

The Awareness and Use of the Clothing Part in Home Economics for Middle School Students

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Abstract

This study has examined middle school students' perception and practical use of the clothing life sector in the subject of Technology · Home economics for middle school. The subjects of the study are 337 students attending middle schools in the city of Daegu.

The results of the study have shown that the girl students make more use of each unit in the clothing part than their counterpart, and that the higher is their preference for the clothing part and the greater is their necessity for it, the greater is their use of the clothing part. Therefore, to make students more interested in learning and to make the learning more practicable, a study of teaching-learning methods should be made. Along with it, the educational environment should be improved and the contents of the clothing life education should be developed. Once these needs are met, students are expected to participate actively in class and their achievements are sure to be greater.

Key words : clothing awareness, clothing use, clothing purchase.

1. Introduction

The economic growth and the scientific development in the modern society have brought about great changes in the environments of human life. Along with them, family life has gone through a lot of changes in many aspects. However, now that new values and ways of life are urgently needed in the society of information, the clothing life has not kept up with those changes of the times in spite of having to keep its due sense of the times. In order to interest today's students in the clothing life sector of home economics and lead them to choose it as a subject, the perception that the clothing life sector is exciting enough for them and worth teaching and studying should be

shared and spread among them, even though it is not included among the subjects to study for the SAT.

Even after the seventh revised curriculum, there are few materials easily available for teaching clothing life and enhancing class efficiency. So it is urgently required that class materials be prepared and provided for home economics teachers to make a study of clothing life and to increase their expertise. The teachers concerned should recognize the importance of the clothing life sector, reflect its practicable characteristics and the changes in life from year to year, and present students with the contents conforming to their interests to instruct them. That is, they should analyze students' preference for and understanding of the subject contents of the curriculum. They should also provide new

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teaching-learning methods so that students may apply what they have learned to their present and future life as well. The presentation should be in detailed and plain words and phrases, and the contents should be more practical to be more used now and later on as well. It is very encouraging that recently the research of the home economics curriculum is being done actively concentrating on practical problems. Thus this study is intended to identify how gender and clothing purchase styles affect the perception and utilization of the needs for the clothing life sector in home economics.

II. Literature Review

1. Perception and Use of Home Economics

Shin, Dong-Sun made a study of male and female middle school students' perception of home economics and the effect of their learning home economics in 1997¹⁾. The study reported that the contents of home economics were helpful to the acquisition of simple skills necessary to family life. However, among the contents of the clothing life part, their recognition of acquiring the skill of using sewing machines was not great. Du Gyoung-Ja did research on male middle school students' demand for and recognition of home economics in 1997²⁾. The research showed that despite male middle school students' recognition of the value of home economics, the higher were their grades, the lower was their interest in home economics. Those male students who had interest in home econo-

mics highly recognized the subject. They also hoped that taking the course of the subject would be extended to high school for two years, and the course would concentrate on its practical aspects.

Using the Delphi technique, in 2001 Gwak, Noh-Sun³⁾ made a comparative study of teachers', principals' and educational specialists' perception of and demand for the operation of the subject of technology and home economics, and also the relevant variables. Teachers were shown to perceive some problems of operating the integrated subject as serious. The intensity of the problems was in the order of teachers' specialty, their eligibility for teaching the subject, and the methods of teaching the subject. In case one teacher took charge of the subject, it was out of their specialty, for teachers had to teach the subject that they didn't major in. It also trespassed on the students' right to learn, and had a negative effect on teachers' confidence in and contentment with teaching. All these considerations showed that teachers themselves regarded the integration of the two subjects as negative. In 2003 Kim, Young-Chan studied middle school students' attitudes toward the subject of technology and home economics in the Seventh Curriculum⁴⁾. According to the study, the average scores of their attitudes toward the subject were lower than those of their general attitudes, which showed that students responded negatively to the integrated subject of technology and home economics, and didn't show much interest in the class of the subject.

¹ Dong-Soon Shin, Sang-Hee Kim, Hwa-Ja Oh, Hyo-Sook Cheong and Hey-Gyung Chung, "The Learning Effects and the Cognition of Home Economics by Sex in Middle Schools," *Korean Home Economics Education Association* 9, no. 1 (1997) : 71-82.

² Kyung-Ja Doo, "A Study on Male Pupil's Necessity and Perception of Home Economics Education," *Korean Home Economics Education Association* 9, no. 2 (1997) : 1-15.

³ No-Sun Gwak, "The perceptions and needs teachers, principals and educational specialists and related variables on the curriculum implementation of Technology · Home economics," (Ph.D. diss., Korea National University of Education, 2001).

⁴ Young-Chan Kim, "A study on middle school student attitude toward technology and home economics in the 7th national curricula," (Ph.D. diss., Master's Thesis, Graduate School of Education, Hongik University, 2003).

⁵ Keum-Nam Lee, "Recognition to High School Home Economics Education and Its Necessity in Each Field of Curriculum," (Ph.D. diss., Master's Thesis, Graduate School of Education, Gyeongsang University, 1993).

2. Perception and Use of the Clothing Life Part

In 1996 Lee, Geum-nam did research on the need of each unit of the clothing life in the curriculum for educating high school students in home economics⁵⁾. The research showed that the need was great in the order of 'the clothing purchase and the methods of washing and keeping clothing' and 'design selection and how to wear'. The need for the unit of 'making clothing' was low. In 1998 Kim, Gyung-Suk and Park, Mi-Geum studied the demand for educating in home economics, and the participation in family life⁶⁾. This showed that the practical usefulness of learning the clothing life part was very little in consideration of the amount the clothing life takes up in home economics.

In 1997 Lee, Su-Hee and Shin, Sang-ok did basic research to develop contents to learn and studying-methods in the clothing life part for male and female middle school students⁷⁾. The study indicated that problems in teaching the clothing life part should be diagnosed, and the text contents taught in developed countries should carefully be analyzed for the future clothing life education. The students' responses obtained from interviews with teachers in the field should also be analyzed in terms of various aspects, and reflected in teaching.

In 1998 Bae, Mun-sun investigated middle school students' perception and use of home economics⁸⁾. This study reported that as for the relation of the perception of the things taught in the clothing life part with their usefulness, the group that perceived home economics as impor-

tant and helpful took great advantage of what was taught in the clothing life part.

In 2003 Park, Il-Rok and Lee, Eun-Hee examined the necessity and practicality of the contents taught in the clothing life part⁹⁾. This study showed that the necessity of the contents learned had a positive correlation with its practicality; the greater was the necessity of the contents learned, the higher was its practicality. Also demographic characteristics made a significant difference in the necessity and practicality of the contents taught in the clothing life part, so the variables of demographic characteristics affected the necessity and practicality of the contents taught in the clothing life part.

In 2004 Son, Jin-Suk, made a study of the perception, necessity, practicality, and learning-demand of the clothing life part in the subject of technology and home economics¹⁰⁾. This study indicated that female students liked the clothing life part more than male students while male students were in more need of the clothing part than female students. The more they liked the clothing life part, the greater is their practicality of what they learned.

As seen above, as for the recognition and use of home economics, generally though they recognized the value of home economics, they were desirous of more practicable constitution of the subject. The more they were committed to their family life, the greater use they made of the subject. As for the perception and use of the clothing life part, they felt it necessary to study it, but they thought that the contents of the subject should be composed of practical things

⁵⁾ Kyung-Sook Kim and Mi-Kum Park. "A Study on Middle School Student's Application of Home Economics Course and Its Related Variables," *Korean Home Economics Education Association* 10, no. 1 (1998) : 95-106.

⁷⁾ Soo-Hee Lee and Sang-Ok Shim. "A Preliminary Study for Developing the Learning Content and Method on Clothing and Textiles Education for Middle School Students," *Korean Home Economics Education Association* 9, no. 2 (1997) : 115-130.

⁸⁾ Myung-Soon Bae, "A Study on the middle-school students' recognition and application of clothing unit of the home economics," (Master's Thesis, Graduate School of Education, Gyeongsang University, 1998).

⁹⁾ Il-Rok Pak and Eun-Hee Lee, "Research on High School Student's Practical Awareness of Contents of Clothing and Textiles Education," *Korean Home Economics Education Association* 15, no. 3 (2003) : 57-68.

¹⁰⁾ Jin-Sook Son. "The perception, needs, practice and learning requirement on clothing part in Technology · Home economics curriculum," (Master's Thesis, Ph.D. diss., Dongguk University, 2004).

to promote their interest in studying the clothing life part.

III. Research Contents and Methods

1. The Subjects and Period of the Investigation

The subjects of this study are 400 middle school students of the second grade attending two schools located in Seogu District and as many schools placed in Dalseogu District in the city of Daegu. The questionnaires have been distributed and collected from September 5 to 23 in 2005 to examine the students' perception and degree of utilizing the clothing life sector in home economics. A total of 337 questionnaires answered by 191 boy students and 146 girl students has been put into use as data for a final analysis.

2. Data Processing and Analysis

The program of SPSS WIN 12.0 has been utilized for a statistic processing and analysis of the data collected. The *t*-test has been conducted to analyze the general perception of home economics by gender. A cross analysis, one way ANOVA and descriptive statistics have been administered to see the significance level in students' perception and needs for the clothing sector, and the degree of their utilization of it. When there is a significant difference in them between the groups, Duncan's post hoc test has been performed to determine the difference between the groups. The Pearson correlation coefficient has been calculated to find out the relationship of their preference and needs for the clothing life sector to the degree of utilizing it.

IV. Investigation Results and Discussion of Them

1. General Features of the Subjects Surveyed

The subjects are composed of 56.7% male students and 43.3 % female students. As for types of sibling composition, the type of son(s)

and daughter(s) accounts for 58.5%, which is the greatest part. The type of just sons is 21.4%, the type of just daughters, 10.4%, the type of only son, 17.7%, and the type of only daughter, 2.1%. As far as clothing purchase styles are concerned, 35.3% of the subjects have their parents buy them what they want. 29.7% of them buy clothing with parents' permission, 24.3 % of them wear clothing that parents buy for them.

2. Perception of the Clothing Life Sector in Home Economics

1) Preference for the Clothing Life Sector

〈Table 1〉 shows gender difference in the preference for the clothing life sector ($p < .05$). More female students ($M=3.37$) show preference for the clothing life sector than male students ($M=3.13$). This doesn't agree with Son, Jinsuk's research result in 2004 which said there was no gender difference in the perception of the clothing life sector.

The preference degree of the clothing life sector by clothing purchase styles has been found to be in the following order : first, those who buy their clothing at will ($M=3.75$), next those who ask for parents' permission to buy their clothing ($M=3.45$), and lastly those who have parents buy clothing for them ($M=3.24$). This shows that students who exercise their will power in choosing their clothing have a great preference for the clothing life sector.

As is shown in 〈Table 2〉, the helpfulness of the clothing life sector to daily life is not significantly different between male and female students. 43.2% of the male and female subjects say, "Greatly helpful", 36.6% of them say, "Moderately helpful", and 11% of them say, "Very greatly helpful" The percentage of the female students who say, "Greatly helpful" (44.8%) is larger than that of their counterpart(41.9%). The percentage of the male subjects who say, "Very greatly helpful"(12.0%) is greater than that of their counterpart(9.7%).

Based on clothing purchase styles, the inves-

<Table 1> Preference for the Clothing Life Sector by Gender and Clothing Purchase Styles

Division	Preference for the Clothing Life Sector					N (%)	M	SD		
	Very Negative	Negative	Neutral	Positive	Very Positive					
Gender	Male	14 (7.3)	30 (15.7)	84 (44.0)	43 (22.5)	20 (10.5)	191 (100)	3.13	1.04	
	Female	7 (4.8)	16 (11.0)	53 (36.6)	54 (37.2)	15 (10.3)	145 (100)	3.37	0.98	-2.162* ¹⁾
	Total	21 (6.3)	46 (13.7)	137 (40.8)	97 (28.9)	35 (10.4)	336 (100)	3.24	1.02	
Purchase Styles	Parents' buying	9 (11.0)	18 (22.0)	34 (41.5)	17 (20.7)	4 (4.9)	82 (100)	2.87 ^{a)}	1.03	
	Having parents buy	9 (3.0)	14 (8.0)	46 (43.0)	39 (33.0)	11 (13.0)	119 (100)	3.24 ^{ab)}	1.03	
	Buying with parents' permission	3 (0.9)	8 (2.4)	43 (12.8)	33 (9.8)	13 (3.9)	100 (100)	3.45 ^{bc)}	0.93	
	Buying at will	0 (0)	2 (10.0)	7 (35.0)	5 (25.0)	6 (30.0)	20 (100)	3.75 ^{c)}	1.02	5.451*** ²⁾
	Buying together with parents	0 (0)	4 (26.7)	7 (46.7)	3 (20.0)	1 (6.7)	15 (100)	3.07 ^{cb)}	0.88	
	Total	21 (6.3)	46 (13.7)	137 (40.8)	97 (28.9)	35 (10.4)	336 (100)	3.24	1.02	

¹⁾ t-value, ²⁾ F-value. * p<.05, ***p<.001.

M=Mean, SD= Standard Deviation.

tigation of the helpfulness of the clothing life sector to daily life has brought to light the fact that the students buying their clothing at will (M=3.75) say, "Very greatly helpful." This is the same as the result of the preference degree of the clothing life sector. It can safely be said that those with strong will to choose their clothing tend to think the clothing life sector is very helpful. This conforms to Kim, Sunae's discovery in 1990 of the perception that the curriculum contents of home economics was helpful to daily life.

3. The Degree of Utilizing the Clothing Life Sector

<Table 3> shows gender difference in utilizing the unit of apparel function and how to wear in the clothing life sector. As to utilizing the unit of apparel function, 48.5% of the male students said, "Greatly", 33.7% of them said, "Moderately" and 12.1% of them say, "Very greatly." On the other hand, 54.9% of the female students surveyed say, "Moderately", 29.2% of them say, "Greatly" and 10.4% of them say, "Very greatly." However there is little gender difference in utilizing it. This result doesn't agree with Sin, Dongsun's research discovery in 1997 that there was significant gender difference in utilizing the units of apparel function and other aspects of clothing life.

〈Table 2〉 How helpful is the clothing life sector to daily life?

Division		Helpfulness to Daily Life					N (%)	M	SD	
		Not at all	Rarely	Moderately	Greatly	Very Greatly				
Gender	Male	5 (2.6)	16 (8.4)	67 (35.1)	80 (41.9)	23 (12.0)	191 (100)	3.52	0.91	-0.148 ¹⁾
	Female	5 (3.4)	5 (3.4)	56 (38.6)	65 (44.8)	14 (9.7)	145 (100)	3.54	0.95	
	Total	10 (3)	21 (6.3)	123 (36.6)	145 (43.2)	37 (11)	336 (100)	3.53	0.88	
Purchase Styles	Parents' buying	2 (2.4)	9 (11.0)	40 (48.8)	23 (28.0)	8 (9.8)	82 (100)	3.32 ²⁾	0.10	2.584 ^{*2)}
	Having parents buy	6 (5.0)	8 (6.7)	39 (32.8)	54 (45.4)	12 (10.1)	119 (100)	3.49 ²⁾	0.09	
	Buying with parents' permission	2 (2.0)	3 (3.0)	29 (29.0)	55 (55.0)	11 (11.0)	100 (100)	3.70 ²⁾	0.08	
	Buying at will	0 (0)	0 (0)	11 (55.0)	3 (15.0)	6 (30.0)	20 (100)	3.75 ²⁾	0.20	
	Buying together with parents	0 (0)	1 (6.7)	4 (26.7)	10 (66.7)	0 (0)	15 (100)	3.60 ²⁾	0.16	
	Total	10 (3)	21 (6.3)	123 (36.6)	145 (43.2)	37 (11)	336 (100)	3.53	0.88	

1) *t*-value, 2) *F*-value, * $p < .05$.

As for the degree of utilizing the unit of apparel function based on clothing purchase styles, those students who have their parents buy clothing for them have been found to make the most use of it ($M=3.86$), and those who buy their clothing at will have been shown to make the least use of it.

As for utilizing the unit of how to wear, the female students make more use of it than their counterpart ($M=3.63$). 46.3% of the male students surveyed say, "Greatly", 36.3% of them say, "Moderately" and 11.6% of them say, "Very greatly" 59% of the female subjects say, "Greatly", 25.7% of them say, "Moderately" and 14.6% of them say "Very greatly".

As for utilizing the unit of how to wear, the

students who buy their clothing at will ($M=3.90$) make more use of it than any other group: those who buy their clothing with parents' permission, ($M=3.87$), those who have their parents buy clothing for them ($M=3.67$), and those whose parents buy clothing for them ($M=3.53$).

〈Table 4〉 shows the degree of utilizing the unit of clothing purchase plans. 47.3 % of the male students surveyed say, "Rarely", and 44.8% of the female subjects say, "Moderately". There is significant gender difference in it ($p < .001$). This is because more male students tend to buy their clothing on the spot without any purchase plan than female students. As for the degree to which the unit of clothing purchase plans is utilized, those students who get the permission to buy

<Table 3> How much do you utilize the unit of apparel function and how to wear?

Division		Degree of Utilization					N (%)	M	SD		
		Not at all	Rarely	Moderately	Greatly	Very greatly					
Gender	Male	2 (1.1)	14 (7.4)	64 (33.7)	87 (45.8)	23 (12.1)	190 (100)	3.61	0.83	1.879 ¹⁾	
	Female	1 (0.7)	7 (4.9)	79 (54.9)	42 (29.2)	15 (10.4)	144 (100)	3.44	0.77		
	Total	3 (0.9)	21 (6.3)	143 (42.8)	129 (38.6)	38 (11.4)	334 (100)	3.53	0.81		
Apparel Function	Purchase	Parents' buying	0 (0)	2 (2.5)	21 (25.9)	44 (54.3)	14 (17.3)	81 (100)	3.86 ^b	0.72	5.041*** ²⁾
		Having parents buy	2 (1.7)	10 (8.5)	53 (44.9)	43 (36.4)	10 (8.5)	118 (100)	3.42 ^{ab}	0.83	
		Buying with parents' permission	1 (1)	5 (5)	53 (53)	29 (29)	12 (12)	100 (100)	3.46 ^{ab}	0.81	
	Styles	Buying at will	0 (0)	3 (15)	10 (50)	6 (30)	1 (5)	20 (100)	3.25 ^a	0.79	
		Buying together with parents	0 (0)	1 (6.7)	6 (40)	7 (46.7)	1 (6.7)	15 (100)	3.53 ^{ab}	0.74	
		Total	3 (0.9)	21 (6.3)	143 (42.8)	129 (38.6)	38 (11.4)	334 (100)	3.53	0.81	
Gender	Male	1 (0.5)	10 (5.3)	69 (36.3)	88 (46.3)	22 (11.6)	190 (100)	3.63	0.78	2.917** ¹⁾	
	Female	1 (0.7)	0 (0)	37 (25.7)	85 (59)	21 (14.6)	144 (100)	3.87	0.67		
	Total	2 (0.6)	10 (3)	106 (31.7)	173 (51.8)	43 (12.9)	334 (100)	3.73	0.74		
How to Wear	Purchase	Parents' buying	0 (0)	7 (8.6)	30 (37)	38 (46.9)	6 (7.4)	81 (100)	3.53 ^a	0.76	2.694* ²⁾
		Having parents buy	1 (0.8)	2 (1.7)	39 (33.1)	61 (51.7)	15 (12.7)	118 (100)	3.74 ^c	0.73	
		Buying with parents' permission	1 (1)	0 (0)	26 (26)	57 (57)	16 (16)	100 (100)	3.87 ^a	0.71	
	Styles	Buying at will	0 (0)	0 (0)	7 (35)	8 (40)	5 (25)	20 (100)	3.90 ^a	0.79	
		Buying together with parents	0 (0)	1 (6.7)	4 (26.7)	9 (60)	1 (6.7)	15 (100)	3.67 ^a	0.72	
		Total	2 (0.6)	10 (3)	106 (31.7)	173 (51.8)	43 (12.9)	334 (100)	3.73	0.74	

1) *t*-value, 2) *F*-value, * *p*<.05, ** *p*<.01, ****p*<.001.

〈Table 4〉 How much do you utilize the unit of clothing purchase plans?

Division		Clothing Purchase Plans					N (%)	M	SD	
		Not at all	Rarely	Moderately	Greatly	Very Greatly				
Gender	Male	25 (13.3)	89 (47.3)	65 (34.6)	8 (4.3)	1 (0.5)	188 (100)	2.31	0.78	-3.823*** ¹⁾
	Female	9 (6.3)	52 (36.4)	64 (44.8)	16 (11.2)	2 (1.4)	143 (100)	2.65	0.82	
	Total	34 (10.3)	141 (42.6)	129 (39)	24 (7.3)	3 (0.9)	331 (100)	2.46	0.81	
Purchase plans	Parents' buying	12 (15)	45 (56.3)	21 (26.3)	2 (2.5)	0 (0)	80 (100)	2.16 ^a	0.70	9.034*** ²⁾
	Having parents buy	14 (12)	58 (49.6)	37 (31.6)	7 (6)	1 (0.9)	117 (100)	2.34 ^{ab}	0.80	
	Buying with parents' permission	5 (5)	28 (28)	51 (51)	14 (14)	2 (2)	100 (100)	2.80 ^c	0.82	
	Buying at will	1 (5)	5 (25)	13 (65)	1 (5)	0 (0)	20 (100)	2.70 ^{bc}	0.66	
	Buying together with parents	2 (14.3)	5 (35.7)	7 (50)	0 (0)	0 (0)	14 (100)	2.36 ^{ab}	0.75	
	Total	34 (10.3)	141 (42.6)	129 (39)	24 (7.3)	3 (0.9)	331 (100)	2.46	0.81	

1) *t*-value, 2) *F*-value, * $p < .05$, *** $p < .001$.

clothing make the most of this unit (M=2.80), and those whose parents buy clothing for them make the least of it (M=2.16).

〈Table 5〉 shows how much they utilize the unit of clothing reuse. 33.5% of the male students surveyed say, "Moderately", 25.5% of them say, "Rarely", and 21.3% of them say, "Not at all" As far as the female students are concerned, 38.2% of them say, "Rarely", 25% of them say, "Moderately", and 24.3% of them say, "Not at all." This is thought to agree with the tendency that female students are willing to spend more money on clothing than their counterpart.

As for the degree of utilizing the unit of clothing reuse based on clothing purchase styles, those who purchase clothing while accompanied

by their parents (M 2.80) and those whose parents buy clothing for them (M=2.78) make more use of the clothing-reuse unit than those who buy clothing at will (M=2.00).

4. The Degree of Utilizing the Learned Contents Based on Preference for the Clothing Life Sector

Based on preference for the clothing life sector, 〈Table 6〉 shows how much the students utilize the contents that they have learned. As shown above, the higher is their preference for the clothing life sector, the greater is the degree of utilizing the unit of how to wear. Likewise, the higher is the preference for the clothing life sector, the greater is the degree of utilizing the

〈Table 5〉 How much do you utilize the unit of clothing reuse?

Division		Clothing Reuse					N (%)	M	SD	
		Not at all	Rarely	Moderately	Greatly	Very greatly				
Gender	Male	40 (21.3)	48 (25.5)	63 (33.5)	20 (10.6)	17 (9)	188 (100)	2.61	1.20	
	Female	35 (24.3)	55 (38.2)	36 (25)	10 (6.9)	8 (5.6)	144 (100)	2.31	1.09	
	Total	75 (22.6)	103 (31)	99 (29.8)	30 (9)	25 (7.5)	332 (100)	2.48	1.16	
Clothing Reuse	Purchase Styles	Parents' buying	14 (17.5)	23 (28.8)	22 (27.5)	9 (11.3)	12 (15)	80 (100)	2.78 ^b	1.29
		Having parents buy	30 (25.6)	35 (29.9)	31 (26.5)	13 (11.1)	8 (6.8)	117 (100)	2.44 ^{ab}	1.12
		Buying with parents' permission	24 (24)	32 (32)	33 (33)	8 (8)	3 (3)	100 (100)	2.34 ^{ab}	1.03
	Purchase Styles	Buying at will	5 (25)	10 (50)	5 (25)	0 (0)	0 (0)	20 (100)	2.00 ^a	0.73
		Buying together with parents	2 (13.3)	3 (20)	8 (53.3)	0 (0)	2 (13.3)	15 (100)	2.80 ^b	1.15
		Total	75 (22.6)	103 (31)	99 (29.8)	30 (9)	25 (7.5)	332 (100)	2.48	1.16

1) *t*-value, 2) *F*-value, * $p < .05$.

units of clothing purchase plans and clothing care. The same can be said of the unit of keeping clothing. In a word, the higher is the preference for the clothing life sector, the greater is the degree of utilizing such units as how to wear, clothing purchase plans, and clothing care and keeping clothing.

V. Conclusion and Suggestions

This study has examined middle school students' perception and practical use of the clothing life sector in the subject of Technology · Home economics in the seventh curriculum for middle school. The subjects of the study are 337 students (191 male students and 146 female stu-

dents) attending middle schools in the city of Daegu as of September, 2005.

Its purpose is to provide basic materials for diagnosing educational problems and improving the clothing life education by identifying students' perception and degree of utilizing the clothing life sector in home economics. The analysis of the data obtained has led to the following results.

As for the clothing part, girl students' preference has been found to be greater than boy students'. In terms of clothing purchase methods, those who buy their clothing in their own way like the clothing part more than those who don't. In the sector of the necessity of the clothing part, gender makes a significant difference: boy

〈Table 6〉 The Degree of Utilizing the Learned Contents Based on Preference for the Clothing Life Sector

Unit	Preference		N	Average	Mean± S.D.	F
	Degree of Utilization					
Apparel Function and How to Wear	Apparel Function	Not at all	21	3.57 ^{ab}	0.81	1.373
		Rarely	45	3.71 ^b	0.94	
		Moderately	137	3.53 ^{ab}	0.73	
		Greatly	96	3.53 ^{ab}	0.77	
		Very Greatly	35	3.29 ^a	1.02	
	Total		334	3.53	0.81	
	How to Wear	Not at all	21	3.67 ^b	0.80	9.592***
		Rarely	45	3.33 ^u	0.80	
		Moderately	137	3.63 ^{ab}	0.71	
		Greatly	96	3.93 ^{bc}	0.62	
Very Greatly		35	4.17 ^c	0.75		
Total		334	3.73	0.74		
Purchase Plan	Purchase Plan	Not at all	21	2.00 ^d	0.89	4.883***
		Rarely	44	2.18 ^{ah}	0.69	
		Moderately	136	2.45 ^{hc}	0.82	
		Greatly	95	2.66 ^c	0.75	
		Very Greatly	35	2.57 ^c	0.85	
Total		331	2.46	0.81		
Caring and Keeping	Caring	Not at all	21	2.24 ^a	0.89	5.977***
		Rarely	45	2.58 ^b	0.72	
		Moderately	136	2.68 ^{bc}	0.69	
		Greatly	95	2.97 ^c	0.72	
		Very Greatly	35	2.94 ^c	0.97	
	Total		332	2.75	0.77	
	Keeping	Not at all	21	2.57 ^d	1.40	4.478**
		Rarely	45	2.91 ^{ab}	1.16	
		Moderately	136	3.09 ^b	0.98	
		Greatly	95	3.29 ^{bc}	0.84	
Very Greatly		35	3.57 ^c	1.09		
Total		332	3.14	1.03		
Reuse	Reuse	Not at all	21	2.43 ^a	1.36	0.596
		Rarely	45	2.47 ^a	1.36	
		Moderately	136	2.46 ^a	1.11	
		Greatly	95	2.60 ^a	1.06	
		Very Greatly	35	2.26 ^d	1.22	
		Total		332	2.48	

** p<.01, *** p<.001.

students have experienced more changes after studying the clothing part than girl students have.

The survey of the necessity of each unit in the clothing part has resulted in the followings. Those who purchase clothing with their parents' permission think the two units of clothing function and attire are the most necessary. Their scoring of any other unit, on the average, is comparatively high.

As for the use of the clothing part, purchase methods make a significant difference in the unit of clothing function. Gender makes a significant difference in the unit of attire: the scoring of the girl students is higher than that of the boy students. In the unit of clothing care, clothing purchase methods make a significant difference. In the unit of clothing reuse, both gender and purchase methods make a little significant difference.

Speaking of the relation of the clothing use to clothing preference and necessity, in the four units of attire, clothing purchase plans, clothing care and clothing storage, the higher are the clothing preference and necessity, the greater is the use of the clothing part. Coordination has got the highest scoring among the things which they want to learn. The scoring of the girl students in coordination is higher than that of their counterpart, which shows a significant difference by gender.

The results of the study has shown that the girl students make more use of each unit in the clothing part than their counterpart, and that the higher is their preference for the clothing part and the greater is their necessity for it, the greater is their use of the clothing part. Therefore, to make students more interested in learning and to make the learning more practicable, a study of teaching-learning methods should be made. Along with it, the educational environment should be improved and the contents of the clothing life education should be developed. Once these needs are met, students are expected to participate actively in class and their achievements are sure to be greater.

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