

Influences of Realities of Junior High School and High School Students' Home Life and Willingness to Learn Homemaking on their Expectation of Home Functions

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Abstract

The aim of this paper is to clarify realities of junior high school and high school students' home life, their willingness to learn homemaking, and their expectation of home life in the future from the viewpoint of home functions and to discuss the relations among them.

The results are as follows;

- 1) Realities of junior high school students and high school students' home life were found as follows. Approximately 58.2% of junior high school students and 44.1% of high school students reported spending two or more hours with their families. Almost one third (28.2%) of junior high school students and 44.1% of high school students consult their family members about their worries. Among junior high and high school students, 69.1% and 75.2%, respectively, work together with their family members, and 29.4% of the former and 33.7% of the latter students felt that this experience increased their attachment to families.
- 2) "Upbringing function" and "safety function" in their expectations and "life skills" and "interpersonal relationship" in their willingness to learn homemaking were extracted by factor analysis. Hypothesis that their expectation of home functions increases with a positive relationship between their willingness to learn homemaking and their improvement in home life is supported by covariance structure analysis.
- 3) Significant differences with respect to the relationship between their upbringing and safety functions, and their willingness to learn the "life skills" and "interpersonal relationship" were found between junior high and high school students by scatter analysis. This relationship was stronger among junior high school students compared high school students.

Key words; family's role, home function, safe function, upbringing-function, homemaking course power