

A GUIDE FOR THE HOME MANAGEMENT RESIDENCE EXPERIENCE
AS PART OF THE HOME MANAGEMENT PROGRAM
IN THE COLLEGE OF HOME ECONOMICS
KARACHI, PAKISTAN

By

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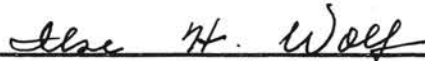
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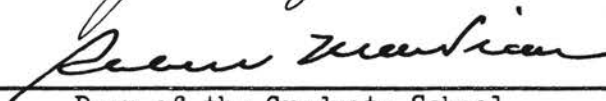
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CHAPTER I

INTRODUCTION

In Pakistan a degree program in home economics on the higher education level is in its developmental stages. Although some aspects of home economics had been offered as domestic science on the secondary school level and as an elective in some institutions of higher education for some time, it was not until 1955 that the first home economics colleges were established. In 1959 the Pakistan government appointed the Commission on National Education for the reorientation and reorganization of the educational system, from the elementary grades through the university level as one of its major efforts at raising the standard of living of its people. The fact that this commission recognized the value of education in home economics, especially for women, is shown by the following statement which was taken from one of its reports:

The science of home economics is of special significance in the education of girls and women. In its more general aspects it provides a young woman with the knowledge, skills and attitudes that will help her to be a more intelligent and effective wife and mother and improve the health, happiness and general well-being of her family. In its more specialized aspects it offers opportunities in an increasing number of jobs and professions.¹

At present Pakistan has colleges of home economics offering degrees in Karachi and Lahore. Another one will be established at Dacca. The

¹Report of the Commission on National Education, Government of Pakistan, Ministry of Education (January-August, 1959), p. 187.

writer will assume the responsibility for teaching home management at Karachi and will also serve as an adviser for the home management residence experience. In preparation for this position, she studied in the United States for a period of two years. This study was undertaken as a part of this education.

The study of home management deals with one of the newer areas in home economics in which comparatively little research has been done and for which limited information for developing programs in institutions for higher education is available. Consequently, it seemed desirable to make a comprehensive study of the available information about home management as one of the subject matter areas in home economics and develop an additional guide that may be useful for the continuing development of such programs on the higher education levels in Pakistan.

Purpose of the Study

The major problem of this study was to develop a functional guide for the home management residence experience as one aspect of the home management program in the College of Home Economics, Karachi, Pakistan. The study was based on the hypothesis that through studying the writings of educational leaders and the findings of research in home management, as well as getting the beliefs of a selected group of college faculty members and Pakistani graduate students who understand home economics, it is possible to develop a functional guide which will be useful for planning and appraising the residence experience of a college program in home management.

In order to test the validity of this hypothesis and to carry out

this study, the writer identified the following minor purposes for the study:

1. To review and study the literature and research in the area of home management with emphasis on the place of the home management residence experience.
2. To develop a clearer understanding of what constitutes an effective home management program and residence experience.
3. To formulate functional proposals for the home management program as a basis for developing the guide for the home management residence experience.
4. To ascertain the beliefs of a selected group of college faculty members and Pakistani graduate students with regard to the relative importance of certain characteristics of an effective home management residence experience.

Delimitations

The study was limited to the area of home management in the college home economics program but emphasized the home management residence aspect. Although it was designed primarily for the College of Home Economics in Karachi, it may have implications for other colleges of home economics, particularly in Pakistan. It was planned to supplement, not replace, the regular curriculum guides and to serve as an aid for home economics administrators and staff members who are responsible for home management in college home economics.

Justification for the Study

The complexity of modern life stresses the need for the ability to

manage effectively, both from the viewpoint of the individual and the homemaker. Although the heavy work of home production is being taken out of the homes in industrialized nations and being reduced in the upper and middle classes of Pakistan, the need for management remains. Kyrk expressed the belief that:

Yet it is sometimes said that, although performance has become easier, management has become more difficult. Various circumstances do tend to make it more difficult or at any rate, seem so. The decisions of the household manager, as those in every other department of life, were once made on the basis of experience or custom. Furthermore, the range of choice was small, there were experiences and precedent to guide in most household problems. Today with the wide range of choice, with the emphasis upon the importance of the choices, and with the growth of scientific knowledge which the intelligent manager feels should, whenever possible, be made the basis of her decisions, the situation is quite different. New problems arise unknown to parents or grandparents, those, for example, that arise in connection with the rearing of children under modern city conditions or those that appear when the family changes its economic status. Neither experience nor custom is then an adequate guide. The very growth of knowledge seems at times to make management more difficult. The consciousness of ignorance makes the homemaker unwilling to follow customs, folklore, or the advice of the elders. Problems which once were simple, such as meal planning and child management, become difficult and complicated. Knowledge that there is a "right way" makes one fear to go wrong.²

Industry was the first to recognize the need for management for efficiency of work. Later, this was carried into the home. Now the teaching of basic principles of management in the home is emphasized. Malone and Malone recognized the importance of home 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.

²Hazel Kyrk, The Family in the American Economy (Chicago, 1953), p. 261.

Management in its broadest aspects, helps family members 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

These authors also recognized that management must be learned, hence, deserves a place in the home economics curriculum.

Unlike our natural inheritance of physical growth, we are not born with skill in management that grows as a matter 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.⁴

When an individual prepares to assume the leadership role in a new educational program--one that has not been established in a country previously or is in its beginning stage, it is imperative that he has a sincere appreciation for, as well as, adequate knowledge and sound understanding of the total aspects of such a program.

Because of the importance of management, the fact it is a relatively new area and that the writer would soon undertake a leadership role when she serves as a faculty member responsible for home management in the College of Home Economics at Karachi, Pakistan, she decided to make a thorough study of this whole area. This included the place of home management in the college home economics program, its meaning, purpose and procedures, and the characteristics of an effective program. This investigation revealed that research in home management as well as informational materials for developing a college program in home management were limited in the United States. Even fewer materials were

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

⁴Ibid., p. 9.

available in Pakistan. Due to the growing importance of this area in home economics, the limitation of materials and the need for strengthening her own background, the writer decided it would be of value to her professionally to prepare an educational aid for this subject matter area.

She was most concerned with the home management residence experience--an educational program in which a number of students live together with a faculty adviser as a family group for a specified period of time. This experience takes students away from home, causes them to live with other women students who may be only casual acquaintances, and being completely new in Pakistan appears to be quite complex. For this reason it seemed essential that the individual who would be in charge of it must be well informed about its purposes and procedures. Moreover, the qualities of an effective program must be recognized. Therefore, it was decided to emphasize this aspect of home management by preparing a guide for developing and appraising it as an educational experience.

Although the home management residence experience is stressed in the study, it is believed that its quality and value are influenced by the other work in home economics and particularly in home management which generally serves as the foundation for the residence experience. Consequently, the total program of home management was studied and proposals made for its effectiveness. These were used as the basis for identifying the characteristics of an effective home management residence experience. It is believed that such materials are of value not only to the individual preparing them but also to others concerned with this subject matter area.

CHAPTER II

PROCEDURES USED FOR DEVELOPING THE STUDY

To carry out any study like this, it is necessary to clarify, limit and state the problem; to justify the need for the study and the reasons for choosing it; to become acquainted with the literature most important for the study; to determine the hypothesis underlying the study; to formulate the purposes or goals to be attained; and to develop the exact procedures to be used in planning, executing and appraising the study as well as in drawing conclusions and making recommendations. This summarizes the general procedure that was followed.

In order to develop a guide for the residence experience in the home management program on the college level in home economics, which was the over-all purpose of the study; the possibilities of such a study were discussed with college faculty members working in this area. Next, plans were made to locate, investigate and study literature and research findings which would be helpful for the study in order to become well informed about college education in home management, particularly the residence experience. This also helped to clarify beliefs about the purposes and values of this area as preparation for home and family life as well as for teaching home economics in the secondary schools and other careers in home economics. In addition, the culture and family life of Pakistan were analyzed in order to learn more about the values, goals, standards and resources of the family as well as who assumes responsibilities for

managing the home and how this is carried on. General principles and purposes of education were reviewed to ascertain how these would be applied to the teaching of home management, especially the residence experience.

The next step was to make certain proposals for a functional program in home management that would be used as a foundation for planning the residence experience. Then the purposes and procedures of the residence experience were identified to determine the characteristics of a successful experience in terms of student learning activities. These characteristics were organized into a check list. This check list was appraised by several faculty members in home management and home economics education. Upon their recommendations, some changes were made.

The revised check list, a copy of which is found in the appendix on page 91, included two over-all purposes and a total of seven major characteristics which the writer considered essential for an effective home management residence experience. It was given to a total of 15 college faculty members and doctoral students in home management and home economics education of the College of Home Economics, where the writer was enrolled. All of them had a good understanding of home management and the residence course through study and experience in this area. The ones willing to cooperate were asked to check the over-all purposes and items under every characteristic as "very important," "important" or "not important" and to list any additional characteristics which they believed necessary.

The information obtained from these check lists was tabulated and averages figured to determine the relative importance of the different

characteristics included, and the need for additional characteristics as ascertained from the beliefs of these educators in home economics.

Besides obtaining the beliefs of the selected university teachers in the United States, it was considered helpful to obtain also the beliefs about these characteristics of an effective home management residence experience from 12 Pakistani graduate students. All of them will be teaching in college home economics programs within one or two years. Most of them had not only a bachelor's degree but also a master's degree in a social or physical science closely related to their major in home economics. Moreover, most of them also had teaching experience; some of them on the college level. The reason for wanting to learn their opinion with regard to the relative importance of these different characteristics was that they understand the culture and the family life of Pakistan. They would be more likely to consider these characteristics from the viewpoint of their suitability for an educational program in Pakistan where the results of this study will be used. The information obtained from the check lists answered by the Pakistani educators was treated in the same way as that received from the first group.

The data obtained from the checklists answered by both groups were carefully analyzed, appraised and compared. In addition, the comments added by different respondents were studied and considered. As a result of this, the functional guide for an effective home management residence experience, found in this study, pages 76 - 81, was developed.

CHAPTER III

BACKGROUND FOR THE STUDY

Review of Pakistani Culture

To plan a functional program in education requires a thorough knowledge and sound understanding of the country and the people for whom it is designed.

Pakistan is a young democratic country which is striving to extend and improve education for all its people and to develop industrially in order to raise its standard of living. As a result of this, Pakistan is passing through a period of many changes.

Family life reflects these changes. Some families retain much of the traditional culture, others make changes in some areas of life, and a few tend to desire an almost entirely new pattern of life. The family in Pakistan was and still is the strongest bond of association among individuals because for thousands of years it has been the basic social and economic unit.

The family pattern varies. The family group may be composed of only parents and children. At other times certain familial circumstances bring about a change in the number of people composing the family. It may include the grandparents or as is common, a widow and her children may live with her parents. Often, married sons bring their wives to his family home where they may live in subordination to the will of the mother-in-law.

The family structure tends to be patriarchal where the manifested authority is vested in the male head. Obedience and respect are due the males in a descending order of seniority. At the death of the father the home is divided and each married son becomes the head of a new family. Also the authority of the mother-in-law undergoes a subtle change. Though accepted as the head of the family she is no longer in charge of her previous responsibilities which are now held by the daughter-in-law.

The economic well-being of the family in its early stage of the life-cycle is primarily the concern of the father, as he is the head of the family. He is usually responsible for the management of the finances, and makes decisions for all the family members. In many families where the patriarchal system is liberalized, most of the members share in the decision-making of the family though the father tends to retain the major authority. In the latter part of the family life-cycle the grown sons are expected to contribute to the economic welfare of the extended family. In the lower-class the married sons give their earnings to their father and the young wives to their mother-in-law. In the middle-class families, however, the mother receives the salaries of both the sons and daughters-in-law, if they are earning.

Shah and Edlefsen, in a recent study, described changes in the family life of Pakistan as follows:

During recent years developments have taken place which have to a great extent minimized the importance of the joint family as an organization for social and economic security. Gradual urbanization benefits such as pension, or provident funds . . . are some of the factors contributing towards the disintegration of the joint family system.¹

¹Khalida Shah and John B. Edlefsen, "Social Change in Pakistan," Sociology and Social Research, XLIV (January-February, 1960), p. 198.

This system entails certain traditional ways of living that have been the subject of critical thinking by the youth of Pakistan. Perhaps the most controversial issue is the purdah system which is the segregation and seclusion of women from the men except those who are related to them. In this respect a large percentage of Pakistani women fail to make a worthwhile contribution to the economic well-being of the family. Woodsmall indicates this as one of the outcomes of the purdah system in the following words:

As long as this system of segregation persists to such a marked degree in the urban lower middle class, Pakistan will be deprived of the necessary economic contribution to daily life of a large body of women and girls, and women will be an economic liability.²

In liberal families, which are increasing in number, restrictions are not as severe as formerly; women cannot only appear in public without veils but can also seek employment. A few years ago, the employment of women was not considered desirable. As conditions are changing and industrialization is opening more opportunities for employment, the number of women gainfully employed outside the home is increasing. They are not only entering different professions but are shouldering an increasing responsibility in raising the standard of living by taking an active part in social welfare organizations.

With the increase in education among young people, the marriage customs are also undergoing changes. In the opinion of Shah:

Marriages are arranged by the parents in Pakistan and it is very seldom that the concept of love and compassion enters into consideration in mate selection. Primary consideration is given to family background and social and economic status. Young men and women have few opportunities to meet one another

²Ruth F. Woodsmall, Women and the New East (Washington, D. C., 1960), p. 127.

before marriage. The criteria for a successful marriage are not necessarily companionship and love, but fertility, permanence, and the alliance of two families. However, in spite of rigid control over its young people, romantic marriages, especially among college and university men are becoming more common. . . .³

A Pakistani marriage entails pre-planning with regard to the actual ceremony, collection of "jahez" (dowry), and entertainment before, during and after the marriage ceremony. The above three factors vary from family to family, community to community and class to class. However, on an average basis, parents give money, clothes, jewelry and household goods to the bride and bridegroom. The bride also receives "mahr" (dower) from the bridegroom, the amount depending upon the economic status of his family. The dower must be paid to the wife so that in the event of divorce she has some means of economic support.

The above patterns vary with the socio-economic classes which may be broadly described as low, middle, and upper. Although living conditions vary some among families in each of these groups, broad general characteristics appear common for each class.

Smither and Dar⁴ studied the development of children among the three broad socio-economic classes. The results indicate that the lower class people are largely illiterate and semi-skilled. They live in perpetual economic insecurity. Many of them live and work at a mere subsistence level. Others are unemployed due to the lack of salable skills and/or the limited extent of industrialization and corresponding jobs.

³Khalida Shah, "Attitudes of Pakistani Students Toward Family Life," Marriage and Family Living, XXII (May, 1960), p. 157.

⁴Faith Smither and Iqbal Dar, Growing Up in Pakistan (Lahore, Pakistan, 1957).

The women in the lower class are economic assets. They work as maid servants or cooks in the middle and upper class families or are employed in the factories as unskilled laborers. They are expected to give their earnings to their mother-in-law or their husband and do not share in its utilization. Usually it is the husband who knows how, when, and where the money earned by the family is to be spent. At times the wife may be consulted for suggestions about how to use the money on certain religious festivals or marriage ceremonies. In no case does she exercise any control over her husband's money. On the whole, she is a woman with few privileges, many responsibilities and no formal education. Her main tasks are child bearing, suckling her babies and doing the household chores in and outside her home.

Children in the lower class are given very little attention. When attention is paid to them, it is to hurry them into adulthood. Their childhood seems to annoy the parents who do not have the means to give them sufficient care and protection.

The majority of the lower-class parents have no conception of cleanliness or hygienic living. A semi-dark and poorly ventilated house of one or two rooms is their usual abode. In spite of the family's severe poverty, many children do develop some regard for their parents and confidence in themselves.

The middle class is the most skilled and educated group. It is comprised of business men, industrial managers, professional people, politicians, top government employees, office workers, teachers, and other allied workers in the lower half of the middle class.

The middle class in Pakistan is under greater stress than the middle classes in most other countries. They are not only mobile people trying to improve their economic and

social conditions but they are attempting to create a new semi-western pattern of life that is neither the pattern set by their forefathers nor the one accepted by the middle upper groups.⁵

The changing attitudes of the younger generation is further explained by Shah and Edlefsen:

Many young men and women, especially those who have had training abroad, return with new ideas. These young people do not want to live in the joint families under the binding authority of their parents. They select their own marriage partners against the traditional system of arranged marriages and revolt against the purdah system and the segregation of the sexes. In fact, the educated professional class finds itself unable to reconcile the acquired values of the scientific approach, freedom to criticize authority and individual initiative with traditional culture which requires non-rational responses, obedience to authority and subordination of the individual.⁶

Describing the middle and upper class household in Pakistan, Honingmann stated:

In wealthy households routine manual duties fall to hired hands. Women in such households have much freedom to care for and play with children; to embroider or sew; and to talk amongst themselves. The women of an extended family jointly work at tasks like preparing meals.

Cooking, it may be pointed out, is not a hurried matter. The blending of the cut-up vegetables, spices and more rarely, meat, and the making of fresh "chapattis" (bread) occupy much time. Division of labour between the sexes results in valuable cooperation from which each gains.⁷

As a result of industrialization, servants engaged for the performance of household duties are becoming fewer. Also, some of the middle and upper class women are engaged in professions outside the

⁵Faith Smitter and Iqbal Dar, pp. 4-5.

⁶Khalida Shah and John B. Edlefsen, p. 199.

⁷Maron Stanley, ed., Pakistan, Society and Culture (New Haven, Conn., 1957), pp. 166-167.

home, which gives them less time for home responsibilities. As the demand for servants is increasing, they are asking for higher salaries and more leisure. Hence, the homemaker is faced with the problem of getting a suitable servant at a reasonable salary or doing the work herself.

Children in the middle-class receive much attention and care from everyone in the house. Parents want their children to feel secure, loved, and wanted. They want them to grow into well-adjusted persons with good manners and neat habits. Most parents of this class have become aware of the fact that children need special care and they wish to give their children the best opportunities they can afford.

Upper-class homes in Pakistan consist of two distinct groups; namely, landed aristocrats and the newly rich businessmen. Life in these homes is remarkably easy. They are generally recognized as the most influential members of society and live in a world apart from the other groups. They are able to provide luxuries and comforts which the people of the other two groups cannot afford. Their houses are spacious and staffed by servants who give them constant attention. They escape the extremes of heat by going to cooler places during the hot season.

Most upper-class men do no physical work and hold no salaried positions but manage their own land holdings, their villages, their industries or business enterprises or take care of their political interests.

The children are insulated from hardships and their futures are assured because their fathers have the position and influence to guarantee them the most desirable marriages and to satisfy their every

need. Usually the sons follow in the footsteps of their father and the daughters marry into families of similar status. According to Smitter:

Children from the upper-class have clothes, costly toys and medical care. . . . are pampered by servants who are ever ready to dance attendance on them. This dependence on servants often takes away some of their drive and initiative so that many, when faced with practical problems, feel hesitant and helpless.⁸

Education is rapidly increasing in this class. The young people are quite often sent to foreign countries for higher education or travel. Both young husbands and wives or sons and daughters are becoming club minded and go to separate or mixed clubs for men and women where they sit, talk, dance, and often stage variety programs to collect funds for some charitable cause. The young wives also take part in social welfare organizations, in which they work mostly as honorary members.

The survey which was undertaken by Shah indicated that the:

. . . majority of the students come from middle class families, 32.5 percent belong to the lower middle class; 26.25 percent to the upper middle class; 25 percent to lower-upper class, and 16.25 percent to upper-upper class families.

None of the respondents belonged to the lower class because they cannot afford financially to send their children to school.⁹

A pilot study was conducted on buying practices of a selected group of Karachi families. The Home Economics College students were the respondents. This study showed:

Among the 110 students reporting to a questionnaire concerning their family background, 65 percent were in an annual income group of Rs. 10,000 and over; 10 percent were

⁸Faith Smitter and Iqbal Dar, pp. 28-29.

⁹Farhat Shah, "Pakistani College Students Attitudes Towards Marriage and Marriage Practices, and Their Implications for Family Life Education" (unpub. Master's Thesis, Oklahoma State University, 1961), p. 53.

from families of less than Rs. 3,000 income. The majority of fathers were businessmen or government servants. Only 7 percent of the mothers reported working outside the home. Fathers tended to have college degrees, whereas 85 percent of the mothers were matriculates or below, and 5 percent gave no information regarding their education.¹⁰

This study also indicated that the students coming to the home economics colleges are from the middle and upper-classes. The fact that 55 percent of respondents fell in the highest income range is an indication that home economics is recognized as a desirable field of study in the upper bracket of the socio-economic level.

The housing conditions in Pakistan are far from satisfactory for the majority of the people. No statistical data is available to guide one in assessing the number, type, and standards of the existing houses.

The quality of housing varies primarily among the socio-economic classes ranging from the luxurious and spacious bungalows to small one-room houses, with or without a courtyard. The luxurious bungalows consist of separate bedrooms, one or two living rooms, dining room, kitchen, storeroom, and other rooms. These have elaborate furniture, furnishings, and decorative objects. The cleaning of the house in such case, is done by servants, who may be mainly responsible only for this job. These houses may be heated by a fireplace or electric heaters and cooled by electric fans or coolers.

The equipment is indicative of the type of activities carried on in the home. Small electric appliances such as irons, toasters, etc., may be found in middle and upper class homes. The servants are mainly responsible for all the household chores; hence, very little attention

¹⁰ A Pilot Study on Buying Practices of a Selected Group of Karachi Families (Karachi, Pakistan), 1960, p. 9.

is paid to simplifying the work for conserving time and energy, especially in the cooking.

The less elaborate houses of the middle class are limited in space, tend to be crowded, and do not have separate bedrooms, but may have a separate living and dining room or these may be combined. These houses are not over-loaded with furniture; they include very simple and some multi-purpose equipment and furnishings.

The great differences in the various aspects of home and family life among the lower, middle and upper socio-economic classes in Pakistan must be considered in educational programs on the college level. Since some of the students studying home economics in college will serve as secondary school teachers and village-aid workers, the home management experience must not only prepare them as homemakers among their own socio-economic class but also for working with individuals and families of other classes. Since technological, social and economic developments are causing values and patterns of family life as well as goods and services to change, especially among the middle and upper classes, the home management teacher should recognize these changes in all phases of the program.

Place of Home Economics in the College of Home Economics at Karachi

In Pakistan home economics was established at the degree level in 1955, when the College of Home Economics at Karachi and the Home and Social Science College at Lahore admitted girls in the fall term of that year. A governing council had been constituted for the purpose of establishing and operating the College of Home Economics at Karachi.

This council had set up the main objectives of the college as imparting instruction, training teachers, and promoting research in home economics. The specific purpose was to encourage the individual to develop as a person capable of responsible living in a free society, and acquire a foundation for professional careers.¹¹ With these as aims, the college program was set up to fit within the educational system of Pakistan in order to meet the needs of this country. The college became affiliated with Karachi University. The curriculum which was prescribed by this University was prepared by educational leaders in home economics.

Since this educational program, as most educational programs in Pakistan, is in its beginning stages, a number of changes have been made over the last several years. As the program develops further, other changes will likely be made when the needs and opportunities arise to improve and strengthen education.

The purposes or goals and the curriculum for the three home economics colleges of Dacca, Karachi and Lahore were developed through the cooperative effort of the principals, advisers, and faculty representatives of these institutions.

Recently the following purposes were listed:

1. To offer opportunities to prepare for professional careers in the fields of home economics in Nation Building Programs, such as Education, Village Aid Programs, Social Welfare, and technical consultants in industry and for business.
2. To provide in-service training to leaders in professional groups serving the welfare of the family and Nation Building Programs.
3. To prepare teaching materials suited to family living in Pakistan.

¹¹College of Home Economics, Prospectus, Karachi, Pakistan, p. 6.

4. To prepare women to perform their roles in the home and to be useful members or leaders in community improvement.
5. To give significance to the education of women for enrichment of family living at all socio-economic levels and for making their contribution to the family as an economic unit.
6. To provide opportunities and facilities through studies and research, for seeking solutions to problems or discovering new knowledge in various areas of home economics in Pakistan.¹²

In addition, "A Suggested Curriculum Guide for the Home Economics Colleges in Dacca, Karachi, and Lahore, Pakistan," which presents detailed and specific plans for each course, had been developed. This publication, as the name implies, was to be used as a reference for developing, carrying on and appraising the program, but not as a pattern or plan to be followed. Nevertheless, it does specify the subject matter areas to be included in the curriculum, and on what level they are to be offered plus the necessary over-all experiences for a bachelor's degree as well as suggestions for the purposes, goals, and time requirements.

In Pakistan, as in the United States, home economics is concerned primarily with the home and the family. An educational program in home economics is designed to prepare a student to assume his place in society; this means education for personal development, for home and family life, for citizenship and for a career in home economics which enables the individual to earn a living. A recent publication, "Home Economics New Directions," summarizes that the following competences should be developed through the study of home economics:

1. establish values which give meaning to personal, family, and community living; select goals appropriate to these values

¹²Mimeographed Curriculum Materials for the Colleges of Home Economics, Pakistan, 1961.

2. create a home and community environment conducive to the healthy growth and development of all members of the family at all stages of the family cycle
3. achieve good interpersonal relationships within the home and within the community
4. nurture the young and foster their physical, mental, and social growth and development
5. make and carry out intelligent decisions regarding the use of personal, family, and community resources
6. establish long-range goals for financial security and work toward their achievement
7. plan consumption of goods and services--including food, clothing, and housing--in ways that will promote values and goals established by the family
8. purchase consumer goods and services appropriate to an overall consumption plan and wise use of economic resources
9. perform the tasks of maintaining a home in such a way that they will contribute effectively to furthering individual and family goals
10. enrich personal and family life through the arts and humanities and through refreshing and creative use of leisure
11. take an intelligent part in legislative and other social action programs which directly affect the welfare of individuals and families
12. develop mutual understanding and appreciation of differing cultures and ways of life, and co-operate with people of other cultures who are striving to raise levels of living¹³

An interpretation of these competences indicates that although the study of home management may contribute some to all of them, it will assume a major role in developing numbers five, six, seven, eight, and probably nine. At the same time other areas in home economics will also contribute to those for which home management takes the major responsibility.

Meaning, Value and Purpose of Home Management

Basic to the teaching of home management is a need for the recognition of the role that home management plays in achieving the goals of the family.

¹³Home Economics New Directions (Washington, D. C., 1959), p. 9.

Home management has been defined in various ways by different leaders in home management, home economics, and other social sciences. Gross and Crandall explained it as follows:

Home management consists of a series of decisions making up the process of using family resources to achieve family goals. The process consists of three more or less consecutive steps: planning; controlling the various elements of the plan while carrying it through, whether it is executed by oneself or by others; and evaluating results preparatory to future planning.¹⁴

A similar explanation was given by Nickell and Dorsey:

. . . 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.¹⁵

Decision making takes place in all the steps of management. Moreover, decisions are made when there are choices to be made. Its meaning is clarified in the statement by Nickell and Dorsey:

The act of decision-making, briefly stated, involves the defining of objectives; finding, comparing, and choosing the means to reach them; and the choosing of a course of action.¹⁶

The difficulty in making sound decisions arises from the fact that available knowledge of the future and of the many possible alternatives is limited. In a family or group situation, the individual decisions

¹⁴Irma H. Gross and Elizabeth W. Crandall, Management for Modern Families (New York, 1954), p. 4.

¹⁵P. Nickell, J. M. Dorsey, and M. Budolfson, Management in Family Living (New York, 1959), p. 36.

¹⁶*Ibid.*, p. 29.

may affect not only one individual but also all the family members. Therefore, major decisions in the family should be made cooperatively by family members, each contributing according to his ability. The same is true for the management of the home. Both must be based on the values and the goals of the family and its members and at the same time recognize the available resources and their alternative use in the attaining of different goals.

To make reasoned decisions and to manage effectively, the individual must be aware of all available resources. Gross and Crandall recognized resources as:

. . . not only time, energy, money, and material goods but also knowledge, interests, abilities, skills, attitudes of the family members, and community facilities. The second group of resources is less frequently recognized than the first, owing to its less tangible nature, but it is equally important.¹⁷

Nickell and Dorsey classified resources into human and non-human and described them as follows:

. . . abilities and skills, both native and acquired; attitudes, the opinions or feelings that motivate or retard action; knowledge, both factual and that of relationships; energy, or the power of members of the family to carry on activities. The non-human resources available for family use in its daily living are: time, made up of both short and long periods in which to carry on activities; money, which in a predominately exchange economy is exchanged for commodities, services, and mechanical power; goods and property, durable and perishable, owned by the family; community facilities, such as police protection, parks, roads, schools, libraries, etc., provided by the social group.¹⁸

In managing a home it is important to recognize that resources can be substituted for one another. Various managerial decisions revolve

¹⁷Irma H. Gross and Elizabeth W. Crandall, p. 3.

¹⁸P. Nickell, J. M. Dorsey, and M. Budolfson, pp. 38-39.

around substituting one resource component for the other. At times these can be alternately used for achieving more than one goal. In such a case, the criterion will be to achieve maximum satisfaction from alternative use of resources. Since resources are limited, their interrelatedness has to be considered for their wise use. In management the total picture of the interrelated use of resources may be more important than the use of any specific one.

In both management and decision-making, values and goals are intimately involved. In recent years many people have explored the question of values as a means of seeking meaning and significance in their field of work. According to McKee:

. . . the process of valuing is one of the distinguishing characteristics of the human species. The ability to evaluate, to make value judgment, is man's ability to select out of the multiplicity of possibilities continuously available to him through his life-time those interests, those ends, those ideas which seem more significant, most satisfying and which give meaning and a pattern to his life. Through the choices man is ever making; through the way of life he is constantly building, he gives expression to those things which are of most value to him. There is no area of life in which values are not operative. They are all-pervasive in the sense that wherever human beings are involved, there choices are being made and values expressed. These values may not be explicitly stated but value assumptions and implicit values are always present. This is as true in the area of science as in that of politics, morality, business, religion or home management.¹⁹

Gross and Crandall also recognized the place of values in decision-making and home management when they wrote:

Something underlies and directs even simple decisions, even though the decider may be unaware of the nature of these directing forces. These forces are spoken of as values,

¹⁹William W. McKee, "Values in Home Management," Proceedings of Conference on Values and Decision-Making in Home Management (East Lansing, Michigan, 1955), p. 8.

goals, and standards. Some understanding of them and their inter-relationships is important in management.²⁰

Values, though defined differently in different disciplines, may be described as intangibles that are very important to the individual and serve as motivating forces. Goals were explained by Riebel in these words:

. . . the family that decides which (goals) are important to and best for it and then works toward achieving its goals is the family most likely to get what it really wants from life.²¹

In this way goals give direction and purpose to life.

Review of Selected Research Concerned with the Home Management Residence Experience or Course

The writer was able to locate only a limited number of studies related to the teaching of home management residence experience or course. The research which contributed most to this study included the investigations made by:

- (a) Judy:²² related to the trends of the practices in the home management residence;
- (b) Elliot:²³ related to the aims, philosophy and content of the residence course;

²⁰Irma H. Gross and Elizabeth W. Crandall, p. 36.

²¹Jeanne L. Riebel, "Philosophy of Management," Journal of Home Economics, LII (January, 1960), p. 17.

²²Helen E. Judy, Trends and Needs in Home Management (New York, 1929).

²³Eileen Elliot, "An Analysis of Home Management Education in Colleges and Universities" (unpub. Ph. D. dissertation, University of Missouri, 1947).

- (c) McKinney:²⁴ related to the development of democratic attitude through the residence experience;
- (d) Hohenhaus:²⁵ related to determining the faculty and student perceptions regarding the residence experience.

A survey was carried out by Judy to determine past, present and future practices desired in home management residence and to formulate policies for the residence experience. A jury of experts selected on the basis of their training, experience and service in the field of home economics, was set up to evaluate various phases of the study. Data were sought from one hundred institutions which represented land-grant colleges, state universities, state teachers colleges, women's colleges, and technical schools offering a four-year curriculum in home economics. Sixty-eight per cent of these institutions responded. Of these, sixty-one per cent offered the home management residence experience or course and the rest, only a theory course.

Information was collected by means of a questionnaire which was concerned with the home management residence instruction at the time the teachers involved had been students and at the time the study was conducted. It also included the opinion of the respondents regarding the instruction they believed should be used in the future.

Results indicated that the aims which ranked first in the past dealt chiefly with the performance of tasks, the development of skills,

²⁴ Florence E. McKinney, "The Role of the Home Management Residence Experience in Educating for Democracy" (unpub. Ph. D. dissertation, Ohio State University, 1948).

²⁵ Helen S. Hohenhaus, "Faculty and Student Perceptions of the Home Management Residence" (unpub. Ph. D. dissertation, University of Minnesota, 1959).

the dissemination of detailed information in regard to household tasks, and the evaluation of previous work. In contrast the jury and the participating instructors expressed the belief that little stress should be laid on these aspects and recommended that the aims, which deal with the development of a professional attitude toward homemaking and the effect of efficient management upon the happiness of the family and community, should be emphasized. Moreover, they indicated that the aims related to community problems were of secondary importance and should hold a minor position in the future.

In addition, the Judy study revealed a tendency to increase the number and variety of subjects required as prerequisites to the residence course. The courses emphasized were bacteriology, clothing construction, food preparation, nutrition, child development, and dietetics. The activities dealing with physical care of the home and its furnishing and equipment were being transferred to courses classed as prerequisites.

Elliot undertook a study which dealt with the philosophy, aims, and content of the home management residence course. Advisers in 106 colleges and universities of the United States which had a four-year program in home economics and had home management houses participated in the study.

Data were collected by means of two questionnaires. The first of these contained items regarding the physical setup used and manipulative processes taught. The second, based on the responses to the first as well as on an analysis of textbooks and course outlines used for home management, was concerned with the philosophy, aims, and content of the home management courses.

A "jury of experts," which consisted of home economists, was set up by the investigator on the basis of their education, experience, and contributions to home economics to evaluate the major findings. Responses indicated that the majority of the cooperating teachers agreed with the philosophy that management is a way of achieving the highest values from human relations while the minority believed that it is chiefly concerned with the development of skills.

Although the major goal expressed by the teachers was the wise use of resources, the areas emphasized in the actual program suggested that the emphasis was on homemaking skills. The teachers ranked course content in the following order of importance: efficient management, time and energy management, philosophy, finance, house problems, health, recreation, the family car and clothing.

Subjects listed as prerequisites by fifty or more of the cooperating teachers were: selection and preparation of food, meal planning and table service, nutrition, child development, home furnishings, and economics.

Furthermore, this study showed that definite house duties were set up for the students by the majority of the teachers or administrators and often a mimeographed form was given to the students. On the other hand, a small number of teachers reported that planning is part of management and the work schedule should be set up by the students as a part of their learning experience. They also believed that student-initiated social events provided desirable opportunities for group planning and decision-making. The results indicated also that the students received little opportunity for actual handling of money and that little emphasis was placed on student development.

A survey was carried out by McKinney at the land-grant school,

Kansas State College. The purpose was to investigate ways in which the home management experience may be used for teaching democratic ways of life. Her hypothesis was that the home management residence course or experience may help in developing an awareness and insight of democratic concepts and in promoting democratic behavior.

Minor aspects of this study were to determine whether the house advisers had training for promoting democratic experiences and whether they accepted this experience as valuable for developing democratic growth on the part of the students.

Data were collected by means of a questionnaire sent to 64 home management house advisers in 55 land-grant institutions. It was also collected by the Point of View Inventory, Homemaker's Rating Scale, and Activity Progress Logs completed by 48 home management residence students at Kansas State College.

The study was based on these assumptions: democratic growth takes place where a deliberate effort is made to share common interests and human relationships; a situation is provided by the home management residence wherein occur natural human relationships; and the advisers are skilled in making the experiences meaningful by their own belief in democracy.

Results indicated that the majority of the residence advisers had less than three years' experience. The majority of them appeared to be democratic in determining rules and policies but were autocratic in the methods used for organizing the homemaking activities. This study led to the conclusion that the residence advisers were not conscious of the opportunities possible to advance democratic principles in a

homelike situation and that very little difference in practices and procedures existed between the trained and untrained advisers.

The Point of View Inventory used by the college students gave no convincing evidence of progress toward attaining democratic values while they were in the home management house.

The results of the Rating Scale showed that the girls made a positive improvement in both managerial abilities and personal qualities during the home management experience, while the log showed that the girls were more willing to experience and try new methods for solving problems.

On the basis of these results, the investigator made the following recommendations for the teaching of democratic principles through this course:

1. Recognize the democratic emphasis on human values as the central and directing goal of home management.
2. Emphasize experiences in human relationships and democratic principles while serving as an adviser.
3. Develop further the methods of family council and small group conferences for promoting democratic experiences.
4. Provide opportunities to foster democratic values through techniques of group analysis and self-evaluation.
5. Exemplify democratic principles in everyday living for training future advisers.

Hohenhaus conducted a study to determine the perceptions which the faculty and students hold in regard to home management residence goals and activities and the educational importance they attach to this experience.

The study was based on the hypothesis that the students and the faculty have no significant difference between goals and activities perceived; 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 institutions in the Central Region which had a four-year home economics program and offered the residence course. The respondents included home economics administrators, home management residence instructors and students. They were classified according to their educational background as technical which included training in arts, foods, nutrition, dietetics, institution management, home economics in business or communication, housing, equipment, textiles and clothing; non-technical which included training in areas which emphasized human relations and personal development, and miscellaneous which included training in both technical and non-technical areas. Separate questionnaires were developed for faculty and students and personal visits were made which sought information regarding the home management goals and activities, the educational importance attributed to the home management residence and the educational background of the participants.

Results indicated that the management of all resources as a goal of the home management experience was emphasized more by the faculty than the students. Likewise it was emphasized more by non-technically trained faculty and technically trained students, as well as by faculty and students in large institutions, including land-grant colleges.

Technically trained faculty and students, faculty in private institutions and students in land-grant universities and medium size

institutions, emphasized the development of skills as a goal of home management residence. Many of the faculty and students showed a high level of agreement with the interpretation of residence activities as manipulative, managerial and relational.

Nearly half of the participants within each educational and institutional classification valued this course highly. A higher percentage of students than the faculty rated this course more valuable than other home economics laboratories. On the other hand, almost all faculty members and only three-fourths of the students strongly recommended this course as an elective when it was not a requirement. The responses of non-technical students were similar to responses of the faculty.

The students emphasized the value of this course when the management of resources was stressed as a goal and in the activities of the residence. The findings further suggested that the students enrolled in large institutions and land-grant colleges considered this course more valuable than students in other institutions. Also, the faculty with non-technical background emphasized the management of resources as a goal of the residence more than other faculty members.

In conclusion, the findings indicated that the students, when aware of activities related to the development of personal relationships, emphasized more the value of the residence course.

Hohenhaus, on the basis of these results, recommended that the faculty and students engaged in home management residence appraise the goal structure of the residence in their institutions to determine the opportunities available for planning, attaining managerial goals and in promoting wise management of resources.

The findings of these four studies gave insight into the development of the philosophy underlying the home management residence experience, especially with regard to the purpose it should serve. Whereas the study by Judy in 1929 showed that many of the home economists concerned with the residence experience considered the development of skills of major importance, more of the respondents of later studies recognized that the development of relational and managerial abilities is of greater importance. The lack of agreement with regard to the major purposes of the residence experience and the fact that the beliefs expressed were not necessarily the same as the policies followed, revealed by these studies, indicated a need for home economists to clarify their own beliefs about the purpose of the residence experience as well as to interpret it to others. McKinney's study indicated the same need with regard to using the residence experience as a functional way of teaching democratic concepts and behavior.

The fact that the students who served as respondents in these studies generally considered the residence experience valuable--some considered it more valuable than any other laboratory experience, indicates that this experience should remain a part of education for home and family life. The information from these studies was considered in the formulation of both the proposals for the home management program and the guide for an effective residence experience.

CHAPTER IV

PROPOSALS FOR THE TEACHING OF HOME MANAGEMENT IN THE COLLEGE OF HOME ECONOMICS AT KARACHI

Planning for the teaching of home management is no different than planning for any other subject matter area. The major characteristics of the family life in Pakistan and the purpose of home management and its inter-relationship with decision-making, values and goals as well as its contribution to education for home and family life must be considered. Sound educational principles must be stressed.

Until the teacher is actually on the job, where she can work with other staff members and students, her planning must be broad and general. Before any educational program can be planned, the individuals who are responsible for it should clarify what they consider the characteristics of an effective program and how these may be attained. For this purpose six proposals were designed as a guide for developing the over-all area of home management in the College of Home Economics, Karachi. Because they give the major characteristics of this educational program, they also serve as a guide for developing the individual courses which are listed in the current Curriculum Guide¹ as home management in the first year, family economics in the second year and home management theory and residence and consumer education in the third year. In this way

¹ A Suggested Curriculum Guide for the Home Economics Colleges in Dacca-Karachi-Lahore (Pakistan, 1960).

these proposals may aid in unifying the different courses so that the teacher may effectively direct her work toward the attainment of the goals of this area.

These proposals listed below are the result of making a thorough study of the various aspects of an educational program as they apply to home management as an area in home economics:

1. Education in a democratic country must be designed to prepare students for democratic citizenship.
2. Home management, as every other subject matter area within an educational institution, must contribute to the over-all objectives of the institution and fit into its curricular organization.
3. The subject matter content of home management should meet the needs of the students and of the society in which they live.
4. Functional education in home management requires adaptation of a variety of teaching methods.
5. Higher education in home management is enriched through the inclusion of research.
6. Adequate and appropriate physical facilities, well used, can add to the effectiveness of education in home management.

Proposal 1. Education in a democratic country must be designed to prepare students for democratic citizenship: The first point for all concerned with education is to remember that learning has really been accomplished only when there is changed behavior. This may include attitudes as well as methods of thinking and acting. When this philosophy is accepted, goals or objectives should be set up in terms of the

student behavior desired. Therefore if education must be designed to prepare students for democratic citizenship, opportunities to learn about, to strengthen democratic beliefs and to participate as a citizen in democracy must be provided in the classroom.

Since Pakistan is a democratic country its total educational program should contribute to education for democracy. According to Troelstrup:

Fiction writers, sociologists, anthropologists, educational philosophers, psychologists, and others have recognized the importance of the home in promoting the democratic way of life.²

Also, Hullfish, an outstanding educator, stated: "The family is probably the first place in which to begin the growth of democratic understanding."³

In this way home economics has a major role in education for democracy because it deals with home and family life. The home is influential in determining the attitudes of the children. If democracy is practiced in the home, children may be better equipped to apply it to all phases of life. Troelstrup also indicated that within the home:

. . . better than anywhere else, children can learn to do their share of the work and to make their share of the decisions, to respect each other's differences, to sacrifice together, and to have fun together. There they can learn to recognize the rights of others and to reject the idea of special privilege--even for themselves.⁴

Since home management is involved with making decisions as well as planning for the life of the family, it is intimately concerned with the

² Arch W. Troelstrup, Consumer Problems and Personal Finance (New York, 1957), p. 87.

³ "Education and Post War Economics," Educational Research Bulletin, XXI (January 14, 1942), p. 4.

⁴ Arch W. Troelstrup, pp. 88-89.

way family members function as a group. Hence, the teaching of home management should be directed towards democratic living which will enable the students to become increasingly self-directive, to develop a sense of responsibility, to grow in promoting satisfying human relations, and to participate in the life of the community.

In Pakistan at present the family life is patriarchal. The decisions are mostly made by the father, who is the head of the family. Nevertheless, Shah's study on "Pakistani College Students' Conceptions of Marriage and Marriage Practices and their Implications for Family Life Education" showed a trend towards cooperative decision-making between husband and wife. All the women and 85 per cent of the men emphasized the importance of communication of ideas between husband and wife. Furthermore, mutual decisions, regarding the purchases of articles and children's training were recognized by 88.75 per cent of men and women.⁵

On the basis of these results it may be said that in Pakistan home management should also prepare the students for a life which involves cooperation and sharing within the family and consideration for the rights of all the family members.

The home management residence experience or course is particularly well suited for teaching the concepts of democratic living. McKinney supported this idea in her study as shown on page 29. A variety of experiences that are designed to make the students conscious of democratic living are provided in the residence course. Some of the experiences which could be provided are the following:

⁵Farhat Shah, p. 62.

1. Developing satisfying human relations.
2. Promoting individual development.
3. Formulating of goals, group and individual.
4. Organizing individual and group activities.
5. Setting up a functional plan of work, including financial budget.
6. Determining and sharing responsibilities.
7. Appraising and evaluating progress and achievement in accordance to the previously set goals.

The extent to which education for democracy is promoted in the residence experience or course depends on the teacher's attitude, her relation with students and methods she uses in teaching.

Proposal 2. Home management, as every other subject matter area within an educational institution, must contribute to the over-all objectives of the institution and fit into its curricular organization:

The organization of any program or curriculum should be based on a clearly defined philosophy which will serve as a foundation for the entire program.

It should be carefully thought through and clearly defined, and its implications in practice throughout the program should be thoroughly understood, agreed upon and accepted by those concerned.⁶

For developing a home management program it is necessary to understand the basic philosophy underlying the whole educational program which is the foundation for the home economics curriculum. This is likely to help not only in setting the objectives to be attained by the university

⁶Ivol Spafford, ed., Home Economics in Higher Education (Washington, D. C., 1949), p. 11.

and the college but also for developing the different areas within the home economics curriculum, such as home management.

The Report of the Commission on National Education of Pakistan has determined the over-all philosophy and objectives for the education of women in higher education, as well as throughout the school program.⁷ An understanding of the secondary school program will be of value in knowing the educational background of the students. On the basis of this information plus an understanding of the culture and the socio-economic trends of society, the purposes and objectives could be developed. It is essential not only to consider the needs of the students but also to be aware of the inspirations and expectations of society. If the society does not accept the purposes or objectives of the college, then the program will not be functional. According to Qureshi:

It is of utmost importance that people concerned with curriculum, administrators, principals, teachers, laymen and students, should reach general agreement regarding the objectives and purposes of the educational program. This has a great bearing on curriculum development, because if the goal is not accepted by all those concerned, it is obvious that the methods worked out to achieve it will hardly be accepted.⁸

Since the home management experience is just being developed, it seems of special importance to inform the public of its meaning and purposes in order to gain their interest and support. Therefore, both

⁷Report of the Commission on National Education, Government of Pakistan, Ministry of Education (January-August, 1959).

⁸Zahida Qureshi, "Suggestions and Resource Materials for the Development of a Home Economics Curriculum at the College Level in Pakistan Based on the Study of Home Economics Curricula of Four Colleges in New York State" (unpub. Ph. D. dissertation, Cornell University, 1953), pp. 68-69.

faculty and students should participate in promoting favorable public relations through a variety of media, such as personal contacts, displays, periodicals and radio. At the same time it is well to remember that the attitudes and actions of the individuals working in the program influence the opinions of outsiders about this program.

In addition, the objectives and purposes should be a cooperative enterprise of all the people concerned. Since all the different aspects of home economics center on education for home and family life, they should be inter-related in the education program to achieve the major objectives of the college.

Home management is involved in most of the areas of home economics. For instance, management forms an integral part of foods and nutrition. In an effort to serve a well-balanced meal there is a need to plan, select, prepare, and serve foods of nutritive quality. Management and decision-making determine the kind and quality of the results obtained. This is also true in the other areas of home economics. Therefore, management contributes not only to the achievement of the over-all objectives of the college but also to the integration of the different subject matter areas in home economics, especially through the practical experience of the residence course.

Proposal 3. The subject matter content of home management should meet the needs of the students and of the society in which they live: The modern conception of education is centered around the individual. The conception of "knowledge for knowledge sake" has undergone a change. Knowledge is considered of value only as it helps to develop the individual as a person and enables him to think and to reason. Modern

education does not exclude subject matter but it ". . . sees subject matter as made for the child, rather than the other way round."⁹

To be effective, any subject matter should be concrete and comprehensive and be presented in a logical sequence. The teacher needs to consider these three factors to make the subject matter of home management effective. A knowledge of values, goals and standards is basic to both decision-making and management. The management process in each of its steps is concerned with the use of resources; this involves decisions made in the light of goals set by the individual or the family. Thereby it should help to prepare students to use human and material resources to derive satisfaction and happiness in home and family life and to make worthwhile contributions to society. Cottrell and Bostick stated:

Because much more is known about the management of time, money, energy, and material goods, there is a tendency to emphasize these resources in teaching management. Too often we neglect the less tangible resources of knowledge, interests, skills and attitudes. However, if the challenges and needs of mid-century management are to be met, we must, as teachers, create in our students a working knowledge of all important essence of management choice or decision-making.¹⁰

In considering the use of resources one has to be aware of work simplification as a tool of management. Work simplification is mainly concerned with the use of time and energy for improving work methods. According to Nickell and Dorsey:

Work simplification is the conscious seeking of the simplest, easiest, and quickest method of doing work. Motion-mindedness is an awareness of the motions involved in doing a task and an interest in possible ways of reducing them.¹¹

⁹Edward E. Krug, Curriculum Planning (New York, 1957), p. 289.

¹⁰Cleo M. Cottrell and Mary J. Bostick, "Dynamic and Creative Home Management," Journal of Home Economics, XLVIII (May, 1956), p. 345.

¹¹P. Nickell, J. M. Dorsey, and M. Budolfson, p. 155.

In Pakistan students, who generally come from the middle and upper classes, contribute little to the tasks in their homes. The major part of the housework is assigned to servants. Little has been done to simplify the work of the home. Work simplification can help to develop a respect for labor and a belief that housekeeping could be satisfying if effective management is used.

For successful management it is well to recognize that the management process remains the same even though the resources, goals, values and standards may change with different situations within the family as well as in the large group or community.

Pakistan is passing through a transitional period. Its youth should be prepared for carrying forward the development of their own country as well as for meeting the problems and tensions of the world. Because of the many needs of students in facing the problems of the individual, the family, the community, the nation and the world, the teacher of home management must realize that hers is only one small contribution to the total education required of every young person. She should be concerned that all students get an understanding of the humanities; communications or the ability to convey ideas to others, orally and in writing, to understand and use ideas of others conveyed through different media; the social, physical and biological sciences; and other areas within home economics. It would likewise be desirable for her to work with these other areas, clothing, food, and housing, for example, in order that they may apply the same principles of effective management.

Home management may include some aspects of other home economics areas. Family finance may be taught as a part of home management; so may consumer buying. The financial aspects of housing, as well as of

other areas like foods, clothing, etc., may be included in consumer buying and financial management. Housing, through its design, furnishings, and decoration, affects to a major extent, the kind and amount of work required in housekeeping; hence, it is related to time and energy management in the performance of housekeeping tasks.

In order for home management to contribute to a functional program in education, the administrators and faculty members in charge of home management and related areas need a sound knowledge and understanding of the culture of the country; the family life; the background of the students; the role of the homemaker and other members of the family in managing the home; the values, goals and resources of the students and their families; the previous experience and training of the students in home management, closely related areas of homemaking and the tasks of housekeeping; and their ability to learn as well as the careers for which they are preparing. Such a knowledge of the needs of society and of the individual should serve as a major guide in building the curriculum for home management as for all other subject matter areas. To obtain such information is a slow and long time process for which a variety of methods must be used. Besides, wide reading and general observation of life in representative homes and communities, studies concerned with the values and goals of families, their material resources--how they are obtained and used; their management practices, problems, and satisfactions; and methods of working with families, are useful. Check lists, questionnaires and a variety of other paper and pencil techniques and tests as well as interviews and personal conferences can be used with students and others to learn more about their attitudes, needs, interests and abilities in personal and home management. The staff members in each

institution must decide cooperatively on the information they need as well as how to obtain and use it. At the same time they must respect the right to privacy of the individual student and her family.

Proposal 4. Functional education in home management requires adaptation of a variety of teaching methods: To facilitate learning it is essential to provide experiences which will be meaningful and interesting to the students. In this, the teacher holds an important responsibility. She has to give guidance and leadership for making the learning experiences worthwhile to the students. As preparation for this role, she should be able to demonstrate the effective use of the management process throughout her teaching in order to help in attaining the desired objectives. Any activity or learning experience has to be planned ahead in relation to goals, values, and standards desired and the resources available. Then decisions are made for the selection of teaching methods appropriate for the situations, students, subject matter and the desired objectives. Evaluation has to be incorporated into the actual learning experience to assess its effectiveness as well as for a guide for developing future learning experiences. These experiences have to be flexible so that individual differences are taken care of. They must also provide for student participation. In a democratic situation the emphasis is on teacher-student planning. The experiences should be selected to provide avenues for the growth and development of the students as well as to enable the teacher to grow in her professional ability. Continuity and relatedness are important factors to be considered in planning the experiences.

Home management has a unique opportunity for making teaching effective as class problems can be closely related to the actual life of the

students and their families, particularly through the residence experience. Hence, the home and community offer valuable resources for the teaching of home management.

In home management, as in the total field of home economics, the problem-solving approach is emphasized. The philosophy of home economics stresses that the students learn by doing. Learning activities should be chosen to guide students to strengthen social consciousness, to solve problems by reflective thinking, to be responsible and self-directive as well as creative. Through classwork students can gain knowledge and understanding, through the laboratory they can gain ability in using what they have learned. Although theory classes in home management may include some laboratory activities, the residence course in most colleges provides the major opportunities to develop ability in both the management of a home and in achieving satisfying group relations. According to Read:

The home management house experience primarily offers opportunities for the student to make decisions and carry them into action in an independent, responsible way. It offers her an integrated type of experience where she can gain competency in using her resources to serve her purposes and those of the group. It gives her opportunities to increase her confidence in herself as she evaluates her own accomplishments. In addition, it is a place where the student has opportunities to experience working relationships with others which can increase her insight into herself in relation to them. Such growth will be valuable, later, not only in family relationships but in job relationships. Finally, the house offers an opportunity for the student to find sources of satisfaction in a homemaking type of experience.¹²

In this residence situation,

The role of the adviser must be essentially that of a "facilitator." Her responsibility is to maintain a

¹²Katherine H. Read, "The Role of the Residence Adviser," Journal of Home Economics, LI (April, 1959), p. 267.

framework within which students can function in the house. She will help clarify and define the problems. She will also evaluate with students what they are accomplishing. She may raise questions or give needed information, but her main purpose is not to direct or pass judgment. She is there to help the students function as a group and grow as individuals.

In order to carry out this role, the adviser needs to be a person who likes and respects people and who communicates well with them. She needs to set good standards in management herself and be skillful in the process of evaluation. Above all, she needs to have confidence in students and in their capacity to learn on their own.¹³

Both teacher and students must remember that management is not an end in itself. The over-all purposes of home management may be described as facilitating the development and well-being of each individual as well as of the group and satisfying human relationship among members of the family group as well as worthwhile contributions by the group to society.

Besides, the theory classes preceeding or paralleling the residence experience should be made interesting by the use of different and appropriate teaching methods, such as group and individual discussion, demonstration, problem-solving, lecture, role-playing, etc. The Commission on National Education, recognizing the value of methods for effective teaching, recommends the use of methods "which will excite the student's intellectual interest and generate in him a spirit of inquiry and the ability to apply his knowledge to the solution of problems."¹⁴

Moreover, students must be free to explore new ideas and activities. They must learn to reason from the known to the unknown. They must gain experience in making decisions as well as accepting the resulting

¹³Ibid., pp. 267-268.

¹⁴Report of the Commission on National Education, Government of Pakistan, Ministry of Education (January-August, 1959).

consequences. They must recognize the role and contributions of different individuals and respect them as human beings; they must see that everyone should have concern for the welfare of others, regardless of their status or contributions. The Commission believes that the teaching methods should be supplemented with regular meetings of teacher and small groups of students, called tutorials, because,

. . . it is in tutorials that the student receives the guidance and inspirations to develop the spirit of inquiry and investigation that is the very essence of higher education.¹⁵

Teaching methods should be used as a means of achieving goals. Appropriate audio-visual aids may be used, particularly in theory classes, to stimulate the thinking ability of the students. The home management teacher, with student participation, can make her teaching effective by the use of facilities in the college, the homes and the community. The teacher's responsibility will be to use appropriate aids for each situation which are also in keeping with the culture and the socio-economic status of the students.

Evaluation should be carried on by teacher and students when it contributes most to the development of the students and should measure progress toward the goals of the individual as well as of the group. Evaluation should not be for comparison between students or testing only the knowledge gained but should be for determining the ability to apply and use the knowledge and understanding gained as well as the ability to recognize and use reliable sources of information needed while in college and after leaving.

¹⁵Ibid., p. 30.

Curriculum guides may be used by the teacher to enrich the learning experiences for the students. Saylor and Alexander stated that:

Curriculum guides should stimulate and help teachers develop all types of educational experiences for pupils that promise to contribute most to their growth and development in terms of the outcomes desired from the educational program.¹⁶

McKee gave additional ideas for the teacher to consider when he emphasized the upgrading of values in home management. He expressed the belief that:

To examine and explore values and value assumptions involves consideration at two levels. Numerous discussions of values deal wholly with description and analysis and stay there. . . . Others go beyond the descriptive approach into the normative realm to inquire what are the values which human beings in the situation should or ought to maintain. When one includes this second dimension one is moving from a scientific level of analyzing and reporting to an ethical level of considering not only what is but what ought to be. Both approaches are legitimate and proper for a consideration of values. . . . Life demands a consideration of both the actual and the ideal.¹⁷

The home management teacher who believes that real teaching must result in changed behavior will guide students not only to clarify their values and their goals but also to appraise them from both a short-term and long-term basis in order that students may raise their sights as they mature.

Proposal 5. Higher education in home management is enriched through the inclusion of research: The rapid changes in science and technology make it difficult to keep pace with new developments that influence family life. For this reason home economists must make a special effort

¹⁶Galen J. Saylor and William Alexander, Curriculum Planning for Better Teaching and Learning (New York, 1954), p. 383.

¹⁷William W. McKee, p. 8.

to keep informed about research in the related sciences and arts as well as in home economics, particularly in the areas of their specialization. Because home economics is dedicated to the well-being of the family and its members, it draws on many different disciplines. This idea which applied to research was expressed by Swanson in these words:

No one discipline can do the job of setting up an adequate research program. The family is too complex a unit. A person who has worked in this area cannot but be aware of the limitations of a single discipline. It seems important, therefore, that those of us who are interested in the well-being of the family seek the complementary functioning of several disciplines in trying to reach understanding of the family's needs in today's world.¹⁸

If the curriculum claims to provide experiences to meet the personal and social needs of the students, if possible, it should enrich its program through carrying on some research in all phases of home management and try to cooperate in research with related areas in home economics as well as with other related disciplines. Swanson supported this broad interpretation of research in home economics:

In looking at family research in its new dimensions, the home economist sees that programs must continue to focus on physical and material things---food, nutrition, health, clothing, and shelter. But she sees also that research programs must be broadened to include investigations of the behavior of families and of individuals in the fast-moving affluent world in which they live. That they must involve studies contributing to knowledge of factors that go into the making of normal, healthy, stable personalities. In the broad sense, the home economist desires to seek ways that will further home, community, national, and world conditions favorable to family life.¹⁹

In home economics, including home management limited research has been undertaken in Pakistan. Hence, studies and research from other

¹⁸Pearl Swanson, "New Resources for Research," Journal of Home Economics, LIII (March, 1961), p. 169.

¹⁹Ibid., p. 161.

countries may be of value in improving techniques through the use of their underlying principles for carrying out similar research which is in keeping with the culture and needs of the country. The Commission on National Education acknowledges the need for research in Pakistan in the following statements:

It is true that research is international and there is no need for us to develop research programmes in a spirit of autarchy. But the point is that the particular needs and attitudes of a country determine its programme of research, and many of the problems with which Pakistan is faced are peculiar to Pakistan. We cannot, therefore, do without our own scholars and research workers if we are fully to realize ourselves as a nation.²⁰

Home management could contribute to research for promoting satisfying home and family living. For this purpose some of the phases of home management which seem to need investigation are: determining the beliefs of individuals regarding home management and its relationship to household tasks, e.g., food, clothing, housing, etc.; the methods practiced for managing the house; the methods used for the improvement of housework by conserving time, energy, money and other resources; the relationship between values and goals and home management; the relationship of home management and the well-being of the family.

Although graduate students assume the major responsibility for research, opportunities may be provided for students to undertake simple experimentations and investigations in the field of home management.

Research, we must remember, enriches teaching, contributes to the world of learning, and by its discoveries in the natural and social sciences transforms our very lives. From now on we think of both teaching and research every

²⁰Report of the Commission on National Education, Government of Pakistan, Ministry of Education (January-August, 1959), p. 28.

time we think of educational development. This dual role of higher education is fundamental.²¹

As the study of Pakistani homes seemed to show a need to simplify household tasks, time and motion studies carried out by students in the laboratories, home management apartment or house, and perhaps in some of the homes of the students may form the basis for improved work methods in household tasks in their homes. To make the students conscious of research it is necessary to include research studies from other countries so that they may see the need for research in their own country. It is the teacher's responsibility to present research in an interesting manner and make it meaningful to the students. This may involve simplifying the technical knowledge to the level of the students so that they are able to interpret and apply the procedures and findings. Basic to this, the teacher should have an understanding of the value and types of research needed in home management.

It may be concluded, that though the undergraduate students generally may not carry out any research, they need to:

1. be interested in research and recognize its value;
2. be able to read and interpret it as well as apply the findings;
3. become acquainted with some major sources of research in different aspects of home management and be able to judge its reliability;
4. become aware of the needs in research, especially with regard to home management in Pakistan;

²¹Ibid., p. 16.

5. develop an experimental attitude recognizing that all answers for home management have not been found.

Besides, it is the responsibility of the teacher to encourage and guide the graduate students to carry out research. For this, it is necessary to help the students to recognize their potentialities as well as limitations.

Proposal 6. Adequate and appropriate physical facilities well used can add to the effectiveness of education in home management: The objectives of the institution determine the learning experiences to be offered in the college. Likewise, the desired experiences determine the facilities needed. For example, if the emphasis is on the development of manipulative skills, the need for laboratories arises. Similarly, the home management residence experience offers opportunities for the development of manipulative, managerial and relational skills of the students as well as experimentation in each of these. The better planned the desired outcomes are, the more effective will be the use of laboratories and other facilities. The Commission on National Education recommends that the experiences or experiments in the laboratories should be such that,

This process (experimentation) becomes educationally valuable not so much in the matter now learned--which might perhaps be better described in the textbook--but in laying the basis for later true experiment, working from the known to the unknown.²²

To make the residence experience educationally valuable it is necessary to provide the facilities which are functional, suitable to the size of the group, in harmony with the homes of the students, and

²²Ibid., p. 41.

up-to-date rather than elaborate and expensive. The physical environment should be such that the atmospheric conditions, lighting, sound, color, design, etc. are conducive to physical and psychological satisfactions, as well as, inspire and prepare the students to improve the environment at home as needed.

Besides, the classrooms and laboratories should facilitate effective learning through the use of different teaching methods and aids with minimum changes in the set-up of the room. The physical facilities should exemplify the principles taught in home economics, particularly in home management. Moreover,

The home economics environment should exemplify the good selection, use and care of physical facilities adapted to the college situation and to the economic level of family living with which a particular department is most concerned.²³

The environment, including equipment and furnishings, in the home management residence, classrooms, and laboratories should provide opportunities for the students to practice and use the principles of management and work procedures. Home management residence experience provides an opportunity for the actual practice of maintaining a desirable environment which is in keeping with the acceptable standards of health and sanitation. In Pakistan, as stated before, one of the aims of the home economics college is to equip the girls for the teaching profession and community work. Therefore, the facilities of home management should not only be designed in accordance with the socio-economic level of the students but also provide opportunities for them to experiment with the possibilities of limited resources and through their effective use maintain a desirable standard.

²³Ivol Spafford, p. 106.

The students should be encouraged to use the library and other reliable sources of information for enriching their knowledge and understanding of home management. As much as possible the classroom teaching should be based on the knowledge gained through study and investigation. Since limited research studies and few books exist in the area of home economics which are in keeping with the Pakistani culture, the teacher should encourage the students to apply the basic principles and ideas from the literature written for other cultures and help them to visualize the forces which influence their own culture.

To the writer the development of these six proposals meant the clarification of the over-all requirements of a functional program in home management and suggested methods for implementing them. Thus they were planned as a framework for the total home management program which should serve as an aid for developing the different courses to be included in this program. They were used as a basis for determining the over-all purposes and the major characteristics of an effective home management residence experience or course, which is one of the major aspects of the home management program. The specific ideas presented in the explanation of each proposal were particularly useful in formulating the items or learning experiences included under each major characteristic of an effective residence experience.

These purposes and characteristics were organized into a check list so that their value and relative importance as a guide for developing the residence experience could be appraised by educational leaders before they were presented as one kind of curriculum planning aid.

CHAPTER V

RESULTS AND DISCUSSIONS

On the basis of the proposals described in Chapter IV, the over-all purposes and characteristics of an effective home management residence experience were identified and organized into a check list. This was administered to two groups. The first group included faculty members and post-graduate students in the departments of Home Management and Home Economics Education at Oklahoma State University, the second group, Pakistani women graduate students in various areas of home economics in the same institution. Each of these educators was asked to express her belief with regard to the relative importance of two over-all purposes and seven characteristics of an effective home management residence experience. This was done by checking the purposes and the separate items under each of the seven characteristics as either "very important," "important," or "not important." They were also invited to list any additional purposes or characteristics which they believed necessary.

Answers to the check list were received from 14 faculty members and post-graduate students out of a total of 15 and from all the 12 Pakistani graduate students. The data were tabulated and analyzed separately for the two groups as explained in Chapter I, the section on methods and procedures.

The data in Table I on page 58 indicates that the faculty and the students¹ believed that "to grow in the ability to apply the managerial process" is "very important." At the same time twice as many of the faculty as of the students considered "developing deeper understanding of decision-making," "very important." None of the members of the two groups rated the purposes as "not important."

The figures in Table II on page 59 show that 50 per cent or more of both groups considered all the items related to "the desirability of students formulating their goals for home management residence with guidance of the adviser" as "very important." Still, more of the faculty members checked all of the items as "very important" than did the students. Item b, "having the opportunity to set personal goals as well as contribute to group goals," received the lowest percentage rating of all the items in this section of the checklist from both groups. Although one member from each group checked an item as "not important," they disagreed about which item is not important. Could it be that some members of both groups consider it more important for the teacher to set the goals?

More of the faculty regarded all the items related to characteristic III, "students deciding democratically with the guidance of the adviser" on the over-all plan for the residence experience as "very important" than did the students. This is shown by consistently higher percentages for the faculty listed in the first column, "very

¹Henceforth, in this study the faculty will refer to the United States faculty and post-graduate students in the departments of Home Management and Home Economics Education and the Students will refer to the Pakistani graduates in various areas of home economics at Oklahoma State University.

TABLE I

RESPONSES TO THE OVER-ALL PURPOSES OF THE RESIDENCE EXPERIENCE

Over-all Purposes	Very Important		Important		Not Important		No Response	
	Faculty Per Cent	Students Per Cent	Faculty Per Cent	Students Per Cent	Faculty Per Cent	Students Per Cent	Faculty Per Cent	Students Per Cent
1. To grow in the ability to apply the management process of planning, directing the carrying out of the plans and appraising results in the administration of the home for attaining individual and group goals.	78.6	50.0	14.3	50.0	--	--	7.1	--
2. To develop deeper understanding of making intelligent or reasoned decisions necessary for solving the managerial problems of the home through the operation of the home management residence.	92.9	41.7	7.1	58.3	--	--	--	--

TABLE II

RESPONSES TO THE CHARACTERISTIC RELATED TO FORMULATION OF REALISTIC GOALS

Students formulate co-operatively, with the guidance of the adviser, realistic goals in harmony with their values and available resources for individual and group achievement.	Very Important		Important		Not Important		No Response	
	Faculty Per Cent	Students Per Cent	Faculty Per Cent	Students Per Cent	Faculty Per Cent	Students Per Cent	Faculty Per Cent	Students Per Cent
a. Recognizing individual differences in value, needs and abilities in setting goals and standards.	92.9	75.0	7.1	8.3	--	8.3	--	8.3
b. Having the opportunity to set personal goals as well as to contribute to goals of the group.	71.4	50.0	21.4	50.0	--	--	7.1	--
c. Considering the culture of the country and the life of families when setting the over-all goals for the residence experiences.	85.7	75.0	7.1	25.0	7.1	--	--	--
d. Considering the factors necessary for maintaining satisfying home life when determining goals.	85.7	75.0	14.3	25.0	--	--	--	--

TABLE III

RESPONSES TO THE CHARACTERISTIC RELATED TO DEMOCRATIC DECISIONS
FOR THE OVER-ALL PLAN OF THE RESIDENCE EXPERIENCE

Students decide democratically with the guidance of an adviser on the organization, division of work, and rotation of responsibilities necessary for satisfying group living and successful operation of the home.	Very Important		Important		Not Important		No Response	
	Faculty Per Cent	Students Per Cent	Faculty Per Cent	Students Per Cent	Faculty Per Cent	Students Per Cent	Faculty Per Cent	Students Per Cent
a. Showing respect and consideration for the individuality of each member.	92.9	83.3	7.1	16.7	--	--	--	--
b. Participating in group discussions, comparable to the "family council."	78.6	41.7	21.4	50.0	--	8.3	--	--
c. Using deliberate discussions for resolving differences of opinion.	64.3	50.0	14.3	25.0	7.1	25.0	14.3	--
d. Using problem solving procedure to develop critical thinking and self-direction.	85.7	50.0	14.3	50.0	--	--	--	--
e. Sharing the responsibilities and privileges of the group.	71.4	66.7	28.6	33.3	--	--	--	--

TABLE III (concluded)

	Very Important		Important		Not Important		No Response	
	Faculty Per Cent	Students Per Cent	Faculty Per Cent	Students Per Cent	Faculty Per Cent	Students Per Cent	Faculty Per Cent	Students Per Cent
f. Respecting worthwhile contributions of everyone to the well-being of the group regardless of the size of the contribution or the status of the individual.	85.7	58.3	14.3	41.7	--	--	--	--
g. Realizing the relationship of this group to the community of which they are a part.	78.6	33.3	21.4	50.0	--	16.7	--	--
h. Having the freedom to express creativity in carrying on the different responsibilities as long as they are not detrimental to the group.	78.7	58.3	14.3	41.7	--	--	7.1	--

important," of Table III, page 60. A wide range, from 33.3 to 83.3 per cent, is shown by the students with regard to which of these items was "very important." Item a, "showing respect for individuality of each member," received the highest percentage rating for "very important" by both groups. Item b, "participating in family discussions comparable to the family council," was rated as "very important" by less than half the students while eight per cent considered it "not important." Although more than half of both groups indicated that item c, "the use of deliberate discussions for resolving differences of opinion," was "very important," a low percentage of the faculty and one-fourth of the students considered it as "not important," while 14.3 per cent of the faculty did not respond. Comments added to the checklist showed that this statement was not clearly understood. This may account for variations in the ratings.

The percentage rating of the students is less than half of that for the faculty for item g, "realizing the relationship to the community" as "very important." Also, a sixth of the students rated the same item as "not important." The majority of both the groups agreed that all of the items were either "very important" or "important." This indicates that almost all of these home economists recognized that making decisions about the organization of the residence is a worthwhile learning experience.

In Table IV the most striking difference in the ratings by the two groups is shown for item f, "recognizing the effect of socio-economic and technological trends on management," which 92.9 per cent of the faculty but only 33.3 per cent of the students rated as "very important." Although more of the faculty members than the students tended to rate these items as "very important," there were a few exceptions. For

TABLE IV

RESPONSES TO THE CHARACTERISTIC RELATED TO GROWTH IN JUDGMENT WITH REGARD TO DESIRED STANDARDS

Students grow in judgment with regard to desired standards of individual behavior, group relations and homemaking tasks in harmony with the culture of the country and available resources.	Very Important		Important		Not Important		No Response	
	Faculty Per Cent	Students Per Cent	Faculty Per Cent	Students Per Cent	Faculty Per Cent	Students Per Cent	Faculty Per Cent	Students Per Cent
a. Considering the individual standards of the members when deciding on standards for this group experience.	78.6	41.7	14.3	58.3	--	--	7.1	--
b. Setting desirable standards for personal and group living and for performing different homemaking tasks.	85.7	50.0	14.3	41.7	--	8.3	--	--
c. Adjusting standards to changing conditions through meeting different situations faced by the group.	85.7	58.3	14.3	41.7	--	--	--	--
d. Operating the home on different financial levels.	50.0	66.7	35.7	25.0	14.3	8.3	--	--

TABLE IV (concluded)

	Very Important		Important		Not Important		No Response	
	Faculty Per Cent	Students Per Cent	Faculty Per Cent	Students Per Cent	Faculty Per Cent	Students Per Cent	Faculty Per Cent	Students Per Cent
e. Providing for the health and safety of the group through eliminating accident hazards in the facilities and their use as well as by practicing good habits of physiological and mental health.	78.6	66.7	21.4	25.0	--	8.3	--	--
f. Recognizing the effect of socio-economic trends and technological developments on the management practices of individuals and families.	92.9	33.3	7.1	50.0	--	16.7	--	--

example, more students than faculty checked item d, "operating the home on different financial levels" as "very important."

The percentages in Table V on page 66 show that all the items were accepted by the majority of the faculty and students as either "very important" or "important." Two-thirds of them were accepted as "very important" by the majority of the students while all of them were checked as "very important" by the majority of the faculty. Only one-third of the students considered item e, "to develop judgment for using outside help," as "very important," while two-thirds of the faculty rated it "very important." Could this be the result of some cultural differences between the two groups? Whereas Pakistani families are accustomed to employing servants as household help, United States families tend to rely more on equipment.

Only one other item was considered "very important" by one-third of the students; this was item i, "selecting and using reliable sources of information for solving problems." At the same time this was one of the two items to be given the highest rating by the faculty; over 90 per cent checked it as "very important." Could this difference between the beliefs of the two groups be related to the fact that while sources of information about home management are plentiful in this country, they are almost non-existent in Pakistan?

Although item g, "developing the ability to use and care for different kinds of equipment" received the lowest rating for "very important" of all the items, it was still rated as "very important" by the majority of the faculty.

The percentages of Table VI on page 68, as those of Table V, page 66, showed that all the faculty and students believed all six items

TABLE V

RESPONSES TO THE CHARACTERISTIC RELATED TO GROWTH IN ABILITY
TO MANAGE AND USE HUMAN AND MATERIAL RESOURCES

Students grow in the ability to manage the use of human and material resources to attain the previously determined goals of the group and of individuals concerned.	Very Important		Important		Not Important		No Response	
	Faculty Per Cent	Students Per Cent	Faculty Per Cent	Students Per Cent	Faculty Per Cent	Students Per Cent	Faculty Per Cent	Students Per Cent
a. Remembering that the management of resources should promote the well-being of all concerned.	78.6	66.7	7.1	25.0	--	8.3	14.3	--
b. Budgeting the available money.	64.3	75.0	35.7	25.0	--	--	--	--
c. Purchasing goods and services for the family.	64.3	50.0	35.7	50.0	--	--	--	--
d. Using time and energy effectively when performing the different home-making tasks to promote the well-being of the individual and the group.	92.9	75.0	7.1	25.0	--	--	--	--
e. Developing judgment in deciding when and how to use outside help of servants and/or commercial enterprises in performing household tasks.	71.4	33.3	28.6	66.7	--	--	--	--

TABLE V (concluded)

	Very Important		Important		Not Important		No Response	
	Faculty Per Cent	Students Per Cent	Faculty Per Cent	Students Per Cent	Faculty Per Cent	Students Per Cent	Faculty Per Cent	Students Per Cent
f. Assessing the value of home production by comparing the cost and quality of goods and services produced at home plus the resulting satisfactions with those purchased.	64.3	41.7	35.7	58.3	---	---	---	---
g. Developing the ability to use and care for different kind of equipment, furnishings and supplies.	57.1	41.7	35.7	50.0	7.1	8.3	---	---
h. Keeping the physical environment (sanitation, lighting, orderliness, etc.) conducive to group harmony, personal comfort and successful results in homemaking tasks.	85.7	58.3	14.3	33.3	---	8.3	---	---
i. Developing the habit of selecting and using reliable sources of information for solving problems.	92.9	33.3	7.1	66.7	---	---	---	---
j. Experimenting with the use of limited resources to attain desirable goals.	85.7	58.3	14.3	41.7	---	---	---	---

TABLE VI

RESPONSES TO THE CHARACTERISTIC RELATED TO INTEGRATION OF
KNOWLEDGE GAINED FROM OTHER AREAS OF HOME ECONOMICS

Students integrate and apply the knowledge, understandings and abilities obtained in other areas of home economics in the management of the home.	Very Important		Important		Not Important		No Response	
	Faculty Per Cent	Students Per Cent	Faculty Per Cent	Students Per Cent	Faculty Per Cent	Students Per Cent	Faculty Per Cent	Students Per Cent
a. Assuming responsibility for the operation of the residence and the different housekeeping tasks requires understanding and ability in all areas of homemaking.	85.7	41.7	14.3	58.3	---	---	---	---
b. Sharing responsibility for satisfying relations with individuals of the group as well as outsiders.	85.7	50.0	14.3	50.0	---	---	---	---
c. Providing wholesome, palatable meals within the available money and other resources for the nutritional and aesthetic needs of the group.	71.4	66.7	28.6	25.0	---	8.3	---	---

TABLE VI (concluded)

	Very Important		Important		Not Important		No Response	
	Faculty Per Cent	Students Per Cent	Faculty Per Cent	Students Per Cent	Faculty Per Cent	Students Per Cent	Faculty Per Cent	Students Per Cent
d. Extending hospitality to others.	64.3	58.3	35.7	33.3	---	8.3	---	---
e. Selecting and using the most appropriate facilities and supplies for the residence (e.g. textiles, groceries, equipment, etc.)	71.4	41.7	28.6	50.0	---	8.3	---	---
f. Managing the laundry and household cleaning.	64.3	33.3	35.7	33.3	---	33.3	---	---

to be either "very important" or "important" though a number of the students believed four of the items were "not important."

Over 64 per cent of the faculty rated all the items as "very important," but only one item was rated as "very important" by over 66 per cent of the students whereas, three of the items were rated as "very important" by less than half of the students. Item f, "management of laundry and household cleaning," was rated as "not important" by more than one-third of the students. Almost twice as many of the faculty rated this item as "very important." Maybe the students consider these household tasks as "not important" for college students because they are generally the job of servants in Pakistani families. In contrast they are the responsibility of the homemaker in the United States.

There is a decided difference between the highest ratings given to items by each group as shown in Table VII, page 71, but the difference between the lowest ratings is small. Item a, "the evaluation of individual and group planning" was rated as "very important" by one-third of the students but more than twice as many of the faculty rated it "very important."

The faculty rating, as "very important," was lower than that of the students for item d, "growth in values and goals" but the range between the two was not large. However, more than one-third of the faculty did not respond. This may be because the faculty did not agree on the meaning of the term "growth in values"; this was shown by their comments.

When comparing the number of faculty and students who checked the items in Table VIII on page 72 as "very important" with those who

TABLE VII

RESPONSES TO THE CHARACTERISTIC RELATED TO EVALUATION OF PROGRESS ON BASIS OF GOALS

Students participate in evaluating the progress and achievement of individuals and the group on the basis of their goals with the guidance of the residence adviser.	Very Important		Important		Not Important		No Response	
	Faculty Per Cent	Students Per Cent	Faculty Per Cent	Students Per Cent	Faculty Per Cent	Students Per Cent	Faculty Per Cent	Students Per Cent
a. Determining the extent to which individual and group planning and achievement were satisfactory and using this as a basis for future plans and actions.	85.7	33.3	14.3	58.3	--	8.3	--	--
b. Appraising progress toward both personal and group goals regularly.	92.9	50.0	7.1	41.7	--	8.3	--	--
c. Recognizing that evaluation of results obtained, and methods and resources used in relation to values, goals and available resources is an integral part of management.	85.7	58.3	7.1	41.7	--	--	7.1	--
d. Deciding whether growth should be made in values held and goals desired.	42.9	50.0	14.3	41.7	7.1	8.3	35.7	--
e. Planning for growth and improvement as a result of evaluation.	78.6	66.7	7.1	33.3	--	--	14.3	--

TABLE VIII
RESPONSES TO THE CHARACTERISTIC RELATED TO INTERPRETATION
OF THE RESIDENCE EXPERIENCE TO OTHERS

Students participate in interpreting the meaning, value, and purposes of home management and the residence experience to other college students, college administrators and staff, parents and public.	Very Important		Important		Not Important		No Response	
	Faculty Per Cent	Students Per Cent	Faculty Per Cent	Students Per Cent	Faculty Per Cent	Students Per Cent	Faculty Per Cent	Students Per Cent
a. Informing outsiders about the goals and learning experiences of the home management residence through extending hospitality.	57.1	16.7	42.9	83.3	--	--	--	--
b. Setting up displays which explain home management and the residence experience where other students, teachers, parents, and visitors may see them.	50.0	33.3	35.7	66.7	14.3	--	--	--
c. Writing articles about worthwhile experiences and achievements for the college magazines and other publications.	57.1	50.0	28.6	41.7	14.3	8.3	--	--
d. Preparing radio scripts which explain this program as part of the preparation for home-making and other careers in home economics.	35.7	33.3	50.0	66.7	14.3	--	--	--

checked the items of all the other tables as "very important," it seems that characteristic 7, "interpreting the meaning, value and purposes of home management and the residence experience to the public," was in general considered of less importance than the other characteristics by both faculty and students. Perhaps this may be explained by the fact that public relations is not a means of learning management and decision-making in the residence experience.

In spite of the fact that one-sixth of the faculty rated three of the four items as "not important," still, when combining the number of faculty and of students who believed all the items under public relations to be either "very important" or "important," the majority appear to consider interpreting the program to the public as a necessary part of the home management residence experience.

Suggestions Made by the Respondents

Besides answering the check list only the faculty respondents added some suggestions. About one-third of them stated that the directions preceeding the check list were not clear because the word "always" limited the meaning for the column "very important." Also, some of the statements in the check list were considered inconsistent in wording or some words were questioned by one or two faculty respondents. In characteristic 2, "deciding democratically with the guidance of the adviser on the over-all plan for the residence experience," item c, "the use of deliberate discussions for resolving differences of opinion," was questioned by three faculty respondents. Also, in characteristic 6, "evaluation of progress on the basis of goals," item d, "growth in values and goals," was questioned by five faculty respondents. The

questions concerned mainly the words "deliberate" and "growth in values," respectively.

A few additional items were added by two faculty respondents, which are for characteristic 7, "interpretation of the residence experience":

1. have a desirable attitude toward the home management residence experience and display this attitude to other students.
2. carry out the responsibility to other classes, organization, own family, etc., by means of good management while in the residence.

Since the suggestions were minor and made by only a few of the respondents, the writer would conclude that the guide is fairly comprehensive and satisfactory. However, before using it with another group the statements should be refined in structure and wording which would help in the clarification of ideas.

On the whole, the majority of the total respondents rated the two over-all purposes and seven major characteristics of an effective home management residence as "very important" or "important."

CHAPTER VI

CONCLUSIONS AND RECOMMENDATIONS

The writer will assume the responsibility for teaching the home management residence experience and related courses in home management in the College of Home Economics, Karachi, Pakistan. As part of the preparation for this position, this study was undertaken to develop "A Guide for the Residence Experience as Part of the Home Management Program in the College of Home Economics, Karachi, Pakistan." To carry out the study it was necessary to attain these minor objectives:

1. To review and study the literature and research in the area of home management with emphasis on the place of the home management residence experience.
2. To develop a clearer understanding of what constitutes an effective home management program and residence experience.
3. To formulate functional proposals for the home management program as a basis for developing the guide for an effective residence experience.
4. To ascertain the beliefs of a selected group of college faculty members and Pakistani graduate students with regard to the relative importance of certain characteristics of an effective home management residence experience.

After an extensive study of the available research and literature concerned with home management on the college level, proposals were

developed for an effective program. These served as the basis for formulating the over-all purposes and characteristics of the home management residence experience, which is a major part of the home management curriculum. The purposes and characteristics were organized into a check list to ascertain the beliefs of a number of home economics educators from this country and from Pakistan with regard to the relative importance of these purposes and characteristics of an effective residence experience. Each respondent was asked to check each item as either "very important," "important," or "not important."

The responses for both groups were tabulated in percentages, compared and analyzed. On the basis of the findings including the recommendations of the respondents, the over-all purposes and characteristics of an effective home management residence experience, as presented in the check list, were revised to serve as a guide for this experience. A copy of this guide follows:

Part I. Over-all Purposes of the Home Management Residence Experience

1. To grow in the ability to apply the management process of planning, directing the carrying out of the plans and appraising results in the administration of the home for attaining individual and group goals.
2. To develop deeper understanding of and increasing ability in making intelligent or reasoned decisions necessary for solving the managerial problems of the home through the operation of the home management residence.

Part II. Characteristics of an Effective Home Management Residence Experience

1. Students formulate cooperatively, with the guidance of the adviser, realistic goals in harmony with their values and available resources for individual and group achievement through:
 - a. Recognizing individual differences in values, needs and abilities in setting goals and standards.
 - b. Having the opportunity to set personal goals as well as to contribute to goals of the group.
 - c. Considering the culture of the country and the life of families when setting the over-all goals for the residence experience.
 - d. Considering the factors necessary for maintaining satisfying home life when determining goals.
2. Students decide democratically with the guidance of an adviser on the organization, division of work, and rotation of responsibilities necessary for satisfying group living and successful operation of the home through:
 - a. Showing respect and consideration for the individuality of each member.
 - b. Participating in group discussions, comparable to the "family council."
 - c. Using discussions for resolving differences of opinion.
 - d. Using problem solving procedures to develop critical thinking and self-direction.
 - e. Sharing the responsibilities and privileges of the group.

- f. Respecting worthwhile contributions of everyone to the well-being of the group regardless of the size of the contribution or the status of the individual.
 - g. Realizing the relationship of this group to the community of which they are a part.
 - h. Having the freedom to express creativity in carrying on the different responsibilities as long as they are not detrimental to the group.
3. Students grow in judgment with regard to desired standards of individual behavior, group relations and homemaking tasks in harmony with the culture of the country and available resources through:
- a. Considering the individual standards of the members when deciding on standards for this group experience.
 - b. Setting desirable standards for personal and group living and for performing different homemaking tasks.
 - c. Adjusting standards to changing conditions through meeting different situations faced by the group.
 - d. Operating the home on different financial levels.
 - e. Providing for the health and safety of the group through eliminating accident hazards in the facilities and their use as well as by practicing good habits of physiological and mental health.
 - f. Recognizing the effect of socio-economic trends and technological developments on the management practices of individuals and families.

4. Students grow in the ability to manage the use of human and material resources to attain the previously determined goals of the group and of individuals concerned through:
 - a. Remembering that the management of resources should promote the well-being of all concerned.
 - b. Budgeting the available money.
 - c. Purchasing goods and services for the family.
 - d. Using time and energy effectively when performing the different homemaking tasks to promote the well-being of the individual and the group.
 - e. Developing judgment in deciding when and how to use outside help of servants and/or commercial enterprises in performing household tasks.
 - f. Assessing the value of home production by comparing the cost and quality of goods and services produced at home plus the resulting satisfactions.
 - g. Developing the ability to use and care for different kinds of equipment, furnishings and supplies.
 - h. Keeping the physical environment (sanitation, lighting, orderliness, etc.) conducive to group harmony, personal comfort and successful results in homemaking tasks.
 - i. Developing the habit of selecting and using reliable sources of information for solving problems.
 - j. Experimenting with the use of limited resources to attain desirable goals.

5. Students integrate and apply the knowledge, understandings and abilities obtained in other areas of home economics in the management of the home through:
 - a. Assuming responsibility for the operation of the residence and the different housekeeping tasks (this requires understanding and ability in all areas of homemaking).
 - b. Sharing responsibility for satisfying relations with individuals of the group as well as outsiders.
 - c. Providing wholesome, palatable meals within the available money and other resources for the nutritional and aesthetic needs of the group.
 - d. Extending hospitality to others.
 - e. Selecting and using the most appropriate facilities and supplies for the residence (e.g. textiles, groceries, equipment, etc.).
 - f. Managing the laundry and household cleaning.
6. Students participate in evaluating the progress and achievement of individuals and the group on the basis of their goals with the guidance of the residence adviser through:
 - a. Determining the extent to which individual and group planning and achievement were satisfactory and using this as a basis for future plans and actions.
 - b. Appraising progress toward both personal and group goals regularly.
 - c. Recognizing that evaluation of results obtained, and methods and resources used in relation to values, goals and available resources is an integral part of management.

- d. Appraising values held, standards maintained and goals desired.
 - e. Planning for growth and improvement as a result of evaluation.
7. Students participate in interpreting the meaning, value, and purposes of home management and the residence experience to other college students, college administrators and staff, parents and public through:
- a. Informing outsiders about the goals and learning experiences of the home management residence through extending hospitality.
 - b. Setting up displays which explain home management and the residence experience where other students, teachers, parents and visitors may see them.
 - c. Writing articles about worthwhile experiences and achievements for the college magazine and other publications.
 - d. Preparing radio scripts which explain this program as part of the preparation for homemaking and other careers in home economics.
 - e. Displaying desirable attitudes toward the residence experience.
 - f. Practicing good management in other classes, organizations, own homes, etc.

The study was based on the hypothesis that through studying the writings of educational leaders and the findings of research in home management, as well as obtaining the beliefs of a selected group of college faculty members and Pakistani graduate students who understand

home economics, it is possible to develop a functional guide which will be useful for planning and appraising the residence experience of a college program in home management. The data partly support the hypothesis but until the guide has been tried, the writer is unable to determine how useful it will be for planning and appraising the home management residence experience.

Since this study was designed primarily for the College of Home Economics, Karachi, Pakistan, and the data were limited to the responses of a small selected number of individuals of both groups (the United States college faculty members and doctoral students in home management and home economics education, and Pakistani graduate students in various areas of home economics) it may not be feasible to draw any broad generalizations and conclusions. Moreover, it was not conducted in the place where it was to be used, so that many individuals who will be actually concerned with the residence experience could express their opinion about the guide. Nevertheless, the hypothesis basic to this study was supported in part by the data from this and other studies, making it possible to draw the following conclusions:

1. Through the study of literature--books and articles in current publications, and of research findings, the over-all purposes and characteristics of an effective educational program can be identified and stated. This conclusion is supported by the fact that the majority of both groups of respondents rated both over-all purposes as well as every item under each of the seven characteristics as either "very important" or "important" to an effective home management residence experience or course.

2. Obtaining the beliefs of educators in developing an educational guide is helpful. In this study, the beliefs of the college faculty and the Pakistani graduate students reinforced the recommendations of the writer, thereby, contributed to her self-confidence in the area studied as well as helped in formulating the guide so that it would be stated more effectively.
3. An educational guide developed for a specific college in Pakistan could have some implications for other colleges, particularly in Pakistan and probably also in United States. This conclusion is supported by the wide agreement shown among the United States faculty and the Pakistani graduate students with regard to the over-all purposes and characteristics as well as items under each characteristic desirable for an effective home management residence experience. Moreover, this may indicate that the characteristics of good education are international.
4. In spite of the highly favorable responses to all the different aspects of the guide of an effective residence experience developed in this study, one cannot be sure how functional it really is until it has been applied to an actual educational situation and the results appraised by the administrators, faculty, and students concerned. Likewise, the actual way in which it may serve as an aid for planning, developing, and appraising the quality of the residence experience depends on the insights of the individuals using it.

Recommendations

A. For improvement of guide

A review of the total study and the recommendations of the respondents suggest these improvements for the guide.

1. rewording some of the statements in order to make them all consistent in meaning, either as learning experiences or desired student behaviors.
2. including "growth in the ability to maintain satisfying human relations" as one of the over-all purposes for the residence experience. Although this purpose was recognized as being the ultimate goal of home management in the proposals and was included in the major characteristics and minor items, it seems important enough to be listed also with the over-all purposes.

B. For future use of the guide

Since this guide is to serve as an aid for developing the home management residence experience in the College of Home Economics, Karachi, it may be used for the following purposes:

1. as reference material to supplement the curriculum guides for over-all planning, developing and appraising the program. For this purpose, students as well as faculty may use the guide.
2. as a means for interpreting the purposes of the residence experience to college students, faculty and administrators, as well as, parents and other outsiders.

3. as an aid for developing future studies concerned with an effective residence experience.
4. as an example for developing guides for other learning experiences in home economics.

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APPENDIX

OKLAHOMA STATE UNIVERSITY
College of Home Economics
Stillwater

Department of Home Management
Equipment and Family Economics

March 22, 1961

Dear Madam:

At present I am conducting a study, as a part of my graduate program, to develop a guide for the Home Management Residence Experience as a part of the Home Management Program in the College of Home Economics, Karachi, Pakistan.

The attached check list has been designed for clarifying the over-all purposes expressed in terms of learning experiences for the home management residence experience and the characteristics for an effective college residence program - one that will attain the desired over-all purposes. These characteristics are to be used as a guide for developing and appraising this learning experience.

Would you please rate the items on the basis of the importance you attach to each item in both the over-all purposes and the characteristics as explained on the attached check list?

Any suggestions or comments you may make will be appreciated.

Assuring you that all information will be treated confidentially, I earnestly solicit your cooperation. Please return this to the Home Management office, room H.110 before March 27, 1961.

Sincerely

Zeenath Rahim, Graduate Student
Department of Home Management,
Equipment and Family Economics

PART I. OVER-ALL PURPOSES OF THE HOME MANAGEMENT RESIDENCE EXPERIENCE

Very Import- tant	Import- tant	Not Import- tant	
			<ol style="list-style-type: none"> 1. To grow in the ability to apply the management process of planning, directing the carrying out of the plans and appraising results in the administration of the home for attaining individual and group goals. 2. To develop deeper understanding of making intelligent or reasoned decision necessary for solving the managerial problems of the home through the operation of the home management residence.

PART II. CHARACTERISTICS OF AN EFFECTIVE HOME MANAGEMENT RESIDENCE EXPERIENCE

			<ol style="list-style-type: none"> 1. Students formulate cooperatively, with the guidance of the adviser, realistic goals in harmony with their values and available resources for individual and group achievement through: <ol style="list-style-type: none"> a. Recognizing individual differences in value, needs and abilities in setting goals and standards.
			<ol style="list-style-type: none"> <ol style="list-style-type: none"> b. Having the opportunity to set personal goals as well as to contribute to goals of the group.
			<ol style="list-style-type: none"> <ol style="list-style-type: none"> c. Considering the culture of the country and the life of families when setting the over-all goals for the residence experiences.
			<ol style="list-style-type: none"> <ol style="list-style-type: none"> d. Considering the factors necessary for maintaining satisfying home life when determining goals.
			<ol style="list-style-type: none"> <ol style="list-style-type: none"> e. List additional characteristics, if any.

Very Impor- tant	Impor- tant	Not Impor- tant	
			<p>2. Students decide democratically with the guidance of an adviser on the organization, division of work, and rotation of responsibilities necessary for satisfying group living and successful operation of the home through:</p> <p>a. Showing respect and consideration for the individuality of each member.</p>
			<p>b. Participating in group discussions, comparable to the "family council."</p>
			<p>c. Using deliberate discussions for resolving differences of opinion.</p>
			<p>d. Using problem solving procedure to develop critical thinking and self-direction.</p>
			<p>e. Sharing the responsibilities and privileges of the group.</p>
			<p>f. Respecting worthwhile contributions of everyone to the well-being of the group regardless of the size of the contribution or the status of the individual.</p>
			<p>g. Realizing the relationship of this group to the community of which they are a part.</p>
			<p>h. Having the freedom to express creativity in carrying on the different responsibilities as long as they are not detrimental to the group.</p>
			<p>i. List additional characteristics, if any</p>
			<p>3. Students grow in judgment with regard to desired standards of individual behavior, group relations and homemaking tasks in harmony with the culture of the country and available resources through:</p> <p>a. Considering the individual standards of the members when deciding on standards for this group experience.</p>

Very Impor- tant	Impor- tant	Not Impor- tant	
			b. Setting desirable standards for personal and group living and for performing different homemaking tasks.
			c. Adjusting standards to changing conditions through meeting different situations faced by the group.
			d. Operating the home on different financial levels.
			e. Providing for the health and safety of the group through eliminating accident hazards in the facilities and their use as well as by practicing good habits of physiological and mental health.
			f. Recognizing the effect of socio-economic trends and technological developments on the management practices of individuals and families.
			g. List additional characteristics, if any.
			4. Students grow in the ability to manage the use of human and material resources to attain the previously determined goals of the group and of individuals concerned through:
			a. Remembering that the management of resources should promote the well-being of all concerned.
			b. Budgeting the available money.
			c. Purchasing goods and services for the family.
			d. Using time and energy effectively when performing the different homemaking tasks to promote the well-being of the individual and the group.

Very Impor- tant	Impor- tant	Not Impor- tant	
			e. Developing judgment in deciding when and how to use outside help of servants and/or commercial enterprises in performing household tasks.
			f. Assessing the value of home production by comparing the cost and quality of goods and services produced at home plus the resulting satisfactions with those purchased.
			g. Developing the ability to use and care for different kind of equipment, furnishings and supplies.
			h. Keeping the physical environment (sanitation, lighting, orderliness, etc.) conducive to group harmony, personal comfort and successful results in homemaking tasks.
			i. Developing the habit of selecting and using reliable sources of information for solving problems.
			j. Experimenting with the use of limited resources to attain desirable goals.
			k. List additional characteristics, if any.
			5. Students integrate and apply the knowledge, understandings and abilities obtained in other areas of home economics in the management of the home through:
			a. Assuming responsibility for the operation of the residence and the different house-keeping tasks requires understanding and ability in all areas of homemaking.
			b. Sharing responsibility for satisfying relations with individuals of the group as well as outsiders.
			c. Providing wholesome, palatable meals within the available money and other resources for the nutritional and aesthetic needs of the group.

Very Import- tant	Import- tant	Not Import- tant	
			d. Extending hospitality to others.
			e. Selecting and using the most appropriate facilities and supplies for the residence (e.g. textiles, groceries, equipment, etc.)
			f. Managing the laundry and household cleaning.
			g. List additional characteristics, if any.
			6. Students participate in evaluating the progress and achievement of individuals and the group on the basis of their goals with the guidance of the residence adviser through:
			a. Determining the extent to which individual and group planning and achievement were satisfactory and using this as a basis for future plans and actions.
			b. Appraising progress toward both personal and group goals regularly.
			c. Recognizing that evaluation of results obtained, and methods and resources used in relation to values, goals and available resources is an integral part of management.
			d. Deciding whether growth should be made in values held and goals desired.
			e. Planning for growth and improvement as a result of evaluation.
			f. List additional characteristics, if any.

Very Impor- tant	Impor- tant	Not Impor- tant	
			<p>7. Students participate in interpreting the meaning, value, and purposes of home management and the residence experience to other college students, college administrators and staff, parents and public through:</p> <p>a. Informing outsiders about the goals and learning experiences of the home management residence through extending hospitality.</p>
			<p>b. Setting up displays which explain home management and the residence experience where other students, teachers, parents and visitors may see them.</p>
			<p>c. Writing articles about worthwhile experiences and achievements for the college magazines and other publications.</p>
			<p>d. Preparing radio scripts which explain this program as part of the preparation for homemaking and other careers in home economics.</p>
			<p>e. List additional characteristics, if any.</p>

VITA

Zeenath Rahim

Candidate for the Degree of
Master of Science

Thesis: A GUIDE FOR THE HOME MANAGEMENT RESIDENCE EXPERIENCE AS PART
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