Abstract

This study analyzed self-evaluations and the willingness to acquire some skills demanded of home economics teachers in order to investigate the ideal state of home economics teacher's education. Using a questionnaire, the study collected data from 272 active home economics teachers. Our findings are as follows:

The results suggested that there was not enough opportunities the professional development for the new teachers. Furthermore, the new teachers were in the difficult situation of creating a network among home economics teachers. The self-evaluations to acquire some skills demanded of home economics teachers were higher for the mid-career and veteran teachers than that for new teachers. The willingness to acquire some skills demanded of home economics teachers decreased with the years of experience. However, our results suggested that mid-career teachers became active in networking to utilize human resources and the opportunities offered by the network.

From these results, it is suggested that there is a need to develop more active informal support system for new teachers.

Key words: home economics teacher, professionality, teacher education