

Freedom from Naïve Beliefs about the Family in Home Economics Education: A View from Developmental Psychology

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This paper presents a developmental psychologist's perspective on the principles and textbooks of Home Economics education as currently taught in schools. Based on empirical findings, the paper proposes changes to be made in these educational programs that could overcome their present shortcomings and empower students to become conscientious citizens in the future. The analysis showed that the principles and contents of these programs, which have been under the purview of the Central Council for Education since 2008, reflect naïve and archaic patriarchal and family-centered beliefs. To overcome the outdated stance of the Home Economics educational program, five topics drawn from Developmental Psychology are proposed as the basis for updating the program: (1) scientific findings regarding the nature of motherhood, (2) a deep understanding of Bowlby's attachment theory, (3) evidence-based findings regarding 'Mother care vs. Other care,' (4) a conceptualization of social relationships as affective social networks, and (5) educational efforts to develop societal literacy.

Key words; family-centered, naïve beliefs, motherhood, attachment, societal literacy