

A Qualitative Study of Views about Morita Therapy by Professional Teachers and Student-Teachers

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Purpose

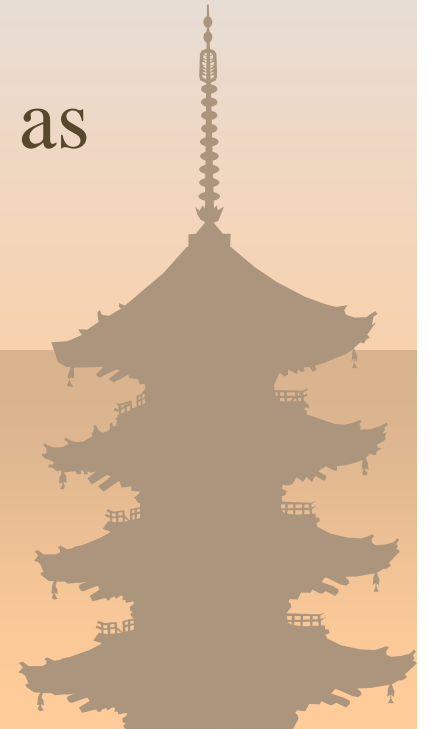
- ❁ The study presented today was conducted as a first step to clarify the usefulness of Morita therapy in education systems.

As a kind of pilot study the purpose of this investigation was to analyse the views by professional teachers and student-teachers, following a workshop and a lecture series on Morita therapy and practice.



Method for professional teachers

- ❁ At the end of the 4-day workshop with 40 professional teachers the descriptions of their views of Morita therapy were gathered by free description.
- ❁ Analysis was made by the K-J method as originated in Japan.



Result

- ❁ The professional teachers thought that Morita therapy would be useful for school phobia; that is the most important problem in the Japanese educational system.
- ❁ They realized their misunderstanding that the client-centered therapy was the only counseling method. They reconsidered their own counseling method and understood that the Morita therapeutic counseling method would be useful.



Method for Student-teachers

- ❁ I structured a lecture series that met once a week for 10 weeks (ten sessions) with 23 students who will be teachers after graduation.

After the last lectures the descriptions of students' views of Morita therapy were gathered by free description. Analysis was made by the same K-J method as the previous study.



Result

- ❁ The students realized their misunderstanding that the client-centered therapy was the only counseling method. They knew that the counseling method was not only listening but consisted too of other methods, and Morita therapy offered various methods or techniques.



Conclusion

- ❁ The professional teachers in our study thought that Morita therapy would be useful for school phobia which is the most important problem in the Japanese educational system today. Both professional teachers and teacher-students, however, misunderstood that the client-centered therapy was the only counseling method and did not know about Morita therapy. Therefore, we need to establish Morita therapy as a viable method for school counseling in Japan, and provide a strong foundation for training students and teachers alike in such counseling.

