Situations and Problems of Home Economics Credits in Senior High Schools: Through Home Economics Teachers Investigation of 21 prefectures in Japan

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Abstract

The purpose of this research is to clarify influences and problems of reducing home economics credits in senior high schools. The method of research was the mail survey to home economics teachers of 1311 public senior high schools in 21 prefectures. 621 schools replied. The following things became clear as a result of analyzing them.

1) About 70% of schools didn’t place only one or less full-time teacher for home economics. And about 60% of full-time teachers were teaching subjects except home economics. This means that it is difficult to place one full-time teacher only for teaching home economics.

2) About 70% of home economics teachers had experienced the decrease in the number of required credits in home economics.

3) The decrease in the number of required credits in home economics caused reduction of study activities, and also caused the decline of each student’s life skill, and the decline of evaluation and importance to home economics.

Key words: home economics teachers, Senior High School, curriculum, credits, teacher placement