Research Trends of Picture Books for Older Adults over 65 in South Korea

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Abstract

The goal of this study is to analyze trends of picture book research for older adults over 65 during last 15 years (2005-2019) to foresee research direction in the future. Forty-three domestic studies using picture books for older adults over 65 were selected from RISS with four types of academic data including academic journal articles, masters' and doctoral dissertations, books, and financially funded public research reports. Picture book research of older adults over 65 steadily increased with a sharp upward slope toward the 3rd term (2013-2015) reflecting the aging society of South. Korea. Research subjects were mostly focused on older adults as characters/real people in books, illiterate, and dementia as well. Psycho-emotional therapy, self-related ingredients such as self-growth, -integration, -identity, -esteem, -confidence, and young children's understanding of older adults Diverse research methods were used with literature reviews the most. The research frequency of academic fields are in the order of, education (especially early childhood & special ED), counselling and psychotherapy, and social science. More research for older adults over 65 are needed to improve their better life and easier adaptation to aging Korea through publications, psycho-emotional support systems, and publicly financed network and research reports for practical advocacy.

Keywords: research trends, picture books, older adults over 65, aging society, South Korea

1. Introduction

South Korea is an aging country. Older adults over 65consist of 15.7% of the total population in 2020 (https://www.akomnews.com/bbs/board.php?botable=news&wrid=41543). It is estimated that the rate will rise to 20.3% in 2025 and to 43.9% in 2060 (Bokji News, September 29, 2020). It is reported that the low fertility and mortality rates of S. Korea are related to important issues of national survival. Aging society is a global issue (Lives, October 31, 2018). Coexistence with older adults over 65 demands awareness of them, understanding them, and developing their human resources (Lee & Choi, 2011). Adult books are getting harder for older adults because of their deterioration of visual function and cognitive decline. Picture books are helpful for them. Larger letters and attractive illustrations could be easier for their access to read picture books and to comprehend the text (Hou, Anicetus, & He, 2022). Deterioration of their physical and cognitive abilities leads them to feel more comfortable with picture books. Picture books should be more accessible, helpful for deciphering storylines, and involved in a wider range of activities (House of Fairy Tales, 2019; Shim, 2019).

1.1 Research Questions

1.1.1 What are the research trends of picture books for older adults over 65 by year and 3-year-term?

1.1.2 What are the research trends of picture books for older adults over 65 by subject?

1.1.3 What are the research trends of picture books for older adults over 65 by theme?

1.1.4 What are the research trends of picture books for older adults over 65 by research method?

1.1.5 What are the research trends of picture books for older adults over 65 by academic area?

2. Theoretical Backgrounds

The aging phenomenon has been one of the most important challenges all over the world. Due to medical advancement and improvement, water and sanitation, technical achievements, and aging average longevity have been increased around the world. This phenomenon leads to an aging population with decreased fertility, rising lifespan, and falling mortality rates (Health Lives, October 31, 2018). Older persons over 65 need new paradigm of thinking and social design globally.

Picture books are helpful for the older adults to read and understand the story plots. Picture books are useful tools for post-reading activities, psycho-emotional therapy, and making the most use of their human resources such as weekly reading volunteering for young children in the classroom (House of Fairy Tales, 2019; Lee, Jeon, & Kim, 2016; Lee & Choi, 2017; Shim, 2019). Most elderly adults did not grow up in a strong picture book culture. Some of them with low literacy levels could learn to read Hangul (Korean alphabet) by reading simple picture books for literacy, recalling their regretful previous lives, accepting themselves and others as they are, getting self-integration, developing self-identity, and becoming educated.

The effect and value of using picture books as a tool for communication between generations and improving self-esteem, and for recovering self-confidence have been consistently proven through many domestic and foreign studies (Bluemle, 2014; Danowski, 2011; Doing Good Together, 2017; Irs Memory Care, 2018; Kim & Hyun, 2010; Mc Divitt, 2020). They can also immerse themselves into their emotions, get motivated, and learn how to communicate with themselves and others in the process of reading and sharing their feelings and thoughts with peers in the reading groups by using picture books. Through reading in a group and sharing their inner stories, they will learn to face and deal with their negative emotion. They gain insights into self-integration by accepting themselves and others as they are (Lee, Dang, & Kim, 2019). Picture books were used for alleviating the abused elders' depression and suicidal intensions (Choi, 2018; Kim & Kang, 2015).

Older adults over 65 were not exposed to the rich picture books culture in their childhood after the Korean war. Some older adults with low literacy level could learn how to read Hangul (Korean alphabet) by reading easy picture (Bluemle, 2014; Danowski, 2011; Doing Good Together, 2017; Irs Memory Care, 2018; Kim & Hyun, 2010; Mc Divitt, 2020).

Picture books are useful not only for the elderly but also for children to understand the elderly. Kim, Kim, & Kim (2013) report their research findings that pre/kindergarteners began to understand and recognize images of the elderly's physical, cognitive, and personal characteristics after reading picture books. During the 11 sessions of reading picture books depicting older adults, the children gained a new perspective to sympathize with them. Lee, Jeon, & Kim (2016) also found that older adults are capable human resources to read picture books for young children in an experimental group. The older adults who volunteered to read picture books depicting the older adults sharing their thoughts and emotions about the elderly weekly in daycare centers for 2 years showed a significant improvement. They improved their ability to control their emotion toward themselves and various other people, especially the elderly.

Hong (2018) analyzed the roles and emotional expressions of grandparents in 116 creative picture books published from 1995 to 2017. They discovered that parenting, caring for, and having fun with their grandchildren together were the three roles that older adults mostly reported. It was found that grandparents played the most important roles of the housekeeper as communicators of their families and cultures. In terms of emotional expressions, positive emotions such as laughing and smiling were described more frequently than negative emotions such as dissatisfaction, anger, and shouting. This study reveals picture books as an educational medium in portraying grandparents as subjects who provide emotional communication with their grandchildren, emotional supporters, physical play partners, and stable psycho-emotional caregivers good enough to change their biased perception of older adults over 65. In the analysis of elderly people in Hyun & Jang's study (2011), the highest frequency of human relationships among older adults over 65 was revealed in a family relationship including grandparent-grandchild (49%) and family and social relations (32%).

In his reading counseling group, Jungwoo Kim (2014) observed that some elderly people brought up their pasts, let them go, and recounted the suffering they had gone through due to their inability to read. He was sad and afraid to reveal himself to others in the process of breaking out of his illiteracy while learning how to read Han-gul(Korean alphabet)by reading Korean picture books and poetry. It showed that there was a change from a negative emotion toward him to a positive emotion that he can now read.

Picture books are also effectively used to improve cognitive function for older adults. Through various post-reading

picture books related activities improved linguistic fluency and dementia prevention education for older adults (House of Fairy Tales, 2019; Joo, 2019; Lee, Jeon, & Kim, 2016; Lee & Choi, 2011).

Considering the mentioned findings above, picture books tell the stories of the oppressed lives of older persons over 65, assist them in expressing past bad feelings, assist them in accepting themselves and others, and assist them in developing their own positive self-esteem and confidence. It implies that picture books are effectively used as a medium of communication with partners whom they want to communicate with. Picture books are also a medium for understanding and perceiving older adults. Picture books are educational materials for children and a valuable educational medium for productive human resource development and literacy learning for older adults over 65 as well.

3. Methodology

Based on the prescribed research foundation, the current study has been implemented to analyze studies with older adults over 65 for the last 15 years (2005-2019) to obtain basic data for exploring the research direction in the future and further studies. The abstracts and original manuscripts data of the thesis/dissertation, journal articles, funded research reports, and contents of books were pre-processed and refined through word cleaning for data coding for implementing meta-analysis (Mazov, Gureev, & Hlindkikh, 2020; Park & Seo, 2020). Modifications were made to make the data suitable for analysis and visualization (see figure 1).

Figure 1. Analytical Procedure

3.1 Subjects

For this study, forty-three (43) domestic studies using picture books on older adults over 65 were selected as research subjects. The studies include published journal articles and books, unpublished MA and doctoral dissertations, and unpublished government funded research reports that hit "picture books and older adults" keyword in RISS (Research Information Sharing Service, the biggest research data base of South Korea)big research data engine, the biggest research engine in South Korea.

3.2 Data Collection

Appropriate identification of research participants is critical to the science and practice of psychology, particularly for generalizing the findings, making comparisons across replications, and using the evidence in research syntheses and secondary data analyses. In the first data searching with key words "picture books and older adults, 136 data was hit in RISS that was originally provided by KISS, DBpia, KCI, Scholar, Institute of Academic Education, and KERIS for final analysis. There were three types of academic data; published journal articles, and unpublished masters' and doctoral dissertations, and government funded research reports. Through primary scanning, inappropriate data, data without full text, research done without picture books, picture book research not for older adults over 65 were excluded. Through the second filtering of the data, one of each set of double data with the same research titles by the same authors was excluded and counted as one data. For the third filtering the collected data, full texts in addition to each abstract of journals articles, dissertations, and funded research reports were scanned in detail for suitability for final data analysis.

Twenty-one data out of 30 masters' and two doctoral dissertations from domestic universities were collected for final analysis. Twenty academic journal articles out of 29 articles Two public and government-funded research reports were included. In case of a series of public or government-funded research reports with the same titles and subjects were counted as one in total. Seventy-three academic or collegiate textbooks were collected for analysis. The data on books was gathered, and each book's contents were checked for comprehension and knowledge of characters in picture books who are older adults. Picture books for older adults were not counted as academic books since they were not published for research but for reading.

To increase the reliability and validity of data analysis, the data filtering and analysis process were divided between the two researchers. Agreement was 98%.

3.3 Data Analysis

Finally collected forty-three data were meta-analyzed through excel coding by publication year and 3-year terms, subjects, research title, subjects, research method, and academic areas to which researchers belong. For 43 data, the most widely used analysis standard for research trends was used for the analysis of research trends. The collected research materials were examined according to degree theses/dissertations, scholarly journal articles, and government funded research reports by year/quarter, research topic, research subject, research methodology, and academic field or area (Kang, 2019; Kim, 2014; Lee, Dang, & Kim, 2019; Mazov, Gureev, & Hlindkikh, 2020; Min & Lee, 2014; Park & Seo, 2020).

3.4 Analysis Criteria

Analysis criteria to see the research trends of picture books for older adults over 65 was adapted from most frequently used criteria of 10 domestic and foreign studies of research trends. The criteria includes the research year/terms, research subject, research method, research theme, and researcher's academic fields (Kang, 2019; Kim & Hong, 2010; Ha, 2014; Hwang, 2005a, 2005b; Chae & Jeong, 2017; Cha, 2016; Kim & Lee, 2012; Lee & Lim, 2013; Buboltz, 1999).

4. Results

4.1 Research Trends of Picture books for Older Adults over 65 by Year and 3-Year-Term

Results of analyzing academic research data from 2005 to 2019 to explore research trends of picture books for older adults over 65 in south Korea show an increasing tendency of research amount shows by annual and 3-year term with a sharp increase in the 3rd term (2011-2013) during the last 15 years. Academic studies on picture books for older individuals over 65 have increased steadily during the second term (2011–2013) (48.8%), when there was only one instance reported in 2005 and publication levels were low. In the first term (2005-2007) and the 2nd term (2008-2010), only two pieces of research were done respectively. From the 3rd term (2011-2013), research frequency increased up to 10, decreased to 8 in the 4th term (2014-2016), and finally drastically ran up to 21 in the 5th term (2017-2019) (see table 1).

Table 1. Research Trends of Picture Books for Older Adults over 65 by Year & 3-Year-Term   N=43(%)

Term	Year	Dissertations	Articles	Reports	Subtotal
1	2005		1(2.3)		1(2.3)
	2006				
	2007	1(2.3)			1(2.3)
	Subtotal	**1(2.3)**	**1(2.3)**		**2(4.7)**
2	2008				
	2009		1(2.3)		1(2.3)
	2010	1(2.3)			1(2.3)
	Subtotal	**1(2.3)**	**1(2.3)**		**2(4.7)**
3	2011	2(4.7)	2(4.7)	1(2.3)	4(9.3)
	2012	2(4.7)	1(2.3)		3(7.0)
	2013	2(4.7)	1(2.3)		3(7.0)
	Subtotal	**6(11.6)**	**4(9.3)**	**1(2.3)**	**10(23.3)**
4	2014	2(4.7)	2(4.7)		4(9.3)
	2015	1(2.3)	1(2.3)		2(4.7)
	2016	1(2.3)	1(2.3)	1(2.3)	2(4.7)
	Subtotal	**4(7.0)**	**4(9.3)**	**1(2.3)**	**8(18.6)**
5	2017	1(2.3)	1(2.3)		2(4.7)
	2018	7(16.3)	6(14.0)		13(30.2)
	2019	3(7.0)	3(7.0)		6(14.0)
	Subtotal	**11(25.6)**	**11(23.3)**		**21(48.8)**
	Total	**23(48.8)**	**21(46.5)**	**2(4.7)**	**43(100)**

4.2 Research Trends of Picture books for Older Adults over 65 by Subject

Analytical findings by subjects were classified into human subjects and material subjects, and human subjects were classified into older adults over 65 and non-older adult subjects. As human research subjects, three types of research subjects were included in each study. A total of 50 subjects were multiple counted since one study has double subjects. Human subjects and material subjects were used as the categories for the research on older adults over 65. Older adults over 65 (60%) and non-older adult subjects (18%) made up the human subjects group. There were 50 human and physical subjects because of multiple counted sub-subjects under one research theme. Eleven studies on older adults over 65 as picture books characters (22%), 9 studies on the use of picture books targeting the actual elderly (18%), 3 studies on the use of picture books for the illiterate elderly who began how to read Korean alphabet (6%), and two studies (4%) targeting older adults over 65 with dementia. One data was also counted on older adults over 65 staying at home, older adults over 65 victims of abuse at senior institutions, older adults over 65 with memory impairment, older adults over 65 female, and retired monks respectively. Therefore, the research trend with the highest publication rate among all the research subjects. For human subjects other than older adults over 65, 6 books (12%) were published for young children. One book was published for elementary schoolers, researchers, and reading guidance experts respectively in a total of 9 books (18%).

In physical objects, 5 articles (10%) were related to older adults over 65 dealing with picture books. 2 reading programs for older adults over 65 (4%), 1 for analysis of bibliotherapy data, stories of creation or goods of older adults over 65 after reading picture books, library books related study respectively. Among the studies on the use of picture books related to older adults over 65, research on physical subjects accounted for 22% of the total (11 articles) indicating a lower research trend compared to human subjects. A total of 180 diverse subjects were counted since one study has several upper categories and subjects below each category. Thirteen (13) categories and two to eight sub-subjects under each category were classified (see table2).

Table 2. Research Trends of Picture Books for Older Adults over 65 by Subject (multiply counted)   N=50(%)

Upper	Middle	Sub-categories	Dissertations	Articles	Reports	Subtotal
Human Subjects	Older Adults	Represented in picture books	4(8.0)	7(14.0)		11(22.0)
		Older adults general	7(14.0)	2(4.0)		9(18.0)
		Korean literacy	1(2.0)	1(2.0)	1(2.0)	3(6.0)
		Dementia (mild)	1(2.0)	1(2.0)		2(4.0)
		Living alone-older adults		1(2.0)		1(2.0)
		Abused older adults		1(2.0)		1(2.0)
		memory impaired		1(2.0)		1(2.0)
		Female older adults		1(2.0)		1(2.0)
		Retired monk			1(2.0)	1(2.0)
		Subtotal	**13(26.0)**	**15(30.0)**	**2(4.0)**	**30(60.0)**
	Non-Older Adults	Young children	3(6.0)	3(6.0)		6(12.0)
		Elementary children	1(2.0)			1(2.0)
		Researchers		1(2.0)		1(2.0)
		Reading professional	1(2.0)			1(2.0)
		Subtotal	**5(10.0)**	**4(8.0)**		**9(18.0)**
Physical Subjects		Picture books	1(2.0)	4(8.0)		5(10.0)
		Program	2(4.0)			2(4.0)
		Bibliotherapy materials	1(2.0)			1(2.0)
		Story creation		1(2.0)		1(2.0)
		Retold stories		1(2.0)		1(2.0)
		Libraries		1(2.0)		1(2.0)
		Subtotal	**4(8.0)**	**7(14.0)**		**11(22.0)**
		Total	**22(44.0)**	**26(52.0)**	**2(4.0)**	**50(100)**

4.3 Research Trends of Picture books for Older Adults over 65 by Theme

Table 3. Research Trends of Picture Books for Older Adults over 65 by Theme (multiply counted)   N=112(%)

Categories	Sub-categories	Dissertations	Articles	Reports	Subtotal
Psycho-emotional therapy	Unstable emotions (Fear/depressed /suicidal) & emotional management	9(5.0)	5(2.8)	2(1.1)	16(8.9)
	Self-related(-growth/-integration/-identity /-esteem/-confidence)	5(2.8)	4(2.2)	2(1.1)	11(6.1)
	Biblio/literature therapies	2(1.1)	2(1.1)		4(2.2)
	Subtotal	**16(8.9)**	**11(6.1)**	**4(2.2)**	**31(17.2)**
Perceiving & Understanding older adults	Older adults' image/recognition	6(3.3)	9(5.0)		15(8.3)
	Older adults' roles	1(0.6)	4(2.2)		5(2.8)
	Older adults' characteristics		2(1.1)		2(1.1)
	Minority older adults	1(0.6)			1(0.6)
	Represented in picture books		1(0.6)		1(0.6)
	Subtotal	**8(4.4)**	**16(8.9)**		**24(13.3)**
Literacy activities	Recognition of reading/attitudes	9(5.0)	1(0.6)	1(0.6)	11(6.1)
	Literacy/learning effects	1(0.6)	3(1.7)	1(0.6)	5(2.8)
	Readers' responses	2(1.1)			2(1.1)
	Subtotal	**12(6.7)**	**4(2.2)**	**2(1.1)**	**18(10.0)**
Programs for older adults	Program effects	7(3.9)	3(1.7)		10(5.6)
	Program development	3(1.7)	2(1.1)		5(2.8)
	Program types	1(0.6)			1(0.6)
	Subtotal	**11(6.1)**	**5(2.8)**		**16(8.9)**
Characteristics of older adults	Physical	4(2.2)			4(2.2)
	Intellectual	2(1.1)			2(1.1)
	Familial	1(0.6)			1(0.6)
	Personal	1(0.6)			1(0.6)
	Lingual	1(0.6)	1(0.6)		2(1.1)
	Depression related		1(0.6)	1(0.6)	2(1.1)
	Psycho-emotional image	1(0.6)			1(0.6)
	Subtotal	10(5.6)	2(1.1)	1(0.6)	13(7.2)
Educating older adults	Ed/admin/financial/infra-support	3(1.7)	1(0.6)		4(2.2)
	The elderly/teacher education	1(0.6)	3(1.7)		4(2.2)
	Educate to understand older adults		1(0.6)		1(0.6)
	Finding writing talents	1(0.6)			1(0.6)
	Subtotal	**5(2.8)**	**5(2.8)**		**10(5.6)**
	Total				**112(100)**

As the categorical topics, the number of picture books studies dealing with the psycho-emotional treatment of older adults over 65 was the highest with 31 (17.2%) frequency. Twenty-four (13.3%) studies on the perception/understanding of older adults over 65, twenty-two (12.2%) studies on communication between grandparents & grandchildren/family relationships, neighbors/social relationships, and eighteen (10.0%) studies on Korean language learning in picture books for the introductory level of literacy, 16 studies (8.9%) related to picture books programs for older adults over 65, 14 analysis (7.8%), character or image of older adults over 65 13 studies (7.2%), and 10 studies (5.6%) using picture books for the purpose of educating older adults over 65, such as educating older adults over 65 as a reading volunteers to the children showed the highest research trend. 9(5.0%) studies dealt with the themes of post-reading activities such as narrative and picture books reading, and 8 studies (4.4%) on picture books use for the prevention of dementia in older adults over 65 and improvement of cognitive

functions such as language fluency. Other categories included cognitive activities to prevent dementia in older adults over 65 or to improve recall (see table 3).

As for the category of psycho-emotional therapy, unstable emotions including fear, depression, and suicidal impulses, and emotional management (8.9%), self-related ingredients with self-growth, self-integration, self-identity, self-esteems, self-confidence were classified into sub-subjects with self-esteem, and self-confidence (6.1%). As for the sub-subjects related to understanding and recognition of older adults over 65, the image, perception, and role of older adults over 65 were counted the most frequently in 15 articles (8.3%). In the interpersonal relationship of older adults over 65, communication between grandchildren was counted in 8 cases (4.4%), and family/grandchild relations/roles and interpersonal or neighborhood or social relations were measured in 7 cases (3.9%) respectively. The importance of interpersonal roles is equally studied. In the Korean language learning and reading activities using picture books for the illiterate elderly, 11 articles (6.1%) on new perceptions, attitudes, interests, and formation of reading habits corresponded to 5 articles (2.8%) on literacy/learning effects. It was found that the use of picture books for learning Hangeul by older adults over 65 over the age of three had an effect on their interest in learning and literacy, and their new reading habits and attitudes.

As sub-subjects of the program, 10 studies (5.6%) on program effects showed the highest frequency. Five studies (2.8%) were also conducted on the analysis of characters and picture books data selection criteria, and four studies (2.2%) on appearance were counted in the character and image study of older adults over 65. It is noteworthy that there are four studies on educational support, administrative support, infrastructure construction support, and teacher education that can teach other people to older adults over 65 to educate older adults over 65 (see table 3).

4.4 Research Trends of Picture Books for Older Adults over 65 by Research Method

Among the 43 picture books studies on older adults over 65, research methos were in the order of 15 literature studies (34.9%), 14 quantitative studies (32.6%), 13 qualitative studies (30.2%), and finally mixed studies (2.3%). In quantitative research, the frequency of experimental research was the highest. In qualitative research, practical research was counted as the highest in frequency (see table 4).

Table 4. Research Trends of Picture Books for Older Adults over 65 by Research Method   N=43(%)

Categories	Sub-categories	Dissertations	Articles	Reports	Subtotal
Literature	Literature analysis	4(9.3)	9(20.9)		13(30.2)
Research	Literature review		1(2.3)		1(2.3)
	Character analysis		1(2.3)		1(2.3)
	Subtotal	**4(9.3)**	**11(25.6)**		**15(34.9)**
Quantitative	*Experimental*	*7(16.3)*	*3(7.0)*		*10(23.3)*
Research	Survey	5(2.8)			5(2.8)
	Subtotal	**11(25.6)**	**3(7.0)**		**14(32.6)**
Qualitative	Action research	3(7.0)	2(4.7)	1(2.3)	6(14.0)
Research	Case study	3(7.0)	1(2.3)		4(9.3)
	Narrative study		3(7.0)		3(7.0)
	Subtotal	**6(14.0)**	**6(14.0)**	**1(2.3)**	**13(30.2)**
Mixed Research	Survey/experiment/case study			1(2.3)	1(2.3)
	Total	**21(48.8)**	**20(46.5)**	**2(4.7)**	**43(100.0)**

4.5 Research Trends of Picture books for Older Adults over 65 by Academic Area

Among the 43 research articles collected, 26 (60.5%) of the research were conducted in the field of education, 6(14%) in both counselling & psychotherapy, 6(14%) in social studies, and 5(11%) in humanities & life science. In education area, most research about picture book for older adults over 65 conducted at MA theses level (23.3%) of the graduate school of education. In the field of education, 11 (25.6%) education in general, 6 (13.9%) early childhood education/care, 4 Korean/literacy education (9.3%), and 2 (4.7%) media literacy education studies were counted. Special education, senior education, and educational ethnography were counted with equal frequency (2.3%).

In field of counseling & psychotherapy, biblio/literature therapy was the most active academic area with 4(9.4%)

research. In social sciences (literature information, sociology, welfare studies) 6 articles (14%) were counted and in the humanities and life sciences, 5(11.6%) research were counted. In sum, it is evident that most of the research on picture books related to older adults over 65 has been carried out with the most intense interests and an active research participation of education and psychotherapy (see table 5).

Table 5. Research Trends of Picture Books for Older Adults over 65 by Academic Area   N=43(%)

Categories	Sub-categories	Dissertations	Articles	Reports	Subtotal
Education	Education in general	10(23.3)	1(2.3)		11(25.6)
	Early childhood ed./care	2(4.7)	4(9.4)		6(13.9)
	Korean/literacy education		3(7.0)	1(2.3)	4(9.3)
	Media literacy education		2(4.7)		2(4.7)
	Special Education		1(2.3)		1(2.3)
	Senior education		1(2.3)		1(2.3)
	Educational ethnography		1(2.3)		1(2.3)
	Subtotal	**12(27.9)**	**13(30.2)**	**1(2.3)**	**26(60.5)**
Counselling &	Biblio/literature therapy	2(4.7)	1(2.3)	1(2.3)	4(9.4)
psychotherapy	Counselling	1(2.3)			1(2.3)
	Rehabilitation		1(2.3)		1(2.3)
	Subtotal	**3(7.0)**	**2(4.7)**	**1(2.3)**	**6(14.0)**
Social studies	Child & adolescence	2(4.7)			2(4.7)
	Sociology	1(2.3)	1(2.3)		2(4.7)
	Social work		1(2.3)		1(2.3)
	Literature information		1(2.3)		1(2.3)
	Subtotal	**3(7.0)**	**3(7.0)**		**6(14.0)**
Humanities &	Reading studies	3(7.0)			3(7.0)
Life Science	Humanities		2(4f.7)		2(4.7)
	Subtotal	**3(7.0)**	**2(4.7)**		**5(11.6)**
	Total	**21(48.8)**	**20(46.5)**	**2(4.7)**	**43(100)**

5. Conclusion & Discussion

Analysis of academic research of picture books for older adults over 65 from 2005 through 2019 show an overall increasing tendency of research amount by annual and 3-year term. This finding reflects that academic studies need to explore, understand, and to meet the needs of aging society. The results are consistent to those of Lee & Choi (2011), Doing Good Together (2017), Irs Memory Care (2018), and Mc Divitt (2020). This finding seems to reflect national and social challenges of research on older adults in the aging era in the similar context with their studies. The fact that 60% of the research was conducted evidently reveals social needs to understand older adults who need special attentions for better communication between both older adults and non-older adults in the aging society of Korea. The human subjects show that older adults demand special needs and cares meeting their low literacy, alleviating dementia, caring their loneliness, preventing abuse, and recovering their memory impairments.

Secondly, multiple counted 112 research themes under 43 research reveals that 31 studies (17.2%) were focused on psycho-emotional therapy, 24 studies (13.3%) on perceiving or understanding older adults and their physical, emotional, lingual characteristics (7.2%). This finding is also closely related with the second finding for research participants to have positive understanding of older adults for better communication for each other.

Thirdly, picture books for older adults seems to provide opportunities for older adults to be positive expectation of better communication and better understanding between older adult generation and non-older adult generation, especially young generation. 18% of total research subjects include non-older adults such as young children and elementary children (14%). They are likely to have the most frequent contacts with older adults after school in social structure of caring system. Older adults are represented and described in the picture books as kind, patient, listening, friendly housekeeping caregiving for their grandchildren. By getting involved in the reading picture books related with older adults, children's recognition, perception, awareness, relationship, communication with older adults had

been changed in meaningfully positive direction with decrease of negative images and prejudice of older adults (Kim & Hyun, 2010) which are consistent to the research findings of Bluemle (2014), Kim et al. (2013), and Lee et al. (2016). Hong (2018) support by discovering caring roles and emotionally positive expressions of grandparents in 116 picture books published during the last 20 years. Hon's results are well matched with those of Hyun and Jang (2011).

Fourthly, it is evidently shown that picture books are quite useful and effective tools for dealing with psycho-emotional issues of, good understanding and perceiving of, improving literacy, and educating older adults as revealed in many research findings of House of Fairy Tales (2019), Lee, Jeon, & Kim (2016), Lee & Choi (2017), and Shim (2019). The picture books seem to play as a medium for the older adults to open their inner stories never disclosed to share with others, to get insights and self-integration for themselves, and to understand others better as well as to face their past, the present, and the brighter future in communicating with inner selves and others in the process of reading picture books and doing post-reading activities. The picture books played as mediator for recovering self-confidence, self-esteem, self-growth, which have been proven by many studies (Bluemle, 2014; Danowski, 2011; Doing Good Together, 2017; Irs Memory Care, 2018; Kim & Hyun, 2010; Mc Divitt, 2020). In reading picture books and post-reading activities let them learn to face and to deal with their negative emotions. They gain insights into self-integration by accepting themselves and others as they are (Lee, Dang, & Kim, 2019). Picture books were used for alleviating the abused elders' depression and suicidal impulse or intensions (Choi, 2018; Kim & Kang, 2015).

Fifthly, some older adults with low literacy level could learn how to read Hangul (Korean alphabet) by reading easy picture books and to become literate. The effect and value of using picture books is beyond not only as a communication tool but also as a helping tool for older adult participants as literate people. They had have such hard time not knowing Korean alphabets. They had been isolated from a literate life and society. Picture books helped the older adults over 65 improve their self-esteem, and to recover self-confidence. These findings have been consistently proven through many domestic and foreign studies (Bluemle, 2014; Danowski, 2011; Doing Good Together, 2017; Irs Memory Care, 2018; Kim & Hyun, 2010; Mc Divitt, 2020). Jungwoo Kim (2014) support this finding with his observation that illiterate older adult showed their fear to reveal breaking out of their illiteracy while learning how to read Han-gul(Korean alphabet) by reading Korean picture books and poetry. He found this challenge gave them opportunities for a shift from a negative emotions toward him to positive emotions for themselves.

Lastly, picture books are also effectively used to improve cognitive function. Through various post-reading picture books-related activities, improvement of linguistic fluency and dementia prevention education for older adults happened. These are already proven by existing research findings (House of Fairy Tales, 2019; Joo, 2019; Lee, Jeon, & Kim, 2016; Lee, Park, & Choi, 2017).

Considering all the findings by analysis of research trends of picture books related with older adults over 65 lead us to look at the importance of our attention on what, why, when, where to meet the needs of older adults over 65 in aging society that we are not ready but have to face from now on. The task does not look that gloomy nor impossible since we have tons of good and useful picture books for us to solve our problems. We can positively and actively respond by making more focus on picture book research for older adults since picture books were repeatedly revealed as helping and effective tools for understanding them, communicating with them, alleviating their inner pressures, encouraging their healthier lives in better cognitive, physical, social, and emotional status. More and further research and supportive social systems and networks are demanded in diverse research methods and settings.

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