

## The relationship analysis of home economics education perception and characteristics of adolescents

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**Abstract.** The purpose of this study is to analyze about relationship between characteristics of adolescents and the perception of home economics education. The subjects of this study were 229 male and 233 female questionnaires. Questionnaires were analyzed by the SPSS program. The result of the study was as follows: First, The factors of gender, grade, type of school, preference of home economics education, awareness about real life have an effect on the perception of home economics education itself. Second, the factors of gender, grade, type of school, and preference of home economics education, awareness about real life have an effect on perception of the necessity about home economics education instruction.

**Keywords:** Characteristics of Adolescents, Home Economics Education, Perception of Home Economics

### 1 Introduction

The educational experience is important in home economics education in which practical experience is emphasized, and which is recognized as a core subject to improve the skill of problem solving, the career development ability, and the practical self-management skill [1].

This study put emphasis on the influence of gender, grade, type of school, preference of the subject, and awareness of real life on the perception of characteristics and necessity of home life area in technology and home economics education. The research questions are addressed as follows: First, do gender, grade, type of school, preference to the subject, and awareness of real life affect to the perception of the characteristics and necessity of home economics education? Second, depending on the gender, grade, type of school, preference to the subject, and awareness of real life, is there significant difference in the perception on necessity in home economics education? The result of this study is expected to be preliminary data to develop home economics education curriculum.

## **2 Methodology**

### **2.1 Participants and Data Collection**

The target of this study is male and female middle school students who are enrolled middle schools. The data has been collected through a questionnaire. Questionnaires are distributed to 229 male students and 233 female students, considering community character. Questionnaires of 462 students were analyzed.

### **2.2. Measurement Scale**

The demographic factors were measured as gender, grade, and type of school, preference of home economics education, awareness about real life. The questions to measure perception of the characteristics and necessity in home economics education are composed on the base of characteristics described in national curriculum and measurement scales of Lim[2][3]. It is composed of ten items of 5 point Likert scale, and higher point means more positive attitude. The reliability, Cronbach Alpha Coefficient is .955, .891, and .879.

The perception on necessity is measured by 8 items of 5 point Likert scale. Higher point means more positive attitude. The Cronbach Alpha Coefficient is .842.

### **2.3. Demographic Characteristics of Participants**

The participants are 462 middle school students, of which male students are 49.6% and female students are 50.4%. When it comes to grade, first graders are 29.4%, second graders are 21.2%, and third graders are 49.4%. The proportion of students attending boys' middle school is 21.9%, girls' middle school 22.3%, and coeducation school 55.8.

### **2.4. Data Analysis**

To understand the purpose of this study, the reliability of scale is measured by using IBM SPSS 21.0, and the demographic characteristics of youth are analyzed by using frequency study. The difference of the characteristic and necessity according to the characteristics of adolescents, T-test and one way ANOVA are applied.

### **3 Result**

#### **3.1 The difference in perceptions depending on the characteristics of adolescents**

There is significant difference in perceptions depending on adolescents' gender, grade, type of school, preference to home economics education, and their perceptions on usefulness of the subject. Boys tend to have more positive perception than girls. Also Students who prefer home economics education show more positive perception. The students who consider the home economics education as useful tend to show positive perception on the home economics education[4].

#### **3.2 The difference in perceptions on necessity depending on the characteristics of adolescents**

There are significant difference in perceptions of the necessity of the home economics education instruction according to the students' gender, grade, type of school, preference to the subject, and the perceptions on usefulness. Boys and first graders and second graders show more positive perception compared to girls and third graders. Also, the students who consider the home economics education as useful tend to show more positive perception[5].

### **4 Conclusions**

This study mainly focus on relationship of the influence of students' gender, grade, type of school, preference to home economics education, and perceptions on the usefulness of the subject on the perception of characteristics and necessity of home economics education. The data was collected by using a questionnaire. Questionnaires of 462 students were analyzed. The result is generally like below.

First, depending on the gender, grade, type of school, preference to the home economics education, and perceptions on the usefulness of the subject of students, there are significant differences in the perception on the characteristics of home economics education[6].

Second, there are significant differences in the perceptions of necessity of the home economics education instruction are instruction depending on the students' gender, grade, type of school preference to home economics education, and their perception on usefulness of the subject.

This study has its implications in the sense that it indicates that students who study home economics education have generally positive perception of the subject and feel necessity it.

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