

Difference of Views Toward Home Economics Based on Generations of Male Home Economics Teachers

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Abstract

The purpose of this research is to compare male teachers who have taken a course in home economics at senior high school with those who have not, and to clarify whether or not there is a generational difference of views toward home economics.

In classifying generations, I adopted a method created by Hashimoto and Motegi, who divided the sample into different generations based on the years when the Courses of Study were revised.

In this research, I conducted semi-structured interviews to a total of 25 teachers; 17 who haven't studied home economics in senior high school and 8 who have.

Male teacher's view toward gender appeared to be different by generations, and it gradually shifted to that of gender equality. In particular, teachers in G5 and G6 (born 1978-1996) have chosen their occupations free from their own sex. It became clear that these generations' views toward home economics was different from conventional ones.

Therefore, it can be concluded that co-education in home economics is helping to promote the awareness of gender equality by changing the views on home economics as girls' subject.

Key words; male home economics teachers, semi-structured interviews, view of home economics, gender