

Changes of Junior High School Students' Relationships with Young Children through Experience of Early Childhood Education and Care in Home Economics Class

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Abstract

The aim of this research is to identify changes in junior high school students' human relationships through early childhood education in Home Economics.

In this class, students cooked foods with children twice after having played with them. Subjects of this study were 73 junior high school students at the age of 14. Semi-structured interviews were conducted after the classes. Handouts and feedback for the classes were also examined. These data were analyzed using the Modified-Grounded Theory Approach.

The following is a summary of our findings;

- (1) Sixteen concepts and three categories were created from the data.
- (2) Students changed the relationship with others through the learning of child care. These changes were evident in the following processes;
 - a) While somewhat baffled, they came to accept others.
 - b) They began to give meaning to children's approaches, and changed their perspectives.
 - c) They came to find the processes for a sustainable involvement.
- (3) Students changed their perspectives by giving meaning to children's approaches.
- (4) Students changed the relationships with others by imitating clever ways that their friends and children's nurses dealt with children.
- (5) Students tended to improve their relationships with the classmates at their school through the learning of child care.

Key words: human relationships, experience of early childhood education and care, junior high school student, home economics, modified-grounded theory approach