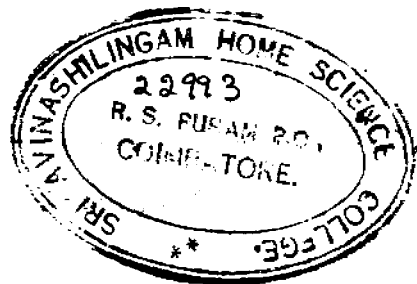


**CONCEPT OF TWO-HUNDRED URBAN HOMEMAKERS  
REGARDING HOME MANAGEMENT**

**By  
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## I INTRODUCTION

Family is the basic unit of a society and home is the place where members learn the good traits to work with and respect people, to take care of their families and do their duty by the community. They acquire the spiritual qualities such as sacrifice, brotherhood, love, charity, patience and good human relationships through the home. The home has been the instrument for a country's growth and for promoting its ideas, welfare and progress and transmitting cultural traditions in society from the beginning of civilizations. Avinashilingam (1964)<sup>1</sup>, points out that the highest aspirations of the human mind have been devised from happy and well run homes. Famous epics such as the Ramayana and the Mahabharata and sacred books such as the Bhagawath Githa, the Holy Bible and the Kuran give glimpses of how happy families are managed efficiently. Many authors and poets have sung the praises of the home in their own languages.

Women have been the steady torches and loving guides for the members of the family. Devadas (1958)<sup>2</sup> reveals that in ancient India, -- women were taught by their grand parents and parents the abilities of home making and house keeping. The present day home is different from the past. Many modern, scientific and

technological changes have influenced family life. The present economic and food crisis in the nation have their marks on the homes. Consequently the cultural and also the spiritual values which had governed our homes are fast disappearing. In order to recapture the lost position and to make a healthy condition to national development an understanding of the present day concepts on the role of home and home management has become necessary.

The outlook on life and management of home differ from person to person, home to home and place to place. The managerial practices appear to vary widely according to income, education and experience of the members of the family. However, no study has been made in these aspects and therefore, there is a dearth of information regarding the concept of home makers concerning home management and of the managerial practices followed by them. Hence this study on 'Concept of two-hundred urban home makers regarding Home Management', has been conducted. It is hoped that the facts revealed by this study regarding the managerial abilities of home makers, will be helpful to future home makers, extension workers, social welfare workers and students and teachers of Home Science to impart realism in their efforts to bring about improvements in the homes, communities and the nation.

## II REVIEW OF RELATED LITERATURE

The Review of literature is based under the following headings:

- A. Meaning of home management
- B. Significance of management in the home
- C. Desirable qualities of home makers.
- D. Responsibilities of home makers
- E. Education for family living
- and F. Methods of surveying the concept of home makers regarding home management

### A. Meaning of Home Management:

Knowles (1946)<sup>3</sup> defines home management as the judicious use of resources to achieve the goals desired by the family. Gross and Crandall (1934)<sup>4</sup> express that management of the home consists of a series of decisions, consisting 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 and evaluating results, preparatory to future planning. Nickell and Dorsey (1963)<sup>5</sup> define home management as planning, controlling and evaluating the use of the resources of the family, for the purpose of attaining family goals. According to Goodyear and Klohr (1965)<sup>6</sup>,

management of the home encompasses those processes that enable individuals and families to realize their values and achieve their goals through effective use of human and material resources. These definitions reveal that home management is using what one has, (the resources) to satisfy the desires one has (the goals) for oneself and for others.

Crandall (1956)<sup>7</sup> states that for something to be a resource, it must be useful and limited. Bonde (1950)<sup>8</sup>, Goodyear and Kiehr (1955)<sup>6</sup>, Gross and Crandall (1954)<sup>4</sup> and Nickell and Dorsey (1963)<sup>5</sup> group the resources at our command as human and non-human (or material).

Human resources, as reported by Bonde (1950)<sup>8</sup> change rapidly and are so variable that no predetermined method of use is always effective. The material resources have the quality of remaining relatively fixed, and will react to a given treatment in a fairly predictable way. Gross and Crandall (1954)<sup>4</sup> and Nickell and Dorsey (1963)<sup>5</sup> include energy, time, interests, abilities, skills, knowledge and attitudes under human resources. To these, Bonde (1950)<sup>8</sup> adds physical heritage and social heritage.

Bratton (1959)<sup>9</sup> defines energy as, "internal or inherent power; capacity of acting, operating or producing an effect whether exerted or not; power exerted efficiently

and forcibly, rigorous or effectual operation". He further remarks that the concept of energy as a resource for families is generally accepted in the field of home management. Goodyear and Klohr (1935)<sup>6</sup> state that Energy management is helped or hindered by the combination of physical, mental and emotional characteristics of individuals. Some individuals, as pointed out by Goodyear and Klohr (1935)<sup>6</sup> can work for long hours and still maintain a high degree of efficiency.

Time is an intangible human resource, available in a limited, but unspecified amount to everyone for use during his life time. Moore (1957)<sup>10</sup> regards time as constant in the life of man. Everyone has the same amount of twenty-four hours a day. However, the use of time by the human being is a major variable. Each has his distinctive time-use pattern, whether it is efficient or inefficient, productive or slothful, tension releasing or tension ridden. All homemakers meet with the problems of time management. Mukherjee (1965)<sup>11</sup> reveals that all gainfully employed homemakers of Coimbatore City had several managerial problems regarding time. During the different stages in the family life cycle, the demand for time varies. Harode (1964)<sup>12</sup> reports that due to the arrival of children, the average time spent per day on personal activities, rest, recreation and cooking by fifty homemakers in Coimbatore city was reduced by forty minutes,

fifty three minutes, forty minutes and twenty minutes respectively.

Goodyear and Klohr (1965)<sup>6</sup> stress that ability as a resource implies the power to use certain techniques and skills to perform a given task. According to Fitzsimons and White, (1958)<sup>13</sup> abilities are the special skills or knowledge one has which enable him to carry out the activities. Skill affects both the time and energy consumed in performing any work. It has a bearing effect on fatigue of any type. The skilled person uses fewer and less awkward motions, thus reducing the amount of physiological fatigue. The confidence and security which accompany skill can do much to eliminate tenseness and therefore, the work to be done becomes more nearly automatic, freeing the worker's mind and reducing psychological fatigue.

Knowledge makes progress possible and forms the working basis for everyday living, and permits the accomplishment of goals. Intelligence helps to select pertinent facts, to be used effectively in making choices and in developing new ideas and techniques. Knowledge, attitudes and critical intelligence must be developed together, so that one may be prepared to take part in making the world a better place to live. Fitzsimons and White (1958)<sup>13</sup> feel that the knowledge one has is useful

for others also.

The attitude of the family members is another important resource. Attitude implies readiness to act or feel in a certain way towards something. A given stimulus causes a definite response according to one's attitude. The effective house-maker will consider all the existing attitudes and use them to further the well-being of the family. Much intelligence, farsightedness and understanding are needed for that purpose.

The physical heritage of individuals differs. A person's mental capacity, and energies, based upon physical make up are also a part of this heritage.

Most behaviour patterns are acquired through contacts with other members of the family and of the social group. Through conditioning processes, one builds up likes, dislikes, fears and attitudes that may remain throughout life, affecting greatly what one does.

Money income, material goods and community facilities are the non-human resources referred to by Gross and Brandall (1954)<sup>4</sup>. Bigelow (1953)<sup>14</sup> defines income as consisting of "the benefits or services received during a given period of time from wealth or free persons". Kyrk (1933)<sup>15</sup> underlines that income conditions, if it does not determine, the character of the family's food,

clothing and shelter and its power to secure the comforts and amenities of life. There are several kinds of income according to Starr (1958)<sup>16</sup>. They are, money (earnings, gifts and interests); goods (fuel and food from garden); services (management of the home); and satisfactions. Money income is indispensable as a personal and a family resource in modern society. The amount of money income available to different families and to the same family during various periods, depends on the breadwinners' abilities, economic conditions, training and job opportunities.

A family may have a number of material goods at its disposal. Their importance depends on to which extent they are needed to reach the family goals. Today the management of material goods is difficult, because of the arrival of a number of new goods in the market. The different articles have to be treated with the required degrees of care and attention.

Food is a basic material resource. The use of time, energy and money characterizes the use of food. Social customs also play a larger role than any other new scientific knowledge of nutrition in the use of food.

Community facilities like police, fire protection, street lights, paved streets, and sewage disposal, provide much commercial benefits. Parks, play-grounds, public

schools, libraries, swimming pools and municipal art galleries, provide for a rich cultural, educational and recreational life if the family chooses to use them.

All resources provide benefits in one way or other. As they are limited, they must be managed, inter-related, and substituted. Balancing the resources while using them is considered essential to get maximum satisfactions.

Selltis et al (1963)<sup>17</sup> report that a concept is an abstraction from observed events. As quoted by Selltis et al (1963)<sup>17</sup>, McClelland regards a concept, as a short hand representation of a variety of facts. It implies related ideas and therefore is hard to understand. McFarland (1958)<sup>18</sup> opines that concept in management is a basic grouping of closely related ideas summarized in a capsule form. He further states that the word management itself is a concept, for it conveys the thought or idea of a number of related elements. According to Malone and Malone (1958)<sup>19</sup> the narrower concept is that house-making is chiefly the operation of the household, with meal planning and preparation, housekeeping, clothing care, and training of children, and the less defined management tasks such as planning, shopping, and keeping accounts. The broader concept of home management focus attention on family life as a whole and its goals and the ways in which decision-making and management in the

home can help to reach these goals.

**B. Significance of Home Management:**

Management in the home is part of the fabric of living, and key to success in home-making. Home management is the administrative side of family living which is dynamic in nature. Nickell and Dorsey (1963)<sup>5</sup> consider home management as a challenging field because of its intellectual nature, the resources involved, its far reaching results in determining the quality of life in which families and individuals achieve what they want from day to day and from generation to generation. Learning to manage, requires a knowledge of the management of resources available and an understanding of the management principles. Craig (1962)<sup>20</sup> explains that home management can be a challenge or a chore. It is a challenge when a person sets goals within reach and tries to attain them efficiently and graciously. It is a chore when a person sets goals too difficult to achieve or when he is not willing to learn good management skills. Management is essential in the home to accomplish the activities that are most important in living such as, fostering good relationships, developing each family member within his potentialities, obtaining goods and services they need for their home and promoting good mental and physical health. Management makes use of the findings of science and knowledge

concerning all aspects of family life -- economic, social, psychological, physical, spiritual, moral, mechanical, mental and technological. Smart and Smart (1958)<sup>21</sup> stress that good management means looking ahead and is more than just keeping things running smoothly from day to day.

### C. Desirable qualities of Homemakers:

Home making and motherhood are the supreme functions of woman. The homemaker is considered as the goddess of the home. As pointed out by Popley (1958)<sup>22</sup>, The Sacred Kural explains that "the true householder is a help to the saints, the poor and the dying." The Holy Bible proclaims that "strength and honour are her clothing...She openeth her mouth with wisdom, and in her tongue is the law of kindness...a woman that feareth the Lord, she shall be praised." As quoted by Devadas (1958)<sup>23</sup>, Manu points out: "The mistress of the household should always be of good cheer; be skilful in the discharge of household duties; should keep the utensils and ornaments clean and should practise economy in spending."

Breckenridge (1943)<sup>24</sup> explains intelligence as that sector of human life through which the individual learns about the things, people and situations around him. Davies and Livingstone (1953)<sup>25</sup> agree that ability to learn to pick out the essentials of a problem, see the situation as a whole, see relations between old and new,

use knowledge previously acquired in solving a new problem and reach the goal, depends upon intelligence. This intelligence is essential to find out the means and ways of satisfying the needs of the family members with minimum expenditure of time, energy and money and carry them out.

Enthusiasm is a by-product of good mental and physical health. It is partly a matter of temperament, and partly the result of a conviction regarding the significance of the undertaking. Enthusiasm stirs up people to become interested in an activity, and stimulates all to higher levels of proficiency and productivity. The mother who is enthusiastic about her work will infect others with the same spirit.

An understanding of human nature is an indispensable quality of successful home-maker. The sympathetic understanding of the individual differences of members of the family and their probable interaction with the different personalities and situations, is a great aid in solving many problems of human relations and in reducing friction and disappointments which frequently occur in family life. Knowledge of the abilities, likes and dislikes of each member of the family serves as a guide in making plans and fitting responsibilities to individual capacities. The home maker who realizes this capacity will correlate the activities efficiently and succeed.

Imagination is the ability to recall facts and ideas and rearrange them in new relationships or patterns. It enables one to visualize, make plans farseeing the results of a certain plan of action before it is actually carried out. Imagination helps the housemaker to manage the home with less strain, conflicts and confusion.

According to Nickell and Dorsey (1963)<sup>5</sup>, judgement is the quality which enables one to weigh the various facts in a situation and to see a problem in relation to their other problems. The ability to weigh, evaluate critically, analyse, and to interpret the experiences of oneself and others is of vital importance in making decisions. Judgement is acquired through experience.

Perseverance combines courage and patience. Possession of perseverance means that a person believes thoroughly in the inherent value of whatever the idea or task is in hand, and is willing to work courageously and unrelentingly for its achievement. It is this quality that gives one the courage to face facts. Nickell and Dorsey (1963)<sup>5</sup> report that perseverance enables the family to see beyond the short-time goals, and less-challenging routine jobs in order to accomplish the more distant goal.

Self-management or the management of one's own feelings, known as self-control is required for handling

emotional entanglements without a display of feeling.

Nickell and Dorsey (1963)<sup>5</sup> consider that adaptability is the quality of human nature which makes for flexibility in living. The homemaker's success in meeting her daily problems, depends on her ability to adapt herself or her plans to changing circumstances. The human environment is not static. Conditions and demands change from day to day. Plans must be shifted or even given up entirely. Conflicts must be adjusted and difficulties resolved. Failure to meet changing conditions, reflects inflexibility of mind which stifles growth and progress and eventually disrupts harmony in the home.

Emotional balance is required of the homemakers who must weigh the present wishes of the family with its ultimate desires or goals before making a decision. She must be able to adjust the concerns of an individual family member to the interests and welfare of the whole family. Hall (1958)<sup>25</sup> stresses that a sense of values must be attained before a homemaker can have a sound basis for making decisions about the use of time, energy, money and human resources. Even temperament and a sense of humour help her out through difficult situations. A homemaker must possess a genuine desire to be of service to others. Her own personal gain should become secondary to the welfare of her family and community. She must have self-respect as well as respect for others.

McFarland (1958)<sup>18</sup> views that the house-maker should have appropriate personality patterns. She should have attitudes conducive to the best use of personality skills and knowledge. Davies and Livingston (1958)<sup>23</sup> remark that she should be dependable.

#### D. Responsibilities of House-makers:

Devadas (1958)<sup>2</sup> opines that the welfare of the homes decides the welfare of the nations and women are responsible for "making or marring" homes. As manager of the family, the house-maker must assume many responsibilities. The proverb "Man for the field and woman for hearth" clarifies that the responsibility of the house-makers in the past was confined to home. As quoted by Bane and Chapin (1945)<sup>26</sup> Woodhouse regards the house-maker was the coordinator of the interest of the individuals in the family, the conciliator or arbitrator of the conflicting claims of the family members.

In the traditional joint family, the married woman obeys the elders in the family and carries out her responsibility of home making in the role of a wife and a daughter-in-law before the birth of the children. The joint family is giving way to nuclear families as a result of new changes and economic needs. In the unitary family, the house-maker has to bear all the responsibilities on

her shoulders. In addition an increasing number of home-makers are compelled to take up gainful employment outside the home due to economic and social pressures. Mezbai (1963)<sup>27</sup> and Mukerjee (1965)<sup>11</sup> discuss the many difficulties married women experience with full-time work which takes them away from their homes during crucial times. The married teachers and lecturers face the need to bring their correction work home, which reduced the time available for household activities and the young working mothers expressed their inability to spend adequate time for their children in formative years. Long hours of work, often resulted in deterioration of health and inability to continue. Furthermore, social work claims a great deal of the home-maker's time. The good examples left by Sarojini Naidu, Kasturba Gandhi, Rajakumari Amrit Kaur are inspirations to the present day girls. That Sriamathi Indira Gandhi is the present Prime Minister of India, gives added impetus to women to serve the country according to their capacities in the national or international level. Thus the educated women today have a variety of opportunities and responsibilities to serve the nation.

Whether women work outside the home or not, their main career is home management. Women alone have the privilege of being home-makers. Home management can be

compared to the fabric of living, which the housemaker weaves. It is her task to formulate the philosophy of family life and establish its standards — ethical, cultural and moral. Bane and Chapin (1945)<sup>26</sup> quoting Knopf stress that the happiness of the whole family ultimately depends on the skill with which the home is managed and on the spirit which inspired the family atmosphere. As early as (1922)<sup>28</sup> Winchell declared that the housemaker contributed much to the sum total of human comfort and efficiency.

## 2. Education for Family Living:

Women have always been considered as the torch bearers of social reform. As quoted by Patel, (1953)<sup>29</sup> Gandhiji considered woman as not merely the better-half of man, but also "the maker, mother and silent leader of man". Nehru (1961)<sup>30</sup> pointed out "in order to awaken the people, it is the woman who has to be awakened. Once she is on the move the household moves, the village moves and the country moves..." Hall (1958)<sup>25</sup> describes a family member good, if he had acquired the desirable knowledge and attitudes which are basic to satisfying family life. Gandhiji (1918)<sup>31</sup> had repeatedly stressed that home life being the sphere of woman she should have adequate knowledge in domestic affairs and in the upbringing and education of children. If the housemaker has all these responsibilities she needs

proper education for family and homeliving to help her to fulfil her role. The supreme function of education is activating life, giving significance to life and making life a process worth living to evoke the best in man.

The purpose of education for home and family living is to help young people, develop attitudes, knowledge and judgment for establishing stable and happy homes. Devadas (1959)<sup>2</sup> reveals that in India girls were taught from early childhood, the various aspects of home making through oral transmission, observation and practices, since in those days organized schools did not exist. The home in the present day which Sen (1954)<sup>32</sup> considers as the symbol of modern living is different in that, there is hardly any one in the nuclear family to transmit traditional knowledge. Scientific and upto date knowledge is therefore indispensable. Furthermore, in a community which is dominated by age-long habits, changes have to be brought about to improve the standards of living. For that purpose Devadas emphasises that the women in the homes need to be convinced. Therefore, more than any other country in India as Avinashilingam (1964)<sup>3</sup> stresses education for proper management of the home is essential. Low (1960)<sup>33</sup> points out that education in nutrition, selection and use of the foods which protect health is

important for the home-makers. Cottrell and Bostick (1956)<sup>34</sup> state that often young women become home-makers without getting trained in managing the available resources. Jefferson (1922)<sup>35</sup> and Donham (1922)<sup>36</sup> reveal that many home-makers buy from hand to mouth and uneconomically. These show that the home-maker needs the financial education. Orata (1949)<sup>37</sup> holds that housekeeping, arts and the duties of home life and the principles that make for the development of an ideal character need to be taught scientifically. As early as (1926)<sup>38</sup> Kyrk emphasised the need for education in income, expenditure, cost of living and housekeeping or management. Williams (1926)<sup>39</sup> quoted Charters that women need mental hygiene and specific training in how to "keep happy".

All these, stress the need for education pertaining to home and family living. However, till the beginning of the present century the content of education at all levels was almost the same for boys and girls. As pointed out by Avinashilingam (1964)<sup>1</sup> early in this century, the subject home science was introduced which lays emphasis on the utilisation of modern scientific knowledge in daily living such as nutrition, better up-bringing of children, home nursing, health and household management, care of clothing and human relationship, to give the distinct type of education for women which the world demanded. According to Devadas (1958)<sup>2</sup> the aim of home

science education is improvement of living conditions based on the knowledge of the environment and its influences on the growth and development of family members.

**F. Methods of Surveying the Concept of Home-makers regarding Home Management:**

There are several methods available for surveying the concepts of people on different subjects. The techniques commonly employed to gather such information are interviews, questionnaire, observation and case study.

Gee (1950)<sup>40</sup> states that a survey is simply a method of scientific and orderly analysis of facts. Survey is an old technique as can be seen from William's's (1926)<sup>39</sup> definition, "Survey is a well tested method for acquiring facts". It has been used successfully to obtain accurate information about economic, educational, social and other aspects of home life. Best (1963)<sup>41</sup> views survey as an important tool for extensive research. Surveys can deal with a relatively large number of cases at a particular time.

**Interviews:**

Gross et al (1940)<sup>42</sup> consider interview as the best method for obtaining information concerning home management practices. Young (1959)<sup>43</sup> opines that the interview method is the only instrument by which significant memories of the past and plans for future can be ascertained.

Selltis et al (1963)<sup>17</sup> stress that surveys conducted by personal interviews have the advantage over surveys conducted by mailed questionnaires in that, they usually reach a better sample of the general population. According to Best (1963)<sup>41</sup> the interview is an oral technique. It is the most appropriate technique for revealing information about complex, emotionally laden subjects or for probing the sentiments that may underlie an expressed opinion. In an interview since both interviewer and the person interviewed are present face to face, there is opportunity for flexibility in eliciting information.

The object of an interview according to Schluter (1939)<sup>44</sup> is to find out what another individual knows, or what data he possesses, and then to furnish such stimuli in the form of questions as will cause him disgorge the information. Good and Scates (1954)<sup>45</sup> state that the interview is an essential technique and a major tool for gathering evidence in the field, including censuses and similar enumerations, social and economic status of families, standards of living, family budgets and family purchases and buying preferences. They consider that interview is valuable as a supplement to experimentation. Gopal (1964)<sup>46</sup> recommends that interview being a direct approach is the only way by which certain types of information can be obtained. It is a trustworthy means of

getting facts. It permits maximum variation in directing the enquiry and helps to supplement personal information and check on experience, and ideas.

### Questionnaire:

As quoted by Gee (1950)<sup>40</sup> Pope defines a questionnaire as a set of questions to be answered by the informant without the personal aid of an investigator or enumerator. Goode and Hatt (1952)<sup>46</sup> remark that the questionnaire is a self-administered method. As quoted by Goode and Scates (1954)<sup>45</sup> Parten defines the questionnaire as a form distributed through mail or filled out by the respondent under the supervision of the investigator or interviewer. It is a major instrument for data-gathering in descriptive survey studies and is used to secure information from varied and widely scattered sources. Young (1953)<sup>43</sup> defines questionnaire as a form used in self enumeration usually mailed to the respondents. Young (1956)<sup>48</sup> stresses that the questionnaire is designed to collect data from large, diverse, and widely scattered groups of people. It is used in gathering objective, quantitative as well as qualitative data.

### Observation:

Good and Scates (1954)<sup>45</sup> stress that observation is the most direct means of studying subjects, when the

interviewer is interested in their overt behaviour. Young (1956)<sup>48</sup> regards observation as a systematic and deliberate study through the eye of spontaneous occurrences at the time they occur. Gopal (1964)<sup>46</sup> states that observation is one of the important modes of acquiring knowledge in social as physical sciences and it is "seeing with the purpose".

### Case Study:

Gopal (1964)<sup>46</sup> describes that the case study is often termed a method, sometimes a technique occasionally a mode of organising data in terms of some chosen units and at others an 'approach' to social reality. It is a technique which considers all pertinent aspects of the situation employing as the unit of intensive study or investigation, an individual, institution or group. Case study as Young (1956)<sup>48</sup> says is a method of exploring and analysing the life of a social unit: a person, family, institution, culture group or even an entire community. Good and Seates (1954)<sup>45</sup> state that through case studies the complex combination of factors involved in the given behaviour to determine the existing status and to identify the casual factors operating in a particular situation.

### III PROCEDURE

Information on the concept of home management was elicited from 200 urban homemakers using the following procedures:

- A. Selection of method
- B. Formulation of the interview schedule
- C. Selection of the locality
- D. Selection of the sample
- E. Conducting the survey
- and F. Consolidation and presentation of data

#### A. Selection of Method:

According to Burchinal and Hawkes (1957)<sup>48</sup> the most fruitful approach to obtaining data, is to ask the individuals themselves. Therefore, the interview technique was selected by the investigator to gather information from the homemakers regarding their concepts of home-management.

#### B. Formulation of Interview Schedule:

An interview schedule was carefully prepared to include questions regarding the general background of the families, their economic condition, household activities, clothing, housing and the homemakers'

opinion regarding home management. The interview schedule was pretested by interviewing three families who were not included in the study but had the same characteristics as those who were interviewed for the study later. According to Jahoda et al (1951)<sup>49</sup> the pretesting helps to solve unforeseen problems in the use of the schedule. In the light of the pretesting, necessary modifications were made in the interview schedule which was tested again with three other families and finalised. The finalised interview schedule is presented in Appendix.

#### C. selection of the Locality:

Ramnagar, R.S. Puram, Tatabad and Saibaba Colony were the urban areas selected in Coimbatore city because of their nearness to the place of residence of the investigator.

#### D. selection of the Sample:

Urban home-makers were selected because of the easy access. The criteria used for the selection of the sample of 200 urban home-makers were: monthly income of the family, education of the home-maker and her experience in home making. One hundred families receiving an income between Rs.250 - 500 and another hundred with an

income of Rs.501 - 1250 were selected for the study since it is hard to collect data from low income groups. Homemakers who have had at least primary education and *three* years experience in managing the home were chosen to enable them to understand the questions.

### G. Conducting the Surveys:

Rapport was established by the investigator with the interviewees by introducing herself and explaining the purpose and importance of her study. Time was given to the homemakers to study the interview schedule and clear doubts pertaining to the questions. The interview schedule was thereafter left with the homemakers for two or three days in order to enable her enter the necessary information, collected and checked. In the families where homemakers could not read and write English the investigator helped in the filling of the interview schedule.

### F. Consolidation and Presentation of Data:

The data obtained was consolidated and presented in Chapter IV.

#### IV RESULTS AND DISCUSSION

The background, details of the family, views and concepts regarding home management of the 200 selected urban home-makers as gathered from the surveys on the two groups namely Group I who belong to Rs.250 - 500 income range and Group II who belong to Rs.501 - 1,250 income range are discussed under the following heads:

- A. General information about the family,
- B. Household activities carried out by the members of the family,
- and C. Home management concepts of the home-makers.

##### A. GENERAL INFORMATION ABOUT THE FAMILY

The general information about the family included,

1. Marital status of the home-makers
2. Whether or not home-maker is employed outside
3. Ownership of house
4. Type of family
- and 5. Socio-economic background.

##### 1. Marital status of the Home-makers:

All the two hundred home-makers surveyed were married. There were eight widows in the sample.

2. Whether or Not the Home-makers were employed outside:

Only in Group II, there were two employed home-makers who had taken to careers because of their desire to do some constructive work for the community. The reasons given by the remaining 99 per cent of the sample for not being employed gainfully, are given in Table I.

TABLE I  
REASONS GIVEN BY HOME-MAKERS FOR NOT BEING EMPLOYED

S.No.	Reasons	No. of home makers	
		Group I	Group II
1.	Husband's income is sufficient to run the home	7	8
2.	Difficulty in working outside with the household responsibilities	34	17
3.	Tradition	3	6
4.	No interest	7	12
5.	No training for any job	30	4
6.	Frequent transfers of husband	--	2
7.	Difficulty in searching for a job	2	--
8.	Study	2	--

Of the 85 members in Group I who responded to the question 34, and 45 of 49, replied in Group II. Seventeen did not take up employment outside because of the difficulties in meeting the dual responsibilities. Probably these homemakers had many responsibilities for the management of the home. That 34 homemakers belonging to group I and II were not employed due to lack of education for employment indicates the need for giving a vocational bias to girl's education.

### 3. Ownership of House:

Among the 200 homemakers surveyed 99 (48 from Group I and 51 from Group II) were residing in own houses and the rest in rented houses.

### 4. Type of Family:

The joint and nuclear families in the sample are given below:

	<u>Group I</u>	<u>Group II</u>	<u>Total</u>
Joint family	79	19	98
Nuclear family	21	81	102

While the number of joint families and nuclear families was almost equally divided in the sample taken as a whole, it is most interesting to note that the ratio of joint family to nuclear in Group I and II

were 4:1 and 1:4 respectively. Is this picture due to the many social changes one attributes to the break down of the joint family system or due to income alone? Since the families in Group II appear to have been affected more than in Group I <sup>the</sup> deserves investigation.

### 5. Socio Economic Backgrounds

The details regarding socio-economic background are discussed under -

- a. Size of household and age range of members
- b. Educational level of the members in the households
- c. Occupation of the head of the households
- and d. Economic background.

#### a. Size of the household and age range of members:

Table II presents the number and size of the households falling under the two groups.

TABLE II  
SIZE OF THE HOUSEHOLD

Family size	Number of households	
	Group I	Group II
Small		
1 - 3 members	10	13
Medium		
4 - 6 members	63	54
Large		
7 - 9 members	27	26
Above 9 members	--	7

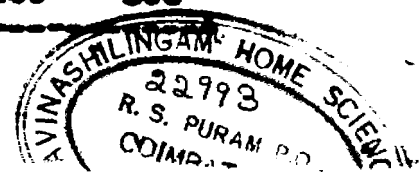
In both the groups the medium households constituted more than 67 per cent. The number of households which were small indicate the modern trends towards smaller families.

Table III presents the age range of the members in the selected households.

TABLE III

## AGE RANGE OF MEMBERS IN THE SELECTED HOUSEHOLDS

S.No.	Stage	Age range in years.	Number of members			
			Group I		Group II	
			M	F	M	F
1.	<u>Infancy</u>	0-1	3	6	4	3
2.	<u>Childhood</u>					
	a. Early childhood	1-6	24	27	17	25
	b. Middle "	6-10	21	24	16	27
	c. Later "	10-13	18	27	18	30
3.	<u>Adolescence</u>					
	a. Early adolescence	13-18	30	48	19	14
	b. Later "	18-20	51	45	40	55
4.	<u>Adulthood</u>	20-50	85	118	143	147
		50 and above	30	18	9	5
Total			262	313	266	306



There were more adult members ranging from 20 to 50 years of age in all the selected households. These adult members were more in number in Group II, but members above 50 years of age, were only 14, as compared to 48 in Group I. This may be due to the joint family pattern in Group I.

b. Educational level of members in the households:

The educational level of the members are presented in the table given below:

TABLE IV  
EDUCATIONAL LEVEL OF MEMBERS IN THE SELECTED HOUSEHOLDS

S.No.	Educational level	Home makers		Other members			
		Gr. I	Gr. II	Gr. I	Gr. II	M	F
1.	No education	15	3	21	48	11	13
2.	Primary	18	7	36	36	27	39
3.	Secondary	25	26	18	30	35	23
4.	High school	39	20	99	42	79	57
5.3	Under graduate	3	10	54	49	40	47
6.	Graduate	--	4	39	15	54	18
7.	Post-graduate	--	--	27	15	26	7

It is evident that the homemakers belonging to Group II had better education than in Group I in that 64 of them had studied upto high school or higher whereas in Group I only 42 had a corresponding level of education. This confirms that education is related to higher standard of living. What is more important is that the educational level of the homemakers appears to have influenced them in giving education to the other members in the family in that the largest number of members namely 277, have received education upto secondary school from the homes of women who had studied upto high school.

c. Occupation of the head of the households: In Table V is presented the occupation of the head of the households.

TABLE V  
OCCUPATION OF THE HEAD OF THE HOUSEHOLDS

S.No.	Occupation	Head of the household		Total
		Gr. I	Gr. II	
1.	Professional	15	17	32
2.	Official	15	24	39
3.	Clerical	12	24	36
4.	Business	15	25	40
5.	Agriculture	32	7	39
6.	Unemployed	11	3	14

The table reveals that the occupations of the heads of the 200 households were almost equally distributed among professional, official, clerical and business vocation except the 14 who were unemployed which included 11 from Group I. While the largest number in Group I was in agriculture, the largest number in Group II was in business.

d. Economic background: The monthly money income and the expenditure pattern of the households are discussed under this head.

1. Monthly money income: Table VI reveals the details of money income of the selected households.

TABLE VI  
MONEY INCOME OF THE SELECTED HOUSEHOLDS

S.No.	Income range in rupees	Percentage of households	
		Gr. I	Gr. II
1.	250 - 350	36	--
2.	351 - 450	37	--
3.	451 - 550	27	--
4.	551 - 650	--	23
5.	651 - 750	--	23
6.	751 - 850	--	6
7.	851 - 950	--	17
8.	951 - 1050	--	7
9.	1051 - 1150	--	6
10.	1150 - 1250	--	18

In Group II more than five per cent are in the income range Rs.551 - Rs.850.

ii. Expenditure pattern of the households: The expenditure pattern of the households surveyed is presented in Table VII.

TABLE VII  
EXPENDITURE PATTERN OF THE HOUSEHOLDS SURVEYED

S.No.	Items of expenditure	Percentage of in- come spent	
		Group I	Group II
1.	Food	47.7	38.7
2.	Clothing	10.2	11.5
3.	House rent	5.7	4.6
4.	Light charge	0.7	1.0
5.	Health	3.1	5.3
6.	Education	10.3	5.3
7.	Social activities	1.1	1.5
8.	Religious activities	1.4	1.4
9.	Recreation	1.9	1.4
10.	Personal	3.7	1.5
11.	Transport	3.4	4.9
12.	Taxes	1.3	6.6
13.	Saving	4.3	9.3
14.	Miscellaneous	3.7	7.0

From Table VII it is evident that at higher income level the percentage expenditure on food was less. The data prove Engel's law of consumption except in the case of clothing and education.

Figure 1 presents the graphical representation of the expenditure pattern of the households surveyed.

It was noted that more than 82 per cent of the households planned their expenditure in both the groups. However, a large majority of these, planned their expenditure only mentally and did not have any records.

Reasons	Number	
	Group I	Group II
For wise expenditure of money by fixing priority on goods and services	63	51
To make both ends meet	16	6
To avoid debt	3	6
To save	2	1
Necessity due to large family and rising prices	5	—
To make improvements in the spending pattern	4	—
	-----	-----
Total	93	64

SCALE :

Y' 1" = 10 PER CENT

Rs. 501 - 1250 - GROUP II

Rs. 250 - 500 - GROUP I

- 1 FOOD
- 2 CLOTHING
- 3 HOUSEHENT
- 4 LIGHT
- 5 HEALTH
- 6 EDUCATION
- 7 SOCIAL ACTIVITIES
- 8 RELIGIONS ACTIVITIES
- 9 RECREATION
- 10 PERSONAL ACTIVITIES
- 11 TRANSPORT
- 12 TAXES
- 13 SAVINGS
- 14 MISCELLANEOUS

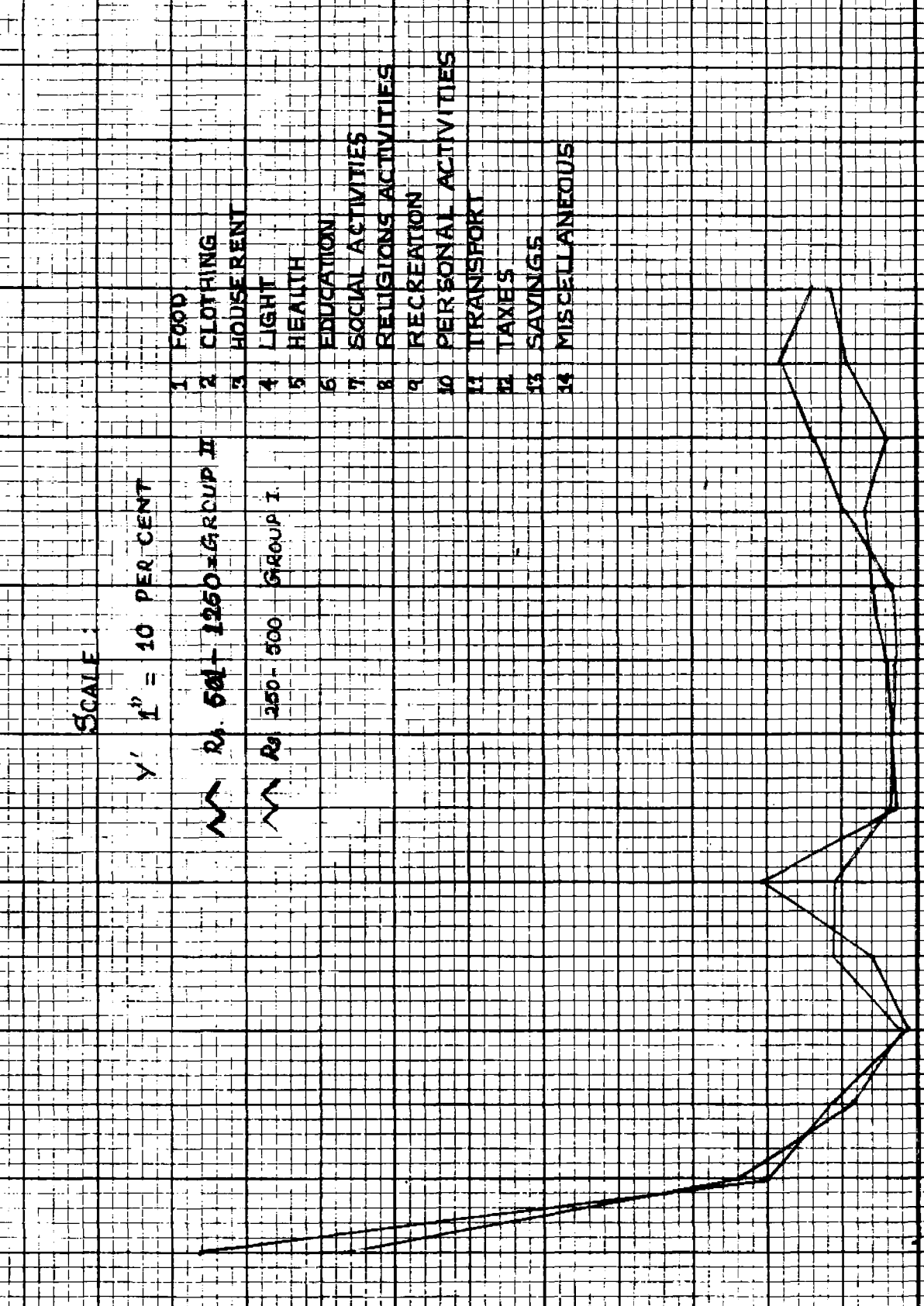
Y  
60  
50  
40  
30  
20  
10

PERCENTAGE OF INCOME

X' 1 2 3 4 5 6 7 8 9 10 11 12 13 14

EXPENDITURE PATTERN OF THE HOUSEHOLDS SURVEYED.  
FIGURE 1

EXPENDITURE PATTERN OF THE HOUSEHOLDS SURVEYED.



Thus these homemakers had realised the need for wise expenditure of money in terms of fixing priorities, avoiding waste, conserving and saving money. As against 157 homemakers who planned their expenditure, 18 homemakers did not plan their expenditure for the following reasons.

Reasons	Number	
	Group I	Group II
Irregular income	7	15
Impossible to keep plans for every month	5	2
Inability to plan due to large family	3	2
No necessity to plan	3	1
Not bothered	5	3

Irregular income, lack of interest and awareness of the need to plan were the reasons for the small number of homemakers for not planning the expenditure.

Person who plans expenditure and maintains records: In Group I in 49 per cent families, the homemaker planned the budget, the husband planned in 21 per cent, and all the members planned together in 18 per cent. In Group II, the homemaker along with husband made the plans in 74 per cent of households, all the members in 21 per cent indicating the trends towards democratic planning and living in family. Thirty nine and 72 per cent of

households in Group I and Group II respectively maintained records of expenditure. In Group I in 27 per cent of the households the record was always maintained whereas the corresponding percentage was only 16 in Group II.

The reasons given by the homemakers for keeping records of expenditure are:

<u>Reasons</u>	<u>Number</u>	
	<u>GROUP I</u>	<u>GROUP II</u>
To know the expenditure	12	7
To balance the income among items	9	12
To check up with the previous month	4	--
It is a good habit	5	--

These reasons are in conformity with the reasons given by the homemakers for planning expenditure.

The reasons given by the homemakers for not keeping records of expenditure are:

<u>Reasons</u>	<u>Number</u>	
	<u>GROUP I</u>	<u>GROUP II</u>
Laziness and forgetfulness	4	-
Disgust with rise in prices	7	-
Difficult to keep records every time	5	-

Do not have the habit of planning	-	3
Does not feel the necessity	6	-
No time to record	13	4
Small family	2	-
Nobody asks about expenditure	2	2
Unexpected expenditure	-	4
Large family	-	3
Irregular income	-	4

Member responsible for keeping and spending money: Table VIII explains the persons who were responsible for keeping and spending money in these households.

TABLE VIII  
MEMBER RESPONSIBLE FOR KEEPING AND SPENDING MONEY

Member	Percentage of households			
	Keeping Gr. I	Money Gr. II	Spending Gr. I	Money Gr. II
wife	58	14	54	26
husband	24	44	9	12
Both	18	39	7	30
Son	..	3	..	..
All	..	..	30	32

In a majority of households in Group I, the women and in Group II the men were responsible for keeping money. In Group II, 39 per cent of households both the men and women were jointly responsible for keeping and spending money.

This again shows democracy in action in family finance. However in 30 per cent of the households, in both the Groups, all the members spent money revealing that no one in those households was assigned this specific responsibility.

The survey showed that 92 per cent in Group I expressed that they had balanced budget. Further study of their "balanced budgets" is bound to reveal valuable facts about the concepts of their budget.

*ANNEX: The income patterns and methods of savings adopted by the selected households.*

e. Use of Public Utilities and Community Facilities: The details regarding the use of public utilities and community facilities by the 200 selected households are given below in Table. IX.

TABLE IX  
USE OF PUBLIC UTILITIES AND COMMUNITY FACILITIES

S.No.	Facilities	Number of households		Groups
		Using	Not using	
1.	Library	41	59	I
		56	44	II
2.	Hospital	67	33	II
		27	73	II
3.	Park	52	48	I
		31	69	II
4.	Club	40	60	I
		33	67	II
5.	Church or Temple	85	15	I
		78	22	II
6.	Playground	30	70	I
		34	66	II
7.	Theatre	90	10	I
		86	14	II

The above table indicates, that in Group I more than 40 per cent households utilised hospital, park, club, churches or temples and theatres. That playground and

and library, were used more by group II, may be due to their higher educational level. Attendance to churches and temples was high in both the groups.

### **B. HOUSEHOLD ACTIVITIES CARRIED OUT BY THE MEMBERS OF THE FAMILY**

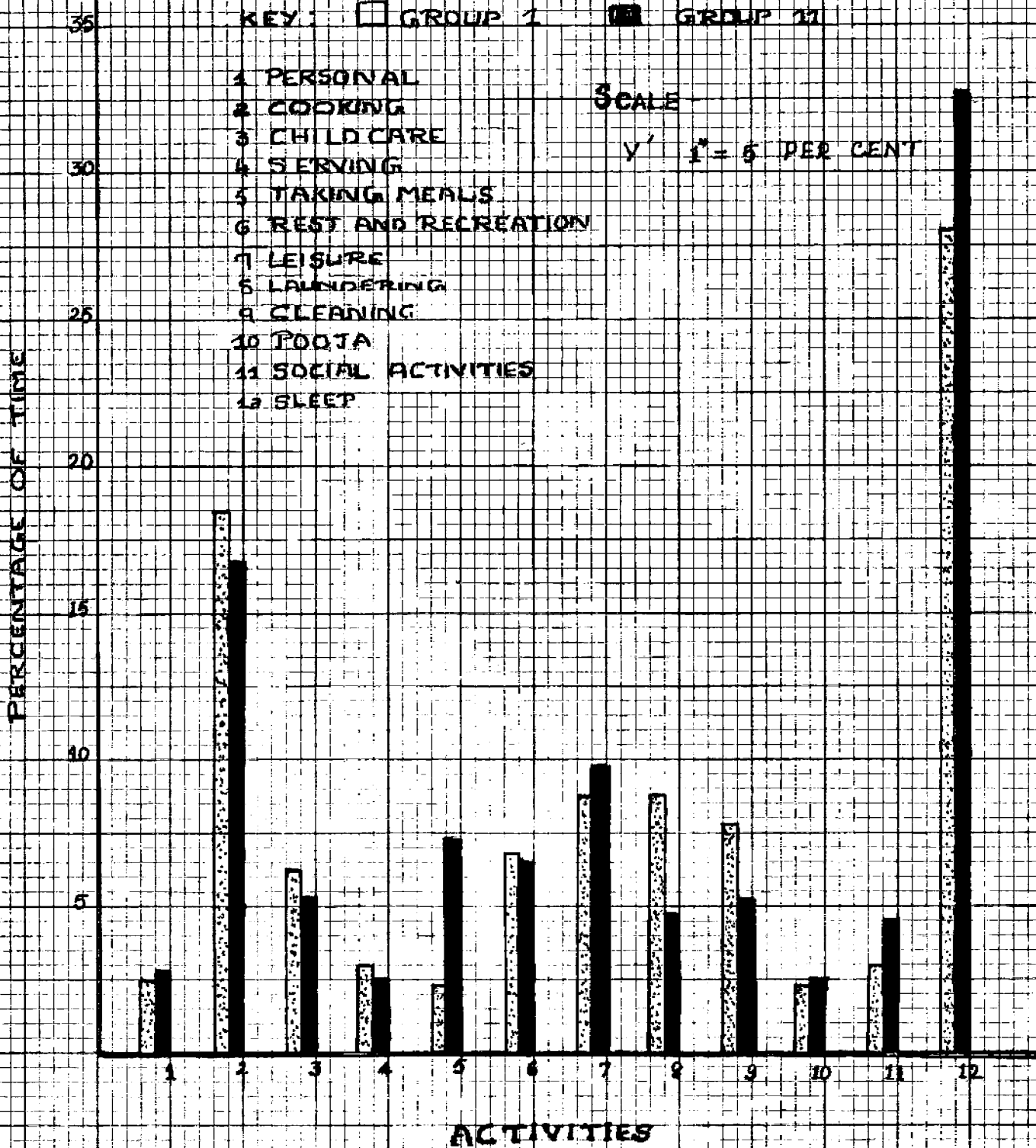
Under this are discussed:

1. The Average time spent on the household activities by the Selected homemakers
2. Planning the use of time by the homemakers
- and 3. Utilisation of leisure.

#### **1. The Average Time Spent on the Household Activities by the Selected Homemakers:**

Appendix II gives the time spent on household activities by the selected homemakers. Table X and Figure 2 II present the average time spent by the homemakers in both the groups for the various activities.

Y



ACTIVITIES

FIGURE 2

TIME EXPENDITURE PATTERN OF  
HOMEMAKERS SERVED

TABLE I

**AVERAGE TIME SPENT ON THE HOUSEHOLD ACTIVITIES  
BY THE SELECTED HOMEMAKERS**

S.No.	Activities	Percentage of time spent by	
		Group I	Group II
1.	Personal	2.5	2.7
2.	Cooking	13.5	16.8
3.	Child Care	6.0	5.3
4.	Serving	3.0	2.5
5.	Taking meals	2.2	7.1
6.	Rest and recreation	6.9	6.5
7.	Leisure	8.7	9.7
8.	Laundering	8.9	4.6
9.	Cleaning	7.9	5.2
10.	Pooja	2.2	2.3
11.	Social activities	3.3	4.5
12.	Sleep	23.7	32.6

It is noted from the above table that homemakers in Group I spent more time for cooking and serving, child care, laundering and cleaning than the homemakers in Group II and less time in eating and sleeping.

In the households in Group II the homemaker received help from her husband, mother-in-law, son, daughter, father-in-law and servants.

In Group I in about 12 households, marketing, shopping, washing clothes and looking after the children were done by the husbands spending 0 - 2 hours per day. In Group II three to five homemakers get the help of their husbands for minor electrical repairs and gardening.

Mothers-in-law in Group I rendered substantial help in household duties. In Group II only in two households, mothers-in-law helped giving three to four hours. Perhaps in these nuclear families, mother-in-law did not exist.

In both the groups, some time is given by sons but was more in Group II household.

Daughters were found to be more helpful in Group II than in Group I. Only in three and 12 households in Group II, cooking was done by the daughter-in-law and servants.

## 2. Planning the Use of Time by Homemakers:

The majority of homemakers expressed that they planned the use of time mentally except one homemaker who used written plan in Group I and all of them could carry out their plans.

### 3. Utilisation of leisure:

Table below indicates the utilisation of leisure time by the homemakers.

TABLE XI

#### UTILISATION OF LEISURE TIME BY THE SELECTED HOMEMAKERS

S.No.	Activities	Percentage of households	
		Group I	Group II
1.	a) Reading newspapers	64	82
	b) Tamil story books	63	79
	c) English story books	18	71
2.	<u>Listening to the Radio</u>		
	a) News	56	86
	b) Film songs	61	44
	c) Music	67	72
3.	<u>Gardening</u>		
	a) Flower garden	33	34
	b) Kitchen garden	36	33
4.	Mending garments	48	50
5.	Stitching	39	57
6.	Knitting	12	30
7.	Embroidery	9	38

Both passive and active types of leisure activities were pursued. However, English story books were read by more homemakers in Group II than Group I. Use of radio shows that the homemakers in the upper income group were more interested in current information while the others preferred film songs. It is also clear that majority of the homemakers in both the groups had realised the many advantages of home gardening. Constructive activities such as mending garments, stitching, knitting and embroidery were found more in the higher educated group.

Meal Management: The data revealed that 48 and 57 per cent of homemakers in Groups I and II respectively always planned meals. Thirty per cent in both the groups planned the meal sometimes and the rest occasionally.

The reasons given by the selected homemakers for planning meals are detailed below:

<u>Reasons</u>	<u>Number</u>	
	<u>GROUP I</u>	<u>GROUP II</u>
Availability of food stuffs ..	37	28
Non-availability of food stuffs ..	..	11
Unexpected guests ..	8	10
Satisfy everyone ..	9	..
Save time ..	4	2

Planning of meals necessitated mostly by the availability or non-availability of foodstuffs. Eighty seven per cent in Group I and 63 per cent in Group II reported that they cooked more than one meal at a time to save time, energy and fuel since hot food was not always required. Nutritional and hygienic implications of this practice need to be investigated. In both Groups 94 households or over, took all their meals in home for the reasons their liking the outside food and the outside food was expensive.

#### Purchasing:

Fifty per cent in Group I and 69 per cent in Group II were members of some cooperative society or other from where they purchased dry provisions. The reasons given for being members of the cooperative society were availability of foods of quality of less cost and fixed rates.

<u>Reasons</u>	<u>Number</u>
1. Availability of items	162
2. Good quality of items	157
3. Fixed rate	106
4. Less costly	67
Nearness to the house	6

It was reported that information was gathered prior to purchasing from neighbours, shops and through advertisement. 56 households in Group I and 21 in Group II approached neighbours. Fifty seven households from Group II received information through advertisement while only 17 in Group I followed this procedure.

### C. HOME MANAGEMENT CONCEPTS OF THE HOMEMAKERS

Under this are discussed the following:

1. Concepts of sound management of home and qualities of a good homemaker
2. Ais in family life
- and 3. Problems faced in the management of the home

#### 1. Concepts of Sound Management of Home and Qualities of a Good Homemaker:

Listed below are the concepts of the selected homemakers on sound management of the home.

<u>Concept</u>	<u>Number</u>		<u>Total</u>
	Group I	Group II	
Living within the income	100	97	197
Managing the home properly	83	71	154
Harmonious family life	77	63	140
Satisfaction for all the members	17	37	54
Avoiding wastage	12	42	54
Healthy family members	13	23	36
Savings	16	11	26

As indicated above, priority was given by both the groups to: living within the income, proper management of the home and harmonious family life. These concepts are in agreement with the established definitions of home management by Gross and Jarandall (1934)<sup>4</sup>. The broad concept focusses attention to family life as a whole and its goals.

However it is rather disappointing to note that saving and health are in the bottom of the list.

Following are the qualities conceived essential by the selected members, as constituting of a good housemaker:

<u>Qualities</u>		<u>Group I</u>	<u>Group II</u>
Understanding of human nature	..	100	100
Ability	..	100	85
Co-operation	..	100	54
Patience	..	93	32
Cheerfulness	..	93	73
Self-control	..	83	65
Courage	..	79	85
Intelligence	..	75	85
Common sense	..	73	92
Knowledge	..	73	23
Adaptability	..	71	58
Being active	..	65	83
Duty consciousness	..	47	22
Modesty	..	47	30
Lovely	..	28	51
Simplicity	..	21	3
Self-confidence	..	12	3
Unselfishness	..	12	2
Imagination	..	10	5
Sense of sacrifice	..	9	3
Efficiency in cooking	..	6	2
Good character and conduct	..	5	32
Nobility	..	2	2

All the homemakers considered understanding of human nature, ability and cooperation as qualities necessary for homemakers.

### 2. Aims in Family Life:

The chief aims of family life as reported by the selected homemakers were:

<u>Aims</u>	<u>Number</u>	
	<u>GROUP I</u>	<u>GROUP II</u>
To be happy	98	87
To have better standard of life	97	83
To provide good food and education for the children	85	92
To satisfy the family members' needs and wants	73	15
Peaceful and contented life	63	3
To have love and cooperative living	23	3
To manage the home well	13	5
To make the children the ideal citizens	5	7
To integrate emotionally with family members	4	10
To be a good homemaker	2	1
To share the joys and sorrows of home life with other members	2	1

Happiness, better standard of living and to provision of good food and education for the children were the main aims in family life, of the selected homemakers.

### 3. Problems Faced in the Management of Home:

The problems stated by the selected homemakers with regard to management of the home are presented below:

<u>Problems</u>	<u>Number</u>	
	<u>GROUP I</u>	<u>GROUP II</u>
Rising prices	100	83
Inadequate supply of food grains and sugar	95	82
Managing home	83	37
Impatience of other family members (husband)	10	--
Frequent guests	5	--
Adjusting time	5	13
Frequent illness of children	3	--

All the homemakers in Group I and a majority in Group II considered rising prices as the problem. The problems mentioned by 83 to 95 per cent in Group I and 37 to 52 per cents in Group II respectively were centered around to 1. Impatience of the family members especially husband's frequent guests at home and frequent illness of children were some of the problems mentioned for Group I.

Irrespective of the educational status all the homemakers in both the Groups expressed that training in the home was necessary for proper management of the home. Above 83 per cent of the homemakers regarded the education <sup>in</sup> as Home Management was essential for the management of the home. Seventeen homemakers in Group II, considered training in institutions necessary whereas only three in Group I felt this need.

## V SUMMARY AND CONCLUSION

The concepts on home management of two hundred selected urban homemakers belonging to the income ranges of Rs.250 - 500 (Group I) and Rs.501 - 1250 (Group II) were studied. The selected sample included 98 joint families and 102 nuclear families. Information on general details and the concepts of the home makers regarding sound management of the home, qualities of the home-makers, aims in family living and education in homemaking were gathered using the interview schedule prepared for the purpose. The study revealed the following:

1. 47.7 per cent and 33.7 per cent of income was spent on food by the Group I and Group II respectively followed by clothing. Savings set aside were 4.3 per cent and 9.3 per cent of the total income of households in Group I and Group II respectively.

2. More than 82 per cent of the households in both the groups planned their expenditure mentally.

3. Group I was found to be more cautious in their spending pattern than Group II, to avoid unnecessary drain on their limited income.

In both the groups, homemakers undertook budgeting either in consultation with their husbands or not. Record-keeping, however, was found to be practised only by 39 in Group I. The budgets were stated to be balanced in more than 80 per cent of the households surveyed.

4. Cooking and serving, laundering and cleaning, and child care consumed greater time in the case of Group I whereas Group II spent time on activities such as sleeping, eating or serving meals, personal and part-time work. The other members of the households in both the groups were found to be of such assistance to the homemakers.

5. whereas reading, and listening to radio were the common leisure time activities, only below 40 per cent of the homemakers spent their time on productive activities like gardening, knitting and embroidery.

6. Fifty per cent of the homemakers planned their money.

7. Sound management of the home according to the homemakers included living within the income, happiness, contentment in life, and good health of the members.

8. Understanding of the human nature, ability to manage, co-operation, patience, cheerfulness and courage were the most desirable qualities of a homemaker as expressed by over 75 per cent of these homemakers.

9. Training at home was considered essential for successful home management. Only a small per cent in the higher income level felt the necessity for institutional training in homemaking.

From the above findings of the study, a few concepts of the homemakers regarding home management can be derived. Though in general, there is a decline in the percentage of income spent on food at higher income levels, this was not found to be correct in the case of individual families. The same is applicable in the case of savings also. Likewise, all the families did not plan their budgets and when the expenditure patterns of individual families were analysed there were some unnecessary items of expenditure. Hence their concepts regarding management of money cannot be totally generalized and individual differences have to be accepted. The fact that some families were hesitant to reveal the true nature of their economic conditions, for instance savings and debts, also contributed to this drawback.

The fact that some homemakers view sound home management only in terms of living within the income, some, in terms of health of the members and few others in terms of happiness prevailing in the family reveal that the homemakers do not have clear cut ideas as to the resources available and the means to utilize them. However, the desirable qualities which the homemakers mentioned that a homemaker ought to possess are worth acceptable. They seem not to have any basic idea as to the need for training in homemaking and also what this training comprises of.

Hence, it is presumed that the homemakers would have expressed better views regarding their managerial practices had they got sufficient knowledge in scientific home management. It can thus be concluded that training in homemaking has become essential in the present context of various influences upon home and family life.

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## APPENDIX I

SRI AVINASHILINJAN HOME SCIENCE COLLEGE  
COIMBATORE-11INTERVIEW SCHEDULE FOR ELICITING INFORMATION ON CONCEPT  
OF HOME MANAGEMENT

Serial No:

Date:

Place:

A. General Information:

1. Name of the Home-makers:

2. Married  Unmarried  Widowed Divorced 3. Employed  Unemployed 

Reasons:

4. House: Owned  Rented 5. Family: Joint  Nuclear



B. ECONOMIC BACKGROUND

## 1. Monthly money income of the household

from 1. Main occupation - Rs.

2. Other sources

S.No.	Sources	Rs.	P.
a.	Investment		
b.	Rent		
c.	Subsidiary occupation		
d.	Any other		
Total			

## 2. Expenditure Patterns:

## a. Monthly expenditures:

S.No.	Item	Amount per month	Percentage to monthly income
a.	Food		
b.	Clothing		
c.	Shelter		
d.	Health		
e.	Education		
f.	Social activities		
g.	Religious activities		
h.	Recreation		

S.No.	Item	Amount per month	Percentage to monthly income
i.	Personal		
j.	Transport		
k.	Taxes		
l.	Savings		
m.	Miscellaneous		
n.	Any other		

**b. Planning of Expenditure:**

1. Do you plan your expenditure of money?

Yes  No

Reasons:

2. Is the plan written?  Mental?

3. Who plans?

S.No.	Person
1.	Yourself
2.	Husband
3.	Yourself and children
4.	Yourself and husband
5.	Husband and children
6.	Yourself, husband and children
7.	Any others

**c. Maintenance of expenditure Records**

1. Are the records of expenditure maintained?

Always  Sometimes  Never

Reasons:

2. Who keeps the money?

Who spends?

3. Are the elders consulted for every item of expenditure?

Yes  No

**d. Budgets**

Is the budget (a) Balanced

(b) deficit

**e. Methods of savings:**

S.No.	Method of saving
a.	
b.	
c.	
d.	
e.	
f.	

**C. USE OF COMMUNITY FACILITIES**

Facilities	Frequency of use	Reasons for	
		using	not using
a. Library			
b. Hospital			
c. Parks			
d. Theatre			
e. Clubs			
f. Churches & temples			
g. Play grounds			
h. Any other			

**D. HOUSEHOLD ACTIVITIES**

1. List of activities carried out by the house-maker  
in order followed:

Activities	Time spent in		Remarks
	hours	minutes	

**2. Activities carried out by the other family members:**

Persons	Activities	Time spent	
		Hours	Minutes
1. Husband			
2. Mother-in-law			
3. Father-in-law			
4. Son			
5. Daughter			
6. Relative			
7. Any other			

3. Do you plan the use of your time? why? How?

If you plan, is the plan written?  mental?

Do you follow time plan? Yes  No

4. How do you utilise your leisure time?

Activities	How utilised now	How you would like to utilise	Reasons
a) Reading the Newspaper			
b) Reading the story books:			
i) Fossil			
ii) English			
iii) Others			
c) Listening to the Radio:			
i) News			
ii) Songs			
iii) Music			
d) Gardening:			
a) Flower			
b) Kitchen			
e) Knitting			
f) Stitching			
g) Embroidery			
h) Mending the garments			
i) Any other			

E. M.L. MANJUNATHI

1. Do you plan the meals -

Always  Sometimes  Occasionally 

Reasons:

If you plan, the duration or time of planning:

(a) More than two days ahead (b) Two days ahead (c) One day ahead (d) Just before cooking 2. Do you follow the menu? Yes  No 

3. Do you cook food for more than one meal at a time?

Yes  No 

Reasons:

3. Do all the family members take every meal at home?

Yes  No 

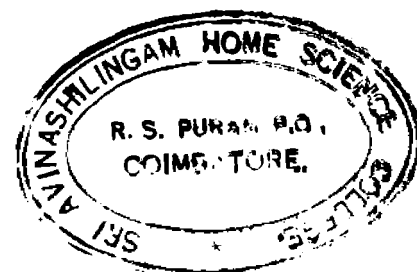
Reasons

F. KUNASHLINGAM

1. Are you a member of a co-operative society?

Yes  No 

Reasons



2. Do you try to get information about any particular good prior to purchasing from:

a) neighbours  (b) Shops

c) advertisements

6. Views of Home Makers

1. what do you understand as sound management of a home?

2. what are the qualities of a good home maker?

3. what are your aims in family life?

4. Do you have any problems in managing the home?  
If so, mention them?

5. Is training necessary for managing the home?

## APPENDIX II

## TIME SPENT ON THE HOUSEHOLD ACTIVITIES BY THE HOME MAKERS

S.No.	Activities	Groups	Percentage of homemakers spending Hours								
			0-1	1-2	2-3	3-4	4-5	5-6	6-7	7-8	8-9
1.	Personal	I	76	24							
		II	80	20							
2.	Cooking	I				3	48	51			
		II				27	60	13			
3.	Child care	I	63	37							
		II	72	28							
4.	Serving	I	95	5							
		II	98	2							
5.	Taking meals	I	45	55							
		II	87	13							
6.	Rest and Recreation	I		32	55	7	6				
		II		78	24						
7.	Leisure	I	17	75	8						
		II	21	34	23	9	7	6			
8.	Laundering	I	12	38	40	10					
		II	72	11	17						
9.	Cleaning	I	21	12	62	5					
		II	69	22	9						
10.	Pooja	I	85	15							
		II	88	12							
11.	Social activities	I	94	6							
		II	78	24							
12.	Sleep	I							96	4	
		II							91	9	

