

Effects and Issues of Coeducational Home Economics

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The purpose of this study is to investigate the significance of coeducational home economics. In order to achieve this purpose, two surveys were carried out, before and after the introduction of coeducational home economics. The first survey was conducted in 1990, and the second in 1998. In both surveys, the same questionnaires were used. The major findings were as follows.

1. Male students who studied home economics accepted diverse family styles, had an intimate attitude towards their family, and had views toward sex roles less influenced by gender. And they participated in household work actively than male students who didn't study home economics.
2. Female students who studied home economics in a coeducational class room accepted diverse family styles, and had views toward sex roles less influenced by gender.
3. Male students who studied home economics in coeducational class room showed higher degree of "readiness for parenthood" than male students who studied home economics in male only class room.

By surveys of university students and adults, impressions of home economics have been changing. They who studied coeducational home economics acknowledged studying home economics.

Key words: Coeducational home economics, High school students, views toward sex roles, readiness for parenthood, impressions of home economics