown that there are four elements, "root acceptance", "past acceptance", "present affirmation", and "future exploitation intention". It was suggested that the existence of "root acceptance" is important and may become "present affirmation" with the starting point of hardiness acquisition.

Chapter 10 is considered as the comprehensive chapter of all those results, and are described with the importance of teachers and Japanese friends in school environment, and various possibilities of a local community. Moreover, in order to cherish newcomer children's hardiness, the power of coordinate environment by oneself, and not supporting excessively, are necessary.