

SUGGESTIONS FOR STRENGTHENING SPECIFIC PHASES
OF THE HOME SERVICE PROGRAM,
IN THE PHILIPPINES

By

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CHAPTER I

INTRODUCTION

As a result of technological as well as scientific advances, various groups in the nations of the world have become increasingly aware of the changes that have been made in all phases of family life. Comparing today's world with the world of fifty years ago, it is easy to identify many fundamental changes which demand new abilities on the part of family members. Nutrition researchers have amassed a vast amount of knowledge about food and its value to the human body. For example, in the field of protein research, one of the newest findings is the use of legumes and cereals in child feeding; in areas of the world where milk, meat, fish, and poultry products are unavailable in great amounts, carefully estimated blends of legumes and cereals offer great promise.¹

Changes have also occurred in the pattern of food consumption. The home, in early history, produced the majority of the things the family needed for food, whereas families now are no longer self-sufficient units.

¹Charles G. King, "Latest Advances in Nutrition," Journal of American Dietetic Association, Vol. 38 (1961), p. 223.

Catherine Personius, who has been aware of the changes in the areas of food, has said:

The activities of the homemaker may inconceivably consist largely of opening cans and packages, adding water to concentrated foods, operating a freezer-refrigerator -- subjecting food to a limited heat or micro-wave treatment.²

Modern appliances that were formerly considered luxuries are now considered necessities of new homes. This is an age of mechanization and automation -- freezers, gas and electric ranges, and various cleaners have eliminated the need for much labor.³ From all appearances, family life will continue to be affected by technological changes. The home alone will not be able to perform its essential responsibility to its own family members and, at the same time, transmit the necessary skills and knowledge of effective family life to the next generation. James Cherry believes that:

.... effective home living must have as its basis the findings of basic science. Good intentions of family members are no longer enough to form a firm foundation for a sound family life. Each generation must study and learn beyond its home experiences if the American home is to fulfill effectively its role as one of the chief institutions of a culture that is constantly changing.⁴

²Catherine Personius, "Of Food and Nutrition," Journal of Home Economics, Vol. 51 (1959), p. 577.

³Patricia Ryan and Elaine Weaver, "The Status of Household Equipment Teaching," Journal of Home Economics, Vol. 51 (1959), p. 19.

⁴James Cherry, "Home Economics in a Changing World," Journal of Home Economics, Vol. 51 (1959), p. 27.

Unfortunately, there is a big gap between what scientists know and what people know and are willing to apply. Until this knowledge has been translated into understandable language for the majority of the people, this information merits little practical value. Pattison, Barbour, and Eppright state that one of the important educational and economic problems of the present time is how to bring to people the benefits of the newest knowledge of nutrition as quickly as possible. "Education is our main bulwark against poor nutrition. Even with plenty of food, plenty of money to buy food, the uninformed are likely to develop food habits incompatible to their health."⁵ It is, therefore, essential that every member of the home economics profession be willing and equipped to recognize and be guided by change to relate research and other activities to change. They must be able to anticipate and recognize change, to weigh capabilities of the individual to meet new demands and to plan programs that will help in preparing the individual, the community, and the world to meet these demands.

The effects of the present changes resulting from mechanization and automation indicate that home economics will need to respond for several years to come to the challenge that these advancements have brought. Spafford,

⁵Mattie Pattison, Helen Barbour, and Ercel Eppright, Nutrition Education (Ames, 1957), p. 5.

one of the leading home economists, has this to say about the results of recent changes:

Today's world sets a new pattern of living for many people. Home economics developed out of concern for the everyday living of people -- because of this concern, today's world offers special challenges to the field. Its success depends upon the combined interest and work of the entire group.⁶

The Philippines, an emerging nation in the Far East, has been affected by these advances in both technology and science. Modern appliances have flooded the market; findings in nutrition research have become a great concern. People have begun to depend upon utility companies for several purposes. Several United States government agencies and private enterprises have made it possible for these advances to be known in the Philippines. American nutrition researchers with the combined help of local researchers have made remarkable research findings that have led to better nutritional status of the masses, i.e., rice enrichment has minimized the incidence of beri-beri in Bataan.⁷ In spite of the enormous help that is afforded to the country so much still has to be done to improve the family living of the Filipino people. Several government agencies and private enterprises are trying to bring to the people new knowledge and skill that will make for a happier,

⁶Ival Spafford, Journal of American Dietetic Association, Vol. 37 (1960), p. 143.

⁷Robert Williams, "Rice in Asiatic Diets," Journal of American Dietetic Association, Vol. 28 (1952), p. 209.

richer, and healthier population.

This author became concerned during the year she worked in the home economics department of a local utility company in Manila about the need of a more extensive home service program in the Philippines. Because of her personal belief about the value of experiences derived from such a program, and the role it can play to improve the family life of the people, the author, through this study, hopes to secure information which might contribute to the future home service program in her country. Thus, the purposes of the study are:

1. To identify the role of a home service director.
2. To develop a guide for an effective demonstration program.
3. To secure, by means of a questionnaire, the problems and needs of homemakers in meal planning that can contribute to the home service program.
4. To develop suggestions for strengthening the home service program in the Philippines.

Of great importance is the knowledge of the role of a home service director of a utility company, her responsibility to the company and to the group with whom she works. It is surprising how few references are available for home service work. The author was unable to locate research studies concerning the home service program. From a week's visit with a local utility company, it was hoped that this author would have experienced and learned at least how the

home service director carries out her major functions. The first-hand information of the activities of a home service director and her staff, together with the few available books, bulletins, and pamphlets distributed by utility companies, are to be used as the source for identifying the role of the home service director.

The demonstration is strongly recognized as a pertinent media of learning. Frances Maule says that "one of the best means of educating is through demonstration for the simple reason that one of the surest ways to teach people how to do anything well is to show them how to do it."⁸ Demonstration as an educational method has become a part of every utility company home service program⁹ and one of the oldest and most effective forms of visual aid.¹⁰ A criteria or a guide will be set up for an effective demonstration based on the observation of four different commercial demonstrations and the materials included in professional books and the author's experience as a student in a course emphasizing demonstration techniques.

The author believes that persons who are served by the home service program should be included in planning

⁸Frances Maule, Careers for the Home Economist (New York: 1943), p. 141.

⁹Demonstration Profiles, American Gas Association (New York: 1949), p. 1.

¹⁰Walter Schroeder, "Learning-by-Doing-Through Teaching," Journal of American Dietetic Association, Vol. 37 (1960), p. 577.

and developing a program. With this view in mind, it was felt that one of the major bases for program planning is a recognition of the problems and needs of the specific group in a community. The questionnaire was considered the most desirable method for securing information about the problems and needs of Stillwater homemakers in meal planning. Because of the distance between the two countries, the writer cannot make a study of Philippine homemakers, but it is her hope that a similar study can be made with appropriate adaptation of this thesis when she returns home.

Assuming that people in the Philippines would like to have a similar type of program, the writer hopes to develop suggestions for strengthening a home service program for a utility company based on findings of this study. The success of a program is dependent in large part upon the extent to which it guides those it teaches. Essential in the development of a sound program is the background knowledge of the home service director, the learning experiences it offers and the extent the program is being carried out.

Certain basic assumptions influenced the study. These were:

1. A home service director can play an important role in planning an effective home service program.
2. Some basis for developing a guide for a good demonstration may be secured by actual

observation of demonstrations.

3. The questionnaire to be developed and the information secured through the study may be used as an aid in developing an instrument for others to use in determining the problems and needs of homemakers in the Philippines.
4. The results of such studies might furnish information for further research which would be valuable to a home service director.
5. A successful home service program requires cooperative planning of all people concerned.

It is implied that a study of this type cannot solve all the problems and meet all the needs of the group concerned, or identify all the possibilities for determining new or better ways of conducting an effective demonstration. It is hoped, however, that enough significant reliable points can be gleaned from this study to be helpful to the home service director and others.

CHAPTER II

REVIEW OF LITERATURE

Since the findings of any study are more meaningful when the general background is understood, this chapter is a review of literature used. In the first part of the chapter, an effort will be made to present a description of the home service program and the role of the home director as defined by the activities she performs. Booklets and other reference materials on home service distributed by utility companies were used as sources of information. The second part of the chapter is a review of studies, one related to homemakers knowledge of meal planning for the family and the other deals with factors influencing eating habits.

Home Service Program

"Home service is a term which identifies the home economics department of a utility company and is a well-established career for women."¹ The home service department occupies an important and permanent place in a utility

¹"Home Service a Career," American Gas Association, (New York: 1946), p. 3.

company; equally important is the place it holds in the community life of each locality and the numerous friends it has made of utility company customers.

For the purpose of the study, the term Home Service Director, which is applied to persons in the utility company home service department or home economics work, whether head of a department or a member of a department, will be used. The term varies, however, with individual companies; they are also known as Home Service Supervisor, Home Service Representative, Home Service Advisor, or Home Service Consultant.²

Home service has had a very rapid growth in spite of the fact that very few departments in the utility company, particularly the gas industry are more than 25 years old.³ Today, utility companies throughout the United States and other parts of the world maintain home service departments whose objectives may be summarized into the following:

1. To promote the efficient use of gas or electricity.
2. To help assist customers in realizing the defined benefits of appliances that make use of the utility as a fuel in the essential home activities.

²Ibid., p. 3.

³Ibid., p. 2.

3. To create a feeling of good will and to interpret the consumer to the utility and the utility to the consumer.^{4, 5}

A well rounded home service program is wide in scope, there are varied activities in which home service directors are engaged, but for the purpose of this study, the activities will be summarized in accordance with the group of individuals with whom they work. Thus, the activities a home service department is concerned with are:

1. Customer Relations.
2. Company Relations.
3. Dealers Relations.
4. Community Relations.
5. School Relations.
6. Youth Group Relations.
7. Press Relations.^{6, 7, 8}

Customer Relations

Of great importance to a successful utility company

⁴"Orientation Program," The Gas Service Company (Missouri: 1948), p. 12.

⁵"Home Service Training on the Job," American Gas Association (New York: 1956), pp. 5-13.

⁶Ibid., p. 13.

⁷"Home Service Sells Through Public Relations," American Gas Association (New York: 1955), p. 2.

⁸"Home Service a Career," pp. 2-5.

is satisfied customers. The home service department plays a vital part in good customer relation. The home calls is one of the most interesting of all home service activities. It affords the opportunity to be welcomed into the home of the customer, to talk with her in a friendly fashion, and to help her solve any problems she may have. The home service director gives the homemakers tested recipes adapted to the appliance, and leaflets which will encourage the homemaker to try new food preparation and to use new recommended methods of cooking.^{9, 10}

Requests for special information come to home service through various channels: by telephone, by personal contacts in home service center, by mail, or following a talk or demonstration to a group. Telephone calls are extremely valuable contacts. Calls regarding homemaking problems vary according to season: in spring the question may pertain to the best foods to grow or suggestions for parties; preserving, making of relishes, or packing school lunches hold interest in the fall; salads, graduation and wedding party suggestions in summer. The department has a handy file of master recipes, a notebook of appliance information, and an index of office files that aid the home service director in the telephone interview. Utility

⁹Ibid., pp. 7-8.

¹⁰"Home Service Training on the Job," p. 13.

companies have found some of their most loyal customers are those who have constant contact through home service telephone. Recipes are means of good will, they represent the company in the homes of customers and they offer an opportunity to accent the service of the gas company. Home service supplies recipe literature by direct mail, on home calls, and sales floors. Most companies have some plan for distribution of literature. This phase of service work is much appreciated and depended on by customers.^{11, 12}

Company Relations

The slogan "Every Employee a Salesman," is made possible through the exchange of information on the product sold. The utility company home service department can contribute to this goal by providing to employee groups, particularly those who have contact with customers, information on the kinds of appliances sold, the new models, their care and use. Employees are reached through: series of demonstrations for women employees and employees' wives of new models in appliances; writing company organ releases on appliances, recipes, food and homemaking information; training for salesmen to show care and use of appliances; training for servicemen to show care and use of

¹¹"Home Service a Career," p. 8.

¹²"Home Service Sells Through Public Relations," p. 3.

appliances as well as effects of temperatures, burner adjustments, and proper utensils for each cooking operation. In many instances, those attending classes participate in cooking procedures.¹³

Dealer Relations

The assistance offered to appliance dealers by the home service is in a true sense sales promotion. Such a program may also have public relation value, for it establishes a feeling of good will between the utility company and the dealer. It also gives opportunity for further establishing customer relations. There are several programs conducted for dealers and their salesmen. A few of these are: the dealers demonstration, which may be a floor demonstration or better known as traffic demonstration, usually presented in the dealer's store featuring a new model; a special sale or a special campaign; employee demonstrations given as a sales training demonstration for dealer employees, dealer salesmen or new dealer salesmen; and prospect demonstrations for groups of prospective customers who may be invited to the dealer's store or the home service department. Features of a new model, advantages of kitchen appliances using utility products as fuel, all features of a particular brand range, or specific feature such as automatic clock control are often subjects of

¹³Ibid., p. 6.

demonstrations. Most home service departments provide literature to dealers for distribution in their store for their customers. Other materials given are recipe cards and leaflets, recipe booklets, time and temperature charts, laundry information, kitchen planning materials, and information on the use and care of major appliances in the home.^{14, 15}

Community Relations

The utility industry by the very nature of its product is a public business and home service, which has been founded on the principle of its relations with the customers and the community as a whole. The utility company as a public utility is a part of community life, and through its employees, it maintains representation and participation in many organized activities. Home service and department members represent the company in many community organizations and civic projects. Most companies take active part either as a member or as an organizer of a community program. Community relations may include club programs, special groups, public cooking schools, exhibits and displays, judging fairs and special contests, and active memberships in organizations. Programs of special

¹⁴Ibid., p. 7.

¹⁵"Home Service a Career," p. 8.

interest to organized clubs may be scheduled through personal contacts with officers or through a mailing, listing program available. These meetings are sometimes presented in homes as a special service such as to young homemakers whose small children and lack of transportation may limit attendance in the home service department office. These are classes offered especially to such groups as Red Cross and Nutrition Committees, the blind, YWCA, YMCA, and brides. The lessons may be presented by the home service or they may work with other professional and specialized individuals. Public cooking schools are often sponsored by utility companies in conjunction with newspapers and food companies. They are definitely direct sales promotion, but not to be overlooked is the value it renders as part of community relation, for they offer to groups of homemakers new food and appliance information. Home service directors are most often called upon for help when there is some kind of public exhibit or display, fairs, home shows, or carnivals. They cooperate in installing appliances, greeting the public, or talking with homemakers. Community contests sponsored by the county, state, civic groups, food companies, appliance dealers, and other groups call upon the home economist of the utility company to serve as judge. Home service actively participates in community and professional affairs whether local, state, or national level. This active participation establishes in the minds of the public the knowledge that they are

served by persons who are competent and well-qualified members of the utility companies. Many home service directors in the utility company have served as president of their own state Home Economics Association, or as other officers in many other associations both professional and civic.^{16, 17}

School Relations

Many home service contacts with young people are made through school programs. The home service recognizes the importance of the students of today as the homemakers, business leaders, and civic leaders of tomorrow. Through home service personal calls and by special booklets, public schools and colleges are given many services. Most companies have appliance replacement programs which home service presents and explains to teachers. Several utility companies have instituted annual special dinners for the teachers of the community as a form of good school relations. The dinners are actually a get-acquainted activity, but they provide opportunity for explaining the services of the home service, pertinent company policies, current information on the products of the utility and appliances. The dinners which are most often given in company

¹⁶"Home Service Training on the Job," pp. 13-14.

¹⁷"Home Service Sells Through Public Relations," pp. 7-9.

auditoriums, restaurants, and hotels, include demonstrations, skits, films, fashion shows tied in with appliances, speeches, or tours. Request class programs on the use and care of appliances, kitchen planning talks, and films for home economics classes in nutrition and food preparation, career talks, and tour to the companies' office are other school service activities.¹⁸

Youth Group Relations

Youth organizations provide opportunity for the utility companies to make contributions in the forming of strong community members. The importance of educating the youth of a community in the values of the utility as a fuel and in proper selection, care, and use of equipment has been a concern of the home service. Youth group services offered include: cooking courses for Scouts, Campfire Girls and Girl Guides; assistance in "Junior Achievement, Inc."; summer demonstrations, talks, and films for teenagers; and contest judging for 4-H and Future Homemakers of America.^{19, 20}

¹⁸Ibid., pp. 10-11.

¹⁹"Hitch Your Wagon to a Star," American Gas Association (New York), pp. 8-9.

²⁰"Home Service Sells Through Public Relations," p. 13.

Press Relations

Home service considers press relations of great importance; recipes, information on the latest appliances, and promotions on homemaking subjects are offered to newspapers, radio, and television. Home service supplies newspapers and agencies with photographs from department files, and often arranges and takes food and appliance photographs for them. Regular weekly releases on special appliances, homemaking, and recipe arrangements are also given. Besides the company programs on radio and television, home service directors are frequently invited as guests. In many instances, the home service has been called upon to supply appliances and complete kitchen arrangements for use in television studios. Occasional parties, luncheons, or dinners are given for some specific reasons such as showing of new appliances touring a new department, showing a film or observing an anniversary, or introducing new members of the home service departments. There are varied activities planned for the whole season to promote good press relations: spring style show of ranges, show of homes, or new utility kitchens.^{21, 22}

²¹Ibid., p. 14.

²²"Home Service Training on the Job," p. 15

Findings in Meal Planning

Nutrition is of concern to all people at all times. An important educational and economic problem is how to bring to all people the benefits of the newest knowledge of nutrition as quickly as possible. There is still much to be done in convincing the individual that he is personally responsible for the improvement of his food habits in the light of what he knows about well-balanced meals.

Young, Berresford, and Waldner made a study of 331 families in Rochester, New York, and 315 in Syracuse, New York, which was designed to be descriptive with regard to the following:

- a. The homemaker's knowledge of food and nutrition as applied to feeding her family.
- b. The relationship between her nutrition knowledge and actual practices in feeding her family.
- c. The problems of these urban homemakers in planning, buying, or preparing food for their families and some of the possible means of helping with their problems.
- d. The sources from which the homemaker believed she received her nutrition information.
- e. Certain habits with regard to shopping, meal planning, food expenditure and eating.²³

²³C. M. Young, K. Berresford, and B. G. Waldner, "What the Homemaker Knows about Nutrition I. Description of Studies in Rochester and Syracuse, New York," Journal of American Dietetic Association, Vol. 32 (1956), p. 214.

Age, formal education of the homemaker, and family income were factors considered in this study. Nutritional knowledge and practices of the homemaker appeared to be related. The practices of the homemaker were better than her nutrition knowledge. The percentage of homemakers who used milk products and citrus fruits decreased as the age increased. Also, a higher percentage of young homemakers used all of the basic seven food groups. Homemakers who had completed high school had better practices than those who had only some high school education. The homemakers showed the weakest knowledge and the poorest practices in the use of citrus fruits, tomatoes, cabbage, green and leafy vegetables, milk, cheese, and ice cream.²⁴

In the queries about meal planning and shopping practices of the homemaker, they found that the younger, better educated homemakers and those who have studied foods, did more advanced meal planning than the older, less educated ones. The well-informed homemaker was more concerned with what foods are "good for you" and less concerned with food likes and dislikes. The report also showed that family food shopping was done chiefly by the homemaker, usually once a week. Meals were not planned much ahead of time. The majority of the homemakers felt their families were getting adequate diets. The younger, better educated

²⁴C. M. Young, K. Berresford, and B. G. Waldner, "What the Homemaker Knows About Nutrition II. Level of Nutrition Knowledge," Journal of American Dietetic Association, Vol. 32 (1956), p. 221.

homemakers encountered difficulty in planning, buying, and preparing food for the family. Some of the problems were: obtaining a variety of food items, planning to suit family needs, budgeting, making quick meals, and planning special diets. Magazines and newspapers ranked as primary sources of information on what to feed the family. Mother and relatives were persons mentioned most often as sources of meal planning information. Recipes on food preparation and meal planning were used more extensively than any other material supplied.²⁵

Factors Influencing Food Habits

There are four reasons for the rapid changes in eating habits during recent years according to Queen.²⁶ They are:

1. Economic.
2. Semi-Sociologic.
3. Health.
4. Industrial.

People have more money to spend for a greater range of choice of food. Many homemakers are working outside the home and buy selectively both for balanced meals and ease of preparation. Health is given as a reason for radical

²⁵C. M. Young, K. Berresford, and B. G. Waldner, "What the Homemaker Knows About Nutrition IV. Her Food Problems, Shopping Habits, and Sources of Information," Journal of American Dietetic Association, Vol. 32 (1956), p. 434.

²⁶G. S. Queen, "Culture, Economics, and Food Habits," Journal of American Dietetic Association, Vol. 33 (1957), pp. 1044-1045.

changes in food consumption. Queen states: "during the war Uncle Sam made the homemaker conscious of the Basic Seven; and today the insurance companies and song writers make us fear obesity." Industry is aiding the homemaker to discard her "hoary" dietary patterns by offering foods attractively packaged, frozen, and pre-cooked. The food industry offers irreputable evidence that the economic factor is dominant over the cultural modification of the food habits of the people.²⁶

A survey of the duties of the home service was valuable in that it showed the author what additions and modifications must be made in the role of the home service director in the Philippines.

A survey of studies by Young, Berresford, Waldner and Queen helped the author in the preparation of a questionnaire to be used as a device for collecting data which can be used for strengthening the role of the home service director and the home service program. The role of the home service director in the Philippines and the value and application of the questionnaire will be discussed in greater detail in Chapter V.

²⁶Ibid.

CHAPTER III

METHODS USED IN THE COLLECTION OF DATA

A brief statement as to the methods for collecting the data used for the study will be included in this chapter. The three methods used were:

1. Four days visit to a local utility company.
2. Observation of four commercial demonstrations.
3. Development of a questionnaire.

The author is aware that home service departments of utility companies all over the world vary in the performance of their work. She wanted to gain actual experience on how home service directors carry out their responsibilities because it is her belief that they have implications for home service programs in the Philippines. The head of the home service department of a local utility company was contacted last summer. Arrangements were made for the author to spend four days with the home service staff in Oklahoma City, in order to become acquainted with their work and to gain first-hand information of the total home service program. Some of the activities participated in were: reviewing of file of activities, making home calls, and presenting a demonstration of food dishes from her

country. Several pamphlets and bulletins were given her which are summarized in the review of literature.

Demonstrations are a vital part of every utility home service program. They are events of paramount importance because they offer the homemaker opportunity to see the modern appliances in actual operation, to note the ease with which they can be used, and to actually see the results obtained. Whatever the purpose may be, demonstrations must justify the desire of the group and at the same time please their interest, and provide them with "eye and ear" satisfaction.¹ One of the avenues by which a utility company can sell an idea, whether it may be convincing the homemaker of the benefits derived from the use of certain products or explaining the use of the range or refrigerator, is through demonstrations.

The observations presented by commercial demonstrators, the analyses of references, and the author's experience as a student in a methods course emphasizing demonstration, were used as sources of information for developing a criteria for setting up an effective demonstration program. To find out what basic principles and techniques were applied as well as the uniqueness of each demonstration, four demonstrations were observed. A form for recording was prepared and used throughout the observation.

¹Frances Maule, Careers for the Home Economist (New York: 1943), p. 142.

Some of the items recorded were: the title, the group, the purpose, the procedures, the presentation, and the teaching aids used.

After observing the four demonstrations, the record for each demonstration was studied for similarity in set-up and presentation. This was done in an effort to identify the basic procedures followed in order that a guide for an effective demonstration might be developed. A summarized description of each demonstration observed is presented in Chapter IV.

There were three demonstrations given by a home service director of a local utility company to varying groups, namely: the Girl Scouts, sophomore high school students, and dealers of appliances. The fourth demonstration was given by a director of home economics of a food company for individuals attending a short course in Hotel and Restaurant Management.

Since the author believes that a home service program has a contribution for better family living, it seemed desirable to gain information on the problems for which many homemakers may need help. The writer has limited this part of the study to finding information regarding the problems and needs of homemakers in meal planning. It is hoped that the information secured will give the answer to some questions such as: What are the practices of the homemaker with regard to planning meals, food budgeting, and food shopping? Does she feel her nutrition

knowledge is adequate; if not, does she feel she needs additional information? What are some of the sources of information on meal planning which she has used? What are her problems with regard to the use and care of major appliances? What assistance would she like from a home service director of a utility company regarding meal planning for her family, use and care of kitchen appliances, and other help she might desire?

The study was limited to homemakers in the community of Stillwater, Oklahoma, a college town located in the north central part of the state. It was further limited to homemakers who had participated in a program given by a home service director of a local utility company.

In the preparation of the questionnaire, helpful suggestions were obtained from the study of Young, Berresford, and Waldner in New York state in 1953.

The questionnaire developed for this study was composed of two types of information, namely: information regarding the homemaker and her family; and information regarding the practices and problems in planning, preparing, and serving three nutritious meals a day for the family as identified by the homemaker. A free response question was included to give the homemaker a chance to express herself. She was asked to list the assistance she desired to have from a home service director of a utility company regarding meal planning for her family, use and care of kitchen equipment, and other help she desired. In

order that the women cooperating in the study would feel free to give their frank opinion, no signatures were requested on the questionnaire. A sample of the questionnaire appears in the Appendix.

Test questionnaires were given to a group of secretaries of the College of Home Economics of Oklahoma State University before the questionnaires were presented to the participating homemakers. Some minor revisions were made on the questionnaire as a result of the trial test.

The writer was fortunate to have the assistance of the Home Service Director of a local utility company in Stillwater in securing names of organizations which have had the help of the home service director. The leaders of the organizations were contacted and arrangements were made for the writer to attend one regular meeting of the organization to give the homemakers a brief review of the study and to explain to them the questionnaire which would be given later.

A total of fifty homemakers from the Christian Women's Fellowship and Jaycee Jaynes answered the questionnaire. The responses on the questionnaire were carefully studied and tabulated. Although the items were highly structured, most of the homemakers failed to check the "No" answer, so the only possibility was to tabulate the "Yes" answer. The results will be presented in Chapter IV, Interpretations of Data.

CHAPTER IV

INTERPRETATIONS OF DATA

The presentation of data and the interpretation of the findings will be summarized in this chapter in the following order: Visit to a Local Utility Company; Observation of Four Commercial Demonstrations; and Data From The Questionnaire on Problems and Needs of Homemakers in Planning Three Nutritious Meals a Day.

Visit to a Local Utility Company

The author's visit to a local utility company gave her an opportunity of obtaining first hand information about home service activities. The activities given emphasis by the home service department are as follows: School and Children's program, Home Calls, Dealer's program, and Company program. Planning ahead is considered of utmost importance because the activities change with the season; dealer's calls are usually during the month of September and October; school demonstrations, school programs, parade of homes, kitchen planning consultations during Spring and Fall. Aside from the scheduled activities of the year, a home service director's week is occupied with reading daily mail, classifying and filing them, daily home calls,

frequent conferences with servicemen regarding existing problems and other matters that come up during the week. An hour each week is devoted to reading reference materials and study of new ideas for future use and writing down of ideas to discuss on home calls and other calls.

A typical home service day includes telephone requests for recipes, answers to laundry problems, party menus for quantity planning and other appliance problems. A homemaker called requesting assistance in preparing fruit molds. The handy file of master recipes helped the home service director in the telephone interview. An interesting call from a farm housewife required attention of several home service directors. The housewife wanted help in preparing bull's meat. The cookbooks and recipe file were consulted but to no avail, so one of the home service directors suggested cooking the bull's meat the same way as beef but prolong cooking time.

The home service director and the author, joined later by a utility service engineer, made a call in response to a request on a previous call. The homemaker wanted assistance with an existing problem in the inability of the temperature control of the oven to function properly. While the service engineer was busy working on the oven, the home service director engaged the homemaker in a talk on new recipes and the latest appliances in the market. The home service director brought with her a brief case in which she has a complete kit of materials to work with such as:

baking sheet, oven thermometer, pot holder, apron, recipes, and information materials. Refrigerated biscuits were baked in the oven to try the efficiency of the temperature control. The home service director left tested recipes adapted to the appliance and leaflets which will encourage the homemaker to try new food preparation and to use new recommended methods of cooking.

The author was requested to demonstrate some tropical foods from the Philippines. The recipes, Adobo (spiced chicken and pork) and Fried Rice, were prepared after which photographs were taken of the finished product by a local newspaper personnel. The pictures and recipes of the food prepared were later used for the gas company article on "Recipes of South Pacific", a summer special feature of the utility company.

Observation of Four Commercial Demonstrations

The demonstrations observed were as classified into the following: Demonstration A, Girl Scout group; Demonstration B, Sophomore Students; Demonstration C, Dealers of appliances group; and Demonstration D, members of the Hotel and Restaurant Management course. The demonstration will be summarized in the order given above.

Demonstration A

Six Girl Scouts from Washington School took the "Cooking is Fun" class, a cooking course offered by a local

utility company. This was composed of four two-hour series of class participation lessons which entitles a girl to meet the requirements and earn a certificate and merit badge in the organization work. Emphasis is also given to the proper selection, care and use of gas appliances.

The girls were asked to fill out registration forms before the class started. The demonstrator introduced herself, then explained the requirements, the rules and regulations, and the activities that the girls would perform. "Vegetable Varieties" was the main subject of the demonstration. An explanation of the types, uses and care of kitchen utensils and major kitchen appliances was presented using various pieces of equipment as examples. The demonstration on the use and care of the gas appliance was arranged in such a manner that group participation was provided. The finished products prepared by each group were attractively displayed on a buffet table, after which discussion of the procedure of preparation by each cook followed. The girls then sampled the dishes and evaluated them.

The other two following classes have a similar procedure as the one described in the preceding paragraph, but with different types of food. The highlight of the course is the fourth class, which is followed by a tea given for the parents of the participating girls.

Demonstration B

The utility company is a leader in providing service to public schools and colleges. The importance of the students of today as future homemakers of tomorrow is recognized by the utility companies. Through home service calls and by special pamphlets, schools are provided with many services. Home service directors visit schools regularly and demonstrate the use and care of the appliances installed by the utility company of which they form a part. They acquaint students and make available to them the satisfaction of using the pieces of equipment in their school. The home service director of a local utility company presented a demonstration on the use and care of three newly installed appliances in the Stillwater Junior High home economics building. The 34 sophomore members of the homemaking class enjoyed the demonstration on preparing snacks in a limited time.

Actual preparation of some recipes was done to further emphasize the use and care of the appliances. Most of the newest features of the appliances, such as the timer on the oven and rotisserie, were used. Questions were entertained during the demonstration. Helpful hints all through the demonstration were given. The finished products were displayed and the students sampled the dishes prepared.

Demonstration C

A feeling of good will between the utility company and the dealer which might give opportunity for further establishing customer relations is the value derived from a dealer demonstration. In the real sense, it is more of a promotion. A group of 27 appliance dealers within the area covered by Stillwater, were invited to dinner by a local utility company. The dinner was principally a get-acquainted activity, but also provided opportunity for explaining the current information on gas and gas appliances, such as: features of the new models, advantages of gas cooking appliances, and special features of other appliances.

The dinner was followed by a demonstration of the latest appliance, like the broiler, infra-red cooking, and several others. Actual preparation of food was done with the demonstration of each feature. Ideas and helpful hints that could help the dealers in their own store to create better sales were given throughout the demonstration. The raffling of the dishes prepared during the demonstration climaxed the evening dinner. Literature was distributed to help the dealers to get better acquainted with gas as a fuel and the latest information on the appliances on the market.

Demonstration D

"The Little Extras That Count in Food Service" was the theme of the demonstration presented by the home economics

director of a food company. A group of 30 individuals attending a short course in Hotel and Restaurant Management composed the audience. The purpose of the demonstration was to show the artistry of food combination using dairy products. The demonstration which lasted for two hours included the preparation of the following: varieties of salad using cottage cheese, different sauces, and different ways of decorating dishes with cheese. The main emphasis throughout the demonstration was the creation of simple, attractive, and flavorful dishes from milk and milk products that lend eye appeal and add interest in foods. The finished products were artistically displayed and served to the audience.

In all four demonstrations, the purposes were identified but they were different because of the difference in age and activities of the group. The Girl Scout's "Cooking is Fun" class was presented in cooperation with a community youth project. The school demonstration for the Sophomore students of Stillwater Junior High was more in line with their homemaking activities so it could be classified as an educational type of demonstration. The utility company installs several pieces of appliances in schools to acquaint the students with the appliances and also to show them the satisfaction derived from the use of the appliances in the hope that as future homemakers, they will be prospective customers. The Dealer's demonstration is, in a true sense, a sales promotion. It could be pointed out though that the

because the audience was of professional level; artistry of presentation of dishes using milk and milk products was emphasized.

There were several teaching aids used that helped carry out the purposes of the demonstrations and these, too, differed with the four groups. "Rules for a Good Cook", recipes of the dishes prepared complete with the smallest detail of procedure, and assignment sheets were distributed to each Girl Scout. The assignment sheet served as a continuity of the lesson learned during the first class. The recipes for preparing snacks were handed the Sophomore home-making students. A booklet containing selling practices and educational material that will help customers in their quest for full value for each dollar spent for modern appliance was given to the dealers at the end of Demonstration C. Other material given the dealers was a leaflet presenting the advantages of gas over electricity and the superiority of the modern gas appliances over electric appliances. The Hotel and Restaurant group were given recipes which were demonstrated and also other recipes which they might want to try.

Data From the Questionnaire on Problems and Needs of Homemakers in Planning Three Nutritious Meals

The data for this study was secured by means of the questionnaire given to a total of 50 homemakers. The results will be presented in the same order that the various

items appeared on the questionnaire.

Reference to Table I shows the range of women participants married from one to more than twenty years.

TABLE I
SUMMARY OF THE NUMBER OF YEARS THE HOMEMAKER
HAS BEEN MARRIED

Number of Years Married	Total Sample	
	No.	%
Group A:		
One year or less	0	0.0
One year to six years	8	16.0
Seven to 12 years	10	20.0
Group B:		
Thirteen to 20 years	7	14.0
Group C:		
More than 20 years	25	50.0

There were 50 homemakers selected for the study; eight women have been married for one to six years totaling 16 per cent of the entire group. Ten homemakers, or 20 per cent of the entire group, have been married for seven to 12 years. The smallest group was composed of seven homemakers who have been married for 13 to 20 years, or 14 per cent of the participants. The remaining 25 homemakers have been married for

more than twenty years. Thus, it can be seen that half of the homemakers were from the group that were married for more than 20 years with almost equal percentage for the other three groups.

For further analysis, the total sample was divided into three groups: Group A, representing 18 or 36 per cent of the participating homemakers; Group B, representing seven or 14 per cent; and Group C, representing 25 or 50 per cent of the participating homemakers. Since there were no homemakers who have been married for a year or less, two groups were combined together, one year to six years and seven to 12 years. The basis for the grouping was that, it was felt that homemakers who have been married for one year to 12 year would have a majority of younger children; homemakers married for 13 to 20 years would have teenage children; and homemakers married for more than 20 years would have more adult members in the family. Because of the difference in the age of the members of the family, there may be some differences in meal planning problems.

Table II shows the number of individuals in each age group among the groups of homemakers. More than one-half of the children are of school age with the greater number in Group C. On the whole the younger married group had a larger number of young children; there is no great difference in the other two groups. Group C had children in all age groups, the greater number are school age and teenagers as well as adults, both men and women. Group A, comprising

homemakers who have been married for one to 12 years, do not have adult men and women from 40 years and 60 years and above in their family. The greater number of adult men and women in Group C are from 40 years to 60 years of age and above. There is no great significance in the distribution of individuals of different age groups in Group B. This may be because of the small number of women participants.

TABLE II
NUMBER OF INDIVIDUALS IN EACH GROUP

Age Group	Groups		
	A	B	C
Infants	4	0	1
Below School Age (1-5 years)	12	1	5
School Age (6-12 years)	5	4	18
Teenager (13-19 years)	0	4	17
Adult Men:			
20-39 years	15	0	9
40-59 years	0	3	14
60 and above	0	4	11
Adult Women including self:			
20-39 years	16	3	11
40-59 years	0	2	15
60 and above	0	2	19

To determine the educational attainment of the homemaker in this study, participants were asked to check the highest education level they had completed. Less than one half of the homemakers on the whole had completed high school; more than one half in Group A, however, had completed high school. A little over two thirds of the homemakers in Group B had received an undergraduate degree; one third of the women in Group A and less than one half in Group C. None of the homemakers in Group A who finished college majored in Foods and Nutrition. Very few of the women of the entire group majored in Home Economics. There were varied majors other than the ones mentioned such as: General Education, Business Education, Elementary Education, Speech and English, Sociology, Fine Arts, Economics, Music, History, and Psychology. Out of the 44 per cent who finished college, only two from Group C pursued their postgraduate degree, Master's of Science. The findings showed that a higher percentage of those who had completed high school as the highest level of education are young homemakers. Group B, however, had a higher level of formal education than the other two groups, although two homemakers of Group C had Master's degrees. (Table III).

TABLE III
EDUCATIONAL LEVEL OF HOMEMAKER

Highest Level of School Completed	Groups		
	A %	B %	C %
Grade School	0.0	0.0	16.0
High School	67.7	14.3	40.0
College	33.3	85.7	44.0
College Majors:			
Home Economics	5.5	0.0	4.0
Foods and Nutrition	0.0	14.3	4.0
Advanced:			
Master of Science	0.0	0.0	8.0
Doctorate	0.0	0.0	0.0

Since a large number of homemakers according to releases from labor statistics are gainfully employed, the author wanted to find this statistic in the groups she selected for this study.¹ As can be seen in Table IV, a majority of the women are full-time homemakers which is contrary to the national findings. About one-fifth of the homemakers in Group A and C combined homemaking with

¹"Today's Women in Tomorrow's World," United States Department of Labor (Washington, D. C.: 1960), p. 177.

part-time work; a very small percentage from these two groups combined homemaking with full-time work.

TABLE IV
SUMMARY OF OCCUPATION OF HOMEMAKERS

Occupations	Groups		
	A %	B %	C %
Full-time homemaker	72.0	100.0	80.0
Combine homemaking with part-time work	22.0	0.0	16.0
Combine homemaking with full-time work	6.0	0.0	4.0

In a check list of sources of information on meal planning, more than three-fourths of the homemakers participating gave the "Mother and sister" as a source. "Friends and neighbors" were given the same importance. The results are comparable to those in other studies, in that "Mother or relatives" likewise head the list.²

²C. M. Young, K. Berresford, and B. G. Waldner, "What the Homemaker Knows About Nutrition IV. Her Food Problems, Shopping Habits, and Sources of Information," Journal of the American Dietetic Association, Vol. 32 (1956), p. 429.

Of the professional groups inquired about, the physician was the person from whom Group A believed that the most information had been received, but as the group became older, the percentage varied for hospital dietitian to physician. One interesting point was noted, the members of Group C used all reference materials more extensively than the other two groups. In all three groups, standard cookbooks ranked high in the check list of reference materials used. The reference materials listed are in the following order: (from the highest to the lowest) standard cookbooks, magazines, newspapers, extension bulletins, commercial leaflets and booklets, radio, television and others. Boston Cooking School Cookbook, Better Homes and Garden, Joy of Cooking, and Betty Crocker Cookbook were the cookbooks mentioned by the homemakers. Ladies' Home Journal, Woman's Home Companion, McCall's, Better Homes and Garden, and Family Circle were the magazines most often used. There were but a few newspapers listed, and they were The Daily Oklahoman, Tulsa Tribune, and The Stillwater News-Press. The younger group tended to depend upon mother and relatives for information on meal planning; the other two groups included more homemakers who indicated the home service director as the person who had been of help to them. Market owners did not receive any response, (Table V).

TABLE V
SOURCES OF MEAL PLANNING INFORMATION

Sources	Groups		
	A %	B %	C %
PERSONS:			
Mother and sister	83	86	88
Other relatives	33	43	36
Friends and neighbors	33	57	88
Home demonstration agent	22	29	40
Home service director	6	57	24
Market owner	0	0	0
Hospital dietitian	0	14	12
Physician	17	14	12
Other	17	43	16
REFERENCE MATERIALS:			
Standard cookbooks	78	71	96
Magazines	50	57	100
Newspaper	22	57	76
Extension bulletins	11	29	72
Commercial leaflets and booklets	11	43	44
Radio	6	29	44
Television	0	29	40
Others	0	43	20

A question regarding the training in foods and nutrition was asked in order to find out if the homemakers felt they had secured adequate help in school to aid them in planning nutritious meals for their family. In Table VI, these results are tabulated. In looking at the table, one finds that more than one-half of the young homemakers in Group A felt that their knowledge of nutrition was

adequate; however, this same per cent felt that they still needed additional information. About one-third of the homemakers in Group C had training in high school homemaking classes, special college courses in foods and nutrition as well as in college and/or health classes, and more than one-half of them felt their knowledge of nutrition was adequate. They did not indicate their knowledge was inadequate, but they felt additional information would be of help, (Table VII). Young, Berresford, and Waldner found that those who studied about foods and nutrition in school gave better responses to questions on nutritional knowledge, but many gave little evidence of this knowledge. A majority of the homemakers of the entire group used the Four Basic Food groups as a check for meal planning, which differed from the studies done in New York: 75 per cent had never heard of the Basic Seven and less than 10 per cent knew anything about the nutritional value of bread, cereal, or margarine.³

³C. M. Young, K. Berresford, and B. G. Waldner, "What the Homemaker Knows About Nutrition III. Relation of Knowledge and Practice," Journal of the American Dietetic Association, Vol. 32 (1956), p. 321.

TABLE VI
SUMMARY OF ADEQUACY OF NUTRITION KNOWLEDGE

Adequacy of Nutrition Knowledge	Groups		
	A %	B %	C %
Feel knowledge of nutrition adequate	67	50	52
Need additional nutrition information	67	71	62
Use Four Basic Food groups as a check for meal planning	72	83	80

TABLE VII
LEVEL OF FOODS AND NUTRITION TRAINING

Courses in Foods and Nutrition	Groups		
	A %	B %	C %
Elementary school training	17	14	16
High school homemaking classes	83	71	64
High school science and/or health classes	28	0	32
College special courses in Foods and Nutrition	28	14	32
College science and/or health classes	17	14	36

In response to the question on how meals are planned, it was revealed that approximately one-half of all the homemakers planned their meals daily. A fourth of the homemakers in Group A and C and over half of Group B planned meals weekly. Only four per cent of Group C planned monthly. A fifth of Group A "Did little or no pre-planning but when shopping." Contrary to other surveys this would indicate there was considerable planning done by the homemakers.⁴ (Table VIII).

TABLE VIII
SUMMARY OF HOW MEALS ARE PLANNED

Types of planning	Groups		
	A %	B %	C %
Daily	50	43	60
Weekly	28	57	28
Monthly	0	0	4
Little or no pre-planning but when shopping	22	0	8

⁴C. M. Young, K. Berresford, and B. G. Waldner, "What the Homemaker Knows About Nutrition IV. Her Food Problems, Shopping Habits and Sources of Information," Journal of American Dietetic Association, Vol. 32 (1956), p. 431.

The responses to the question on the factors considered in planning meals for the family are shown in Table IX. All of the groups did give importance to all of the factors, but "Nutritional value" ranked highest for all groups. Group B, however, gave 100 per cent consideration to cost of meals. Homemakers who had been married for one to 12 years were less concerned with "Variety of items of food" than those who had been married longer. The responses of Group C were comparable to the study by Young, Berresford, and Waldner. On the whole, it could be said that the participating homemaker considered all factors when planning meals for the family, although some groups gave more weight to certain factors.

TABLE IX
FACTORS TO CONSIDER IN PLANNING MEALS FOR THE FAMILY

Factors	Groups		
	A %	B %	C %
Nutritional value	89	100	88
Likes and dislikes of family member	78	71	72
Ease of preparation	67	86	76
Cost of meal	72	100	64
Variety of items of food	50	71	72

A little over two-thirds of the homemakers in Group B had a monthly budget for food; less than one-half of the homemakers in Group A and only one-fifth in Group C had monthly budgets for food. About one-third or 33 per cent of the homemakers in Group A had "Other ways in which money is allotted" but failed to mention how it was done. Group C had the same percentage (20 per cent) in the three methods listed for budgeting food allowances, (Table X).

TABLE X
SUMMARY OF METHODS IN FOOD BUDGETING

Methods	Groups		
	A %	B %	C %
Weekly budget for food	25	33	20
Monthly budget for food	44	67	20
Other ways in which money is allotted for food	33	0	20

Regarding the shopping practices of the homemaker, this study indicated that the majority of the homemakers in all the groups shop in person for the major portion

of the family food. In other studies, it was also found that the homemaker did the shopping herself.⁵ Only the homemakers in Group C delegated shopping to their husbands but the number was not very great. Miscellaneous arrangements for food shopping such as ordering over the telephone, children, and others, received no reply, (Table XI).

TABLE XI
SUMMARY OF SHOPPING PRACTICES

Methods	Groups		
	A %	B %	C %
Shop in person	94	100	88
Order over the telephone	0	0	0
Delegate shopping to:			
Husband	0	0	12
Children	0	0	0
Others	0	0	0

The author wanted to find out how extensively the recipes, pamphlets, manuals, and other printed material distributed by commercial companies are used by homemakers.

⁵Ibid.

Table XI shows that recipes written on food packages ranked highest in all three groups among the commercial materials used. More than one-half of the homemakers in both Groups B and C used the materials given by the home service demonstrator. The manual that accompanies kitchen equipment was used to a considerable extent by all groups. On the whole, all the different kinds of printed materials were used by all the groups.

TABLE XII
SUMMARY OF SOME COMMERCIAL MATERIALS USED

Kinds of Materials	Groups		
	A %	B %	C %
Materials given by home service demonstrator	33	71	60
Recipes written on food packages	83	86	60
Manuals that accompany kitchen equipment	45	71	56

Since much of the teaching of the home service person is done through the demonstration of ranges, freezers, and

other appliances making use of gas or electricity, the author wanted to know how many of the homemakers make use of the appliances that are on the market, and if they use the special features that are attached to these appliances.⁶ This study reveals that the majority of the participating homemakers own an electric mixer. More than one-half of the homemakers use the freezer for ready-to-serve food; the homemakers in Group C had the highest percentage for using the freezer for long storage of pre-cooked food. There were no indications given whether the homemakers have freezers as a separate appliance, but it does show that most of the homemakers use freezers for pre-cooked and ready-to-serve food, (Table XIII).

⁶Olive A. Hall. Home Economics Careers and Homemaking. (New York: 1958), p. 155.

TABLE XIII
LIST OF SOME KITCHEN APPLIANCES USED

Kitchen Appliances	Groups		
	A %	B %	C %
Home freezer for long time storage of pre-cooked food	33	43	64
Home freezer for ready-to-serve food	56	57	64
Timer on range	72	57	76
Electric Mixer	83	85	64
Broiler on range	78	100	64

Most of the homemakers did not answer the free response questionnaire so that a tabulation of the answers given by a few of the homemakers was not possible. The author, however, categorized the answers of the homemakers who gave replies. Problem areas mentioned by the homemakers who have been married for one year to 12 years indicated that the greatest need in meal planning included low cost meals, variety of food, menu planning and balanced meals. The majority of the homemakers who have been married for more than 20 years were more concerned about convenience food and ease of preparation; Group B

experienced difficulty in low cost meals and nutritious well-balanced meals.

The majority of the homemakers who mentioned their needs in the use and care of equipment indicated that they needed help in using the timer on their oven, procedures in cleaning major appliances in the home, and information concerning the cleaning supplies that are used in some specific appliance, i.e., the broiler.

About one-tenth answered the item on "Other help you might desire" from the home service director and these included: house cleaning, maid service, cooking school and seasonal buying in general.

From the findings on the questionnaire, some problems and needs of homemakers were identified. Referring back to the questions hoped to be answered, the following were reported: the major portion of food shopping in all three groups was done by the homemaker; more than one-half of the participating homemakers planned their meals daily; very few homemakers, only those in Group C, planned monthly; all three groups of homemakers said they had a certain amount of money allotted for food expenditures. A little over two-thirds of the homemakers in Group B had a monthly budget for food, the budget of the other two groups varied weekly to monthly and other ways, but failed to give the ways in which they varied. "Mother and sister" ranked high in all three groups as the person who gave meal planning information; reference materials on meal planning

were used more extensively by Group C; of the professional groups, the physician was cited as most often giving information on meal planning. In all three groups who had indicated a desire for help, the following were some of the problems expressed with regard to meal planning: low cost meals, ease of preparation, variety of items of food, menu planning, balanced meals, food budgeting, and time saving meals. The homemakers in Group A, married for one to 12 years, mentioned low cost meals, variety of items of food, menu planning, and balanced meals particularly. The most common need cited by Group C was on convenience food and ease of preparation. Group B experienced difficulty in low cost meals and nutritious well-balanced meals. In each group, the homemakers indicated that the most needed help in the use and care of kitchen equipment was in the use of the timer on the oven, procedures in cleaning major appliances in the home, and the cleaning supplies for specific appliances. Some homemakers indicated other problems on which they desire help. Many expressed a desire for help in non-specific terms or that they wanted help but did not know what would be most helpful.

CHAPTER V

SUMMARY AND CONCLUSIONS

The purposes of the study were:

1. To identify the role of a home service director.
2. To develop a guide for an effective demonstration program.
3. To secure, by means of the questionnaire, the problems and needs of homemakers in meal planning that can contribute to the home service program.
4. To develop suggestions for strengthening the home service program in the Philippines; first-hand information on how the home service staff works, review of reference materials on home service, observation of commercial demonstrations and the development and administration of the questionnaire were used as bases for strengthening the home service program in the Philippines.

Role of the Home Service Director

The functions of the home service director in the United States are more numerous than in the Philippines.

The role of the home service director in the United States as defined by the activities she performs includes:

1. Organizing programs for better family living for the home, school youth, and community as a whole.
2. Planning articles on all topics of interest to homemakers and their families in new food, new fashions, ideas for entertaining, suggestions for better work methods.
3. Offering materials, exhibits, suggestions to help promote the value of the utility and the appliances that make use of the products of the utility through cooperation with community groups of all ages.
4. Training sales personnel on selling points that help the customer to realize the benefits that can be obtained from the use of utility and the appliances that make use of the products of the utility.
5. Presenting programs on care and use of appliances for dealers, salesmen, and utility employees.
6. Helping people in the community to understand the fundamental role of the utility company in a broad program of better family living.
7. Building customer confidence by offering a year-round information service in all phases of homemaking.

There are innumerable activities a home service director is faced with and its limitations are determined only by her personality, imagination, enthusiasm, initiative, and ambition. To such a diverse program, a home service director can apply practically every phase of her home economics training. Her activities besides being varied continuously change with the season, business conditions, and company sales policies.¹ The objectives of home service are interpreted by the home service director in the skill she exhibits, the interest she displays, the ideas she discusses, and the community activities in which she participates.

Home calls are infrequently used in the Philippines. It is believed that home calls would be a valuable addition for strengthening home service programs in the Philippines because this is one of the most beneficial of all home service activities in that first-hand information of the problems and needs of the homemaker may be secured. In addition, it provides the opportunity of establishing good customer relationships. Several youth groups included in the home service program in this country are also found in the Philippines, but unfortunately these groups have not been part of the home service work. There are other phases of home service work such as: training of salesmen

¹"Home Service a Career," American Gas Association (New York), p. 4.

and servicemen, offering of materials to promote the industry, which are not extensively thought of or given major consideration in the Philippines which may strengthen the home service program in that country. Continuous program planning, therefore, is recommended to include customers, schools, youth groups, dealers of appliances, and other groups in the community.

Observation of Commercial Demonstrations

The objective of the demonstration is "to create a receptive attitude in the minds of the individuals toward the product or principle being demonstrated by the demonstrator."² These objectives can be accomplished, but it will necessitate planning and setting up of goals with an understanding of the groups' needs, interests, and abilities. The selection of adequate learning experiences is also important. A guide was developed based on the observation of commercial demonstrations, references from books on demonstration techniques, publications issued by utility companies, and the writer's own experience as a student in a demonstration course. For demonstration work to have meaning, it should:

1. Have an interesting title which is concise and explanatory.

²"Demonstration Profiles," American Gas Association (New York: 1949), p. 2.

2. Meet the needs and interests of the persons for whom it is intended.
3. Present carefully prepared ideas and materials.
4. Carefully explain all processes, procedures and techniques used.
5. Present accurate, authoritative, and up-to-date information.
6. Use the best equipment for the job to be done.
7. Use planned, previously prepared visual aids, staging displays to strengthen emphasis desired.
8. Clinch the points made through presentation and evaluation of finished products and a short summary.^{3, 4}

The guides developed for an effective demonstration are suggested for use in the Philippines with appropriate adaptations to the existing conditions in the country. For example, materials and kitchen appliances are usually a year or two years old in model. Demonstration pertaining to appliances which have been observed should coincide with what is available in the country. More informational materials on use and care of kitchen appliances and other materials such as recipes and menus that would help emphasize the purposes of the demonstration should be developed

³Mary Brown Allgood, Demonstration Techniques (New York: 1959), pp. 14-17.

⁴"Demonstration Profiles," American Gas Association (New York: 1949), pp. 3-6.

and written in the language of the people or the specific community.

Information on Problems and Needs of Homemakers

If a home service program is to make a major contribution to better family living, the home service director must study and use effective instruments for locating the problems and needs of homemakers. She must use the information secured in planning the program. It is apparent that more studies must be done in the area of identifying and meeting the needs of homemakers. The instrument used in this study is not presented as a complete product and should be refined further. There are quite a number of shortcomings in the questionnaire. To mention one, the question on the appliances made use of by homemakers. There could be a similarity in the meaning of "precooked" and "ready-to-serve" food and it would be difficult to know how the homemaker differentiated the two. In the questions that needed a "Yes" and "No" answer, the anticipated responses were not given. The writer recommends for future use that another method of presentation should be developed to encourage the homemakers to answer the question. There were other questions about which the author hoped to gain answers, through the free response particularly, but many of the homemakers failed to answer at all. It is believed that a personal interview, using open type questions, might reveal more useful information than what

the questionnaire in the study permitted. This instrument can be used in the Philippines with appropriate modification to fit the conditions in the country. For example, frozen foods are not very popular in the Philippines because they are imported, therefore, expensive; most of the kitchen appliances mentioned in the questionnaire are not widely used in the country. It is hoped that other instruments might be developed.

The information secured on the problems and needs of homemakers may be of value in planning effective home service programs in these ways:

1. Guiding home experiences of different age level of homemakers.
2. Planning and making home calls.
3. Planning and setting up of demonstrations with different groups of homemakers.
4. Taking leadership in interpreting the problems and needs of homemakers to the industry.
5. Establishing friendly relations between the utility and the homemakers.
6. Helping the community understand the home service director better.

It is believed that if the home service director sees the needs of individuals concerned as a whole, they may be better integrated with all phases of home service work. It is the author's belief that continuous program planning is essential and the cooperative effort of all people

concerned is necessary to carry out an effective home service program.

Since home service in the Philippines is still in a stage of development, the experiences, and procedures used by successful professional people would be of assistance to the home service director in the Philippines in planning home service programs. A broader outlook could be presented, new demonstration techniques used, different phases of work stressed and the wide field of homemaking extended to include more people.

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APPENDIX A

QUESTIONNAIRE

No. _____

Group _____

PRACTICES AND PROBLEMS INVOLVED IN
PLANNING, PREPARING, AND SERVING FAMILY MEALS

Your cooperation in providing information regarding problems which you may have as a homemaker in planning, preparing, and serving three nutritious meals a day for your family will be greatly appreciated. It is hoped that the findings can be used as a basis for program planning to be developed by a Home Service Demonstrator of a utility company to be initiated in the Philippines. The success of this work depends upon the information you will supply as requested for each of the following items.

1. I have been married: (check)

One year or less _____
One year to six years _____
Seven to 12 years _____
Thirteen to 20 years _____
More than 20 years _____

2. My family is composed of the following members:
(Indicate the number in each group).

Infant _____
Below school age (1-5 years) _____
School age (6-12 years) _____
Teenager (13-19 years) _____
Adult men: 20-39 years _____
 40-59 years _____
 60 and above _____
Adult women, including self:
 20-39 years _____
 40-59 years _____
 60 and above _____

3. I have completed: (check)

Grade School _____
High School _____
College _____
My major in college was:
 Home Economics _____
 Foods and Nutrition _____
 Other (please list) _____
Advanced degrees as Master's and/or
 Doctorate _____

4. I: (check)

Am a full time homemaker _____
Combine homemaking with part-time work _____
Combine homemaking with full-time work _____

5. The persons who have given me information on meal planning which has been of help to me are: (check)

- Mother and sister _____
- Other relatives _____
- Friends and neighbors _____
- Home Demonstration Agent _____
- Home Service Demonstrator _____
- Market owner or demonstrator _____
- Hospital dietitian _____
- Physician _____
- Other _____

6. Reference materials which I have used: (Check those most frequently used and give specific names).

- Standard Cookbooks (Boston Cooking School, Better Homes and Gardens, etc.) _____
- Magazines _____
- Newspapers _____
- Extension Bulletins _____
- Commercial leaflets and booklets _____
- Radio _____
- Television _____
- Others _____

7. I have had food and nutrition as part of: (check)

- Elementary School training _____
- High School Homemaking classes _____
- High School Science and/or Health classes _____
- College special courses in Foods and Nutrition _____
- College Science and/or Health classes _____

Generally speaking, Do You as a Homemaker: (check)

YES NO

- 8. Feel your knowledge of nutrition is adequate? _____
- 9. Need additional nutrition information? _____
- 10. Use the Four Basic food groups as a check for meal planning? _____
- 11. Plan your meals:
 - Daily? _____
 - Weekly? _____
 - Monthly? _____
 - Little or no pre-planning but when shopping? _____

	YES	NO
12. Give major consideration to the following when planning meals for your family?		
Nutritional value	___	___
Ease of preparation	___	___
Cost of meal	___	___
Variety of items of food	___	___
Likes and dislikes of family members	___	___
13. Have a		
Weekly budget for food	___	___
Monthly budget for food	___	___
Other ways in which money is allotted for food (Indicate) _____		
14. a) Shop in person for the major portion of your food?	___	___
b) Order over the telephone?	___	___
c) Delegate shopping to:		
Husband	___	___
Children	___	___
Others (list person)	___	___

15. Prepare a market order before shopping?	___	___
16. Make use of:		
Materials given by Home Service Demonstrator?	___	___
Recipes written on food packages?	___	___
Manuals that accompany your kitchen equipment?	___	___
17. Feel that the recipes given are easy to follow?	___	___
18. Do you use:		
A Home Freezer for long time storage of pre-cooked food?	___	___
A Home Freezer for ready-to-serve food	___	___
A Timer on Range?	___	___
An Electric Mixer?	___	___
A Broiler on your Range?	___	___
19. Feel the directions given regarding the use and care of your kitchen equipment are easy to follow?	___	___
20. Feel you need additional information on the use and care of your kitchen equipment?	___	___

21. If you could have all the help you desire, what assistance would you like from a Home Service Demonstrator of your utility company regarding:

(a) Meal planning for your family.

(b) Use and care of kitchen equipment. (Be specific).

(c) Other help you might desire.

APPENDIX B

RAW DATA ON THE QUESTIONNAIRE

RAW DATA ON THE QUESTIONNAIRE

	A	B	C
	Score		
1. I have been married:			
One year or less	0	0	0
One year to six years	8	0	0
Seven to 12 years	10	0	0
Thirteen to 20 years	0	7	0
More than 20 years	0	0	25
2. My family is composed of the following members:			
Infant	4	0	0
Below school age (1-5 years)	12	1	5
School age (6-12 years)	5	4	18
Teenager (13-19 years)	0	4	17
Adult men: 20-39 years	15	0	9
40-59 years	0	3	14
60 and above	0	4	11
Adult women, including self:			
20-39 years	16	3	11
40-59 years	0	2	15
60 and above	0	2	19
3. I have completed:			
Grade School	1	0	4
High School	12	1	10
College	5	6	11
My major in college was:			
Home Economics	1	0	1
Foods and Nutrition	0	1	1
Other (please list)	0	0	0
Advanced degrees as Master's and/or			
Doctorate	0	0	2
4. I:			
Am a full-time homemaker	13	7	20
Combine homemaking with part-time work	4	0	4
Combine homemaking with full-time work	1	0	1

	A	B	C
	Score		
5. The persons who have given me information on meal planning which has been of help to me are:			
Mother and sister	15	6	22
Other relatives	6	3	9
Friends and neighbors	6	4	22
Home Demonstration Agent	6	2	10
Home service demonstrator	4	4	6
Market owner or demonstrator	0	0	0
Hospital dietitian	0	1	3
Physician	3	1	3
Other	3	3	4
6. Reference materials which I have used:			
Standard Cookbooks (Boston Cooking School, Better Homes and Gardens, etc.)	14	5	24
Magazines	9	4	25
Newspapers	4	4	19
Extension Bulletins	2	2	18
Commercial leaflets and booklets	2	3	11
Radio	1	2	11
Television	0	2	10
Others	0	3	5
7. I have had food and nutrition as part of:			
Elementary School training	3	1	4
High School Homemaking classes	15	5	16
High School Science and/or Health classes	5	0	8
College special courses in Foods and Nutrition	5	1	8
College Science and/or Health classes	3	1	9
Generally speaking, Do You as a Homemaker:			
8. Feel your knowledge of nutrition is adequate?	12	3	12
9. Need additional nutrition information?	12	5	15
10. Use the Four Basic food groups as a check for meal planning?	13	5	20
11. Plan your meals:			
Daily?	9	3	15
Weekly?	5	4	7
Monthly?	0	0	1
Little or no pre-planning but when shopping	4	0	2

	A	B	C
	Score		
12. Give major consideration to the following when planning meals for your family?			
Nutritional value	16	7	22
Ease of preparation	12	6	19
Cost of meal	13	7	16
Variety of items of food	9	5	15
Likes and dislikes of family members	14	5	18
13. Have a			
Weekly budget for	4	2	5
Monthly budget for food	7	4	5
Other ways in which money is allotted for food	5	0	5
14. a) Shop in person for the major portion of your food	17	7	22
b) Order over the telephone	0	0	0
c) Delegate shopping to:			
Husband	0	0	3
Children	0	0	0
Others (list person)	0	0	0
15. Prepare a market order before shopping?	15	5	20
16. Make use of:			
Materials given by home service demonstrator?	6	5	15
Recipes written on food packages?	15	6	15
Manuals that accompany your kitchen equipment?	8	5	14
17. Feel that the recipes given are easy to follow?	16	5	17
18. Do you use:			
A home freezer for long time storage of pre-cooked food?	6	3	16
A home freezer for ready-to-serve food	10	4	16
A timer on range?	13	5	19
An electric mixer?	15	6	24
A broiler on your range?	14	7	16
19. Feel the directions given regarding the use and care of your kitchen equipment are easy to follow?	17	6	21
20. Feel you need additional information on the use and care of your kitchen equipment?	15	2	5

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