

Factors affecting elementary school students' participation in housework and home economics education to promote such participation

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Abstract

This study investigates factors affecting elementary school students' participation in housework, and examines the goal of home economics education to promote such participation. It is imperative for students to acquire skills and knowledge in housework to become "consumer citizens." We collected data from 1,036 students through a questionnaire in 2010 in Chiba prefecture. Multiple regression analysis confirms that students who have negative attitudes toward housework tend to participate to a lesser degree. They are likely to consider housework as troublesome and not their work, and that they are not capable to perform housework. Students who are taught how to do housework by their families tend to participate to a higher degree. Furthermore, students whose attitudes are negative toward housework but are taught about it by their parents participate more frequently than those whose attitudes are positive but are not taught by their parents. Therefore, it is important to teach skills and knowledge about housework through school education, that enables students to learn regardless of their home environments. Changing students' negative attitudes will be the goal of home economics education to promote their participation in housework.

Key words; elementary school students, participation in housework, home economics education, negative attitude