

Family and Consumer Sciences Teachers' Lived Experiences of Family Education

Ayako KATADAE

Faculty of Education, Kagawa University

Abstract

The purpose of this phenomenological study was to understand the lived experiences of Japanese family and consumer sciences teachers and to gain essential themes of family education. The research question of this study was: What is the meaning of teaching family and family life for the teachers? This research question is significant because understanding the meaning of teaching experiences is expected to have practical implications.

The participants of this study were five senior high school teachers. Their interviews began with the primary question, "Think about a specific time and space when you teach the family and family life area in the classroom. Would you tell me your experiences in concrete terms as much as possible so that I can get an image of the scene?" Subsequent questions depended on the flow of the conversation. Descriptive phenomenological methodology was utilized to gain essential themes.

I identified three essential themes in their lived experiences: (a) teaching with the aim of giving superficial knowledge, (b) teaching while seeking an agreement between real feelings and learning contexts, and (c) teaching with a fear of, and concern about ethical problems. Participants' descriptions were integrated to present and elucidate in order to show the appropriateness of the themes.

Key words; family education, interview, phenomenological research, phenomenology