

MANAGEMENT PERCEPTIONS OF STUDENTS ENROLLED IN
THE HOME MANAGEMENT RESIDENCE COURSE

By

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MANAGEMENT PERCEPTIONS OF STUDENTS ENROLLED IN
THE HOME MANAGEMENT RESIDENCE COURSE

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PREFACE

The study was designed to ascertain management perceptions of students enrolled in the home management residence course. It is hoped that the instrument and the findings of this study can be of use in future research and the teaching of home management residence courses.

The writer wishes to express her sincere appreciation to her major adviser, Dr. Florence McKinney, for her interest, competent guidance, and patience throughout this study.

Gratitude is also extended to Mrs. Gertrude Means, Miss Elaine Jorgenson, Miss Molly Keith, Miss Dorothy Mercer, and Mrs. Verna Auxier for their suggestions, encouragement, and cooperation in serving as a panel of experts. Acknowledgment is also made to those home economics students who participated willingly and provided the data for the study.

The writer is indebted to her family for their understanding and encouragement throughout her graduate study.

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CHAPTER I

INTRODUCTION

For many years the home management residence course has been an accepted part of the college home economics curriculum. The home management residence unit has traditionally provided the opportunity for experience in operating a home. Students engage in homemaking activities in a family living situation under the supervision of a member of the home economics staff. This laboratory experience may be compared to the supervised teaching experience provided for prospective educators, the internship required of dietitians, and the field experience offered to merchandising students.

The home management residence has been historically involved in higher education. Since the time of World War I, the special method of teaching home management, at the college level particularly, has been through the residence course. Since 1947 biennial surveys have been conducted by the Home Economics Education Branch of the Office of Education. These surveys were designed to ascertain the components contributing to a bachelor's or higher degree in home economics. Four hundred and twenty-seven institutions responded to the 1961 biennial survey regarding the status of home economics in four-year colleges

and universities.¹ Of these 427 institutions, 74.4 percent maintained home management houses or apartments. The survey indicated that it is typical among colleges and universities to require home economics education majors, and those students preparing for employment in the Co-operative Extension Service to enroll in a home management course and live in the residence house or apartment for a specified period of time. More than one-half of these institutions required students majoring in general home economics to live in the residence house, and almost one-third required such residence for students majoring in foods, nutrition, and dietetics.

The study reported by this researcher is directed toward ascertaining management perceptions of students enrolled in a home management residence course. This study was carried out during the spring semester in 1967 while the writer was a graduate assistant in the home management residence course. She lived in one of the home management laboratory units and was the adviser for approximately one-third of the students involved in this study.

Statement of the Problem

The central or over-all problem of this study is to ascertain management perceptions of students enrolled in the home management residence course at Oklahoma State University.

To contribute to the solution of this problem these three sub-purposes or problems were identified:

¹Virginia F. Thomas and Berenice Mallory, Home Economics in Institutions Granting Bachelor's or Higher Degrees 1961-62. U.S. Office of Education Miscellany No. 42 (Washington, 1963), p. 13.

1. To determine if students perceive a total concept of management or accentuate some parts of the process at the expense of some other part.
2. To compare students' perceptions of management and managerial activities with those of experts in the field of home management.
3. To learn if students perceive (1) planning, (2) controlling, and (3) evaluating as aspects of effective management.

A questionnaire was developed for determining students' understanding of management. Data were gathered from students enrolled in the home management residence course. Each student responded to the questionnaire at a set time during the last two or three days of the residence period. The students represented four home management residences. Three house advisers were involved with the various groups of students.

Justification for the Study

The complexity of modern life stresses the need for the ability to manage effectively. There is importance in teaching home management that will function in the present life of the student and will help her toward an intelligent understanding of the problems which she will meet in the future. Paolucci and Everett expressed the belief that:

A basic problem for the working wife is one of management--managing her own and her family's human and non-human resources so that they may obtain the goals they consider important. This means deciding when and how intensively the homemaker will work and most important, what goals she will seek to realize through work. Simultaneously, she will be deciding how she will meet the routine and detail of day-to-day living that is indispensable to the operation of a home and the achievement of satisfying family relationships. The

possibilities of achieving the goal desired are directly related to how accurately one is able to anticipate the consequences of his decisions; and this accuracy is dependent upon the completeness of one's knowledge and information for making the decision or upon actual past experience in a similar situation.²

There is a vital need for management in family living situations.

Malone and Malone recognized the importance of management and its ultimate purpose in this statement:

Where there is good total management, resources will be used so family members can lead productive and useful lives, making contributions to the welfare of society while improving their own standards of living and self-development. Management in its broadest aspects, helps family members to be the best people of which they are capable, physically, mentally, emotionally, and spiritually. So the final test of good management is the kind of people it produces and the contribution they make to the society of which they are a part.³

Many current programs funded by the federal government have indicated the important role of management in family situations. Programs are being developed and expanded to serve more citizens more effectively. Housing programs for low-income families and senior citizens, job training, urban renewal, the food stamp plan, the project head start, and development of rural areas are designed to bring those citizens from the periphery into the structure of the community. In reviewing these programs, one recognizes the role of management and the need for increased understanding of the management process. In speaking of such programs directly supported by the federal government,

²Beatrice Paolucci and Esther Everett, "Home Management Residence Looks Ahead to the Working Wife," Journal of Home Economics, L (May, 1958), p. 333.

³Carl C. Malone and Lucile Holaday Malone, Decision Making and Management for Farm and Home (Ames, Iowa, 1958), p. 246.

Irene Wolgamot identified the need for management in this statement:

It seems obvious that more money could help low-income families to improve their living. However, as every home economist knows, improvement of family living, without or with more income, usually requires better management of money, time, and talent.⁴

There is a need for students to study the management process both for professional and personal growth. Cochrane and Bell emphasized that a basic understanding of such a procedure would enable persons to work with, modify, and control the process as needed in today's societal and economic environment.

⁴Irene H. Wolgamot, "Low-Income Groups--Opportunities Unlimited," Journal of Home Economics, LVI (January, 1964), p. 28.

CHAPTER II

REVIEW OF LITERATURE

A review of literature was done to acquaint the researcher with literature related to this study. The three areas of literature identified as most pertinent to the stated problem were (1) the management process, (2) studies relating to the home management residence, and (3) the questionnaire as a research technique.

The Management Process

Effective management aids in the realization of values and the achievement of goals through the use of human and non-human resources.

Management achieves an objective with the resources available. It functions in practically every phase of human activity, in the home, on the land, in the school, shop, factory, bank, hospital, library, cooperative, labor union, religious organization, municipality, state, nation, and international organization.¹

Reid supports the importance of management by the statement:

Management may well be conceived as the mainspring of the enterprise. It is present wherever deliberation is called for: when a choice must be made between alternative methods or modes of action. It is difficult to imagine an undertaking so simple and automatic in its adjustment and independent of its surroundings and the changes which there occur that no management is needed in order that it fulfil

¹Mary Cushing Niles, The Essence of Management (New York, 1958), p. 17.

an intended purpose.²

A continuing process characterized by flexibility, management encourages frequent review and, if needed, the acceptance of change.

The management process is an effective intermingling of planning, controlling, and evaluating. According to Nickell and Dorsey:

...managing family resources to attain desired goals is a series of progressive and interdependent mental activities, consisting of planning, controlling the plan while carrying it out, and evaluating the results in light of family goals.³

Planning, controlling, and evaluating each represent a function of the total management process. They flow along together and are integrated into various patterns of action, each effecting the other.

Bryan emphasizes the interrelatedness of each function in the management process by stating:

...the total management process is not complete unless all the functions are included. They might all be performed instantaneously, automatically, and concurrently. Whether they are combined or separated, however, they represent the management process: a totality, incomplete if some part such as planning is lacking. On the other hand management cannot be totally effective if some part of the process is optimized at the expense of some other part.⁴

The skillful integration of the functions in the management process helps assure the effective use of the family resources and the achievement of individual and family goals. When a problem must be solved and decisions made regarding a course of action and the use of available resources, the planning phase of the management process is

²Margaret G. Reid, Economics of Household Production (New York, 1934), p. 77.

³Paulena Nickell and Jean Muir Dorsey, Management in Family Living (New York, 1959), p. 41.

⁴Stanley E. Bryan, "The Total Management Concept," Business Topics, XIV (Spring, 1966), p. 34.

instigated. Secondly, controlling is administered as the plan is put into action and carried to completion. In order to judge the success or failure of the plan and the final results, the evaluating step enters the process.

Management operates in all aspects of the home. Nickell and Dorsey state:

Home Management is the administrative side of family living. It is the force--the mental work and power--that puts the machinery of homemaking into action and keeps it going. It is dynamic. It involves decision-making that leads to action. It is a means of accomplishment. For a person or family, management is planned activity and living directed toward the nurturing of values and the satisfying of wants. It makes use of the findings of science and of knowledge concerning all aspects of family life--economic, social, psychological, physical, spiritual, and technological. It applies this knowledge in using the family's resources to meet living situations, to solve problems, and to help resolve conflicts. In short, home management is planning, controlling, and evaluating the use of the resources of the family for the purpose of attaining family goals.⁵

The need for the application of management in homemaking activities has long been recognized. Malone and Malone identified the importance of home management in this statement:

Activities of the home--the everyday tasks of cooking, cleaning, child care, as well as the less frequent ones such as shopping or entertaining guests--are given meaning and direction by the application of management principles. The role of homemaker becomes a challenging one when it is apparent that contributions through home management make the difference between accepting a lower level of satisfactions or having the better things the family wants.⁶

Skill in management improves with training and experience.

Unlike our natural inheritance of physical growth, we are not born with skill in management that grows as a matter

⁵Nickell and Dorsey, p. 36.

⁶Malone and Malone, p. 194.

of course--we are born with only the potential ability to manage.... Whatever our individual capacity (to manage) may be, it must be trained and developed if it is to be fully effective.⁷

Bonde supports this statement by emphasizing that:

...people are not born with the ability to manage successfully. It is acquired by having to solve management problems, by weighing the results and consciously trying to improve them.⁸

Educators recognize that management must be learned; hence, it deserves a place in the home economics curriculum. Experience in applying management to homemaking activities is provided students living in a home management residence. From the results of a study early in this century, Judy indicated that:

In spite of these and many other difficulties there is general agreement that residence in the Home Management house gives to the students an opportunity for participation in managerial problems which may not be gained in any other way.⁹

Home Management Residence

The writer was able to locate only a limited number of studies related to the managerial activities of students involved in a home management course. The research which contributed most to this study included the investigations made by:

- (a) Osgatharp: related to evaluation of students enrolled in the home management residence course;

⁷Ibid., p. 9.

⁸Ruth L. Bonde, Management in Daily Living (New York, 1944), p. 2.

⁹Helen E. Judy, Trends and Needs in Home Management (New York, 1915), p. 78.

- (b) McClure: related to managerial practices of college home economics students;
- (c) Holbrook: related to the number and kind of management problems occurring in the home management residence;
- (d) Hohenhaus: related to faculty and student perceptions regarding the residence experience.

Osgatharp evaluated students enrolled in the home management residence course in the areas of duty, skill, social, and management. She found that most frequently students mentioned preparation of food; the conservation of time, energy, and money, and getting along with others as objectives of the home management residence course.

From the findings of this study the researcher expressed the feeling that:

Ratings on performance should be given special attention. The students tend to do well in the activities in which each individual is concerned alone. They do less well on the activities where two or more individuals must work together. They need to learn how to divide work satisfactorily so that each understands and knows how to carry out her share of a task. Improvement should be sought in those parts of the course in which students make plans with and work closely with other group members....¹⁰

The ratings on the scale used in this study indicate students differ most in the areas on Management, next in the Social and Duty areas, and least in Skill. Management objectives, then, need to be given increased attention in the work of the course. In other home economics courses, specific information such as that regarding food, clothing, care of textiles, and use of equipment is made available. Actual living with students offers an opportunity, not otherwise available to instructors, to observe and evaluate success of group membership and managerial activity. Probably special stress in the work in a home management house laboratory

¹⁰Dorothy Osgatharp, "A Study of Objectives in Connection with Home Management House Residence." Unpublished Master's Thesis, Purdue University, 1949, p. 48.

should be placed on the managerial aspects of group work. Greater proficiency in this area, in turn, enables students to rate better with their fellows as members of the group....¹¹

A study by McClure at Purdue University determined managerial practices of college home economics students. An instrument consisting of items relating to money management, time and energy management, and homemaking activities considered to give evidence of management was completed by 160 sophomore students enrolled in home management classes during the 1953-54 school year.

Results of the study indicated over fifty percent of the participants followed most of the recommended management practices.

Some recommended practices are: to keep a record of expenditures, to fill out check stubs accurately when checks are written and keep them for future reference, to ask for receipts and keep them until they will be no longer needed, to plan expenditures in advance, to keep expenditures within the amount available for spending, and to be able to estimate irregular expenditures.¹²

Some other recommended management practices are those which save time and energy. Planning work and leisure, being able to follow such plans, finishing tasks begun, and having systematic ways of doing things all require managerial ability.¹³

Other managerial responsibilities of homemakers are feeding and clothing the family, cleaning the house, and doing the family laundry and ironing.¹⁴

Holbrook conducted a study at Purdue University in 1956 to determine the number and nature of management problems occurring in the home

¹¹Ibid., p. 49.

¹²Elizabeth Ruth McClure, "Management Practices of College Home Economics Students." Unpublished Master's Thesis, Purdue University, 1955, p. 22.

¹³Ibid., p. 34.

¹⁴Ibid., p. 64.

management house. The study was concerned with the manner in which students and advisers define problems, the areas of work in the residence course which needed increased emphasis, and establishing a file of resource materials which would be of value to students in the home management residence laboratory.

Both students and advisers participated in the study by responding to a checklist of managerial problems. The data-gathering instrument was developed from a list of problems identified by home management residence advisers during a one week period and from additional problems which were considered to be possibilities. The resulting checklist included management of the home in the major areas of (1) use and care of large equipment; (2) use and care of small equipment; (3) preparation and the serving of food; (4) housekeeping procedures; (5) time management; and (6) group living.

Results of the study indicated that use and care of large equipment was the most common problem checked. Problems relating to housekeeping procedures, time management, preparation and service of food, use and care of small equipment, and group living occurred in decreasing order and percentage of incidence. The researcher identified an agreement between students and advisers as to defined problems and their percentage of occurrence and order of incidence.

At the University of Minnesota, a study was completed by Hohenhaus to assess faculty and student perceptions of the home management residence. Ultimately, the study was designed as a means for increasing the effectiveness of the program.

The study was based on the hypothesis that there is no significant difference between goals and activities as perceived by students and

faculty; and this perception does not differ among faculty members or among students when classified according to their educational background or the type and size of the institution.

Data were collected from 103 educational institutions in the Central Region having a four-year home economics program offering the home management residence course. The respondents were home economics administrators, home management residence advisers, and students enrolled in the residence course. The researcher obtained information regarding the home management goals and activities, the educational importance attributed to the home management residence, and the educational background of the participants by using separate questionnaires for faculty and students and by making personal visits to a number of the institutions.

Management of all resources as a goal of the home management residence course appeared to be of greater importance: (1) to faculty than to students; (2) to faculty and students in Land-Grant colleges than to persons in other types of institutions; (3) to non-technically trained faculty and technically-trained students than to persons in other educational groups; and (4) to participants in large institutions than to those in smaller institutions. However, all participants gave less emphasis to this goal than the name of the course implies.

Responses from faculty suggested that students were able to participate in many of the home management activities included in the study. Students showed their enthusiasm for residence activities by indicating that they enjoyed and considered worthwhile practically all activities in which they had had an opportunity to participate. However, faculty members were more aware of the managerial aspects of activities than

were students. Hohenhaus indicated that:

...students enrolled in residence courses which emphasize management consider the course more valuable than do students in institutions which gave less stress to this point.¹⁵

These four research findings gave insight into the managerial activities generally associated with the home management residence course. The information from these studies was considered in the formulation of the research proposal and the development of the data-gathering instrument to be used in the present study.

The Questionnaire as a Research Instrument

The questionnaire is regarded as a respectable method of investigation in education. Educators have made intensive use of this instrument in research. Freed stated:

The questionnaire is probably the most frequently used instrument in the field of education for learning about the traits of a selected population.¹⁶

A survey by Koos of 581 educational studies revealed that about one-fourth had utilized the questionnaire as a research instrument. Of the 581 studies only two were found to be of little or no value to the institutions involved. Conclusions based on this survey indicate that the questionnaire is valid when used:

...(1) to ascertain the state of practice in some field of activity; (2) to secure basic data to be used in ways more fundamental than to afford a mere description of practice; and (3) to secure opinions, judgments, or expressions of

¹⁵Helen Stephens Hohenhaus, "Faculty and Student Perceptions of the Home Management Residence." Unpublished Doctoral Dissertation, University of Minnesota, 1959, p. 103.

¹⁶Melvin N. Freed, "In Quest of Better Questionnaires," Personnel and Guidance Journal, XLIII (October, 1964), p. 187.

attitudes of respondents from which tentative measures or evaluations may be derived, and any recommendation concerning practice relating to the field of application of the method should comprehend these uses.¹⁷

The questionnaire is a means of securing information that is difficult to obtain in other ways. Carter V. Good points out characteristics of this technique by stating:

As to uses and applications, the questionnaire extends the investigator's powers and techniques of observation by reminding the respondent of each item, helping insure response to the same item from all respondents, and tending to standardize and objectify the observations of different enumerators (by singling out particular aspects of the situation and by specifying the units and terminology for describing the observations). While many questionnaires seek factual information, others are concerned with opinions, attitudes, and interests.¹⁸

The prospective respondents to whom the questionnaires go should as far as possible be those in the best position to make reliable answers. Romine indicated that no questions should require a higher degree of expertness or a greater amount of detail than can reasonably be expected from the respondent. Recognizing the responsibility of the researcher to respect the respondent's intelligence, Freed stated that:

The level of vocabulary should be at the anticipated level of the respondent's education. The appropriate choice of terminology will not only communicate your ideas in an effective manner, but it will also challenge the respondent to conscientiously assist you by making the research a mutual effort.¹⁹

Experience has yielded many suggestions relative to the construction and use of the questionnaire. According to Nixon, consideration for the respondent should be emphasized in the mechanical construction

¹⁷Leonard V. Koos, The Questionnaire in Education (New York, 1928), p. 161.

¹⁸Carter V. Good, Introduction to Educational Research (New York, 1959), p. 191.

¹⁹Freed, p. 188.

of a questionnaire. A mere checking of a possible answer on the form is preferable to requiring a written answer. Both Nixon and Romine suggested beginning each new section of the form with brief instructions and repeating directions, when necessary, near the point of application.

When there is no other feasible way of securing information, studies indicate that careful construction based upon the purpose of the study and consideration for the respondent yields a device which is reasonably valid and reliable. The questionnaire is a source of significant educational data when properly constructed and used.

CHAPTER III

PROCEDURES USED FOR DEVELOPING THE STUDY

The primary purpose of this study was to ascertain management perceptions of students enrolled in a home management residence course. Three sub-purposes relevant to the proposed study were (1) to determine if students perceive a total concept of management or accentuate some parts of the process at the expense of some other part; (2) to compare students' perceptions of management and managerial activities with those of experts in the field of home management; and (3) to learn if students perceive (a) planning, (b) controlling, and (c) evaluating as aspects of effective management. The present chapter describes the instrument and procedures used in collecting and analyzing the data.

Definition of Terms

In order to clarify the discussion of the present problem, definitions of terms used in this study follow:

Home Management is a mental process through which families and individuals plan, control, and evaluate their resources to achieve individual, family, and group goals.

The Management Process consists of planning, controlling, and evaluating.

Home Management Residence refers to a laboratory in which a number of students and a faculty adviser live together as a family group for

a specified period of time.

Home Management Residence Course refers to the course in which students are engaged while participating in the home management residence.

Home Management Activity refers to the possible experiences in which students participate during the period of the home management residence.

Perception refers to an awareness or immediate cognition.

Experts in Home Management refer to home economists selected on the basis of their professional training in the area of home management or home economics education and the experience of each in supervising home management residence students.

The Study Instrument

The nature of the study suggested that a questionnaire would be a suitable method for collecting data. An instrument was constructed of sixty items and five hypothetical situations related to home management activities. Ideas for many of these items were acquired from current literature on home management.

Statements in the questionnaire were possible home management residence activities. Some of the statements stressed the planning phase of the management process; others emphasized the controlling phase; while still others were related to the evaluating phase of the management process. In developing statements the writer tried to avoid the use of words, such as planning, controlling, and evaluating, that might suggest the process involved. Likewise, an attempt was made to refrain from using factitious expressions. For instance, in Part I

the first statement includes "menu planning". In this case "writing" or "making" was not substituted for "planning" because menu planning, per se, is an accepted concept in home economics teaching.

A working draft of the questionnaire was presented to a panel of experts. These experts were five faculty members in the College of Home Economics at the Oklahoma State University. They were involved in teaching in the Departments of Home Management, Equipment, and Family Economics or Home Economics Education. Each had lived in or supervised home management residence courses. As well as reacting to the instrument, the experts made comments for improvement in wording and content of the questionnaire. The sixty items on which the majority of the five experts agreed were included in the questionnaire presented to the students.

The questionnaire was in two parts (see Appendix A). In Part I, students indicated their perception of the home management activity in relation to the management process. Participants responded by identifying each item as a planning, controlling, or evaluating activity. Secondly, students indicated the importance of each of the 60 items in the home management residence by giving it one of three ratings: (1) must do; (2) do, if at all possible; or (3) ignore, need not do in a home management residence. These selected responses were considered to be comparable to the terms (1) very important; (2) important; and (3) not important.

In Part II of the instrument, students responded to five hypothetical situations involving management as a means of achieving goals. Solutions were suggested and responses to be indicated were:

1. has NO PLACE in effective management

2. represents PLANNING phase of management process
3. represents CONTROLLING phase of management process
4. represents EVALUATING phase of management process

Thus, students identified each statement in relation to their perception of the management process involved.

The resulting device seemed capable of yielding a reasonably accurate picture of participants' perceptions of the management process as it relates to home management activities in a home management residence.

Sample

The population sample was 63 students enrolled in the home management residence course during the spring semester of 1967 at Oklahoma State University. These students, classified in the junior or senior year of the college program, were working toward a bachelor's degree in home economics. Each participant responded to the questionnaire during the last two or three days of the residence period.

Students participating in the study lived in one of four home management residence units: two houses and two apartments. From four to nine residents lived as a family group for a period of four weeks in each of the home management residences. Three advisers were involved with the various groups of students.

Procedure

Data obtained through the use of a questionnaire was analyzed in light of the purpose of the study. In Part I frequency of student response to each item as it related to the management process and to

the importance of each in the home management residence was identified. Additionally, the extent of agreement of student response with response of experts was compared. Analysis in Part II was primarily concerned with measuring the agreement of students and experts among the five cases.

CHAPTER IV

ANALYSIS OF DATA

An analysis and summary of the data obtained in this study are presented in this chapter. The study involved home economics students enrolled in the home management residence course who lived in the residence house or apartment for a specified period of time. The study was conducted to ascertain management perceptions of students enrolled in the home management residence course at Oklahoma State University. Students responded to a questionnaire at the end of their residence periods.

The questionnaire was organized in two parts. Part I contained 60 home management activities. These activities, selected from current literature, were experiences considered desirable for students in the home management residence. Students indicated their perception of the home management activity in relation to the management process by identifying each item as a planning, controlling, or evaluating activity. Also, students indicated the importance of each of the 60 items in the home management residence by giving it one of three ratings: (1) must do; (2) do, if at all possible; or (3) ignore, need not do in a home management residence. In Part II, participants reacted to solutions for selected hypothetical situations. Students perceived the solutions in view of effective management and in relation to the management process. For reasons of brevity, the term "non-managing"

has been selected to be comparable to "has no place in effective management" when discussing student responses.

Planning Aspect of Management

In Part I, 60 home management activities relating to the management process were presented. Of these 60 items, 19 were classified as planning activities by the experts. Two-thirds or more of the student respondents perceived 16 of the 19 statements in the same way as did the experts (Table I). Two of the items were perceived by 25 percent or fewer students as statements relating to other than the planning phase of the management process. Both of these statements (7 and 17) were activities concerned with group goals and group problems.

A majority of the students rated each of the 19 planning items as having a place in the home management residence. Nine of the 19 activities were rated as "must do in a home management residence" by two-thirds or more of the respondents. This rating indicated that students perceive slightly less than one-half of the planning activities as very important. In total, twenty-three students gave the "ignore" rating to twelve items. Although these twelve activities received a rating of "ignore, need not do in a home management residence," only one or two out of the 63 students most frequently gave this rating to an item. Eight students indicated "ignore" to item 36, "Developing a house project based on group resources and interests."

In general, students were in agreement with the rating of the experts in perceiving the placement of the home management activity in relation to the planning aspect of the management process. Participants' awareness of this phase of the management process and its

TABLE I

FREQUENCY OF STUDENT AGREEMENT AND RATING OF ITEMS RELATED TO THE PLANNING ASPECT OF MANAGEMENT

Home Management Activity	Student Agreement with Experts (N = 63)	Student Rating*		
		1	2	3
58. Making advance plans on which others can depend.	62	48	15	0
24. Considering cost, food needs, and variety in menu planning.	59	53	10	0
1. Meeting varying food tastes of group members in menu planning.	58	7	55	1
5. Planning marketing time to assure supplies when needed.	57	52	10	1
46. Determining division of responsibility among residents.	57	53	10	0
14. Setting up entertainment within budget allowance.	56	45	16	2
6. Planning purchase of records, books, magazines, or newspapers for use in the home management residence.	55	28	34	1
45. Making a market order based on proposed menus.	54	52	9	2
56. Setting up expenditures on the basis of a budget.	54	50	13	0
35. Planning to use work simplification.	52	34	28	1
37. Thinking through the possible ways of reaching a desired goal.	52	38	23	2
51. Determining for household quantity purchase of supplies	50	42	19	2
52. Establishing goals for the residence group.	50	39	23	1
36. Developing a house project based on group resources and interests.	49	24	31	8
49. Making plans that are complete but that remain flexible.**	49	50	12	0
44. Seeking information from available resources to figure out ways and means.***	44	18	41	1
55. Considering resources in relation to the group.**	39	35	27	0
17. Analyzing group goals in relation to available resources.	17	37	25	1
7. Finding solutions for meeting living situations and for solving group problems.	12	37	26	0

*Rating 1 refers to "must do in a home management residence"; 2 refers to "do, if at all possible in a home management residence"; 3 refers to "ignore, need not do in a home management residence".

**One respondent failed to mark item as indicated in directions.

***Three respondents failed to mark item as indicated in directions.

importance as to related activities were indicated by consistency of student response.

Controlling Aspect of Management

In Part I, it was also possible for students to perceive activities classified in the controlling phase of management. Previously, experts had rated 22 of the 60 home management activities in the controlling step of the management process. Response by the student participants indicated that two-thirds or more perceived 18 of the 22 items as controlling (Table II). The extent of their agreement indicates an awareness of this managerial function. Items 4 and 42, both relating to financial management, were items with which less than 50 percent of the students agreed with the rating of the experts placement in the controlling phase of the management process. However, student response supported these activities as important operations for the home management residence.

One-half of the controlling activities were rated as "must do in a home management residence" by the responding students. By their consistency in rating these statements either 1 or 2, students identified the importance of the controlling aspect of management. It is assumed by their majority rating of items "must do in a home management residence" and "do, if at all possible in a home management residence" that these students perceive home management items classified controlling as essential activities for students in the home management residence. Twenty respondents reacted to twelve of the items by indicating that the activity had "no place in the home management residence course."

TABLE II

FREQUENCY OF STUDENT AGREEMENT AND RATING OF ITEMS RELATED TO THE CONTROLLING ASPECT OF MANAGEMENT

Home Management Activity	Student Agreement with Experts (N = 63)	Student Rating		
		1	2	3
16. Writing checks and keeping receipts.	59	59	4	0
50. Following directions for an activity planned by another member of the group.	59	31	32	0
2. Reducing tensions of others by helping in an emergency.	58	46	17	0
47. Practicing work simplification.*	57	33	29	0
19. Giving clear, concise directions in a pleasing manner.	56	47	16	0
28. Controlling the means planned while carrying out the plan.*	56	27	34	1
38. Demonstrating to another person how to do a homemaking activity.	56	19	40	4
31. Giving clear directions to another residence member regarding a homemaking activity.	54	42	21	0
39. Keeping accurate financial records.*	54	54	8	0
15. Checking financial reports to keep them current.	53	54	9	0
26. Adjusting plans as work continues.	52	55	8	0
32. Being able to lead people to get activities done.	49	29	33	1
53. Handling money through bank procedures.*	48	50	10	2
59. Creating a home atmosphere encouraging to individual growth.*	48	44	17	1
25. Knowing difference between guiding and directing.	45	45	17	1
22. Carrying out responsibilities at the convenience of others.	44	32	29	2
33. Using plans to accomplish results.	43	37	25	1
57. Dovetailing in food preparation.*	43	31	27	4
8. Using plans as a means to accomplish goals.*	41	37	25	0
29. Preventing inconvenience to others in the use of telephone, radio, television, or typewriter.	39	40	22	1
42. Obtaining better quality and price by comparison shopping.	31	34	28	1
4. Checking petty cash against amounts spent.	28	54	8	1

*One respondent failed to mark item as indicated in directions.

Evaluating Aspect of Management

Evaluation in the management process provides for improved management in the future. Nineteen items were categorized evaluating by the panel of experts. Of these 19 items, student agreement was indicated on 15 of the activities by two-thirds or more of the respondents (Table III). Less than a majority agreed with the evaluation classification on two statements (3 and 41). One statement was related to human relations in group situations; the other involved time management.

On all items a majority of the respondents perceived the statements as "must do in a home management residence" or "do, if at all possible in a home management residence." However, only two-thirds of the sample identified five of the 19 activities as having a very important place in the operation of the home management residence. The responses indicate student perceptions of evaluating activities are valuable in the functioning of management in a residence course. Fourteen of the statements were rated "ignore" by 55 students. This "ignore" rating given on the 14 items is the highest accumulated rating in relation to importance when comparing the evaluating phase with the other two phases of the management process. Seventeen students rated "Testing the adequacy of the lighting" as an activity which could be deleted in the operating of a home management residence. Of the 63 participants, one-ninth considered the evaluating item "Increasing sensitivity to situations in the group" an activity which should be "ignored" in the residence course.

TABLE III

FREQUENCY OF STUDENT AGREEMENT AND RATING OF ITEMS RELATED TO THE EVALUATING ASPECT OF MANAGEMENT

Home Management Activity	Student Agreement with Experts (N = 63)	Student Rating		
		1	2	3
12. Making an honest estimate of self.	62	44	16	3
48. Looking at oneself objectively in terms of management roles while in the residence course.	60	41	22	0
13. Analyzing activities of group in terms of time used.*	59	24	36	2
20. Analyzing group living in terms of group goals.	59	23	37	3
30. Comparing house cleaning to group standards.*	58	27	31	4
9. Analyzing activities of group in terms of energy expenditures.	57	19	40	4
18. Judging results of planning in kitchen storage of items.	57	18	41	4
21. Analyzing importance of keeping financial reports.	57	42	20	1
43. Analyzing petty cash expenditures.	54	36	23	4
11. Determining if home project is of value to group living.	53	32	29	2
40. Examining past experiences in making future plans.*	53	42	18	2
60. Recognizing increased observation ability in relation to individual and group values.	53	29	34	0
10. Considering personal contributions to group goals.**	49	37	24	0
54. Weighing saving of materials against time and energy required for such saving.	49	29	33	1
34. Evaluating plan of work and making necessary changes to the resource time.*	47	35	27	0
27. Checking to see if things are turning out as planned.*	38	42	19	1
23. Testing the adequacy of the lighting.	32	12	34	17
3. Increasing sensitivity to situations in the group.	27	29	27	7
41. Realizing amount of time required for specific tasks.	21	42	21	0

*One respondent failed to mark item as indicated in directions.

**Two respondents failed to mark item as indicated in directions.

Planning Solutions for Hypothetical Situations

In responding to the hypothetical situations, students reacted to 21 solutions in view of effective management and in relation to the management process. The panel of experts classified five of the possible solutions as representative of the planning phase in the management process (Table IV). Two-thirds or more of the student respondents agreed with the home management experts on four of the solutions. In addition, more than one-half of the students rated "The girls should discuss other kitchens they have worked in and pool their knowledge and experience to decide on storage of items" as planning. This consistency of student response indicates that students perceive those solutions relating to the planning phase of effective management.

TABLE IV

FREQUENCY OF STUDENT RESPONSE TO PLANNING SOLUTIONS PRESENTED IN HYPOTHETICAL SITUATIONS

Situation and Statement of Solution	Student Agreement With Experts (N = 63)
E. c. They should consider items on hand and pre-plan menus before going shopping.	60
D. c. She should consider amount of money she has available to spend on clothing purchases.	47
B. a. Before putting things away the girls should first read several pamphlets on kitchen arrangement and storage.	44
B. d. The girls should make a diagram indicating desirable storage placement.	42
B. c. The girls should discuss other kitchens they have worked in and pool their knowledge and experience to decide on storage of items.	37

Controlling Solutions for Hypothetical Situations

Of the 21 solutions, five were classified controlling solutions by the experts (Table V). Less than two-thirds of the student sample were in agreement on all of the five statements. However, a majority of the students perceived "the girls should make adjustments in kitchen storage as they live and work in the home management apartment" in the same manner as the experts had. Slightly less than 50 percent (19 students) rated "They should chose items according to the marketing order Jodie made earlier" as a solution representing the controlling phase of management. In addition, 26 respondents perceived this solution to Hypothetical Situation E as a planning one. Eight students considered the activity as having "no place in effective management". Less than 50 percent of the student participants agreed with the experts on the remaining three controlling solutions. Many students rated them in the planning phase of management.

Evaluating Solutions for Hypothetical Situations

According to the panel of experts, five of the 21 solutions represented the evaluating phase of the management process (Table VI). Two of the solutions were rated as evaluating solutions by seventy-five percent or more of the students. In contrast, more than 50 percent of the students considered the solutions of "She should make an inventory of garments in her wardrobe and determine which are worth altering" and "They should consider what items are on hand and the amount of money budgeted for food and other family living needs before going grocery shopping" in the planning phase of the management process. A majority of the students failed to agree as to the rating of "She should wait

until she has been on her new job several months before buying many new items". Some students perceived it as planning; others considered it as controlling; while still others felt that it was "non-managing".

TABLE V
FREQUENCY OF STUDENT RESPONSE TO CONTROLLING SOLUTIONS
PRESENTED IN HYPOTHETICAL SITUATIONS

Situation and Statement of Solution	Student Agreement With Experts (N = 63)
B. e. The girls should make adjustments in kitchen storage as they live and work in the home management apartment.	39
E. a. They should chose items according to the marketing order Jodie made earlier.	29
A. b. She should set up committees and help each accomplish their committee's responsibilities for a successful reception.	28
C. c. She should read pamphlets on work simplification techniques in bedmaking and practice the method for one week.	25
E. e. They should buy an item or two for an emergency shelf.	21

Non-Managing Solutions for Hypothetical Situations

The experts indicated that six of the solutions for the hypothetical situations were not related to effective management (Table VII). More than 75 percent of the student respondents agreed with the experts on five of the six solutions as having "no place in effective management". However, in identifying the statement "She should set up the necessary committees and then have all committees meet the day before the reception to make final plans," more than 50 percent of the students

considered the solution as effective management but were divided in their identification of it as planning, controlling or evaluating phase of the management process.

TABLE VI
FREQUENCY OF STUDENT RESPONSE TO EVALUATING SOLUTIONS
PRESENTED IN HYPOTHETICAL SITUATIONS

Situation and Statement of Solution	Student Agreement With Experts (N = 63)
C. d. She should analyze her time to see if it could be used more wisely.	54
C. b. She should ask herself if her time and energy are worth saving.	49
D. b. She should make an inventory of garments in her wardrobe and determine which are worth altering.	25
E. d. They should consider what items are on hand and the amount of money budgeted for food and other family living needs before going grocery shopping.	15
D. d. She should wait until she has been on her new job several months before buying many new items.	10

TABLE VII
 FREQUENCY OF STUDENT RESPONSE TO NON-MANAGING SOLUTIONS
 PRESENTED IN HYPOTHETICAL SITUATIONS

Situation and Statement of Solution	Student Agreement With Experts (N = 63)
E. b. They should buy groceries according to what "catches their eye" while shopping.	63
C. a. She should be happy and content with her present method and unwilling to consider changing it.	62
B. b. The girls should quickly put things in cabinets because it is important for the home management unit to have a neat outer appearance.	61
D. a. She should consider her present wardrobe and throw away things which are too collegiate for her future job.	53
A. a. She should do most of the planning alone because it is easier that way and she knows it will be done.	48
A. c. She should set up the necessary committees and then have all committees meet the day before the reception to make final plans.	31

CHAPTER V

SUMMARY AND RECOMMENDATIONS

Since the turn of the century, the home management residence has been a part of the home economics curriculum. The over-all problem of this study was to ascertain management perceptions of students enrolled in the home management residence course. Three sub-purposes were identified to contribute to the solution of this problem: (1) to determine if students perceive a total concept of management or accentuate some parts of the process at the expense of some other part; (2) to compare students' perceptions of management and managerial activities with those of experts in the field of home management; and (3) to learn if students perceive (a) planning, (b) controlling, and (c) evaluating as aspects of effective management.

A questionnaire was developed for determining students' understanding of management. Data were gathered from students enrolled in the home management residence course, spring semester 1967, Oklahoma State University. Each student responded to the questionnaire at a set time during the last two or three days of the residence period.

The data provide a general description of management perceptions of selected students. Although every effort was made to keep responses as factual as possible by defining terms and carefully wording the questionnaire, some subjectivity in answering was possible. Findings should be considered in view of the strengths and weaknesses of the

instrument by which the data were obtained. The results of the study should also be considered in light of the particular sample on which they are based. These findings are applicable to the 63 students enrolled in the home management residence course living in one of the residence houses or apartments during the second semester of the 1966-67 academic year.

Implications

On the basis of the data, the following implications regarding management perceptions of students enrolled in the home management residence course are drawn:

1. On three of the 60 homemaking activities, 60 or more students agreed with the experts in their perception of the management process. One activity was planning; two related to the evaluating phase of the process. Each of the three activities was related to the self concept.
2. Students tended to perceive management and managerial activities in the same manner as the experts in the field of home management. In all phases of the management process, two-thirds or more students were in agreement with the experts in more than 80 percent of the activities. This consistency in response indicated students perceived the relationship of most home management activities to the management process.
3. Students agreed with the experts in their perception of the importance of activities relating to the planning and controlling phases of management. About 50 percent

of both planning and controlling activities were rated "must do in a home management residence" by two-thirds or more students. In contrast, students perceived only five of the 19 evaluating activities as "must do in a home management residence". The inconsistency of these responses indicate that although a majority of students perceived all activities "must do in a home management residence" or "do, if at all possible in a home management residence", students more readily rated those function relating to the planning and controlling phases of the management process as "must do in a home management residence".

4. According to the data, activities relating to the evaluating phase of management received the highest accumulated rating of "ignore, need not do in a home management residence". Fifty-five students responded to this rating on 14 items. Evidently, students place less importance on the evaluating function, the third phase of the management process. In emphasizing the total concept of management, evaluating activities should be identified in relative importance to those activities relating to the other phases of the management process.
5. The one item that the most students thought should be "ignored" was "Testing the adequacy of lighting". Evidently, the students were not aware of the place of the activity in their future homemaking experiences in the same way that the experts recognized the activity.

6. Slightly more than one-ninth of the students rated "Developing a house project based on group resources and interests" as an activity to be "ignored" in the residence course. If this group experience is to be continued in the learning process of the residence course, students should be helped to recognize the importance of the activity.
7. In the hypothetical situations, students correctly perceived effective management in all but one solution. A majority of students mistakenly identified "She should set up the necessary committees and then have all committees meet the day before the reception to make final plans" as effective management.
8. Students more readily perceived planning items correctly in the management process when dealing with the hypothetical situations than they did controlling or evaluating solutions.
9. Students tended to identify the evaluating and controlling solutions as representative of the planning phase of management in the hypothetical situations.

Recommendations

The complexity of the modern world emphasizes the need for the ability to manage effectively. For many years, the home management residence course has been a culminating educational experience in the senior year for home economics students. Under the supervision of a residence adviser, students participate in homemaking activities

involving management. A workable understanding of the management process enables students to utilize effectively human and non-human resources to obtain individual, group, and family goals.

In considering the implications of this study in making recommendations for the home management residence course, there is the need for residence advisers and students to identify effective management as a means for accomplishing goals.

Since data from this study indicate students' need for clarification of the evaluating phase of the management process, increased opportunity should be provided for homemaking experiences involving and emphasizing evaluation. As a recognized tool of management, the family council could implement further the students' recognition of the relative importance of the evaluating phase in the total concept of the management process.

In making additional recommendations for the residence course, the same instrument could be used at the beginning of the home management residence period to identify student perceptions of the management process. This experience would provide an opportunity for residence advisers and students to discuss home management activities and situations in relation to an individual's concept of effective management.

Important in college teaching for several decades, the residence course is built upon the practical application of management to a home situation. An accepted educational philosophy is that students more readily learn from those experiences which they are able to relate into their patterns of everyday living. Therefore, students must perceive the importance of the homemaking activities in a home management residence for functional learning to progress.

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APPENDIX A

HOME MANAGEMENT QUESTIONNAIRE

Part I. The following statements include many possible home management residence experiences. Please mark each statement in the TWO ways described below. Please complete all items in the left-hand column before beginning the right-hand column. Be sure to mark each item once in the left-hand column and once in the right-hand column.

KEY FOR LEFT-HAND COLUMN

By encircling the appropriate letter in the left-hand column, indicate which part you think the activity plays in the management process.

- P Planning
C Controlling
E Evaluating

KEY FOR RIGHT-HAND COLUMN

By encircling the appropriate number in the right-hand column, indicate the importance which you place on the activity in the home management residence.

1. Must do
2. Do, if at all possible
3. Ignore, need not do in a home management residence

P	C	E	1. Meeting varying food tastes of group members in menu planning.	1	2	3
P	C	E	2. Reducing tensions of others by helping in an emergency.	1	2	3
P	C	E	3. Increasing sensitivity to situations developing in the group.	1	2	3
P	C	E	4. Checking petty cash against amounts spent.	1	2	3
P	C	E	5. Planning marketing time to assure supplies when needed.	1	2	3
P	C	E	6. Planning purchase of records, books, magazines, or newspapers for use in the home management residence.	1	2	3
P	C	E	7. Finding solutions for meeting living situations and for solving group problems.	1	2	3
P	C	E	8. Using plans as a means to accomplish goals.	1	2	3
P	C	E	9. Analyzing activities of group in terms of energy expenditures.	1	2	3
P	C	E	10. Considering personal contributions to group goals.	1	2	3
P	C	E	11. Determining if home project is of value to group living.	1	2	3
P	C	E	12. Making an honest estimate of self.	1	2	3
P	C	E	13. Analyzing activities of group in terms of time used.	1	2	3
P	C	E	14. Setting up entertainment within budget allowance.	1	2	3
P	C	E	15. Checking financial reports to keep them current.	1	2	3
P	C	E	16. Writing checks and keeping receipts.	1	2	3
P	C	E	17. Analyzing group goals in relation to available resources.	1	2	3

KEY FOR LEFT-HAND COLUMN

P Planning
C Controlling
E Evaluating

KEY FOR RIGHT-HAND COLUMN

1. Must do
2. Do, if at all possible
3. Ignore, need not do in a
home management residence

P	C	E	18.	Judging results of planning in kitchen storage of items.	1	2	3
P	C	E	19.	Giving clear, concise directions in a pleasing manner.	1	2	3
P	C	E	20.	Analyzing group living in terms of group goals.	1	2	3
P	C	E	21.	Analyzing importance of keeping financial reports.	1	2	3
P	C	E	22.	Carrying out responsibilities at the convenience of others.	1	2	3
P	C	E	23.	Testing the adequacy of the lighting.	1	2	3
P	C	E	24.	Considering cost, food needs, and variety in menu planning.	1	2	3
P	C	E	25.	Knowing difference between guiding and directing.	1	2	3
P	C	E	26.	Adjusting plans as work continues.	1	2	3
P	C	E	27.	Checking to see if things are turning out as planned.	1	2	3
P	C	E	28.	Controlling the means planned while carrying out the plan.	1	2	3
P	C	E	29.	Preventing inconvenience to others in the use of telephone, radio, television, or typewriter.	1	2	3
P	C	E	30.	Comparing house cleaning to group standards.	1	2	3
P	C	E	31.	Giving clear directions to another residence member regarding a homemaking activity.	1	2	3
P	C	E	32.	Being able to lead people to get activities done.	1	2	3
P	C	E	33.	Using plans to accomplish results.	1	2	3
P	C	E	34.	Evaluating plan of work and making necessary changes to the resource time.	1	2	3
P	C	E	35.	Planning to use work simplification.	1	2	3
P	C	E	36.	Developing a house project based on group resources and interests.	1	2	3
P	C	E	37.	Thinking through the possible ways of reaching a desired goal.	1	2	3
P	C	E	38.	Demonstrating to another person how to do a homemaking activity.	1	2	3
P	C	E	39.	Keeping accurate financial records.	1	2	3
P	C	E	40.	Examining past experiences in making future plans.	1	2	3
P	C	E	41.	Realizing amounts of time required for specific tasks.	1	2	3
P	C	E	42.	Obtaining better quality and price by comparison shopping.	1	2	3
P	C	E	43.	Analyzing petty cash expenditures.	1	2	3

KEY FOR LEFT-HAND COLUMN

P Planning
 C Controlling
 E Evaluating

KEY FOR RIGHT-HAND COLUMN

1. Must do
 2. Do, if at all possible
 3. Ignore, need not do in a
 home management residence

P	C	E	44.	Seeking information from available resources to figure out ways and means.	1	2	3
P	C	E	45.	Making a market order based on proposed menus.	1	2	3
P	C	E	46.	Determining division of responsibility among residents.	1	2	3
P	C	E	47.	Practicing work simplification.	1	2	3
P	C	E	48.	Looking at oneself objectively in terms of management roles while in the residence course.	1	2	3
P	C	E	49.	Making plans that are complete but that remain flexible.	1	2	3
P	C	E	50.	Following directions for an activity planned by another member of the group.	1	2	3
P	C	E	51.	Determining for household quantity purchase of supplies.	1	2	3
P	C	E	52.	Establishing goals for the residence group.	1	2	3
P	C	E	53.	Handling money through bank procedures.	1	2	3
P	C	E	54.	Weighing saving of materials against time and energy required for such saving.	1	2	3
P	C	E	55.	Considering resources in relation to the group.	1	2	3
P	C	E	56.	Setting up expenditures on the basis of a budget.	1	2	3
P	C	E	57.	Dovetailing in food preparation.	1	2	3
P	C	E	58.	Making advance plans on which others can depend.	1	2	3
P	C	E	59.	Creating a home atmosphere encouraging to individual growth.	1	2	3
P	C	E	60.	Recognizing increased observation ability in relation to individual and group values.	1	2	3

Part II. In each of the following cases, the individual uses management as a means to achieve personal goals. By encircling the appropriate number, identify each statement as to its place in effective management.

1. has NO PLACE in effective management
2. represents PLANNING phase of management process
3. represents CONTROLLING phase of management process
4. represents EVALUATING phase of management process

A. The Garden Club is having a reception for their guest speaker next month. Mrs. Smith has been asked to be in charge of the reception.

- | | | | | | |
|---|---|---|---|----|--|
| 1 | 2 | 3 | 4 | a. | She should do most of the planning alone because it is easier that way and she knows it will be done. |
| 1 | 2 | 3 | 4 | b. | She should set up committees and help each accomplish their committee's responsibilities for a successful reception. |
| 1 | 2 | 3 | 4 | c. | She should set up the necessary committees and then have all committees meet the day before the reception to make final plans. |

B. A group of girls have just moved into a home management apartment. Kitchen utensils and supplies are on the cabinet and must be stored before any meal preparation can be undertaken.

- | | | | | | |
|---|---|---|---|----|---|
| 1 | 2 | 3 | 4 | a. | Before putting things away the girls should first read several pamphlets on kitchen arrangement and storage. |
| 1 | 2 | 3 | 4 | b. | The girls should quickly put things in cabinets because it is important for the home management unit to have a neat outer appearance. |
| 1 | 2 | 3 | 4 | c. | The girls should discuss other kitchens they have worked in and pool their knowledge and experience to decide on storage of items. |
| 1 | 2 | 3 | 4 | d. | The girls should make a diagram indicating desirable storage placement. |
| 1 | 2 | 3 | 4 | e. | The girls should make adjustments in kitchen storage as they live and work in the home management apartment. |

C. Bedmaking has become a routine task for Jean. Each morning she walks from side to side around the bed twice. However, she can make the bed in five minutes.

- | | | | | | |
|---|---|---|---|----|--|
| 1 | 2 | 3 | 4 | a. | She should be happy and content with her present method and unwilling to consider changing it. |
| 1 | 2 | 3 | 4 | b. | She should ask herself if her time and energy are worth saving. |
| 1 | 2 | 3 | 4 | c. | She should read pamphlets on work simplification techniques in bedmaking and practice the method for one week. |

1. has NO PLACE in effective management
2. represents PLANNING phase of management process
3. represents CONTROLLING phase of management process
4. represents EVALUATING phase of management process

1 2 3 4 d. She should analyze her time to see if it could be used more wisely.

D. Carolyn will be a career girl in a few months and wants to begin thinking about her new wardrobe.

1 2 3 4 a. She should consider her present wardrobe and throw away things which are too collegiate for her future job.

1 2 3 4 b. She should make an inventory of garments in her wardrobe and determine which are worth altering.

1 2 3 4 c. She should consider amount of money she has available to spend on clothing purchases.

1 2 3 4 d. She should wait until she has been on her new job several months before buying many new items.

E. Jim and Jodie are newly-weds with limited money. Grocery shopping is an activity they do together each week.

1 2 3 4 a. They should chose items according to the marketing order Jodie made earlier.

1 2 3 4 b. They should buy groceries according to what "catches their eye" while shopping.

1 2 3 4 c. They should consider items on hand and pre-plan menus before going shopping.

1 2 3 4 d. They should consider what items are on hand and the amount of money budgeted for food and other family living needs before going grocery shopping.

1 2 3 4 e. They should buy an item or two for an emergency shelf.

APPENDIX B

TABLE I

FREQUENCY DISTRIBUTION OF STUDENT EVALUATION OF MANAGEMENT
PROCESS AS RELATED TO 60 ACTIVITY ITEMS

Activity Item*	Rating by Experts**	Response by Students								
		Planning			Controlling			Evaluating		
		1+	2+	3+	1+	2+	3+	1+	2+	3+
1	P	7	50	1	0	3	0	0	2	0
2	C	0	1	0	42	16	0	4	0	0
3	E	0	2	2	15	13	4	14	12	1
4	C	2	0	0	24	4	0	28	4	1
5	P	49	7	1	3	3	0	0	0	0
6	P	25	29	1	1	4	0	2	1	0
7	P	7	5	0	13	13	0	17	8	0
8++	C	11	9	0	25	16	0	1	0	0
9	E	0	3	0	1	2	0	18	35	4
10**	E	6	3	0	3	0	0	28	21	0
11	E	4	4	0	0	1	1	28	24	1
12	E	0	0	0	1	0	0	43	16	3
13++	E	1	1	0	0	1	0	23	34	2
14	P	39	15	2	6	1	0	0	0	0
15	C	2	1	0	47	6	0	5	2	0
16	C	1	0	0	55	4	0	3	0	0
17	P	9	8	0	1	1	0	27	16	1
18	E	1	2	0	0	3	0	17	36	4
19	C	5	2	0	42	14	0	0	0	0
20	E	2	1	0	0	1	0	21	35	3
21	E	2	0	0	4	0	0	36	20	1
22	C	10	9	0	22	20	2	0	0	0
23	E	2	1	3	5	16	4	5	17	10
24	P	51	8	0	1	0	0	1	2	0
25	C	5	2	0	32	13	0	8	2	1
26	C	4	0	0	44	8	0	7	0	0
27++	E	0	1	0	17	5	1	25	13	0
28++	C	0	1	0	26	29	1	1	4	0
29	C	17	6	0	23	16	0	0	1	0
30++	E	1	2	0	1	0	0	25	29	4
31	C	5	2	0	36	18	0	1	1	0
32	C	7	5	1	22	27	0	0	1	0
33	C	11	9	0	26	16	1	0	0	0
34++	E	2	1	0	6	6	0	27	20	0
35	P	30	21	1	2	6	0	2	1	0
36	P	19	26	4	2	3	3	3	2	1
37	P	33	17	2	0	1	0	5	5	0
38	C	3	2	1	16	38	2	0	0	1
39++	C	6	0	0	47	7	0	1	1	0
40++	E	4	2	0	3	0	0	35	16	2

TABLE I (CONTINUED)

Activity Item*	Rating by Experts**	Response by Students								
		Planning			Controlling			Evaluating		
		1+	2+	3+	1+	2+	3+	1+	2+	3+
41	E	22	12	0	6	2	0	14	7	0
42	C	11	9	0	16	14	1	7	5	0
43	E	0	1	0	3	5	0	33	17	4
44* **	P	14	29	1	3	10	0	1	2	0
45	P	44	8	2	8	1	0	0	0	0
46	P	49	8	0	3	2	0	1	0	0
47**	C	4	1	0	29	28	0	0	0	0
48	E	1	0	0	2	0	0	38	22	0
49	P	40	9	0	9	3	0	1	0	0
50	C	1	1	0	29	30	0	1	1	0
51	P	35	13	2	2	3	0	5	3	0
52	P	31	18	1	1	1	0	7	4	0
53**	C	9	1	0	41	6	1	0	3	1
54	E	2	5	0	0	7	0	27	21	1
55**	P	21	18	0	2	3	0	12	6	0
56	P	43	11	0	6	1	0	1	1	0
57**	C	10	6	1	21	19	3	0	2	0
58	P	47	15	0	1	0	0	0	0	0
59**	C	9	4	0	34	13	1	1	0	0
60	E	2	2	0	3	3	0	24	29	0

*For statement of home management activity refer to Part I of the questionnaire (Appendix A).

**P refers to planning; C refers to controlling; and E refers to evaluating phase of management process.

†Number 1 denotes response of "must do in a home management residence"; 2 denotes response of "do, if at all possible in a home management residence"; 3 denotes response of "ignore, need not do in a home management residence".

††One respondent failed to mark item as indicated in directions.

*†Two respondents failed to mark item as indicated in directions.

*††Three respondents failed to mark item as indicated in directions.

TABLE II

FREQUENCY OF STUDENT RESPONSE TO SOLUTIONS PRESENTED FOR EFFECTIVE MANAGEMENT IN HYPOTHETICAL SITUATIONS

Situation-Solution*	Rating by Experts	Not Managing	Planning	Controlling	Evaluating
A. a	Not Managing	48	10	5	0
b**	Controlling	2	31	28	1
c	Not Managing	31	9	17	6
B. a	Planning	12	44	1	6
b	Not Managing	61	1	1	0
c	Planning	5	37	0	21
d	Planning	13	42	7	1
e	Controlling	3	3	39	18
C. a	Not Managing	62	1	0	0
b**	Evaluating	0	12	1	49
c	Controlling	2	31	25	5
d	Evaluating	1	5	3	54
D. a	Not Managing	53	2	2	6
b**	Evaluating	0	35	2	25
c	Planning	1	47	4	11
d	Evaluating	2	20	31	10
E. a	Controlling	8	26	29	0
b	Not Managing	63	0	0	0
c	Planning	0	60	1	2
d	Evaluating	0	39	9	15
e	Controlling	3	39	21	0

*For statement of hypothetical situations and solutions refer to Part II of the questionnaire (Appendix A).

**One respondent failed to mark items as indicated in directions.

VITA

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