

**GENDER ISSUES AND THE "HANSHIN-AWAJI" GREAT EARTHQUAKE, 1995, JAPAN.** A. Kuramoto, K. Mizushima\*, K. Eitoh\*\*, K. Sasaki\*\*\*, E. Inoue\*\*\*\*, N. Kiyose\*\*, K. Hounoki\*\*\*\*\*, Kagoshima Prefectural College, Kagoshima 890, \*Kobe Shoin Women's College, Kobe 657, \*\*Koshien Junior College, Nishinomiya 663, \*\*\*21st Century Hyogo Project Association, Kobe 650, \*\*\*\*Kobe Gakuin Girls' High School, Kobe 652, \*\*\*\*\*Faculty of Human Development, Kobe University, Kobe 657 Japan.

**Purposes:** In the early hours of the morning of January 17th in 1995, a great earthquake hit the people of Hyogo. Japan has been known as the un-equal society where women and men are concerned. After this earthquake many problems dealing with gender issues appeared. We investigated these facts under work, family relations and household chores soon and some time after the earthquake.

**Methods:** We questioned 534 high school and college students between July 11-24 in 1995 (recovery 100%). There were a total of 123 questions.

**Results:**

<<Work>> The questionnaires showed the students who had parents and their houses were damaged were about 60%. Among them, 25% of fathers went to their companies on the earthquake day (mothers, under 10%) and 35% of fathers gave more priority to company than home (about 80% mothers, home).

<<Household chores>> Before the earthquake mother mainly did the daily household chores. Soon after the earthquake all members of the family worked together on some household chores, eg. drawing and carrying water, storing foods, and other non daily household works were held by fathers. The whole family shared in some works, eg. cleaning the rooms, daily shopping and putting the house in order. Mother and children (mainly females) did the chores concerning the kitchen. However, after 6 months most of the works came back to the mother alone.

<<Family relations>> Among the students whose house were damaged, many felt changes in many areas. Parents worked together and conferred on many problems, while they were stressed and had troubles with each other. Communication between relatives and neighbors changed. Many students helped their parents more. The more the house got damaged, the more the changes felt in making contact with father, relatives and neighbors.