

## A Study on Influence of Literacy Therapy Program of elementary school students on friendship

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### 문학치료 프로그램이 초등학생들의 교우관계에 미치는 영향

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**Abstract** It is aimed to examine the effect of literary therapy program on the improvement of friendship among elementary school students using various media and activities of literature. After the literature therapy program was conducted for elementary students, post-test was conducted. The results of the study are as follows. First, there was no significant difference between the experimental group and the comparative group in the post-test immediately after the end of the program, but in the follow-up test performed 5 weeks after the counseling, the average of the peer relations of the experimental group was significantly higher than that of the comparative group. Second, in the post-test, there was no significant difference between the experimental group and the comparative group in the "intimacy" sub-area of the peer relationship, but in the follow-up test, the "intimacy" sub-region average of the experimental group was significantly higher than the comparative group. Third, the level of 'interest' among the peer relationship sub-domains of the experimental group showed a significant difference in the follow-up test. As a result, literature therapy had no immediate effect on the improvement of friendship among adolescents, but it was effective after a long time.

**Key Words** : Literature therapy, Programs, Elementary students, Fellowship, Intimacy, Interest

요 약 본 연구는 문학의 다양한 매체와 활동을 이용한 문학치료 프로그램을 통해 초등학생들의 교우관계 증진에 영향을 미치는 효과를 검증하는데 있다. 초등학교 학생들을 대상으로 문학치료프로그램을 실시한 후 사후검사를 실시하였다. 연구결과는 첫째, 프로그램 종료 직후에 실시한 사후검사에서는 실험집단과 비교집단이 유의미한 차이가 없었으나, 상담 종료 5주 후에 실시한 추후검사에서는 실험집단의 교우관계 전체 평균이 비교집단에 비해 유의미하게 높게 나타났다. 둘째, 교우관계의 '친밀감' 하위 영역이 사후검사에서는 실험집단과 비교집단이 유의미한 차이가 없었으나, 추후검사에서는 실험집단의 '친밀감'의 평균이 비교집단에 비해 유의미하게 높게 나타났다. 셋째, 실험집단 청소년들의 교우관계 하위 영역 중 '관심도' 수준이 추후검사에서 비교집단에 비해 유의미한 차이를 보였다. 이상의 결과를 볼 때, 문학치료는 청소년의 교우관계 증진에 즉시적 효과는 없었으나 시간이 지난 후에 효과가 있었다.

주제어 : 문학치료, 프로그램, 초등학생, 교우관계, 친밀감, 관심도

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## 1. Introduction

### 1.1 Necessity and Purpose of Research

Human beings grow in a society that experiences social relations from birth, goes through the development process, and becomes more diverse. Among them, the elementary school period, which is the late childhood, experiences extended social relations and begins to experience the social relationship vigorously. Peer relations and peer relationships, which are experienced in this period, have a great influence on social growth and development in the future[1]. Since then, there has been a tendency to have autonomy and independence and to establish intimate relationships with friends rather than parents or siblings. If you are in a situation where you are having difficulty in forming relationships with your friends in school life during this period, it is likely that you will continue to go on in the adolescence period[2]. The formation of a positive fellowship is of great significance because it plays a very important role in shaping and maintaining social relations[3]. An intimate and collaborative fellowship is open to debate among peers, active in mutual activities and self-disclosure, and caring and respectful of mutual feelings. Positive interaction with these friends encourages cognitive and moral development of growing children[4].

In order to engage in satisfactory social life and smooth interactions, it is important to determine how to face the other party and act in a given situation. This problem of interpersonal relations plays an important role from the elementary school age when self concept is developed and sociality is developed. In the elementary school period, self-concept is sprouting, and it is time to raise sociality by participating in class groups and making friends, so the child learns how to recognize his own various emotions and express them in the right way.

Jeong, Hong-Ran[5] defined friendship as strong interrelationships each other through trust and affection

protocols[5], interactive, continuous social relations and Lee, Hwa-Ok[6] it as affection, and interest with respect to its friendship, strong and persistent relationships with each other and interacts with each other, reliability, continuity of friendship, adaptation of friend, and response of elementary school students to co-living with friends. Kim, Ji-Hye[7] argues that interdependent relationships in which two or more children in a class maintain intimate relationships with trust and affection, Jeon, Seok-Ja[8] defined friendship as acceptance within a group, including social position and popularity, and positive friendship, where each other feels friendly and wants to be together. Byeon, Min-Hee[9] used the notion of friends to make intimate relationships with each other with equal values, interests, and behaviors of two people with similar grades or dispositions. So, Jae-Jee[10] said that through intimate friendship, children can improve social skills and academic achievement for school adjustment. Choi, Hyun-Jung[11] stated that positive and intimate friendship is important for establishing self-esteem of elementary school students and for social development. Elementary students gain confidence through fellowship, feel confident that others want to be friends, learn about the needs of others, and tolerance for others. Song, Young-Myung, and Lee, Hyun-Cheol[12] stated that ineffective and unsatisfactory elementary school students' intercourse with growth and development impedes their development. Shin Ji-Young[13] stated that children living together in the same class have a constant relationship of maintaining friendship in the process of living together with friendship and trust.

As such, elementary school students acquire socialization through peer relations. In the relationship with the members of the group, we maintain trust and respect, learn respect for each other, and seek freedom and stability. Therefore, peer relationships have a great influence on the attitudes, behaviors, and thinking styles of adolescents. Through fellowship, elementary

school students honestly express, communicate and comfort about situations they face. This kind of fellowship affects understanding and respect of others beyond their own expressions, affecting the formation of trust, as well as promoting the development of social skills. The purpose of this study is to investigate whether literacy therapy program helps elementary school students. Literacy therapy program interventions will be effective in maintaining friendship, understanding each other, and integrating into one community through mutual cooperation.

## 1.2 Research Problem

Based on the needs and objectives of this study, we set up research questions as follows.

- (1) What is the effect of the literary therapy program on the fellowship of elementary students?
- (2) What are the effects of the literary therapy program on the five subordinate factors of the elementary school students, that is, their interaction with their friends, their emotions with their friends, their intimacy, their position and interest in their peers?

## 2. Research Method

### 2.1 Study Subjects

In this study, a literature therapy program was developed to improve the fellowship relationship of fifth grade elementary school students. The subjects of this study were 'friendship relationship survey' and 'sociality measurement method' for 78 students of grade 5 in W elementary school in J city. As a result, the total score of friendship score was distributed to 52 ~ 96 points. The selected 19 students among 78 were divided into 10 experimental groups (male: 6, female: 4) and 9 control group(male: 4, female: 5).

### 2.2 Research Tools

#### 2.2.1 Relationship Measure

In this study, to measure the fellowship of elementary school students, the children's problems of peer relationship[14] were revised and supplemented according to the study purpose. After conducting preliminary tests for elementary school students, most of the items were found to be appropriate for the developmental stage of the child, and some items with difficulty in understanding and duplicated items were corrected. The content of the question was composed of 25 questions including questions about friends who spend most of their time with their friends, including their friendship, feelings with their friends, intimacy, their position in peers, and interest.

The rating method of each item was from 1 point 'Never' to 5 points 'Almost always', and the higher the score, the less the problem was with the friendship. The Cronbach's alpha of this scale was 0.75. Cronbach alpha and each sub-factor was 0.73 for friendship, 0.71 feelings with their friends, 0.71 for 'intimacy', 0.74, for intimacy, 0.72 for 'their position in peer' and 0.70 for 'interest'.

#### 2.2.2 Literacy curriculum to promote fellowship

##### (1) Goals of the program

Literary therapy cultivates personality as a method of psychotherapy to control symptoms as psychological, psychosomatic, or life crisis situations. It also means any self-experience or therapeutic intervention to improve the quality of life. In literary therapy, we experience literature in a common way and shape our own text with pictures, movements, or voice. The medium of literary therapy is similar to the genre of literature and includes prose, poetry, drama etc.[13]. In addition, literary therapy does not only use literary texts, but also complement other art therapy methods, techniques, and media. In literary therapy, the client's wounds come from deficiency, trauma, disability, and conflict. When a person can name and describe what he

can not say and can not experience, the participant can become a subject in his or her own experience, and through this process, the body, mind, body and spirit, the integration with past wound and recoverable current has be done and the wound of the client is healed.

In addition to using the fairy tale as a therapeutic medium in the literature therapy program of this study, children experience the process of identification, catharsis, and insight through the process of reading the fairy tale and experience change and treatment [16,

<Table 1> Contents of Literary Therapy Curriculum

session	activity phase	subject	Program Goals	Activities
1	Friendship phase	Pleasure of meeting	Intimacy formation and understanding the collective behaviors you should be aware of	<ul style="list-style-type: none"> <li>At the same time, "The sun rises in the morning" to the background music (Rachmaninoff / Bokalize)</li> <li>Introduction to the program</li> <li>Make yourself a nickname</li> <li>Nickname memorization game</li> <li>Interview</li> <li>Writing a pledge</li> </ul>
2	Self-recognition phase	My partner 'Choi Youngbai I'	<ul style="list-style-type: none"> <li>Read the storybook and understand</li> </ul>	<ul style="list-style-type: none"> <li>Playing a poem 'Why Grandmum?' he background music (Baldepen / Skaters Waltz)</li> <li>Stand up together in their own places and turn around and read aloud each</li> <li>Reading my fairy tale 'My partner, Choi Young-dae' storybook</li> <li>Playing YupNolRi Games</li> </ul>
3		My partner 'Choi Youngbai II'	<ul style="list-style-type: none"> <li>Identify yourself with the main character and express your feelings by comparing myself with the main character</li> </ul>	<ul style="list-style-type: none"> <li>Stand up together in their own places and turn around and read aloud simultaneously</li> <li>Tell the story</li> <li>Common and Differences</li> <li>Expressing my feelings</li> </ul>
4	Steps of trouble solution	Crow Boy I	<ul style="list-style-type: none"> <li>Read the storybook and understand</li> </ul>	<ul style="list-style-type: none"> <li>Simultaneous 'Momma Flower' and 'Bullfight' are played to the background music (Mozart / Aineklaime Nacht music in two movements), one by one in their place,</li> <li>Read the raven boy storybook</li> </ul>
5		Crow Boy II	Create a book that introduce oneself and explain about it. Express your own talent and your feelings to your friend.	<ul style="list-style-type: none"> <li>Played the children's poem 'Every thing is flower' with the background music (Haydn/Serenade),</li> <li>Write a letter to the crow boy</li> <li>Create a book to introduce yourself</li> <li>Express your own talent</li> </ul>
6		jjajang, jjamppong, Sweet and sour pork	Read 'jjajang, jjamppong, Sweet and sour pork', and understand. Play the game by making new rules of play.	<ul style="list-style-type: none"> <li>Played the children's poem 'Raindrops are round' with the background music (Johann Strauss 2nd/Humoreske). One person in front of you to read in correct pronunciation</li> <li>Read 'jjajang, jjamppong, Sweet and sour pork', understand the content with playing yut</li> <li>Play the game by making new rules of play</li> </ul>
7		puppy excrement I	Watching and understanding a video. Acknowledge the fact that everybody may have physically unsatisfactory and it can be a good thing.	<ul style="list-style-type: none"> <li>Played the children's poem 'Wherever you go' with the background music (Dvorak / Humoreske). One person in front of you to read in correct pronunciation. Each one recite it.</li> <li>Watching the video 'puppy excrement'</li> <li>Sharing the story</li> <li>It's good to turn it over.</li> </ul>
8		puppy excrement II	Let each other find their own strength and develop positive saelf concept	<ul style="list-style-type: none"> <li>Played the children's poem 'Our teacher' with the background music (Schubert / Trout Theme Variation). Each one recite it and share the feelings.</li> <li>Find my strengths</li> <li>Draw my new look</li> </ul>
9	Friendship sharing	Share positive feedback with each other and organize what you learned through the program.	<ul style="list-style-type: none"> <li>Played the children's poem 'The reason I look in the mirror' with the background music (Chrysler / Beautiful rosemary). Each one recite it.</li> <li>Sharing the story</li> <li>Wirte a letter of my determination</li> <li>Writing a letter to Small spring . See the Sticker bankbook</li> </ul>	

17]. In light of these characteristics, we will only look at the principles of literature therapy from a psychoanalytical point of view. In this aspect of literary therapy, the changes that occur inside the book during reading are explained by the three principles of identity, catharsis, and insight[18].

The goals of the program and the steps involved in achieving these goals are as follows:

First, it helps the young people to objectively recognize the situations they are facing and the problems they are experiencing. In the <Session 3>, which corresponds to the 'Self Recognition Phase', 'My partner, Choi Youngbaja' was read and then compared with the main character. In an activity to find commonalities and differences and a problem-solving phase of 5 sessions, we were able to make an objective self-awareness through reading 'Crow Boy' and introducing oneself.

Second, it helps to express negative emotions experienced by friendship difficulties and to experience emotional cleansing.

In order to achieve this, it was suggested to be able to experience emotional cleansing by expressing negative emotions through 'self-awareness of phase 3', 'expressing my feelings' and 'Problem solving of 7 phase'.

Third, it helps the youth to recognize the factors that cause difficulties of peer relations and improve peer relations by improving them.

In order to achieve this, we recognize the factors that cause child difficulties in the children themselves through the main characters of 'My Pairing Choi Young-dae' of <in session 2 and session 3> they did it. In the process of finding the common points and differences with the main character, they find their advantages and disadvantages, develops the merits, and improves the disadvantages

Fourth, it helps to use positive coping behaviors rather than aggressive or passive-evasive coping behaviors by seeking ways to cope appropriately when

friendship difficulties are encountered.

This can be achieved through the activities of 'discovering your own strengths', 'creating new rules through play', 'being good at reversing' activities through 'problem-solving steps', which help them to experience positive coping behaviors rather than passive-evasive behaviors.

## (2) Configuration of the program

The program consisted of 9 sessions, each session was held twice a week, and each session took 60-90 minutes. The program consists of four stages as follows.

### ① Being friendly (one session)

Adolescents who are alienated from their peers have the characteristics of not trusting their peers and have various negative emotions due to their peers. (Eg, loneliness, anger, sadness, depression, insult, and grievance)[19]. Therefore, it is necessary not only to form rapport with group members and collective leaders but also to experience emotional cleansing by letting them experience the interest and trust from their peers and expressing the emotions that they have suppressed through them. To this end, the first half of the program was structured to create a safe and intellectual atmosphere.

### ② Self-recognition stage (session 2 - session 3)

Most of the adolescents who are alienated by their peers often lack accurate self-awareness, and most adolescents perceive that victims provide reasons for being bullied[20]. However, the victims did not realize why they were bullied. Therefore, we tried to provide group members with an opportunity to objectively recognize themselves.

### ③ Problem solving step (session 4 - session 8)

It is reported that adolescents experiencing difficulties in peer relations are basically lacking in

social skills such as interpersonal skills and communication skills. Also they are negative about themselves, and have low self-concept. They also seem that they do not know how to cope appropriately in the context of bullying.

To do this, we tried to help them to develop a willingness to cope positively in the situation of bullying, instructed appropriate social skills, and made them think positively about themselves. Through this, they tried to restore self-confidence and improve self-concept in friendship.

④ Finishing stage (session 9)

Through the activities so far, we have been able to gain confidence in peer relations through the experience of accepting oneself in a group and trusting others [21].

The content of this literacy curriculum is as follows.

2.2.3 Research Design

The design of this study is 'pre- and post-test control group design' which evaluates the results of the experimental treatment by comparing the group applying 'literacy therapy program' and the group not applying it. In other words, after conducting a 'peer relationship test' as a pre-test for both the experimental group and the comparison group, a 'literature therapy program' is applied to the experimental group and no experimental treatment is performed for the comparative group. Then, a 'peer relationship test' is conducted for both groups by post-test. Finally, the peer relationship test was conducted again five weeks after the end of the program.

2.2.4 Analysis of Data

This study analyzed the differences among groups in the following way.

- (1) In order to verify the homogeneity of the experimental group and the comparative group in the peer relationship by the pre-test, the

difference between the groups in the average of the peer relationship test was analyzed through t-test.

- (2) To investigate the effects of literary therapy programs on peer relationships, the differences between groups were analyzed by means of t-test.
- (3) After the end of the literature therapy program, the follow-up test was conducted after 5 weeks to verify whether the effect of the study results persisted. t-test.

3. Results

3.1 Pre-homogeneity test of experimental group and comparison group

<Table 2> shows the results of the pre-test to verify the homogeneity of the experimental group and the comparison group before applying the literature therapy program.

<Table 2> Homogeneity test of experimental group and comparison group

sub-elements	experimental group(n=10)	control group(n=10)	t	p
	M(SD)	M(SD)		
meeting with friends	2.68(.91)	2.93(.96)	-.59	.563
feeling with friends	3.66(.53)	3.62(.64)	.12	.905
intimacy	3.49(.48)	3.36(.55)	.57	.574
position in peer group	2.98(.86)	2.80(.63)	.52	.612
interest	3.61(.70)	3.51(.71)	.29	.776
total	3.28(.53)	3.25(.45)	.12	.907

In the present study, the average of the total and sub-domains in the experimental group and the peer group was 2.68 ~ 3.66. As shown in <Table 2>, there was no statistically significant difference in the level of peer relations between groups in the pre-test. Therefore, experimental group and comparative group

before experiment are homogeneous in the level of peer relationship.

### 3.2 Comparison of post-test results between experimental group and control group

In order to test the effects of the operation of the literary therapy program on the change of peer relations in adolescents, the mean and standard deviation of post-test scores between the two groups were obtained and the results of the t-test were as follows.

<Table 3> The difference between the experimental group and the comparison group

sub-elements	experimental group(n=10)	control group(n=10)	t	p
	M(SD)	M(SD)		
meeting with friends	3.74(.74)	3.29(.83)	1.25	.228
feeling with friends	4.40(.52)	4.16(.70)	.87	.397
intimacy	4.12(.73)	3.62(.55)	1.67	.114
position in peer group	3.90(.65)	3.29(.92)	1.68	.111
interest	4.44(.63)	3.89(.61)	1.93	.070
total	4.12(.51)	3.65(.63)	1.80	.090

As shown in <Table 3>, the overall average of friendships in the experimental group was 4.12, and the average of the peers in the comparison group was 3.65. There was no statistically significant difference between the experimental group and the comparative group.

### 3.3 Comparison of test results between experimental group and control group

In order to find out whether the effects of the literary therapy program on the change of peer relations of adolescents were successfully maintained after the end of the experiment, the peer relationship test was conducted again after 5 weeks of program termination. The results are shown in <Table 4>.

<Table 4> Difference between experimental group and comparison group

sub-elements	experimental group(n=10)	control group(n=10)	t	p
	M(SD)	M(SD)		
meeting with friends	4.06(.85)	3.29(.74)	2.09	.052
feeling with friends	4.36(.55)	4.07(.73)	1.00	.332
intimacy	4.26(.62)	3.53(.72)	2.37	.030
position in peer group	4.14(.77)	3.40(.84)	2.00	.062
interest	4.58(.55)	3.93(.54)	2.58	.020
total	4.28(.62)	3.64(.66)	2.17	.045

As shown in <Table 4>, the overall average of the peer relations of the experimental group (M = 4.28) was higher than that of the comparison group (M = 3.64) and there was a statistically significant difference at the level of p = .05. There was a statistically significant difference in 'intimacy' and 'affinity' sub-domains at the level of p = .05 among the peer relationship sub-domains.

Therefore, the literacy therapy program was effective in improving the friendship of the adolescents by showing significant difference between the two groups in the follow-up test performed 5 weeks after the end of the literature therapy program.

## 4. Discussion and Conclusion

The purpose of this study is to investigate the effects of literary therapy program on the improvement of friendship among adolescents through various mediums and activities of literature. In order to verify the results of this study, pre - test was conducted before the literature therapy program was conducted and post-test was conducted immediately after the program was completed. In addition, we conducted a follow-up test 5 weeks after the end of the program to see how long the effect of the program implementation was maintained after a certain period of time.

The results of this study and the discussion are as follows. First, there was no significant difference between the experimental group and the comparative group in the post-test immediately after the end of the program, but in the follow-up test performed 5 weeks after the counseling, the average of the peer relations of the experimental group was significantly higher than that of the comparative group. This indicates that the literature therapy program is effective in promoting the fellowship of adolescents. The results are consistent with that a study on the effect of reading therapy on bullying elementary school students showed that the level of damage to bullying was reduced[19] and that it was effective in improving the self concept of relationship with peers in the social self concept area and that bullying has disappeared[22].

Second, in the post-test, there was no significant difference between the experimental group and the comparative group in the "intimacy" sub-area of the peer relationship, but in the follow-up test, the "intimacy" sub-region average of the experimental group was significantly higher than the comparative group. This may have had a positive effect on the results of the activity of forming intimacy through the main characters in the book and considering the differences and common points with oneself. This gives relief from the fact that not only oneself but other people have the same problems and overcome them through literary therapy, and they have the possibility and power of new problem solving. These results are consistent with the results of a study by Jung, Mi [23] that peer counseling activities for 5th grade children showed improved intimacy among the peer relationship sub-domains of peer counselors and peer counselors. In addition, Jung, Yoo-Jin[24] supported the findings that communication training improved intimacy in 6th grade elementary school children.

Third, the level of 'interest' among the peer relationship sub-domains of the experimental group showed a significant difference in the follow-up test.

This can be seen as an increase in interest as they become more familiar with each other through the process of expressing sentences.

The conclusions drawn from these results are that the literacy therapy program is effective in promoting friendship between adolescents by showing a significant difference between the two groups at the end of the fifth week after the end of the literature therapy program. Therefore, in the future study, various literature therapy programs linked with curriculum should be developed so that literature therapy can be naturally promoted in the curriculum.

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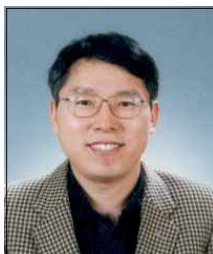
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