

Process of the Establishment of Home Economics Education in Boys' Preparatory Schools: Using Interviews with Home Economics Education Teachers

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Abstract

The aim of this study is to shed light on the process whereby home economics education is introduced and established in boys' preparatory schools, and to suggest how improvements can be made in home economics education in these schools. Semi-structured interviews were carried out with ten home economics education teachers at boys' preparatory schools, and the data were analyzed using M-GTA (the modified grounded theory approach).

The results are as follows; the departure point of the process of stabilizing home economics education in boys' preparatory school is the reality that the subject is considered "unacceptable". However, through the trial and error process of creating teaching materials and lessons in line with the actual situation of boys' school, and emphasizing the importance of home economics education, changes were noted with respect to students' attitude, cooperation of other teachers, and environment. More specifically, three factors are extracted. They are raising the awareness of pupils who are studying the subject, understanding and cooperation by teachers of other subjects, and improvements in the educational environment. Further, the circular nature of these three elements proved to be an important factor in establishing home economics education. Creating this flow may thus be regarded as enabling home economics education to obtain a sure footing.

Key words; boys' preparatory schools, home economics education, semi-structured interviews, the modified grounded theory approach