

Home Economics Teachers' Consciousness and the Reality Toward Disaster Prevention and Disaster-related Food Education : Findings from the National Survey Conducted with Home Economics Teachers Working at Elementary, Junior, and Senior High Schools

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Abstract

The objective of this study is to reveal what kind of contents in disaster prevention and disaster-related food education are considered necessary by home economics teachers. Additionally, we examine how much students learn these in order to utilize the findings to enrich future education. For this purpose, a questionnaire survey was conducted with home economics teachers working at elementary, junior, and senior high schools across Japan. The descriptions on the home economics textbooks used in elementary, junior, and senior high schools were analyzed first, and then 36 learning items were created to be used in the survey.

The results of the survey revealed that, compared to the number of items that over half of the teachers answered necessary to be learned in home economics, the number of items that the students actually learned this year was notably low. There were fewer “learning activities” for cultivating practical abilities, compared with “learning contents” intended to have students acquire knowledge. The findings of the analysis of the free descriptions written by the teachers revealed that shortage of home economics class hours, lack of appropriate teaching materials and learning tools, and teachers’ lack of knowledge on disaster prevention were main factors causing the above situations.

It became clear that measures that can lessen the burden of teachers and, at the same time, enable effective learning are necessary within a limited number of class hours.

Key words; home economics, disaster prevention education, food education, national survey, consciousness and reality