Abstract

This research aimed to investigate the influence of the new course of study in senior high schools, and to inspect about 20 years after switching to a co-educational home economics course (1994). The curriculum of 404 public senior high schools in 4 prefectures were investigated. In addition, the transition in the placement of home economics teachers over the 20 years period was analyzed. The following results were obtained.

1) With the implementation of the new course of study (2013), the ratio of those taking the required subject of home economics (2 credits) increased. However, in about 80% of the school curriculums, special home economics subjects were added as electives to the required subject of home economics.

2) The number of schools employing non-regular teachers instead of full-time teachers for home economics increased with the implementation of the new course of study.

3) Teacher recruitment at the time of switching to a co-educational home economics course (1994) has also influenced present teacher placement and study activities.

Key words; home economics education in senior high school, curriculum, credits, teacher placement, course of study