

Tasks of Career Education in Senior High School Home Economics from a Gender-Equal Perspective

Yukiko SATO

Faculty of Education, Ibaraki University

Abstract

The aim of this study was to show tasks of career education in senior high school home economics. To accomplish this objective, this study examined current career education policies, and analyzed both the contents of home economics lessons and the attitudes of home economics teachers. It was found that career education policies tended to portray women's difficulties in continuing their jobs as a female-only problem. The questionnaire survey results revealed that both the goal and contents of senior high school home economics lessons conveyed a strong need to develop the abilities of students to live independently, which led to the development of "students' self-realization and self-management abilities." However, the number of teachers who were aware of the importance of career education in the lessons was low. Thus, many teachers did not recognize that the development of students' abilities to live independently was a part of career education. This study identifies future tasks of home economics education as follows: (1) teachers should devise a teaching method by which students can forecast their career development through home economics lessons, while considering their occupational and family lives; (2) teachers should recognize that knowledge and skills concerning food, clothes and housing are essential for sufficient career development in their occupations, and thus transmit them in educating the students.

Key words; home economics education, career education, senior high school home economics education, gender-equal perspective