Effects of Required Home Economics Education Credits on Senior High School Students’ Housework: Analyses of Tohoku Region Data

Kaori IWASAKI

Department of Human Education, Kokugakuin Tochigi Junior College

Abstract

In Japan, high school students learn home economics as a compulsory subject. However, the required number of home economics credits has been reduced. Subject area of home economics is organized by the three compulsory elective subjects. In the present course of home economics one of the three subjects was reduced to 2 credits, whereas, in the past course, all of the three subjects gave 4 credits. This paper aims to examine the effects of home economics education on high school students’ housework experience. Data were collected in 2010 by the Japan Education Longitudinal Study (JELS), and supported by the G-COE Program, Ochanomizu University. Questionnaires were obtained from 923 twelfth grade students living in a city located at Tohoku Region. The response rate was 97.3%. Favorite subjects, school record, study hours at home, the experience of part-time job, attendance in cram school, and the amount of housework were items included in the questionnaire.

The relationship between home economics education and students’ housework experience was examined using multiple regression analysis. Statistically significant relationship was found between students’ learning home economics and the amount of their housework experience. Stated another way, students who like home economics were engaged in housework most frequently. In addition, significant relationship was found between the required credits of home economics and the amount of housework experience. To conclude, the learning of home economics is a strong predictor of high school students’ participation in housework.

Key words; senior high school students, home economics education, credits, housework, Tohoku region