

A Longitudinal Study of the Home Economics Teacher Training Curriculum in University : A Comparison of Actual Conditions and Awareness of Subject Contents and Guidance of Home Economics High School Teachers

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..... Abstract

In pursuit of the necessary contents in the Home Economics Teacher Training curriculum at a university level, I attempt to identify the required tasks for the curriculum by understanding the educational contents, and knowledge and skills of the current teacher training program.

In this paper, I compare the results of the 2002 survey of the home economics high school teachers which was conducted in “The Current State of a University’s Home Economics Teacher’s Training Curriculum and its Issues(1) – Actual Conditions and Awareness of Subject Contents and Guidance of a Home Economics High School Teacher – ” project with those of the new 2015 survey.

The results clearly show that high school home economics teachers felt that they were better at “skills” at “knowledge” in the field of “food life” whereas they felt that they were not as well versed in the field of “housing life”. This finding was consistent in both 2002 and 2015 investigations.

The subjects of these investigations most frequently reported that they either acquired or want to acquire “knowledge and skills” in the specialized university courses. In contrast, they were most likely to have learned about “the life and the welfare of the elderly” by themselves. It was also revealed that the subjects’ expectations for university education were higher in 2015 study compared to those of 2002.

It is important for universities to play a major role in the standardization of fundamental abilities in home economics education.

Key words; home economics teacher's training, home economics high school teacher,
actual conditions and the awareness, university education