

CONTRIBUTION OF ADOLESCENTS TOWARDS HOUSEHOLD ACTIVITIES

By

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CERTIFICATE

This is to certify that the thesis entitled "Contribution of Adolescents Towards Household Activities" submitted to the Avinashilingam Institute for Home Science and Higher Education for Women (Deemed University), Coimbatore, for the award of the degree of Doctor of Philosophy in Family Resource Management is a record of original research work done by Sr. N.D. VERONICA, M.Sc., (Bangalore), M.Phil (Avinashilingam), during the period of her study in the Department of Family Resource Management, Avinashilingam Institute for Home Science and Higher Education for Women (Deemed University), Coimbatore, under my supervision and guidance. This thesis has not formed the basis for the award of any Degree / Diploma / Associateship / Fellowship or similar title to any candidate of any university.

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DECLARATION

I do hereby declare that the matter embodied in this thesis is the result of investigation carried out by me in the Department of Family Resource Management, Avinashilingam Institute for Home Science and Higher Education for Women (Deemed University), Coimbatore, under the supervision of Dr. (Tmt). R. RAJALAKSHMI, M.Sc., Ph.D., (Madras), Reader, Department of Family Resource Management, Avinashilingam Institute for Home Science and Higher Education for Women (Deemed University), Coimbatore and it has not been submitted for the award of any Degree/Diploma/ Associateship/Fellowship or similar title of any other university or institute.

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Introduction

INTRODUCTION

"Almost everything that is great
has been done by Youth"

BENJAMIN DISRAELI

Adolescence is the stage of development that leads a person from childhood to adulthood. Young people, between 10-19 years, numbering more than one billion, comprise nearly one-fifth of the world population and are growing in number steadily (McCauley, 1996). In the world as a whole, the number of young adults is expected to grow to more than 1.2 billion, by the year 2010. The corresponding figures in India are 92.7 million, inclusive of boys and girls in the age group of 15-19 years (Philipose, 1996).

Adolescence is generally considered to begin around the age of twelve and to end sometime around the age of twenty and is characterised by major physical changes of puberty and important cognitive and social changes, (Seifert and Hoffnung, 1991). It is a process rather than a period of achieving the desirable growth, attitudes, beliefs and methods for effective participation in society as the emerging adult (Devadas and Jaya, 1996). Development of adult mental processes, adult identity and transition from dependence to relative independence occurs during these years (World Health Organisation, 1993). The young person

establishes a sense of individual identity and feelings of self-worth. Marked by intimate affiliation with peers, clique formation and with widely fluctuating characteristics, adolescence is a phase of adjustment and search for one's self. Some of these changes are obvious as in height, weight and shape while changes in tasks, responsibilities, attitudes and interests are subtle. (Bhattacharya, 1985).

Along with physical maturity, the adolescents develop a personality influenced by the family situation in which they are reared. During this stage of transition, the individual passes from childhood attitudes to mature adult attitudes. This maturity is based and evolved not only from experiences in the family but also from the role expectations.

The adolescent years present new and unique challenges for children. They must come to terms with their bodies as they suddenly grow taller and become sexually mature; they must establish more equal relationships with their parents and must come to grips with the need to leave home eventually and become independent individuals. The stress, these challenges cause, depends on a variety of circumstances. For some teenagers, the timing of puberty can make these years especially hard or easy. For others, their newly forming ability to reason abstractly can make life seem

suddenly confusing but at the same time, it also reveals exciting new possibilities for the future. The changes during adolescence can be difficult, but on an average, they are neither more nor less challenging than those faced during other periods of life. The difficulty or ease, with which one faces these changes, depends upon the family.

The family is the locus for the development of social and self-help skills of an individual. A harmonious supportive family contributes to the adolescent's development of a well balanced personality (Pandey, 1996). If the family climate is pleasant and the adolescents enjoy doing things with and for family members, they can learn to behave in a socially approved manner. Thus the family appears to be the seat of learning for the development of social skills and the desire to participate in activities with other individuals.

Family is an integrated system and a complex one composed of interdependent sub-systems. Each individual is a sub-system as a parent, child, sibling, husband, wife, grand parent and grand child. The interaction of people within and between the sub-systems are regulated by implicit rules and patterns that are recurrent, stable and are maintained as well as created by all the participants, (Minuchin, 1985). Family as an institution performs the major functions of a social unit through procreational, economical, educational and recreational activities (Varghese, et. al., 1985).

Socialisation through family is of paramount importance and is a critical determinant of the positive growth and development of individuals (Khasgiwala, 1993). The family members whether employed or unemployed, should share in the domestic responsibilities by assisting each other to lead a harmonious and happy family living. The quality of family is determined by the home-making skills of its members.

Devadas (1994) regards home as a temple in which the mother is the presiding goddess. It is the mother who first instils in the minds of the young qualities such as love, honesty, self sacrifice, charity, patience and good human relationships. Home-making is one of the many jobs which help to keep the world going. It means a happy home, pleasant living, nutritious and tasty food, hospitality, consideration for others, friendliness and affection. Its objectives are health, comfort and satisfaction for those who live in it. It is the responsibility of the members and the family to run a home in such a way that all these objectives are attained. The skills learnt at home are life skills which can be applied to all situations outside the home, be it at work spot, in the academic arena or others. Home assumes tremendous importance if it is realised that home-making skills have far reaching influences on all spheres of an individual's life.

Good management, first envisages an intelligent awareness of the values one holds; second, it relates values to the purposes or goals sought in every day activities and in long range planning and lastly it provides ways for using most effectively the available human and material resources in attaining goals. Today, a successful home depends on the attitudes and contribution of its members for its management and care.

Management of the home is an art in existence, from the very inception of the home. Home management is the planning and execution of tasks and responsibilities in order to reach the desired goals (Nickell and Dorsey, 1991). It consists of a series of planned activities directed towards accomplishing desired ends and involves weighing of values and making of decisions (Mullick, 1990). Resource Management is the key to success in home-making. The homemaker must recognise the limitation of time, energy, money and other resources and strive to conserve the already limited resources through efficient household management (Varghese, 1994). In the present day world human resources are becoming increasingly limited due to disintegration of joint family system and emphasis on the small family norm.

Every individual living as a member of a family group has a shared responsibility to see that the long term

goals are achieved, as home-making is a co-operative enterprise. Co-operating and sharing in the household activities provides the basis for better relationships within the family and community. Since family members live so closely together and see one another under all situations and conditions, it is imperative that they contribute to the tasks in the family. The aim of effective management is to use the family resources in such a way as to bring the greatest satisfaction to all the family members (Gross, et. al., 1980).

In today's fast changing world, the successful home depends on the contribution of all the members for its effective management and care. In the ideal family, each member contributes something worthwhile to the home life and receives something in return. These contributions may include money, services or greatest of all mental and spiritual contributions such as co-operation, loyalty, reliability, kindness and understanding. Attitudes about social responsibilities and justice are learnt first in the home. If the family group works together, with each member doing his or her share, they will realise their responsibility towards harmony and happiness.

The contribution of family members to the management of the home varies from family to family and

person to person. The younger members of the family may contribute services which relieve the parents of certain household tasks. The tasks should not be considered as a burden imposed on any individual. Family co-operation can be painlessly extracted if every one is assigned specific household tasks. In every household, there must be a clear realization that the tasks to be performed are the responsibility of all. They must be done because they are necessary for the successful operation of the household.

Essentially in cases where domestic labour is not available, most of the responsibility should be shared by the family members. The families which have a programme of shared activities in accordance with the interests of the children would create an affectionate parent-child relationship.

The adolescents, who take their share of the work willingly, are usually those who feel that they have a real stake in the family; know that their efforts will be noticed and appreciated; recognize that the others in the family are pulling their share of the load too and are free to do their jobs themselves in their own way without close supervision. Involving the whole family in the work, with each member doing his/her share, is an important part of family life and it is particularly important when the women of the house go

out to work. It is obvious that the woman who is away from the home for eight or nine hours a day, has fewer hours to spend on house-keeping.

Household tasks like buying required things, meal preparation, house-cleaning, budgeting, care of the garden, care of automobiles, minor repairs, purchase and care of clothing offer invaluable opportunities for young people to share work with each other and with parents in a co-operative way. The routine tasks such as dish washing, bed making, cleaning the house, and washing the clothes are usually shouldered by the daughters rather than by other family members. Through sharing of household activities, there can be much give and take in planning and trial of new ideas and methods. During such co-operative efforts, the conversation that accompanies it, may lead to the expression of important feelings and wishes, paving the way for improved communication between individuals.

Adolescents are often accused of not contributing enough to domestic chores. The reasons for non-contribution may be many. Firstly, their education and related activities like travel, project work and others impose heavy demand on their time. Secondly, being young and immature, they do not understand that their parents may need their help. They are so used from childhood, to their parents

attending to their every need, that they may not realise their parents' difficulties. Parents exacerbate the situation by exhorting them to study and very often fail to involve them in domestic chores. At the other end of the spectrum are parents who do not understand the difficulties of their children and demand help beyond their means. This is especially so in rural and semi-urban areas leading to rebellion among the adolescents who end up shunning home-making chores. The concept of dignity of labour is also not well developed in the children by the parents. Apart from all these, the adolescents are diverted by leisure time activities, like sports, television, music, dancing etc., from mastering life skills. They grow through adolescence without acquiring home-making skills which may cause them trouble when they reach adulthood in the 21st Century with a minimum of life skills.

The 21st Century home may be planned to function according to a computerised system of programmed activities in time and certain practices in home-making may need to be modified, with new urgency, to cope with the rapidly marching civilization. Individuals, with a modicum of skills, will be better able to adapt to that situation, while individuals without any home-making skills will find it difficult to manage. Home Science Education will definitely improve their skills to operate the home in all aspects and

family situations. All the resources available to the family can be managed to achieve the major objectives of the household such as the survival and welfare of the family. The adolescents without exposure to Home Science may, however, face enormous problems in execution of their household chores efficiently due to lack of knowledge and expertise.

Need for the study

Adolescents constitute valuable man-power resource in performing household tasks, thereby, relieving family pressures and gaining significant practice for future work roles. Their attitudes and contribution to household work in building family strength, has been overlooked as an important resource. They have a special role to play since they have a peak level of energy, compared to the older and younger members of the family.

The new generation of adolescents will have to face an ever increasing domination of life by science, technology and automation. Young people of today have certain characteristics which tend to distinguish them from their counterparts of previous decades. Large number of adolescents especially in Andhra Pradesh are opting for technical and professional courses like Computer, Engineering, Medicine and others. They acquire more than

sufficient expertise of the technical aspects of their career. They are, however so engrossed in their academic and career pursuits that they fail to acquire home-making skills which are life skills. It is important at this stage of life to render them guidance and inculcate worthy ideals, right values, good character and sound philosophy relative to the nature and purpose of life.

A better integration of understanding of the activities to be performed by the adolescents and their involvement in home-making will be meaningful and purposeful in the present day living. Hence the investigator undertook the present study on "Contribution of Adolescents Towards Household Activities" with the following objectives: To

1. study the socio-economic profile of the selected adolescent families,
2. identify the perception of adolescents towards home,
3. study the contribution of adolescents in home-making activities.
4. conduct a training programme for selected adolescent girls to develop skills in home-making and
5. find out the impact of the training programme on the performance of selected adolescents.

It is hoped that the findings of the study would be of immense help in creating awareness among adolescents about their responsibilities towards their homes in order to acquire skills to lead a happy, healthy and contented life.

Review of Literature

II REVIEW OF LITERATURE

The literature pertaining to the study on "Contribution of Adolescents Towards Household Activities" is discussed under the following headings:

- A. Meaning and Significance of Adolescence
- B. Influence of Family on Effective Living
- C. Role of Management for better Family Well-being
- D. Contribution of Adolescents in Household Tasks

A. Meaning and Significance of Adolescence

Adolescence means "to emerge", to achieve an identity and is the stage of life between late childhood and adulthood.

The dilemma of adolescence can be explained by the developmental task theory advanced by Havinghurst (1972). According to him a developmental task is a major event that an individual will encounter and should resolve during a particular developmental stage of his life. The dilemma that today's adolescents wrestle with, is trying to be "Somebody in a society that glamorises youth, while at the same time denying them the opportunity to initiate and carry through responsible tasks on their own, without adult supervision".

According to Anderson (1960), "adolescence extends from puberty to the attainment of full height, weight and

cessation of growth. It is the period during which the person moves out of the home circle and becomes physically and mentally independent". Majeres (1986) regards adolescence as beginning when children become sexually mature and ending, when they reach the age of legal maturity. Adolescence is a period of normative crisis where the young adult is permitted to experiment with various adult roles without having to pay the consequences of full public responsibility.

Adams (1989) indicates that adolescence is a unique time in the human life cycle where rapid physical maturity, emotional and intellectual changes occur over a span of 5 to 7 years. Mussen et al., (1982) view adolescence as the period of life when interests expand and there is a search for independence and new place in the world. In all societies, adolescence is a time of growing up from the immaturity of childhood into the maturity of adulthood (Steinberg, 1989). These give rise to the need for mental adjustments and the necessity for establishing new attitudes, values and interests (Hurlock, 1990).

Konopka (1973) categorises early adolescence as the years from 12-15, middle adolescence from 15-18 years and late adolescence from 19-22 years, while Meyarson (1975) classified adolescence into three stages as:

- 10-12 years pre-adolescence
- 13-16 years early adolescence
- 17-21 years late adolescence.

Bandura (1984) classifies adolescence, which ends in the twenty first year, as the third stage after infancy and childhood. According to Kaplan (1986) adolescence refers to the stage from puberty to adulthood and covers the entire psychological experience of the child during the period. Steinberg (1993) indicates that the period from 11 to 21 years can be categorized as early, middle and late adolescence. The United Nations has identified those in the age group ranging from 15 to 25 years as the youth (Seetharam, 1992).

According to Hurlock (1995) the term adolescence has a broader meaning. It includes mental, emotional and social maturity as well as physical maturity - and is one of the vital stages in life cycle. The development of greater moral maturity is another important change during adolescence. In late adolescence, intellectual power/ability begins to increase at a slower rate. By 18 years, they have already reached their peak.

Justin (1976) opines that the adolescent develops his abilities and skills which enable him to gratify fundamental and derived needs. In fact, the development of ability to make decisions is an important characteristic of

adolescence (Bandura, 1977). During late adolescence, they are more realistic about their capacities, and set goals more within their reach. They use sustained and definitely directed efforts to attain their goals. This period brings concern about education, occupation, responsibilities and marriage, as young persons begin to confront the realities of adult life (Mussen and Conger, 1990).

Ghosh and Ghorpade (1991) refer to adolescence as "a process rather than a period, a process of achieving the attitudes and beliefs needed for effective participation at home and in the society". Rogers (1962) states that it is a period of rapid change and transition. In contrast to more stable periods such as childhood, middle age and adulthood, this period is characterised by physical, psychological, cognitive development and by newly changing social development.

Puberty has always been recognised as a phase but adolescence was not a trauma filled phase in the traditional societies where behaviour was regulated and roles were distinctly allotted from childhood to adulthood. In today's materialistic mechanical world, this is no longer true. Due to urbanisation, longer periods of education and anticipation of adult roles, adolescence has become a problematic phase and the family has perforce to assume greater responsibility in handling this phase (Desai, 1997).

Thus adolescence is a unique period in the life cycle of an individual with distinct patterns of growth, development and transitional changes, marked by emerging self, initiative and leadership (Rogers, 1962).

B. Influence of Family on Effective Living

The family is a basic social unit and the home is its cradle. In everyday context, the terms home and family are used synonymously. The home is the instrument for moral and material progress ever since civilization began. By catering to the physical, emotional and spiritual needs of its members, the home gives meaning to life, provides a suitable environment for the growth of children and cultivates and refines the life of citizens. It builds up character, ensures happiness and directs the individual and the community towards better living.

Families play an important role in achieving the goals of effective living. Considering the effect of family on the development of an individual, it has been stated by psychologists that no institution can replace the parental care and guidance, during the formative and adolescent years (Hurlock and Spitze, 1981; Daniel, 1997).

According to Kaur and McNeil (1989), family helps in formulating the character and influences its members. It is responsible for giving expression to the personality of each member.

According to Dash (1993) and Singh (1994), family unit is the centre of society because, it is the place where social behaviour is constructed, interpreted and transmitted from one generation to another.

Jesudasan (1994) states that the nurturing of young, the rearing unto childhood and teaching of survival skills have always come from within the family units. It is the place where the family members learn to be tolerant, unselfish, supportive, loyal, protective, understanding and sort out problems.

Khasgiwala (1993) considers family as the most important vehicle to convey cultural values. Social change, modernisation and other developmental endeavours are also governed by family either directly or indirectly. It is the focal point of attraction for social, economical, educational

and cultural institutions. Ashraf (1993) declares that family is one of the society's most sacred institutions, where family members are concerned with the quality of human association. They love and care for one another and are ready to cry over one's hurt (Nickell and Dorsey, 1989).

The family is a dynamic unit undergoing a complex process of evolution. It responds to the changes that are occurring in society and moulds it by the changes that take place within it, in a reciprocal relationship (Ahmed and Malviya, 1994). It remains a vital means of preserving and transmitting cultural values. In the broader sense, it can and often does educate, train, motivate and support its individual members, thereby investing in the future growth and acting as a vital resource for development (Bradyt and Steelman, 1984).

Ghali (1994) stressed the role of families as a source of stability and promise because, families around the world have same qualities of strength, resilience and adaptability. This is the reason the year 1994 was declared the "International Year of the Family" - Family is where the future lives (Bakshi, 1994).

The family resources, if properly utilised by its members, can bind the family in to a close-knit-system. Positive attitudes and focussed training by the family

members lead to a sense of responsibility among adolescents, who are a part of the human resource of the household. Once the resources are properly motivated and channelled, one can build up co-operation, family integration, mutual support and healthy outlook. The daily chores of household activities promote harmony by bringing about good inter-personal relationship in the family (Werther and Davis, 1989).

Berk and Richard (1979) opine that a family in which the children are in late childhood or early adolescence can plan for sharing the homemaking responsibilities so that everyone has some leisure. When children learn to adjust to various situations at home, they can meet similar and more difficult situations outside the home with a greater degree of confidence and success. Learning to understand the needs of others in a family situation, is a realistic way of understanding how human beings behave in all walks of life.

C. Role of Management for Better Family Well-being

Home-making is primarily a managerial function (Schulz, 1975). Management is universal in the modern world, (Mullick, 1990). Deacon and Firebaugh (1988) refer to management as a basic tool for creative living, by using resources advantageously in order to achieve desired goals and purpose. It is a process which involves the responsibility of guiding, supervising and controlling the

family members to achieve family goals, according to Nickell and Dorsey (1989).

According to Mullick (1990), management is defined as an art and science of organising, directing and controlling human and material resources for the benefit of the individual and society. Mann (1992) and Varma (1994) opine that management is utilisation of human talents and material resources to achieve desired results and family goals.

Management is a functional concept and managers are challenged to use the resources namely time, energy, money and material goods along with knowledge, interest, abilities, skills and attitudes for purposes they consider important (Gross et al., 1980).

The present day family is forced to consider its needs carefully and to choose wisely to get the greatest returns from its resources. The need for conserving and augmenting resources through proper management gets an added impetus in the present context. Home Management is the administration of the household resources to promote the aims of the household management, in the process of realising values and goals through the effective use of human and material resources. (Nickel and Dorsey, 1985; Varghese et al., 1985; Kaur 1990; and Mullick, 1990),

The essence of management is decision making and the essence of decision making is knowledge and understanding. The ability, to communicate effectively and to make wise decisions, are fundamental to any successful managerial activity (Newman, 1964).

Home Management is a mental process of deciding how the available resources of the family are to be used to achieve the family's goals. The decisions, made in the management, show how these resources will be utilised, hence resources play an important role in management. The resources should be used in such a way that maximum satisfaction is attained by the family (Gupta, 1991).

The role of management in a family is to provide for optimal development of individual members and family (Deacon and Firebaugh, 1975). The process of management should bring about greatest returns in health, satisfaction and social usefulness to all members of the group. It must be seen as a way of life and a manager should be prepared to co-ordinate social, cultural, economic and technical factors which would enrich family existence as well as to develop skills (Varghese et al., 1985). It also makes use of the findings of science and the economic, social, psychological, physical, spiritual and technological knowledge of the family (Mullick, 1997). Once the family is established and persons

begin working together for common purposes, needs arise for the development of a plan of action, for the delegation of responsibility and for organising and controlling the use of available human and non-human resources (Kaur and McNeil, 1989).

Home Management is truly a challenging field because of its intellectual nature, the vastness of the resources involved and its far reaching results in determining the quality of life which families achieve (Gross et al., 1980). It is the vital factor, in every family, contributing to the overall health, happiness and well-being of the family. It is a valuable means for accomplishing growth and development of the family members (Varghese, et al., 1985).

D. Contribution of Adolescents in Household Tasks

In the modern home, a child is considered as a person with rights of his own. The adolescents are recognised as responsible members of the family group. They even direct the mothers in decision making, and join the planning process in order to achieve democratic experiences and desirable relationship in the family. A good family member assumes responsibility cheerfully.

When adolescents have a sense of responsibility and positive interaction with the members of the family, they

are likely to participate more actively and willingly in household activities achieving social fulfillment and satisfaction (Beric, 1987).

Mann (1989) is of the opinion that in some families the housewife has to take care of most of the household jobs herself while in some other families, adolescents and other family members help her in household work according to their individual capacities. The amount of help each member of the family can give may be small but the fact that some one else is responsible for doing some tasks provides great mental relief to the homemaker. These days the trend, in the case of middle class families in India, is to procure part-time helpers to help and relieve the homemaker partly.

Varghese (1994) claims that a family might reduce the hiring charges it pays for servants or cooks by sharing the work among the members of the household. Grown up children in the family can also perform numerous household jobs (Medrick, 1981). The ability and talents of the household members are thus well used, leading not merely to saving of money but also providing satisfaction to the family members through such group participation. These psychological gains form part of the psychic income.

Karkal and Rajan (1989) view that 'girlhood' is just a period when the girl is trained for the role, she is

expected to play. Girls are so trained for domestic work and repeatedly told that it represents the best life can offer them, that many of them become vigorous advocates of their home and family destiny (Rogers, 1980).

Individuals in the society are shaped by the family which shares the larger burden and owns the higher accountability of them as useful members of the society. Socialisation through family is of paramount importance and is a critical determinant to the positive productivity of the individuals. Family on one hand, socializes to make members responsible in the society, while regulating and controlling the negative traits, characteristics and behaviour of the individuals (Khasgiwala, 1993).

The family constitutes the focal unit/foundation for exerting influence on adolescents not only in shaping their attitudes, aptitudes, interests, values and interpersonal relationships, but also by facilitating role performance and task accomplishment related to home and community (Hurlock, 1989).

Individuals and members of families develop some pattern of values. Family behaviour is influenced not just by value pattern but by actual interaction between the value system and the family. In an ideal home, adolescents develop work attitudes characterised by co-operativeness and a desire

to stretch upto their capacities, which in turn leads to better academic achievement, positive attitude towards teachers, intellectual interests, good adjustments to the school routine and a desire to participate in extra curricular activities. Later it will help them in choosing the right job and vocational adjustment too. Attitudes towards work include a general feeling about it, likes and dislikes of specific tasks and feeling about standards of work performance (Gross et al., 1980). General feelings not only influence time spent on any work but also promote other areas of family life. Healthy individuals will have healthy attitudes towards life. Their work output will be more and their contribution to the well-being of the family, society and the nation will be significant (Ganger and Walker, 1980).

Research conducted by Mithyla (1994) revealed that the adolescents with value systems, which emphasized inner harmony, open mindedness and caring relationships with others, were found to be academically successful. In contrast, academically unsuccessful ones were more materialistic. Spiritual and professional success was positively associated with the adolescents' attitude to home and community as far as service contribution is concerned.

According to Martinez (1990) the adolescents of both sexes, with high scores on Logo test, showing very good

inner meaning fulfilment, found greater meaning in contributing positively to the family as well as to work. Every specific occupation at home for them was a value fulfilment, which is independent of external circumstances, material comfort, success and riches.

Pollard (1969) remarks that adolescents have basic needs which are physical and psychological in nature. When these basic needs are not met with, they run the risk of being unhappy and fail to do their work efficiently. Their attitudes at home, in helping the parents, depend on the home atmosphere, more especially, if the parents are divorced and stay single. Social atmosphere and economic resources of the parents have an impact on the adolescents' attitude.

As the children grow up to become adults, they have increasing responsibilities in the home. Some will be most interesting, while some will not be, but by participating in all, they learn the joy of doing some activities (Beric, 1987). Kaur and McNeil (1989) state that no one can exclude oneself from sharing the burden and responsibility of work, as contribution to home is the joint responsibility of all family members. Human values of teenagers are usually affected or formulated by their home environment and parental attitude towards them (Bora, 1988).

Several studies indicate that the assignment of tasks and participation of family members in household activities depends upon the availability of persons old enough to assume this responsibility. It is also important that the worth and work standard of the family members in performing household tasks are positively recognised and appreciated.

A study carried out by Sanik (1981) revealed that teenage daughters helped more in household chores than boys. He also found that size of the family was directly related with the time utilisation, almost for all the household activities. As the size of the family increased, the time spent on various household activities also increased.

The allocation of time to different responsibilities varied from family to family. According to Walker and Woods (1976) and Gross et al., (1991) the external factors which affected the time use were the family environment and composition of the family members while the internal factors were the attitudes towards household work in general and likes and dislikes for special tasks.

Studies conducted by Anderson, 1960; Thomas, 1972; Muthu and Thomas, 1975; Menaghan and Parcel, 1990 and Gecas and Seef 1990 revealed that time spent on household activities was affected by many factors such as age and

health of homemakers, size, type and composition of families, occupation and economic status of women and life styles of the family.

While investigating rural mothers of adolescent children to determine farm children's work contribution to the household, Berk (1989) found that a high percentage of adolescents contributed to farm operations whereas lower percentage devoted time to household activities. In families of low socio economic status, the adolescents' participation and contribution to unpaid work, in maintenance and functioning of the family, was appreciated and rewarded.

Bossard and Ball (1966) observed that roles became more specialised as family size increased. Mahale (1987) pointed out that in families of different sizes, an aggregate of 55.5 per cent of boys and 59.4 per cent of the girls helped younger children with their studies, either regularly or sometimes. In urban areas, where labour is expensive, it was beyond the reach of middle class families to employ full-time helper for routine domestic work. Though part-time servants were employed in some families, their services were limited, so the role of the adolescents was of great importance for effective family living.

Lawrence (1993) in a survey of 1,045 rural adolescents on the amount of time spent in household

activities, reported an average of 65 minutes/day on household tasks such as home maintenance, pets, car care etc. Age, sex and education of the child and the education and employment of the mother were factors which significantly affected the time spent on household tasks.

Mahale (1987) was of the opinion that the common routine household work that required adolescents' help and co-operation in an Indian Urban family were, day to day marketing, looking after younger children of the family if there were any, helping father in his work and doing other domestic chores. Majority of sons and daughters on the whole, were happy to share the household duties. Adolescents, by participating in the social activities and by sharing the household duties of the family, kept close company with the parents and family members for a longer time.

The effect of age on the participation of children in household activities was reported by several studies. White et al., (1985) discovered an association between the age of child and mother's employment status on children's time in housework, which increased with age. Goldstein and Oldham (1979) and Sanik (1981) found that older children performed more tasks and spent more time in household tasks than younger children. Berk's research (1989) determined that 11-15 years of age was optimal for children's

participation in household chores as they were more often at home than children over 16 years and also reported that boys over 15 did not make a significant contribution to household labour. Larger family size resulted in more conflicts between mothers and daughters over household chores.

Several studies stressed the sex stereotyping in the performance of household chores. Due to the male-female roles established in early childhood, boys spent more time in leisure time activities, but less time on household activities and personal care than girls.

Cogle and Tasker (1990) observed that there was an element of sex role stereotyping in the tasks assigned to adolescent boys and girls. Girls were more likely to be assigned traditional female-oriented tasks, such as cleaning, washing and cooking. It was noted that parents often based their assignment of tasks on personal sex-typing ideals. Such behaviour implied that the parents' concept of sex-typical task assignments largely reflected their own family roles. They also found, that allocation of more work to daughters than sons was seen, especially when the demand for labour increased. The tasks were disproportionate and traditionally labelled as 'women's work'. Household labour from girls was demanded by the parents as a way of learning social responsibility.

According to a study carried out by Mithyla (1994) majority of the girls preferred to participate in all activities allied with food preparation, clothing, maintenance of house, in considerably higher percentage of cases than boys. The willingness of boys to do household activities like marketing, table-setting, cleaning and fetching water was of a higher level than other items under food preparation. Girls had opted to do all activities to a greater extent than boys. In activities related with maintenance of houses, again it was found that girls' preference was more for all items than boys.

A study conducted by Venmathi and Begum (1991) on adolescent girls in the age group 17-21 years, studying undergraduate courses in Avinashilingam University revealed that early adolescent girls participated in household activities like cleaning utensils, washing clothes and sweeping but very rarely helped in food preparation activities. The late adolescent girls participated in household activities more when compared to early adolescent girls but even they rarely cooked meals.

Rajalakshmi and Kalaimagal (1990) studied the contribution of family members towards household activities, in Coimbatore and found that teenage daughters helped in household activities such as cleaning the house, washing clothes, cleaning utensils and cooking. All the selected

homemakers were satisfied with the help rendered by the family members in performing household activities. Adolescent girls were found to be managing the home, at the time of sickness or in the absence of the mother.

Hilton and Haldeman (1991) observed several important differences between adults and children in the performance of household work. Of primary importance was the finding that family type made a difference in the degree to which household tasks were shared by family members. Boys in single-parent families shared the household work to a lesser extent than boys in two-parent families. Girls in single-parent families, on the other hand, were very undifferentiated in their household task behaviour, which was expected but not to the extent that was found. Girls were predicted to be masculine according to the tasks that they performed in 53.2 percent of the cases.

Thomas (1992) studied the participation of adolescents and opined that it was more in large families and those with employed mothers. The sons in dual earner families spent only one-third of the time on chores while daughters spent 25 percent more than those in traditional families.

Hurlock and Spitze (1981) opined that in dual-earner families, the family should stress more on the

participation of the boys in household chores, as they normally tend to perform fewer household chores than girls. Kamo (1988) however, noted that in dual earner families, the parents had more liberal orientation towards sex-role than in traditional families. Propper (1972) reported that sons in dual-earner families performed more household chores than those in traditional families. The involvement of young children in household work and family occupation constitutes an important part of their training for life work.

Chakravarthy (1991) found that children's work was almost completely identified with boys who worked for a wage to supplement the family income. The girl child worked much more than boys, but unfortunately the labour was not considered in market terms, therefore the data showing work participation rate of male and female children did not reflect their inputs. Her childhood years were crowded with domestic chores but the self-image that society created for her was one of worthlessness, servitude and dependence. Ganger and Walker (1980) concur on the above point.

Havinghurst (1972), tested learning of appropriate masculine or feminine social role under developmental tasks. He reported that the children were desirous to know what the sex appropriate behaviour is for their sex and try to learn such behaviour. In Indian families, girls were expected to

learn cooking and maintenance of the house. Boys were expected to prepare themselves vocationally, so that when they reach adulthood they can marry and have their own families. Male children are locked into the roles of strong, dependable, breadwinner figures (Hurlock, 1985). Chatterjee (1988) also reports that there is some degree of sex specificity in terms of household tasks allocated to girls and boys.

According to a study conducted by Subramaniam (1991), over 90 per cent of the girl children were doing domestic work, while 40 per cent were engaged in wage earning. At no stage of life was the girl child free of domestic work, the variation being only in the time spent on these chores. Studies by Burra (1991) and Ghosh (1991) supported the above finding that girls were involved in household chores at the cost of their education and other developmental activities like play and that a girl, was trained by her mother and senior women folk in her socio-economic roles.

Goldstein and Oldham (1979) found that girls were more likely to help with housework while boys were more involved in the yard work. The sex stereotyping increased with age, i.e. the percentage of boys helping in the kitchen dropped with increasing age, while the percentage of girls

increased. There was less difference in the household tasks performed by both boys and girls as the number of siblings in the family increased.

To sum up, it may be said that the research done so far, pin pointed that adolescents' involvement in household activities resulted in rich learning experiences preparing them for taking up responsibilities later in life.

Design of the Study

III DESIGN OF THE STUDY

The procedure pertaining to the study on "Contribution of Adolescents Towards Household Activities" is presented under the following headings:

- A. Eliciting Information Regarding the Contribution of Adolescents Towards Household Activities
 - B. Conducting a Training Programme for Selected Adolescent Girls on Household Activities and
 - C. Evaluating the Outcomes of the Programme
-
- A. Eliciting Information Regarding the Contribution of Adolescents Towards Household Activities**

In order to assess the involvement and contribution of adolescents towards household activities, the following steps were adopted by the investigator:-

- 1. Selection of the Area
- 2. Selection of the Sample
- 3. Selection of the Method
- 4. Conducting the Study

1. Selection of the Area

Andhra Pradesh is one of the biggest and the most populous states in South India. It is the fifth largest state in India, with land area of 2,75,068 sq.kms. Among the big cities of Andhra Pradesh, two cities namely Visakhapatnam and Vijayawada were selected for the study (Fig. 1).

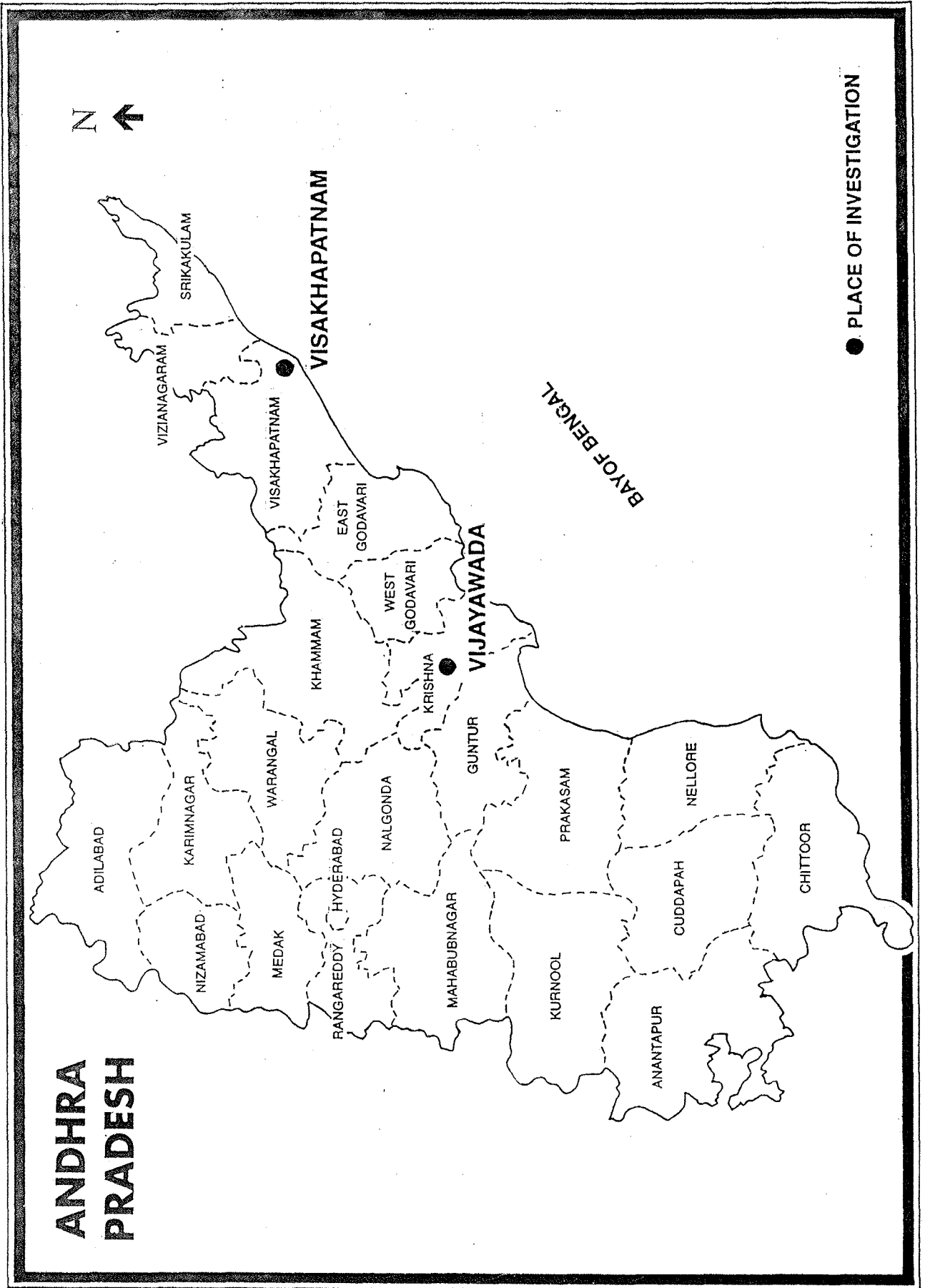


Fig. 1. Locale of the investigation

Visakhapatnam district is located, in the North eastern part of Andhra Pradesh. It is bound by Vizianagaram district in the North, East Godavari on the South, Koraput of Orissa on the West and Bay of Bengal on the East. Visakhapatnam, one of the fastest growing cities in Asia, has undergone rapid industrialisation which stimulated further economic activity and large scale migration of people. Huge investments for the development of several major and minor industries over the past three decades has been transforming the character of the city.

Vijayawada is an ancient city lying on the northern bank of the sacred river Krishna. It is the third largest city in Andhra Pradesh. On account of quick transport and communication facilities, the city has become one of the big business centres in Andhra Pradesh. The investigator being a native of Visakhapatnam found it convenient and easier to select the sample and collect the required information from these two cities.

2. Selection of the Sample

According to Gupta (1994) simple random sampling refers to that sampling technique in which each and every unit of the population has an equal opportunity of being selected in the sample. The investigator selected 200 adolescent girls at random by the lottery method from 1080

under-graduate day students of St. Joseph's College for Women, (Autonomous) Visakhapatnam and 200 adolescent boys, out of 1450 under-graduate day students of Andhra Loyola College, (Autonomous) Vijayawada. Both the colleges had similar administrative set up being autonomous with similar academic pattern.

The investigator selected second and the final year under-graduate students, in the age groups of 18-20 years, from the respective colleges. Since they were socially mature and had an inclination and interest to participate, they extended full support in conduct of the research. Another reason for selecting the sample from two different colleges was to study the influence of sex role on the participation of adolescents in household activities.

3. Selection of the Method

The questionnaire method is a form of enquiry which contains systematically compiled and organised series of questions. It is a very reliable and valid instrument in normative survey research and is highly useful to gather information from widely scattered sources and collect dependable data from the literate class (Gupta, 1994). In the present study, the questionnaire method was adopted to collect relevant responses from the selected group and is given in Appendix I.

A pilot study was conducted by the investigator with 50 adolescents (25 boys and 25 girls) to check the validity of the questionnaire. Based on the findings of the pilot study, the questionnaire was suitably modified. The areas on attitude and concepts of the sample towards household chores, were excluded as the respondents were inexperienced and their responses in these areas were inappropriate. Further a few new areas, such as the factors leading to effective family management, time expenditure pattern of the respondents, their role in decision making and the obstacles faced by them in performing household activities were included.

4. Conducting the study

The investigator approached the Principals of the respective colleges at Visakhapatnam and Vijayawada and explained to them the purpose of the study. After obtaining permission from the respective authorities, the respondents (200 boys and 200 girls) were contacted separately. The investigation lasted for about a week for each of the groups. Through informal meetings, a good rapport was developed with the selected respondents and they were oriented about the purpose of the study. The respondents were assembled in the auditorium of the respective colleges after the regular college hours and allowed to complete the questionnaire in a



PLATE 1

ADOLESCENTS RESPONDING TO QUESTIONNAIRE

leisurely manner. The completed questionnaire was collected from the respondents. (Plate 1)

The data thus collected was checked, edited, tabulated, analysed and is presented under Results and Discussion-Chapter IV. (AppendixIV)

B. Conducting a Training Programme for Selected Adolescent Girls on Household Activities

Training is the process of assisting a person for enhancing his/her efficiency and effectiveness at work by improving and updating his/her professional knowledge, by developing skills relevant to his/her work and cultivating appropriate behaviour and attitude towards work and people. Training could be designed either for improving present capabilities at work or for preparing a person for assuming higher responsibilities in future which would call for additional knowledge and superior skills (Kossom, 1983).

The investigator organised an intensive training programme at St. Joseph's College for Women (Autonomous), Visakapatnam for 50 adolescent girls for a period of one month. The main aim of the programme, was to make them understand and realise their role in homemaking, since their involvement in household tasks is of vital importance in the present day living.

The training programme consisted of the following steps:-

1. Selecting the Sample
2. Developing the Course Content and
3. Conducting the Training Programme

1. Selecting the Sample

An orientation programme was organised by the investigator for all the selected 200 adolescent girls. They were briefed about the purpose of the programme for three hours. Out of the 200 adolescent girls, 50 were willing to undergo the training. Only girls were selected for the training, since they were mainly assisting in household work in most of the Indian homes. They were requested to state the areas in which they needed additional inputs for effective participation in household activities.

2. Developing the Course Content

A detailed course content was developed by the investigator to impart home-making skills to the selected adolescent girls. The investigator, after reviewing the literature extensively, held consultations with experts in the field, to plan and execute the training programme and prepare appropriate materials for developing the necessary skills. With the background of knowledge obtained from the survey, the investigator prepared an Instruction Manual and

also a Video Programme to supplement the other teaching methods used.

a. Instruction Manual on Household Activities

Theoretical information is very essential to give a clear cut idea of the concepts under study. The Instruction Manual prepared for the programme is given in Appendix II. It covers the following aspects:

- * Work Simplification
- * Home Decoration
- * Use and Care of Electrical Appliances
- * Money Management
- * Appropriate Technology and
- * Creative Arts and Crafts

Need Based Additional Aspects:

- * Personal Grooming
- * Nutrition for Fitness and
- * Effective Communication

(i). Work Simplification: This area enabled the trainees to gain knowledge and information on how to simplify the household tasks to save time and energy. Information pertaining to energy conservation and alleviation of fatigue was also highlighted.

(ii). Home Decoration: This provided information about the various art principles and use of colour, the various methods of interior decoration, for example, selection and arrangement of furniture and furnishings, use of accessories and preparation of different types of flower arrangement.

(iii). Use and Care of Household Equipment: The operation and maintenance of various electrical gadgets used in the home were demonstrated to the respondents.

(iv). **Money Management:** The respondents were informed about various ways of augmenting family income, framing the family budget, methods of account keeping and household savings.

(v). **Appropriate Technology:** To make home management cost effective, the adolescents need to be taught about the various cheaper and economically viable devices like Solar Cooker, Smokeless Chulah, Hay Box, Mud Storage Device and Mud Water Filter. These devices were introduced with explanations of their application, care and maintenance.

(vi). **Creative Fine Arts and Crafts:** The art of decorating the house for various festivals and occasions by use of kolams, rangoli, flower carpet, streamers and others, apparel designing, decorative lace work, embroidery, pottery and clay modelling were included.

Need Based Additional Areas:

The last part of the manual comprised of extensive information pertaining to personal grooming, nutrition for fitness and effective communication. These key areas were inserted on the request of the trainees.

Apart from the theoretical knowledge provided, each of the above topics was supplemented by 3-4 learning experiences.

b. Video Programme on Household Activities (Appendix V)

"Visual Information" is highly retainable and easily encoded in the young mind. Audio visual aids help in improving the teaching by increasing concreteness, clarity and effectiveness of the ideas and skills being transferred. They enable the audience to look, listen and learn thoroughly. For the training on home-making skills to be more effective and in order to help the respondents to recapitulate the information later the training programme was video taped and is made up of the following units:

- * Flower Arrangement
- * Maintenance of Household Appliances
- * Demonstration of Solar Cooker
- * Vegetable and Fruit Carving Arrangement and
- * Creative Crafts Display

* **Flower Arrangement:** It included a lesson and demonstration on different types of flower arrangements, selection of containers, flowers and other accessories. A visual feast of different styles of flower arrangements was shown to the trainees.

* **Maintenance of Household Appliances:** The operation, application and maintenance of the various electrical gadgets like blender, oven, refrigerator, food processor, wet grinder used in the homes were shown to the participants. A product demonstration of a vegetable chopper showed the different methods of slicing and cutting vegetables, to prepare attractive dishes for the family.

* **Demonstration on Solar Cooker:** Its functions were clearly explained and food items like plain rice, dhal and vegetables were cooked using this device.

* **Vegetable / Fruit Carving Arrangements:** Different vegetables like carrots, brinjal, onion, cabbage and green chillies were carved decoratively for preparing salads. Papaya was cut in the form of lamp shade and a candle was lit inside it.

* **Creative Crafts Display:** Samples of macrame, embroidery, garments, kolam designs, rangoli, flower carpets, pottery, clay modelling, lace work etc prepared by the students were displayed.

3. Conducting the Training Programme

An intensive programme was organised for the selected fifty adolescent girls studying at St. Joseph's College for Women, Visakhapatnam. It was scheduled for a period of one month from 7.2.97 to 7.3.97. The classes were conducted from 3.30 pm to 5.30 pm. after the regular college hours. A team of faculty members from the Home Science Department of St. Joseph's College for Women, (Autonomous) Visakhapatnam were invited to instruct the trainees on various aspects of home-making. To make the teaching-learning process effective and meaningful, participative discussions, lecture - demonstrations and audio visual aids like charts, posters, film and video lessons etc were used during the course of the training programme. The details of the training programme are shown in Table I and plates 2-6.

TABLE I

FORMULATION OF THE TRAINING MODULE ON HOUSEHOLD TASKS

07.02.97 - 07.03.97
2 Hrs/Day (42 Hours)

S.No	Topic	Time	Person-incharge	Teaching Method
1.	Personal Grooming - Posture, dress sense, care of skin, hair, healthy habits.	4 hrs	Mrs.K.Anupama	Lecture
2.	Nutrition and Fitness - Basic food groups, balanced diet, different methods of cooking.	5 hrs	Dr.M.Saileela	Lecture
3.	Effective communication	2 hrs	Mrs.W.Rupa	Lecture
4.	Work simplification	2 hrs	Mrs.W.Rupa	Lecture & Demonstration
5.	Home Decoration - Cleanliness Orderliness beauty Art Principles, flower arrangement, colour schemes	8 hrs	Sr.ND.Veronica	Lecture & Demonstration
6.	Leisure time Activities- Embroidery stitches, knitting, crochet and macrame	7 hrs	Mrs.PS. Anna-purna	Lecture & Demonstration
7.	Use and Care of Household Appliances - Refrigerator, Blender, Wet Grinder, Vacuum cleaner, Washing Machine, Gas stove, Oven	5 hrs	Mrs. Suguna Kannan	Lecture & Demonstration
8.	Family finance Management Family budget, savings, Types of Account keeping	5 hrs	Sr.ND.Veronica	Lecture
9.	Appropriate Technology - Solar cooker, Smokeless Chulah, Hay Box, Mud Water Filter, Mud Storage Device	4 hrs	Mrs.Y.Lakshmi Prabha	Lecture & Demonstration



PLATE 2

DEMONSTRATION OF LABOUR SAVING DEVICES _ COOKING RANGE



PLATE 3

DEMONSTRATION OF LABOUR SAVING DEVICES - FOOD PROCESSOR



PLATE 4

DEMONSTRATION OF FLOWER ARRANGEMENT



PLATE 6

DEMONSTRATION OF SOLAR COOKER

C. Evaluating the Outcomes of the Programme

Judging the value of something is known as evaluation according to Reddy (1987). It is important because it

- a. forms the foundation for adjusting a programme
- b. provides feed back about teaching methods and
- c. helps to assess the effectiveness of the programme conducted

Check list is a useful tool of evaluation. It consists of a list of items with provision for placing a check or to indicate 'Yes' or 'No'. It is in the form of a set of statements for the respondents to check (Sidhu, 1989). Checklists are useful as evaluation tools since they

- get accurate facts succinctly
- record observational study of behaviour
- provide answers that may be analysed in a detailed manner.

The impact of the training programme was assessed by administering a check-list (given in Appendix III) prior to the training programme and presenting it again to the respondents after a period of 3 months. This was to enable them to apply the knowledge they had gained, and to assess its application in improving their skills.

The data thus obtained from the sample before and after the training was edited, analysed statistically and is presented under Results and Discussion Chapter IV.

Results and Discussions

IV RESULTS AND DISCUSSION

The research on "Contribution of Adolescents Towards Household Activities" aims to study the participation of selected adolescent boys and girls in homemaking tasks. The findings of the study are discussed under the following heads:

- A. Socio-Economic Profile of the Adolescents
- B. Perception of Adolescents Towards Home
- C. Values Possessed by Adolescents
- D. Contribution of Adolescents to Household Activities
- E. Impact of the Training Programme on the Selected Adolescent Girls and
- F. Influence of Selected Variables on the Adolescents' Contribution

A. SOCIO-ECONOMIC PROFILE OF THE ADOLESCENTS

The socio-economic pattern of the families of the selected adolescents are discussed under the following headings:

- 1. Type and Size of the Family
- 2. Educational and Occupational Status of the Parents of the Respondents and
- 3. Family Income

1. Type and Size of the Family

Table II shows the percentage distribution of the adolescents' families according to type and size.

TABLE II
TYPE AND SIZE OF THE FAMILY

Particulars	Percentage of Adolescent	
	Girls (N=200)	Boys (N=200)
Family Type		
Nuclear	79	86
Joint	15	10
Extended	6	4
Size of Family		
Small (1-4 members)	26	44
Medium (5-6 members)	62	52
Large (7 and above)	12	4

Majority of the adolescents belonged to nuclear families (79 per cent girls and 86 per cent boys). The predominance of nuclear families may be considered as a consequence of the urban location of the sample and disintegration of joint family system. Regarding family size, it was observed that 62 per cent of the girls and 52 per cent of boys belonged to medium sized family. The studies of Anderson (1960), Muthu and Thomas (1975) and Mahale (1987) assert that adolescents' contribution to household work is influenced by family size, type and composition and that as family size increased, roles of family members became more specialised.

2. Educational and Occupational Status of the Parents of the Respondents

The educational and occupational status of the adolescents' parents are shown in Table III.

TABLE III
EDUCATIONAL AND OCCUPATIONAL STATUS OF THE
ADOLESCENTS' PARENTS

Particulars	Percentage of Adolescent			
	Girls (N=200)		Boys (N=200)	
	F	M	F	M
Educational Level				
High school	23	46	20	54
Intermediate	3	20	12	24
Graduate	42	26	33	15
Post graduates	7	2	12	2
Professional degree	25	6	23	5
Occupational Status				
Executives & Professionals	42	1	49	-
Clerks	35	1	22	3
Business	15	-	12	-
Agriculturists	8	-	17	-
Teachers	-	4	-	2
Full time homemakers	-	94	-	95

F - Father M - Mother

It is observed that in general, the parents of adolescent girls in the study were better educated than boys' parents since 42 per cent of fathers and 26 per cent of mothers of adolescent girls were graduates when compared with 33 per cent of fathers and 15 per cent of mothers of adolescent boys who were graduates. Occupation wise, however, the fathers of adolescent boys (49 per cent) held higher posts than the fathers of the adolescent girls (42 per cent). Majority of the mothers of both adolescent girls (94 per cent) and boys (95 per cent) were engaged in household activities.

The data indicates that most of the adolescents are not first generation learners. One may deduce that the educational aspirations of these parents may be higher and so the adolescents may not be expected to contribute towards household work to a great extent.

Lawrence (1993) reported that the education and employment of the mother significantly affected the time spent by adolescents on household tasks. Propper (1972), Hurlock and Spitz (1981) and Kamo (1988) found that dual earner families had more liberal orientation towards sex role than traditional families. The sex role stereotyping observed in the allocation of duties may be attributed to this fact. The study highlights the same phenomena in that expectations of the full time homemakers were less with reference to adolescent participation in household activities.

3. Family Income

The details of the monthly income received by the respondents' families are given in Table IV.

TABLE IV

MONTHLY INCOME OF RESPONDENTS' FAMILIES

Monthly Income (in Rs.)	Percentage of sample	
	Girls (N=200)	Boys (N=200)
< 2,500	16	25
2,501 - 5,000	36	30
5,001 - 7,500	18	18
7,501 - 10,000	18	16
10,000 and above	12	11

It is evident from Table IV that 52 per cent of the girls' and 55 per cent of the boys' families were receiving an income below Rs.5000/- per month. Only 12 per cent of the girls' and 11 per cent of boys' families respectively earned above Rs.10,000/- per month. As per the classification of HUDCO for urban areas most of the families belonged to the middle income group.

Mann (1989) observed that these days the trend in the case of middle class families in India is to procure part-time helpers to assist and relieve the home-maker partly. Similar trend was observed in the present study where 49 per cent of the adolescent girls' and 20 per cent of the adolescent boys' families employed paid helpers. Though part time servants were employed, their services were limited to activities like sweeping, swabbing the floor, washing clothes and utensils and cleaning the area around the house.

B. PERCEPTION OF ADOLESCENTS TOWARDS HOME

Table V indicates the concept of adolescent girls and boys towards home.

TABLE V
ADOLESCENT PERCEPTION TOWARDS HOME @

Perception	Percentage of adolescents				p test value
	Girls (N=200)		Boys (N=200)		
	S.A.	S.D.A.	S.A.	S.D.A.	
Gives peace and happiness	96	4	90	10	2.352*
Provides opportunity for home making skills	94	6	71	29	6.053**
Provides good health	92	8	93	7	0.380NS
Satisfies emotional needs	92	8	88	12	1.333NS
Develops unity among family members	91	9	93	7	0.737NS
Educates children	90	10	80	20	2.801**
Inculcates good values	90	10	78	22	3.273**
Provides basic amenities	88	12	75	25	3.348**
Develops good personality	88	12	76	24	3.123**

@ Multiple response

S.A. - Strongly agree

* Significant at 5 per cent level S.D.A- Strongly disagree

** Significant at 1 per cent level

NS Not significant

It is encouraging to note that most of the adolescent girls had a more positive perception than boys towards home. The difference was statistically significant as shown in the Table. They also strongly agreed that home is a centre for peace and happiness (96 per cent) and

provides opportunities to improve home making skills (94 per cent). They further considered that the home provides good health, satisfies emotional needs and develops unity among family members (91 per cent). In the case of adolescent boys, most of them (93 per cent) felt that homes provide good health and inculcate human values such as unity, peace and happiness among the family members.

These findings are in harmony with the observations of Ahmed and Malviya (1984) wherein the family educates, trains, motivates and supports its individual members, thereby investing in future growth and acting as a vital resource for development. A similar trend was also noted in a study conducted by Kaur and McNeil (1989) that adolescent boys (93 per cent) strongly agreed that home develops cooperation among the family members and enables all of them to work in a spirit of give and take. Jesudasan (1994) found that the nurturing of young, the rearing unto adulthood and teaching of survival skills were cultivated within the family unit. The present study also revealed that though the adolescents had exhibited change in several spheres, their concept regarding the home remains the same.

In general, it was observed that the adolescents' perception of the home is positive and significant hence it will be helpful in utilising their abilities and talents resulting not merely in the saving of money but also providing satisfaction through group participation.

C. VALUES POSSESSED BY ADOLESCENTS

Values give meaning to life and constitute the principle that guides human action. It is the foundation by which the family guides the members' behaviour.

Table VI and Fig 2 present data regarding the values possessed by the adolescents.

TABLE VI

VALUES POSSESSED BY ADOLESCENTS @

Values	Percentage of Adolescent		p test value
	Girls (N=200)	Boys (N=200)	
Educational			
Ambition	98	78	6.155**
Knowledge	98	75	6.731**
Achievement	89	63	6.088**
Creativity	86	50	7.717**
Hardwork	65	85	4.619**
Social			
Helping others	98	55	10.142**
Respect	97	97	-
Co-operation	95	73	6.001**
Friendship	72	83	2.634**
Patience	65	45	4.020**
Moral			
Love and affection	99	98	0.823NS
Honesty	90	80	2.801**
Justice	88	60	6.383**
Punctuality	88	73	3.786**
Obedience	69	48	4.262**
Spiritual			
Faith in God	99	79	6.392**
Meditation	97	82	4.893**
Regular worship	92	88	1.333NS
Rituals	87	76	2.833**
Forgiveness	85	70	3.592**

@ Multiple response

** Significant at 1 per cent level. NS - Not significant.

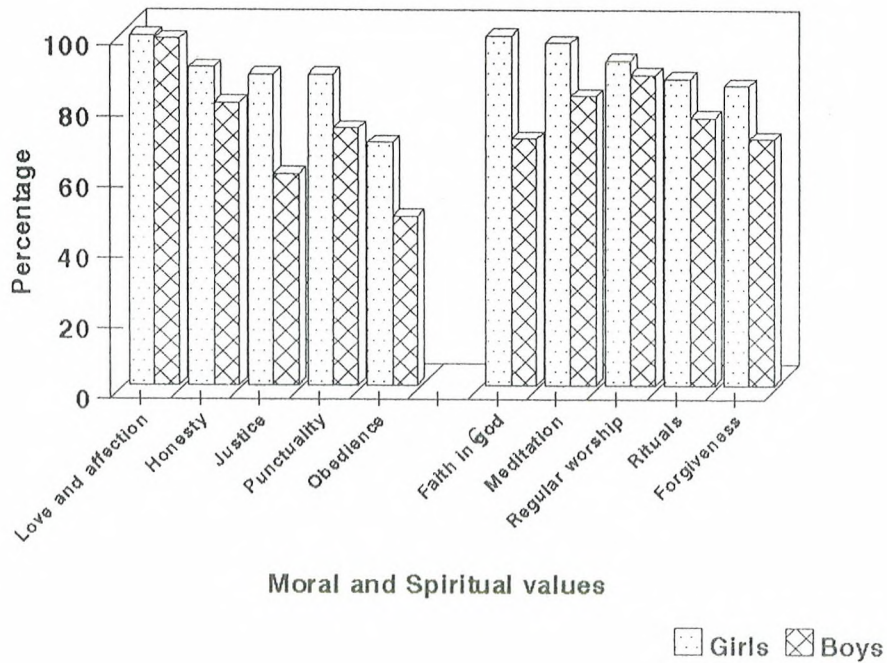
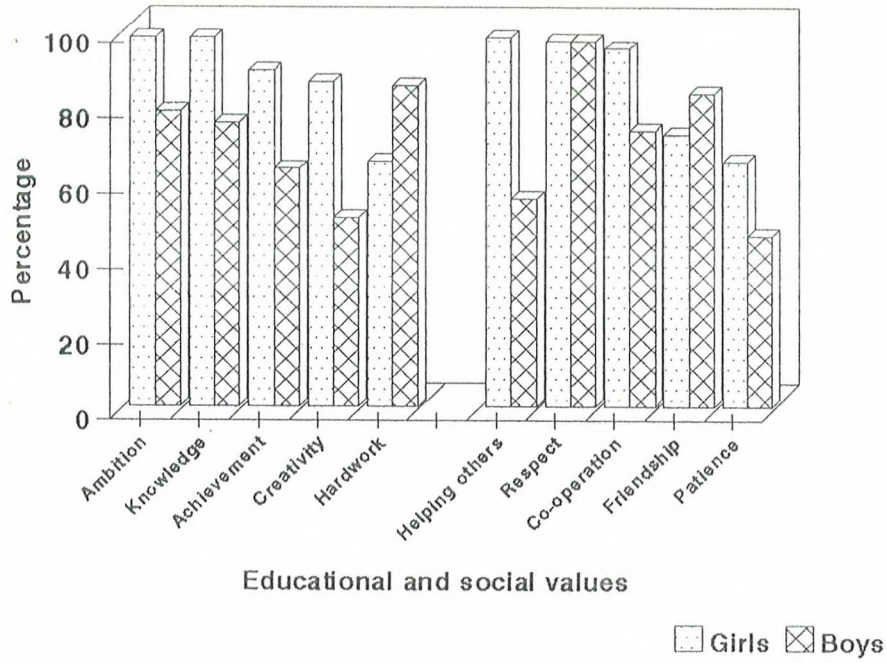


Fig. 2. VALUES POSSESSED BY ADOLESCENTS

Higher percentage of adolescent girls possessed values such as faith in God, love and affection, ambition, knowledge, helping others, respect, meditation, co-operation and regular worship. In the case of adolescent boys, importance was given to values such as love, affection and respect. Values like regular worship, hardwork, friendship, meditation and honesty were also preferred by them. Papalia (1995) states that the intensity of friendship is greater during adolescence than at any other time in the life span. A similar trend was found among the adolescent boys in the present study.

Supporting the observations of Hurlock (1995) that adolescents are interested in religion, the respondents of the present study have given priority to spiritual values. As expected in the Indian context, a greater percentage of girls than boys are interested in religion. Spiritual values are positively associated with service activities both towards family as well as to the society (Martinez, 1990). It is heartening to note that the sample did not give great importance to materialistic values.

In general, the analysis of the values possessed by the adolescent girls and boys showed that girls attach more importance to all the values than boys. The variation was statistically different at 1 per cent level of significance for all values except love and affection which was possessed by both the groups to the same extent.

D. CONTRIBUTION OF ADOLESCENTS TO HOUSEHOLD ACTIVITIES:

The participation of adolescents in household activities is discussed under the following headings:

1. Factors considered essential for effective family management
2. Time expenditure pattern of adolescents
3. Adolescent participation in Decision making
4. Availability of paid helper
5. Involvement of adolescents in household activities and
6. Obstacles faced by adolescents.

1. Factors considered for effective family management

Home-making is one of the many jobs which help to keep the world going. It is a shared responsibility of all in the family to run a home in such a way, that all the objectives are attained.

The factors considered by the selected respondents for effective family management are projected in Table VII.

TABLE VII

FACTORS CONSIDERED FOR EFFECTIVE FAMILY MANAGEMENT @

Factors	Percentage of Adolescent		p test value
	Girls (N=200)	Boys (N=200)	
Aspiring for perfection	89	60	6.653**
Sharing work (other than household work)	87	72	6.908**
Assuming responsibility	86	68	4.277**
Extending cooperation	86	57	6.424**
Taking wise decisions	82	74	1.93 NS
Doing household work	76	55	4.418**
Spending money wisely	69	20	9.860**
Being assertive	68	74	1.322**
Making advance plans	55	66	2.250*
Managing household resources	53	68	3.068**

@ Multiple responses

* Significant at 5 per cent level

** Significant at 1 per cent level

NS Not significant

Eighty nine per cent of the adolescent girls mentioned that all the tasks should be performed in a perfect manner for family living to be meaningful. They also considered that co-operation was essential for wise management. Most of the girls (76 per cent) and boys (55 per cent) realised the need for performing the household duties by the family members. Statistical significance of the difference in opinions of the adolescent girls and boys is as shown in the above table.

Seventy four per cent of the adolescent boys considered decision making to be the crux of management. They also felt that all the family members should shoulder the responsibilities to run a home. The findings indicated that more percentage of adolescent girls perceived several factors for effective management of family than their male counterparts. But making advance plans and managing household resources were considered as essential factors by adolescent boys.

The responses of these adolescents indicate that they are aware of the management process and as indicated by Gross et al., (1980) they are likely to develop work attitudes characterised by co-operativeness and a desire to stretch up to their capacities in order to improve the quality of family living. It may be expected that their contribution towards household activities will be whole hearted.

2. Time expenditure pattern of adolescents

The allocation of time for different activities varied from adolescent to adolescent. Table VIII projects the time expenditure pattern of adolescents.

TABLE VIII
TIME EXPENDITURE PATTERN OF ADOLESCENTS

Activities	Percentage of Adolescents							
	Girls (N=200)				Boys (N=200)			
	Time spent in hours per day							
	0-2	2-4	4-6	6-8	0-2	2-4	4-6	6-8
Sleep				100				100
Personal hygiene and cleanliness	84	16	-	-	92	8	-	-
Study	7	4	89	-	14	5	81	-
Travel	44	56	-	-	22	78	-	-
Recreation	76	18	6	-	84	12	4	-
Socialization	87	8	5	-	88	9	3	-
Hobbies	84	12	4	-	91	6	3	-
Household work	4	89	7	-	10	73	17	-

All the adolescent girls and boys spent nearly 6-8 hours on sleep. A higher percentage of boys (81 per cent) and girls (89 per cent) were engaged in studies for 4-6 hours. Most of the girls (89 per cent) and boys (73 per cent) were involved in household activities for 2-4 hrs a day. It is observed that 78 per cent of the adolescent boys spent nearly 2-4 hours in commuting between their college and residence.

The average daily time schedule of the selected adolescents is shown in Table IX and Fig.3.

TABLE IX

AVERAGE DAILY TIME EXPENDITURE PATTERN OF ADOLESCENTS

Activity	Girls (N=200)	Boys (N=200)
	Time in hours	
Sleep	7.25	7.98
Personal hygiene and cleanliness	1.16	1.82
Study	4.34	4.71
Travel	2.56	2.12
Recreation	1.40	1.60
Socialisation	1.25	1.31
Hobbies	1.24	1.40
Household work	4.80	3.06

From the above Table, it is evident that there is not much difference in the time expenditure pattern of adolescent girls and boys. It is clear that both girls and boys spend maximum part of their waking time in studies followed by household activities.

The result of Larsen as quoted by Papalia and Olds (1995) indicates that American adolescents' time expenditure pattern is three per cent on personal care, 12.7 per cent on studies, 4.9 per cent on travel, 16.6 per cent on recreation, 16 per cent socialisation, 1.5 per cent on arts and hobbies, 17.5 per cent on household chores and 4.3 per cent on part time jobs. These findings are different from the time

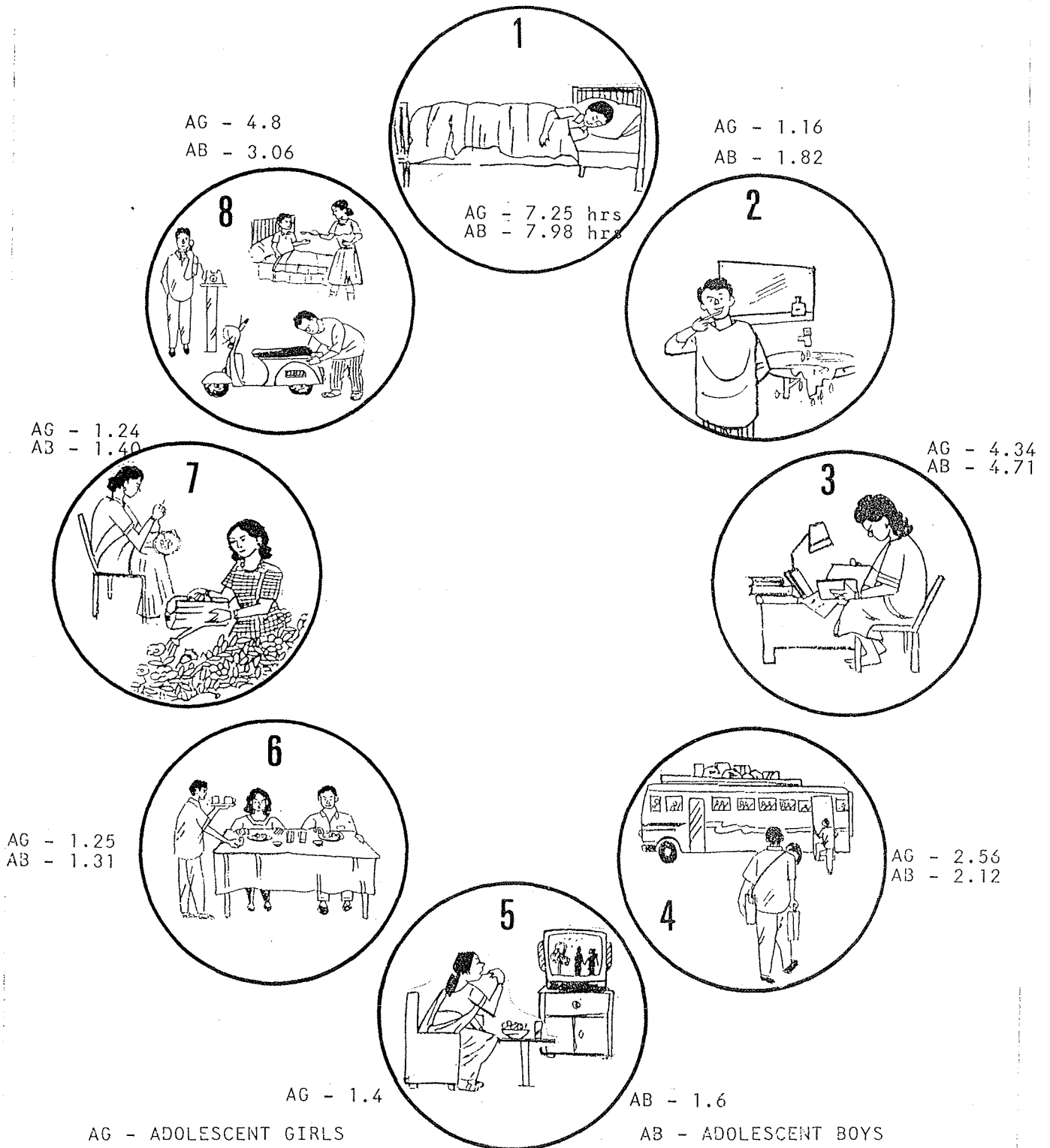


FIG 3
TIME EXPENDITURE PATTERN OF ADOLESCENTS

- | | |
|---------------|---------------------|
| 1. Sleep | 2. Personal Hygiene |
| 3. Study | 4. Travel |
| 5. Recreation | 6. Socialisation |
| 7. Hobbies | 8. Miscellaneous |

expenditure patterns of Indian adolescents as observed in the present study, the exception being in the time spent on household activities which is similar.

Time spent by the selected adolescents on various household activities has been displayed in Table X.

TABLE X

TIME SPENT BY ADOLESCENTS ON HOUSEHOLD ACTIVITIES

Household Activities	Girls (N=178)				Boys (N=146)			
	Min	Max	Mean	Time (mts) SD	Min	Max	Mean	SD
Food preparation	30	60	58	4.51	15	35	25	3.92
Miscellaneous	30	48	44	3.13	60	95	75	4.12
Operation of Electrical appliances	5	33	25	5.25	5	20	16	3.33
Home decoration	10	30	20	4.54	10	20	15	4.55
Stitching	10	20	18	1.45	-	5	-	-
Cleaning	10	20	16	3.23	10	20	18	4.13
Gardening	10	18	15	2.42	10	30	25	2.58
Laundry work	10	17	13	2.13	10	15	13	1.14
Total	115	246	209		120	240	187	

It is interesting to note that the major duty shouldered by the adolescent girls is in the area of food preparation accounting for approximately 58 mts/day while boys spend 75 mts/day on miscellaneous activities like paying electricity bill, maintaining vehicles, repairing appliances and others. The difference between the two groups is not significant in all other areas.

The results are similar to the findings of several other workers like Mann (1989), Venmathi and Begum (1991) and Mithyla (1994).

3. Adolescent participation in decision making

Decision making is an action taken to select one alternative from various courses of action. A decision is what one makes when one is faced with a choice. It is an important part of the management process.

Table XI depicts the involvement of the selected adolescents in decision making process.

TABLE XI
ADOLESCENT PARTICIPATION IN DECISION MAKING @

Areas	Percentage of Adolescent		p test value
	Girls (N=200)	Boys (N=200)	
Planning for higher education	95	85	3.333**
Buying jewellery and cosmetics	85	12	14.607**
Planning daily menu	80	20	12.000**
Purchasing clothes	75	27	9.602**
Purchasing a vehicle	45	88	9.110**
Purchasing household appliances	40	26	2.977**
Deciding on family tours and outings	30	39	1.893NS

@ Multiple response

** Significant at 1 per cent level

NS Not significant.

A higher percentage of girls (95 per cent) and boys (85 per cent) were making decisions regarding their higher education. Regarding purchase of vehicles, decisions were mainly made by majority of the adolescent boys (88 per cent) than girls (45 per cent). It is interesting to note that adolescent girls played a major role in decisions regarding the purchase of jewellery, cosmetics and clothing items since it concerns them. Eighty per cent of the adolescent girls helped in planning the daily menu for their family. Role of girls in purchasing household equipment, clothes, jewellery and cosmetics reflects the gender bias seen especially in Indian families.

The difference between the participation of adolescent girls and boys is statistically significant ($p < 0.01$) for all factors except with reference to decisions on family tours and outings which is not significant.

Mahale (1987) observes that more adolescent girls compared to boys accompany parents for shopping to help in selecting clothes and other materials needed for themselves and other members of the family.

These results clearly project that the adolescents show interest in the activities if it concerns them. Boys participated more effectively in planning for higher education and purchase of vehicles. A similar trend was observed in the study by Hurlock (1990) and Flanagan (1990).

4. Availability of Paid Helper

Majority of the families (61 per cent) did not employ servants, only 49 per cent of the adolescent girls' families and 20 per cent of the adolescent boys' families employed paid helpers. Among them, only eight per cent of girls' families and five per cent of boys' families employed full-time servants while the rest utilised the services of part-time paid helpers.

Adolescents' academic schedule, gainful employment of mother, ill health and non-availability of help from other family members were the reasons for employing paid helpers, 49 per cent of the boys families employed paid helpers due to the heavy academic work as against 59 per cent of the girls' families. Around 33 per cent of the adolescent boys' and girls' families employed paid helpers for the sake of prestige.

Sharing of tasks by family members, economic problems, non-availability of paid helpers, irregular service of paid helpers and availability of labour saving devices were mentioned as reasons for not employing paid helpers.

As pointed out by Mahale (1987) and Mann (1989) paid help relieves the home-maker of the burden of home-making tasks. The purpose is not just to make life easier but to make it better because the extra time obtained by

employing a paid help can be used to convert the dynamic work of home making into a professional pursuit.

5. Involvement of Adolescents in Household Activities

The contribution of adolescents in home-making tasks is not quantifiable in terms of monetary value but their participation plays an important role in home-making and building close family relationships. Their involvement in various household activities is discussed under the following headings:

1. Cleaning
2. Home decoration
3. Operation of electrical appliances
4. Laundry work
5. Stitching
6. Gardening
7. Food preparation and
8. Miscellaneous household activities

1. Cleaning

Table XII and Figure 4 depict the involvement of the selected sample in cleaning the house.

TABLE XII
 ADOLESCENT PARTICIPATION IN CLEANING THE HOUSE@

Activities	Percentage of Adolescent		p test value
	Girls (N=200)	Boys (N=200)	
Dusting	80	55	5.338**
Sweeping	75	35	8.040**
Cleaning kitchen	68	15	10.757**
Removing cobwebs	60	30	6.030**
Swabbing	60	20	8.165**
Cleaning toilet	32	10	5.401**

** Significant at 1 per cent level. @ Multiple response

The above data projects that the adolescent girls participated regularly in cleaning the house by doing the work such as dusting and sweeping which is normally expected from female children of Indian society.

In the cleaning process, few boys were involved in removing cobwebs and sweeping, which is not considered menial, reflecting gender bias. The greater help rendered by the girls, in all aspects of household cleaning compared to the boys is yet another reflection of the sex role stereotyping in Indian families (Chatterjee, 1988, Karkal and Rajan, 1989 and Chakravarthy, 1991 and Major, 1993). The difference in participation is statistically significant ($p < 0.01$).

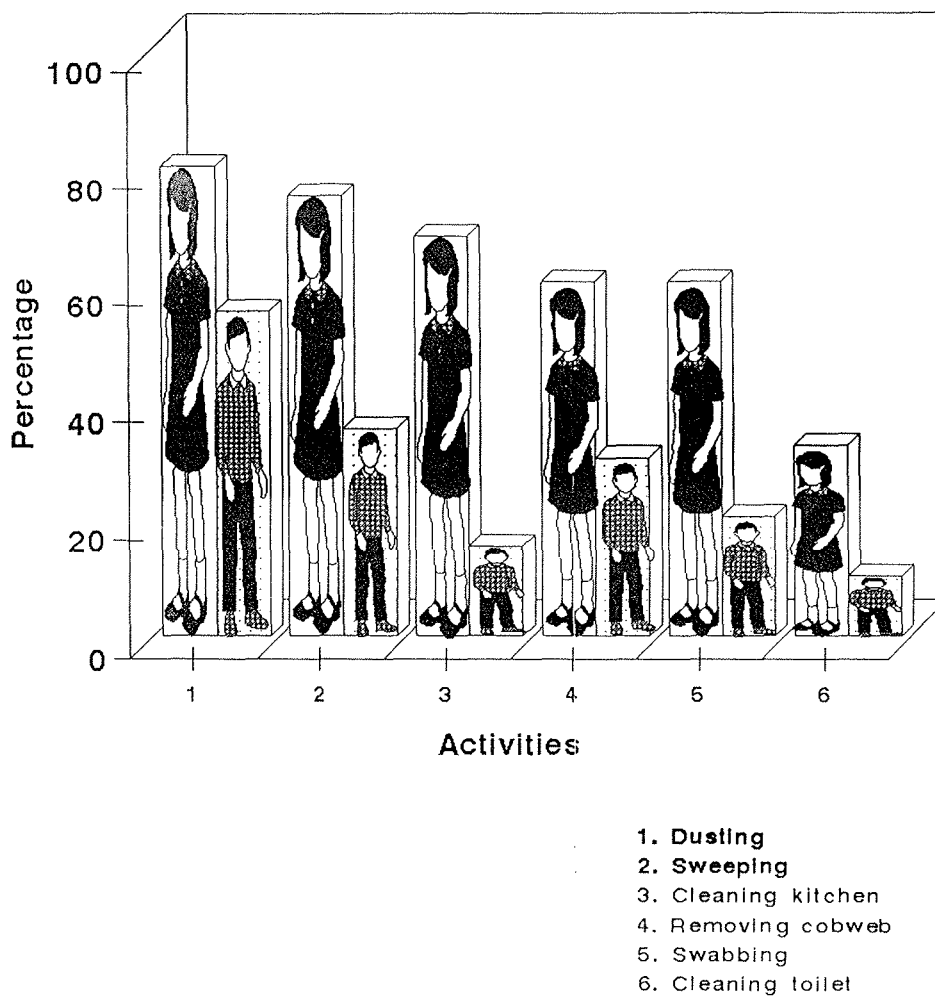


Fig.4. ADOLESCENT PARTICIPATION IN CLEANING THE HOUSE

2. Home decoration

The participation of adolescents in maintaining orderliness and decorating the home is projected in Table XIII and Figure 5.

TABLE XIII

ADOLESCENT PARTICIPATION IN HOME DECORATION @

Activities	Percentage of Adolescent		p test value
	Girls (N=200)	Boys (N=200)	
Bed making	92	12	16.013**
Arranging flowers	84	20	12.810**
Changing draperies and curtains	84	15	13.801**
Decorating with kolam	72	-	15.000**

@ Multiple responses

** Significant at 1 per cent level.

It is interesting to note that most of the girls (92 per cent) were helping in bed making, and 84 per cent arranged flowers, changed draperies, curtains, and cushion covers. It can be observed from the study that in general, girls were much more active than their male counterparts in maintaining orderliness and decorating the home interiors (statistically significant $p < 0.01$) Similar findings were reported by Rajalakshmi and Kalaimagal (1990).

It is not surprising to find that most of the girls participated in the process of maintaining orderliness

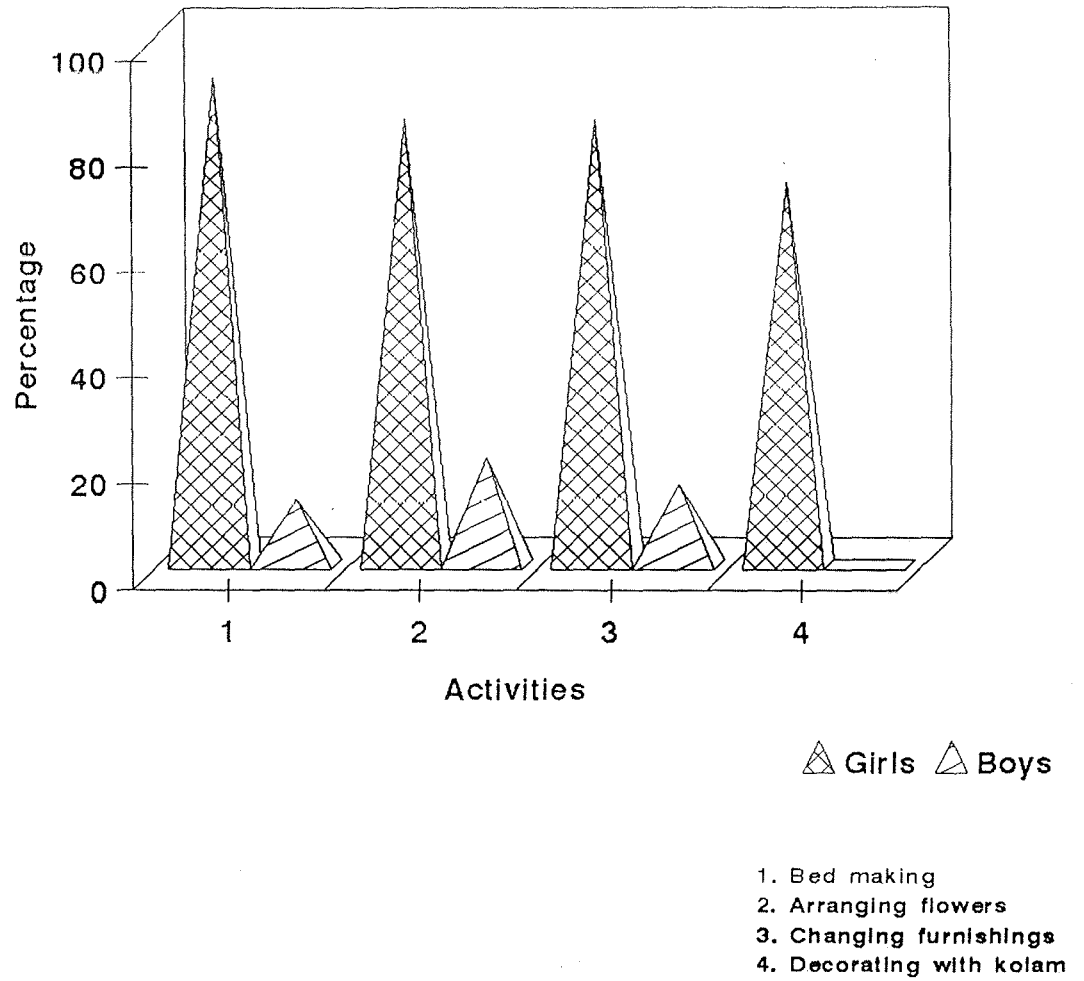


Fig. 5. ADOLESCENT PARTICIPATION IN HOME DECORATION

and beauty of the home compared to boys. This is in accord with the finding of Mithyla (1994) that in activities related with maintenance of homes, girls' preference was more for all items than boys. This may be due to cultural values imbibed by the girls.

3. Operation of electrical gadgets

The extent of assistance rendered by adolescent girls and boys in the operation of electrical equipment is illustrated in Table XIV and Figure 6.

TABLE XIV
OPERATION OF ELECTRICAL GADGETS BY ADOLESCENTS @

Equipment	Percentage of Adolescent		p test value
	Girls (N=200)	Boys (N=200)	
Blender	90	58	7.295**
Egg beater	48	25	4.777**
Grinder	43	15	6.171**
Washing machine	40	35	0.641NS
Vaccum cleaner	13	10	0.644NS

** Significant at 1 per cent level @ Multiple response
NS Not significant

With regard to operation of electrical equipment, 90 per cent of the girls and 58 per cent of the boys were helping their mothers by operating the blender for food preparation since it was the most frequently used.

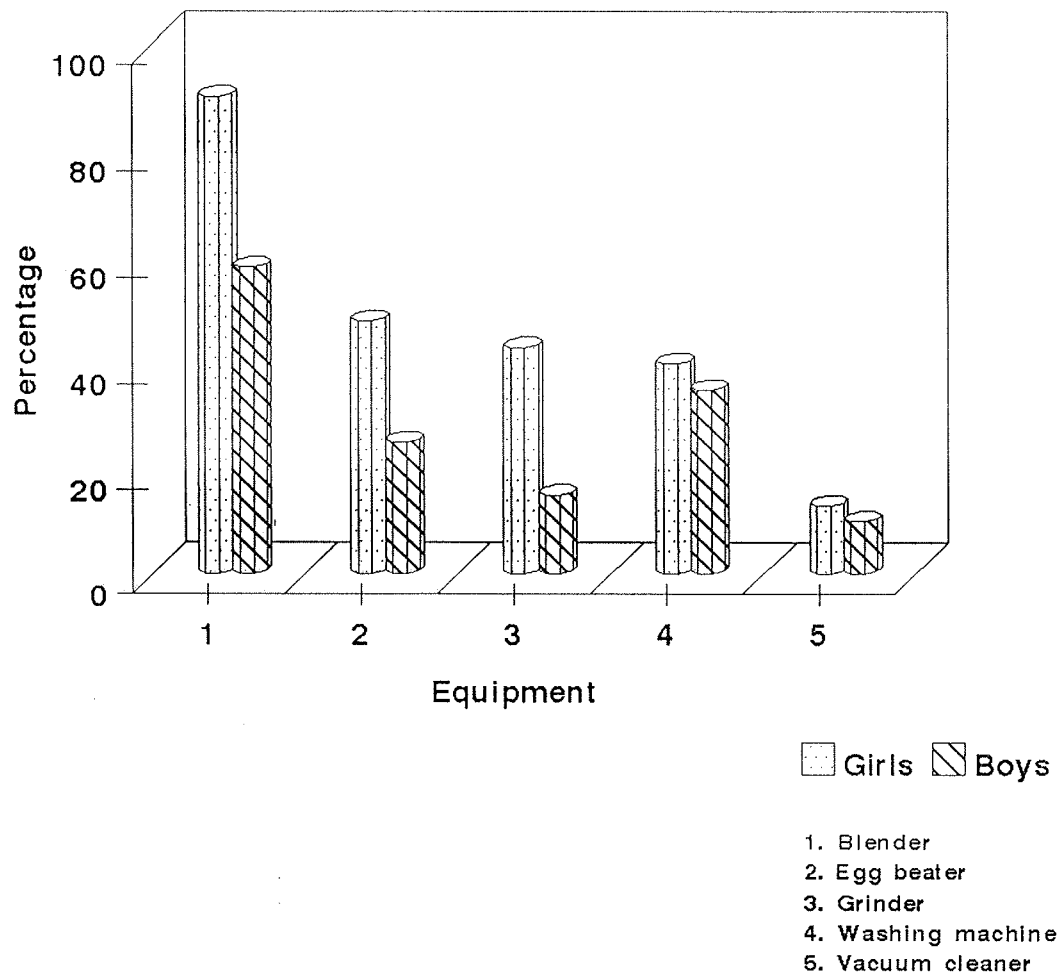


Fig. 6. OPERATION OF ELECTRICAL GADGETS BY ADOLESCENTS

It is statistically significant ($p < 0.01$) that a greater percentage of girls used all electrical devices to perform the household activities when compared to boys except in the case of washing machine and vacuum cleaner where the difference is not significant. This seems to go contrary to the popular concept that boys are more mechanically oriented than girls and girls are wary of operating electrical appliances.

4. Laundry work

It is interesting to note that a greater percentage (77 per cent) of boys reported involvement in washing clothes compared to 70 per cent of adolescent girls. There will, however, be a difference in the degree of involvement since adolescent boys normally wash only their clothes whereas adolescent girls helped in washing the clothes of other family members also. Girls were more involved in all the other aspects of laundry such as folding (88 per cent) and ironing clothes (86 per cent) in which the boys' participation was much less. In families where paid helpers were available, they only washed the clothes but the other activities were shared by the homemakers and daughters.

5. Stitching

Seventy four per cent of the adolescent girls and 38 per cent of the adolescent boys participated in mending

their clothes by stitching buttons and also doing other minor alterations. Around 50 per cent of the adolescent girls stitched dresses for themselves, blouses for their mothers and designed apparels in general. This may be due to the importance given to fashion designing in modern times. Very few girls were doing embroidery (25 per cent) or stitching furnishings (26 per cent). This low participation may be due to the time consuming nature of these tasks compared to apparel construction.

The observations of Havinghurst (1972) that children were desirous to know what the sex appropriate behaviour is for their sex and try to learn such behaviour, explains the greater involvement of girls in stitching when compared to boys.

6. Gardening

It may be assumed that in urban areas, where space is at a premium, not many develop an interest in gardening. The study, however, revealed that adolescents do show an interest in growing and nurturing plants. Other activities like watering the plants, removing weeds and collecting seeds for the next cycle of growth, attracted the attention of more girls than boys. Most of these respondents mentioned that they grow plants in pots and in whatever space is available to them. Gardening, in this case, is not as strenuous as in areas where more land is available for a proper garden, so

the time demand is not very high on these adolescents who enjoy their green fingers.

7. Food preparation

The involvement of the selected respondents in the activities related to cooking is shown in Table XV and Figure 7.

TABLE XV
ADOLESCENT PARTICIPATION IN COOKING @

Particulars	Percentage of Adolescent		p test value
	Girls (N=200)	Boys (N=200)	
Pre-preparation			
Cleaning	90	40	2.486*
Cutting vegetables	88	40	9.965**
Preparing dough	82	15	13.454**
Dish washing	76	29	9.419**
Grinding	68	50	3.655**
Preparing meals			
Breakfast	72	20	10.527**
Lunch	60	15	9.246**
Evening tiffin	90	20	14.142**
Dinner	75	10	9.102**

* Significant at 5 per cent level @ Multiple response

** Significant at 1 per cent level

Above 80 per cent of the adolescent girls assisted their mothers in food pre-preparation like cleaning the rice and other food items and in keeping things ready for cooking. They also helped in cutting vegetables (88 per cent) and preparing dough for chapathi (82 per cent). It is interesting to note that 90 per cent of the girls prepared evening tiffin for the family.

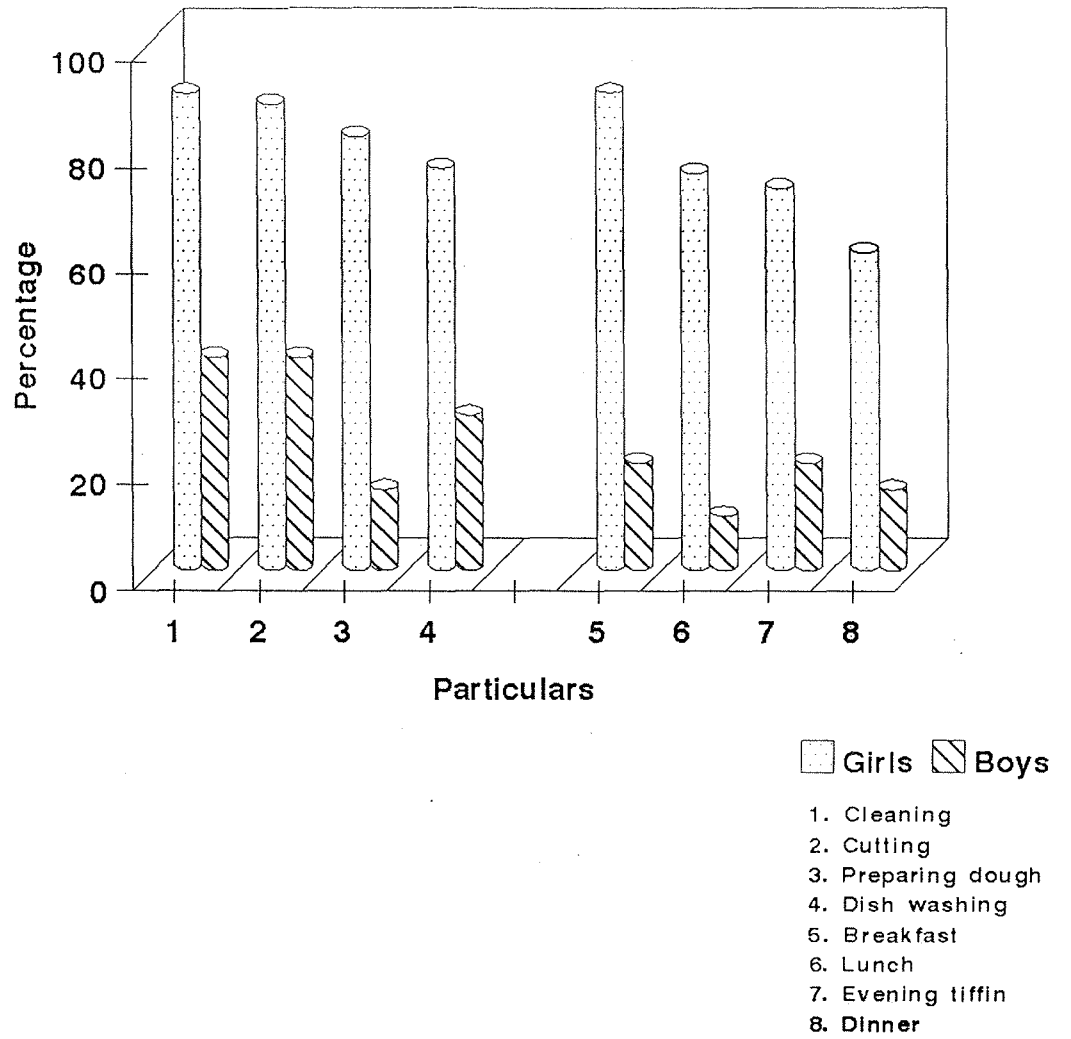


Fig. 7. ADOLESCENT PARTICIPATION IN COOKING

In the case of adolescent boys, only fifty per cent of them helped in grinding, using the electrical gadgets. The boys also contributed in the food preparation activities such as cleaning and cutting vegetables but to a much lesser degree compared to girls (significant at 1 per cent level). This is in consonance with the views of Cogle and Tasker (1990) that there is an element of sex role stereotyping in the tasks assigned to adolescent girls and boys.

Traditionally kitchen has been considered as the domain of women. As pointed out by Subraramiam (1991) at no stage of life is the girl child free of domestic work, the variation being only in the time spent on their chores. Ghosh (1991) states that the girls' mothers and senior women folk train her in her socio-economic role of homemaker. Parents have different expectations for boys according to Sears et al., (1982), so they get away with minimal participation in the tasks though they may suffer later in their life when they are placed in a different cultural set up as when they go abroad for studies or career.

8. Miscellaneous household activities

The extent of participation of adolescents in other household activities such as fetching water, marketing, repairing household appliances etc. are depicted in Table XVI.

TABLE XVI
 ADOLESCENT PARTICIPATION IN OTHER HOUSEHOLD ACTIVITIES @

Particulars	Percentage of Adolescent		p test value
	Girls (N=200)	Boys (N=200)	
Entertaining guests	86	38	9.95**
Serving food	82	25	11.78**
Attending to the sick/old	81	50	7.05**
Marketing	81	46	7.23**
Attending phone calls	78	44	6.99**
Fetching water	72	13	12.29**
Repairing appliances	60	70	2.11*
Buying milk	48	33	3.07**
Paying electricity and water bills	38	50	2.40*
Maintaining vehicles	35	82	5.22**

@ Multiple responses

* Significant at 5 per cent level

** Significant at 1 per cent level

Above 80 per cent of the adolescent girls participated in household activities such as entertaining the guests, serving food, looking after the sick persons and elderly at home as well as marketing.

Most of the girls fetched water (72 per cent) and attended to phone calls (78 per cent). It is significant to note that the boys participated more in the activities like

care and maintenance of the household appliances (70 per cent) and vehicles (82 per cent) which is not surprising since boys are expected by convention to be more mechanically oriented than girls. The difference in participation in other activities is significant at 1 per cent level for most of the activities.

The findings of the present study is in agreement with a study conducted by Gnanambal and Sumathi (1995). They observed that three fourths of the adolescent girls were involved in cooking, food preparation and care and maintenance of the house. The rest of them expressed that they contributed their share in homemaking activities like marketing, gardening, care of sick, old and young, fetching water, mending and stitching clothes.

6. Obstacles faced by adolescents

The reasons for non-participation in the household work, as expressed by the adolescents are exhibited in Table XVII and Figure 8.

TABLE XVII

OBSTACLES FACED IN PERFORMANCE OF HOUSEHOLD ACTIVITIES@

Particulars	Percentage of Adolescent		p test value
	Girls (N=200)	Boys (N=200)	
Studies and study related activities	62	58	0.816NS
Non-availability of labour saving devices	32	42	2.083*
Extra curricular activities	44	34	2.083*
Travelling long distances	21	18	0.077NS
Health problems	9	10	0.357NS
Gender bias	8	6	0.250NS

@ Multiple response

* Significant at 5 per cent level

NS Not significant

Around 60 per cent of the girls and boys were unable to participate in household work since they were mostly engaged in their studies. Extra curricular activities like sports, debates and other competitions made it difficult for them to spare time for housework. Absence of labour saving devices at home was another constraint mentioned by about 32 and 42 per cent adolescent girls and boys respectively since it required more effort to perform a task and they were too tired after their regular work. Only very few of them mentioned commuting long distances, health problems like asthma, headache and frequent cold and gender bias as reasons for not participating in domestic work.

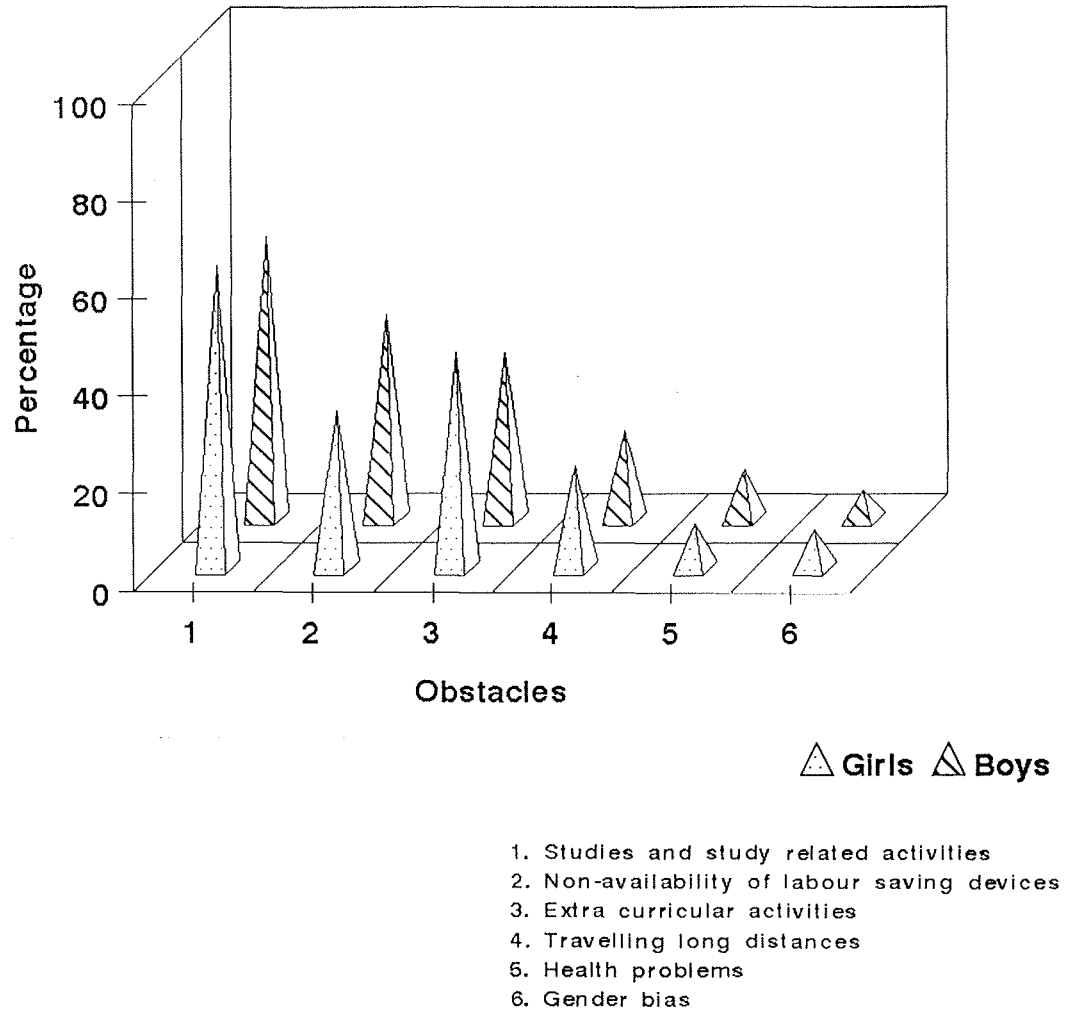


Fig. 8. OBSTACLES FACED IN PERFORMANCE OF HOUSEHOLD ACTIVITIES

The difference in the difficulties faced by adolescents girls and boys in performing household duties is statistically not significant.

Several studies have stressed sex stereotyping in the performance of household tasks. (Karkal and Rajan, 1989; Cogle and Tasker, 1990; Rajalakshmi and Kalaimagal, 1990; Subramaniam, 1991; Thomas 1992; Mithyla, 1994). This sex stereotyping was once again observed in the present study. This trend is disturbing to observe since adolescent girls have proved themselves to be equal to boys in all spheres of career and education, yet face discrimination at home.

It is further disturbing since it lays the pattern for the future when women will be expected to take up dual responsibility of home and career but cannot expect help from their partners in household activities (Garg, 1989; Dahiya and Gupta, 1994; and Pillai, 1997).

E. IMPACT OF THE TRAINING PROGRAMME ON THE SELECTED ADOLESCENT GIRLS

Management operates in all aspects of home and family situations. In order to achieve quality living, human and non-human resources should be utilised carefully. With this objective, the investigator organised and conducted an intensive training programme for 50 adolescent girls over a

period of one month. The course content was developed and a manual was given to the participants. A check list was administered to study the knowledge of "Household Tasks" of the adolescents before the training programme and an evaluation of the knowledge gained was made after the completion of training. Its impact on the knowledge acquired by the adolescents is discussed below under the following headings:

1. Work simplification
2. Home decoration
3. Use and Care of electrical appliances
4. Knowledge of money management
5. Use of appropriate technology and
6. Creative fine arts and crafts.

1. Work simplification

Work simplification is of vital concern to every member; the management of time and energy is blended together in the term "Work Simplification". It is the accomplishment of more work with a given amount of time and energy while doing any task. It, therefore, emphasises conscious seeking of simplest, easiest and quickest method of doing work.

Table XVIII and Figure 9 reflect the improvement in knowledge of work simplification techniques due to the training. (Plate 7).

(P. 7)

KNOWLEDGE OF WORK SIMPLIFICATION TECHNIQUES

Particulars	Percentage of adolescent girls (N=50) Level of knowledge			χ^2 value
	Before training	After training	Difference due to training	
	Methods of alleviating fatigue	10	92	
Need for energy conservation	16	94	78	15.4 **
Operation of labour saving devices	20	90	70	12.5 **
Importance of work sequence in saving time	24	88	64	10.6 **
Need for comfortable working heights	18	76	58	8.5 **
Techniques for time saving	32	88	56	8.8 **
Framing flexible time plan	28	80	52	6.3 **

** Significant at 1 per cent level.

It is encouraging to note that most of the adolescent girls (82 per cent) were made aware of the types of fatigue caused during performance of household tasks, by attending the intensive training programme. They were also able to identify ways and means of overcoming tiredness. Before the training, only 16 per cent of the adolescent girls realised the importance of energy as a vital human resource whereas most of them were able to understand the concept and importance of conserving energy to run the home efficiently.

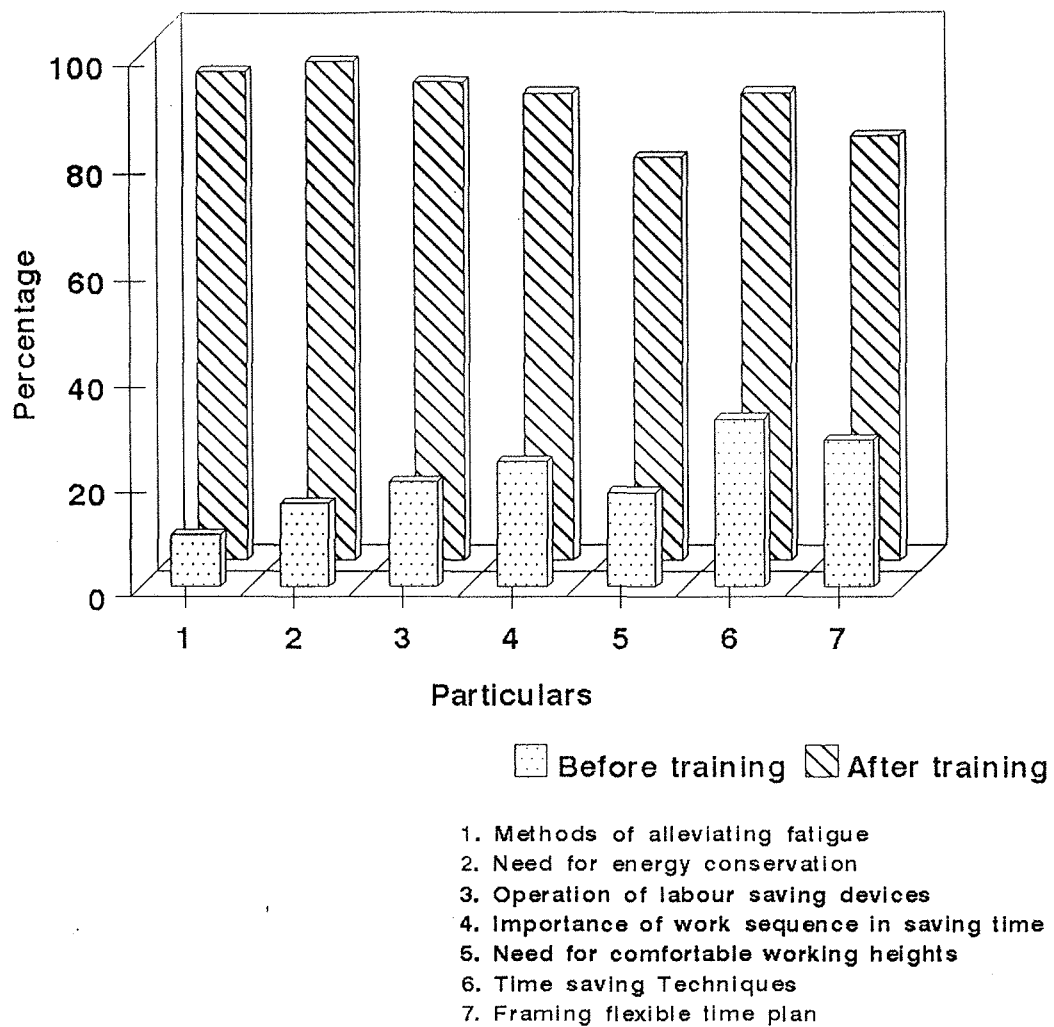


Fig. 9. KNOWLEDGE OF WORK SIMPLIFICATION TECHNIQUES



LEARNING TO ARRANGE FLOWERS



LECTURE ON WORK SIMPLIFICATION



LEARNING TO KNIT

PLATE 7: ADOLESCENTS PARTICIPATING IN TRAINING PROGRAMME

Regarding the operation of labour saving devices, it was observed that only 20 per cent were able to handle them whereas a higher percentage (70 per cent) gained knowledge of the use, care and maintenance of household gadgets like blender, grinder, food processor, vegetable chopper etc, after undergoing the training. Other aspects of work simplification like order of carrying out work, framing time schedule and various methods of saving time and energy were learnt.

From the above findings, it is evident that most of the girls gained exposure towards acquiring sufficient knowledge of work simplification techniques through the training programme. This instruction was evidently needed, as rightly pointed out by Cogle and Tasker (1990) that practical management techniques would relieve time pressures and build family strengths. Keith and Brusaker (1990) opined that similarities exist between work habits formed at home and those needed in the workplace. Evidently these volunteers are going to benefit.

2. Home decoration

A major portion of our time is spent at home, and thoughtfully decorated homes provide the needed comfort and pleasant surroundings. By the application of art principles and with the available resources beautiful home environment can be created.

Table XIX and Figure 10 reveal the extent of knowledge gained by the adolescent girls, on home decoration.

TABLE XIX

KNOWLEDGE OF HOME DECORATION@

Particulars	Percentage of adolescent girls (N=50) Level of knowledge			χ^2 value (df = 1)
	Before training	After training	Difference due to training	
Need for proper furniture	6	92	86	18.5 **
Need for clean home	12	96	84	17.8 **
Various festival decorations	10	84	74	13.8 **
Proper arrangement of household articles	20	90	70	12.5 **
Use of flower arrangement in interiors	14	78	64	10.4 **

@ Multiple response

** Significant at 1 per cent level

The outcomes of the training programme showed that significant percentages of adolescents gained knowledge regarding cleanliness, orderliness and concept of art and beauty in the home.

The findings revealed that 86 per cent of the adolescent girls gained knowledge of furniture needed for different rooms while 84 per cent additional trainees understood the need for and benefits of daily, weekly and seasonal cleaning of homes.

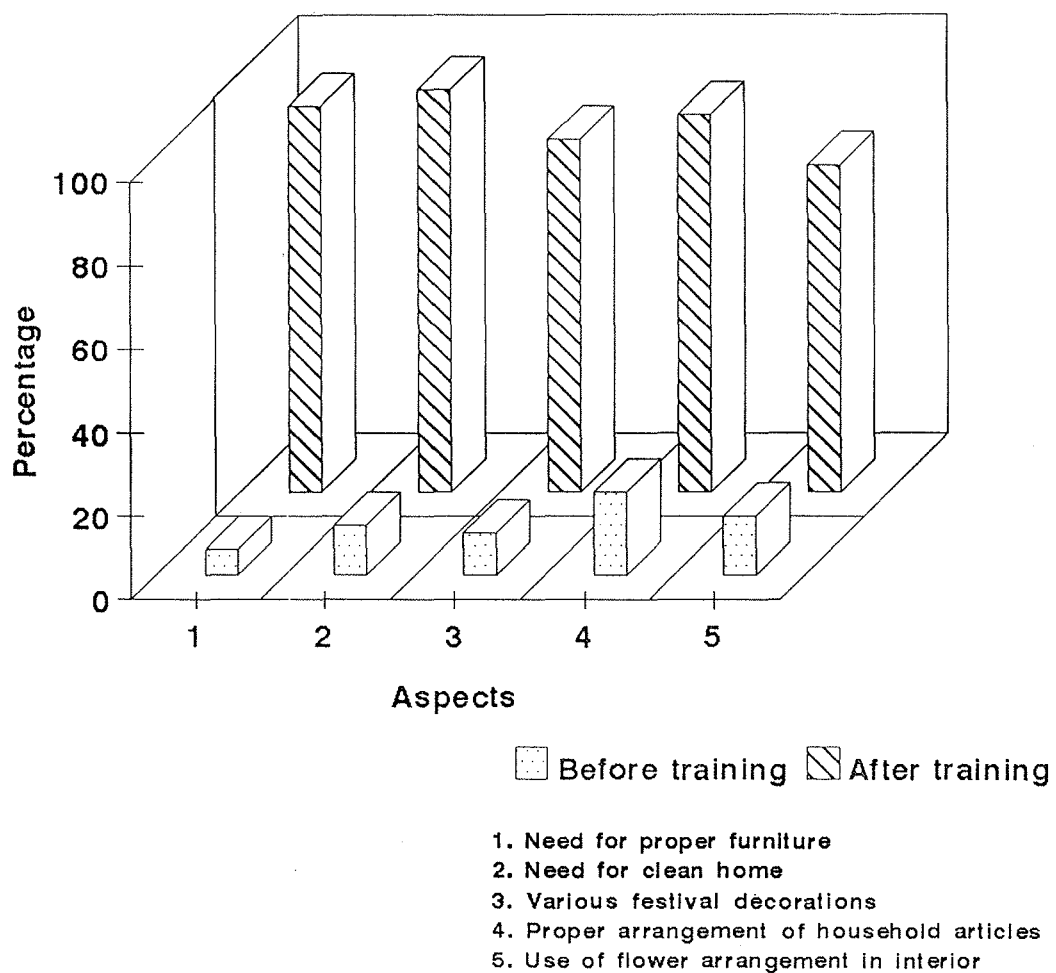


Fig. 10. KNOWLEDGE OF HOME DECORATION

Around 70 per cent of them understood the importance of proper arrangement of household articles, selection of furnishing materials - curtains, draperies, carpets and accessories, art elements and application of principles of design and colour schemes. Knowledge of various festival decorations like flower carpets and rangoli was acquired by 64 per cent of the sample. Decorations suitable for informal parties and gatherings were taught during the programme.

Adequate knowledge of flower arrangement, such as selection of containers and accessories for flower arrangements in different styles, for various occasions and their placement was acquired by 78 per cent of the subjects.

3. Use and care of electrical appliances

Numerous time and energy savers are available to the homemakers in the form of appliances. Each piece of household equipment is designed with means of reducing time and energy expenditure and enhances the efficiency of performance and helps to make heavy jobs light and easy. One of the methods of achieving efficient management of time and energy is the use of labour saving devices.

Table XX and Figure 11 project the adolescent girls' knowledge of handling electrical appliances prior to and after the training. (Plate 8)

TABLE XX
KNOWLEDGE OF USE AND CARE OF ELECTRICAL APPLIANCES

Particulars	Percentage of adolescent girls (N=50) Level of knowledge			χ^2 value
	Before training	After training	Difference due to training	
Cleaning and wiping the electrical cord after use	6	92	86	18.5 **
Following the instruction manuals	14	96	82	17.1 **
Avoiding immersing of motor parts	10	88	78	15.2 **
Switching off appliances when not in use	16	94	78	15.5 **
Storing in a safe place	10	84	74	13.8 **
Using voltage stabilizer	24	90	66	11.4 **
Avoiding use of wet hands	20	82	62	9.6 **

** Significant at 1 per cent level.

Table ^{XX} shows that in general, only less than 25 per cent were aware of the use and care of electrical appliances before the training programme. The knowledge of the girls regarding this aspect had registered a significant improvement subsequent to the training programme.

Greater attention to details like cleaning and wiping the electrical cord, was paid by 92 per cent of the

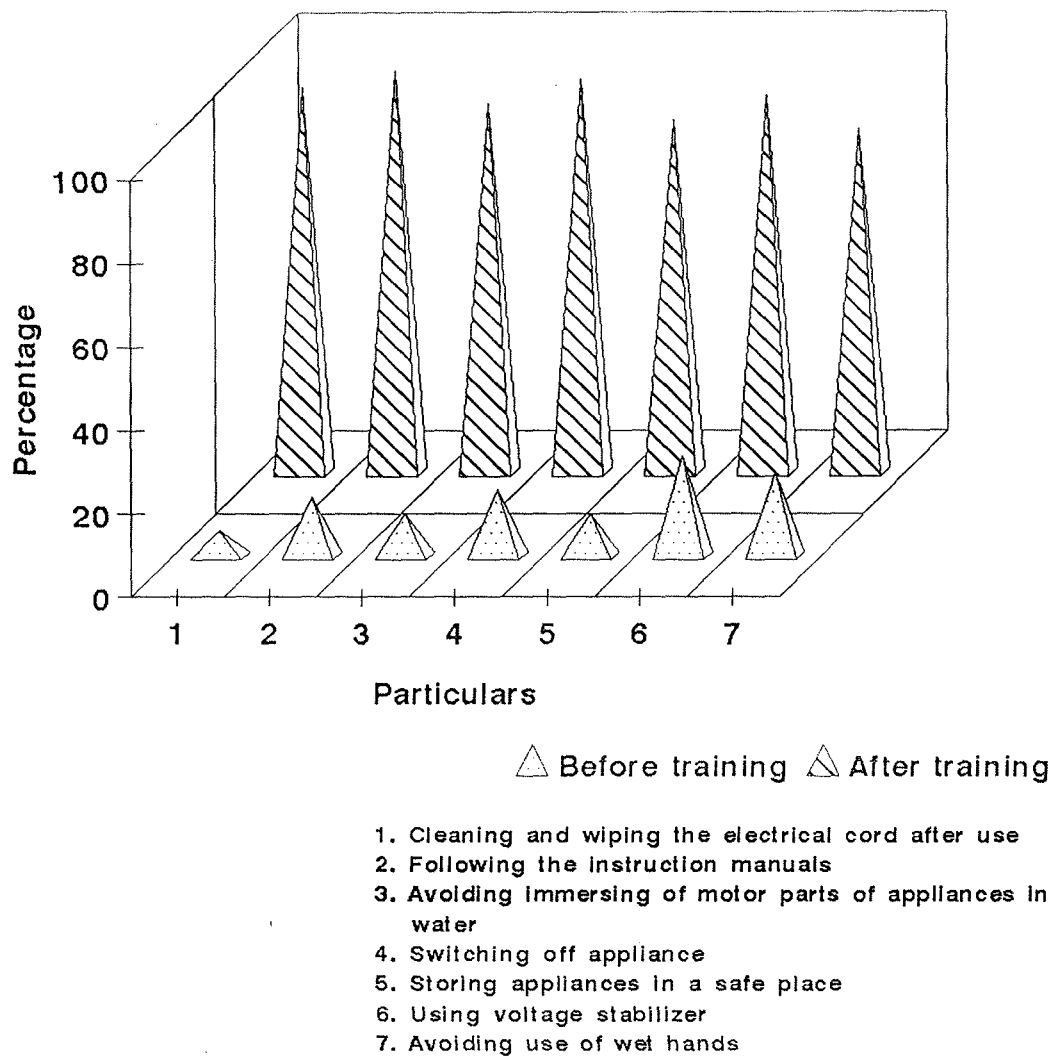


Fig. 11. KNOWLEDGE OF USE AND CARE OF ELECTRICAL APPLIANCES



USING THE SOLAR COOKER



STUDYING THE REFRIGERATOR



OPERATING COOKING RANGE

PLATE 8: ADOLESCENTS PARTICIPATING IN DEMONSTRATIONS

trainees as compared to the 6 per cent prior to training registering 86 per cent increase in this area. The selected adolescents learnt the importance of using the instruction manual supplied with appliances by the manufacturers as shown by the 82 per cent increase in positive responses in this aspect. All other areas have also registered increase in positive sequences before and after the training programme. This greater awareness about the correct use of electrical appliances, will go a long way in bolstering the self confidence of the girls. It will help to increase the real income of the family, by reducing maintenance and repair costs.

4. Money management

A family should aim at managing its income efficiently with the family's goals in perspective. Family income is a stream of money, goods, services and satisfactions that come under the control of the family to be used by them to satisfy needs and desires and to discharge obligation.

Table XXI and Figure 12 present the effect of the training programme on the adolescent girls' knowledge related to money management.

TABLE XXI
KNOWLEDGE OF MONEY MANAGEMENT

Particulars	Percentage of adolescent girls (N=50) Level of knowledge			χ^2 value
	Before training	After training	Difference due to training	
Methods of handling family income	4	92	88	19.4 **
Use of public utility services	10	96	86	18.6 **
Need for wise purchase of goods	8	94	86	18.5 **
Framing the Family budget	6	88	82	16.9 **
Importance of living within one's income	10	84	74	13.8 **
Need for and methods of account keeping	10	80	70	12.5 **
Method of household savings	6	76	70	13.1 **

** Significant at 1 per cent level.

Meagre percentage (4 per cent) of the adolescents were aware of managing the family finances but the percentage has increased considerably after the training, in the various methods of handling family income. The awareness of the availability of public utility services like government transport, library, telephone, gas agencies etc., were known to them only through the training. With reference to the necessity for wise purchase of goods, 86 per cent of the trainees learnt the art of good buymanship.

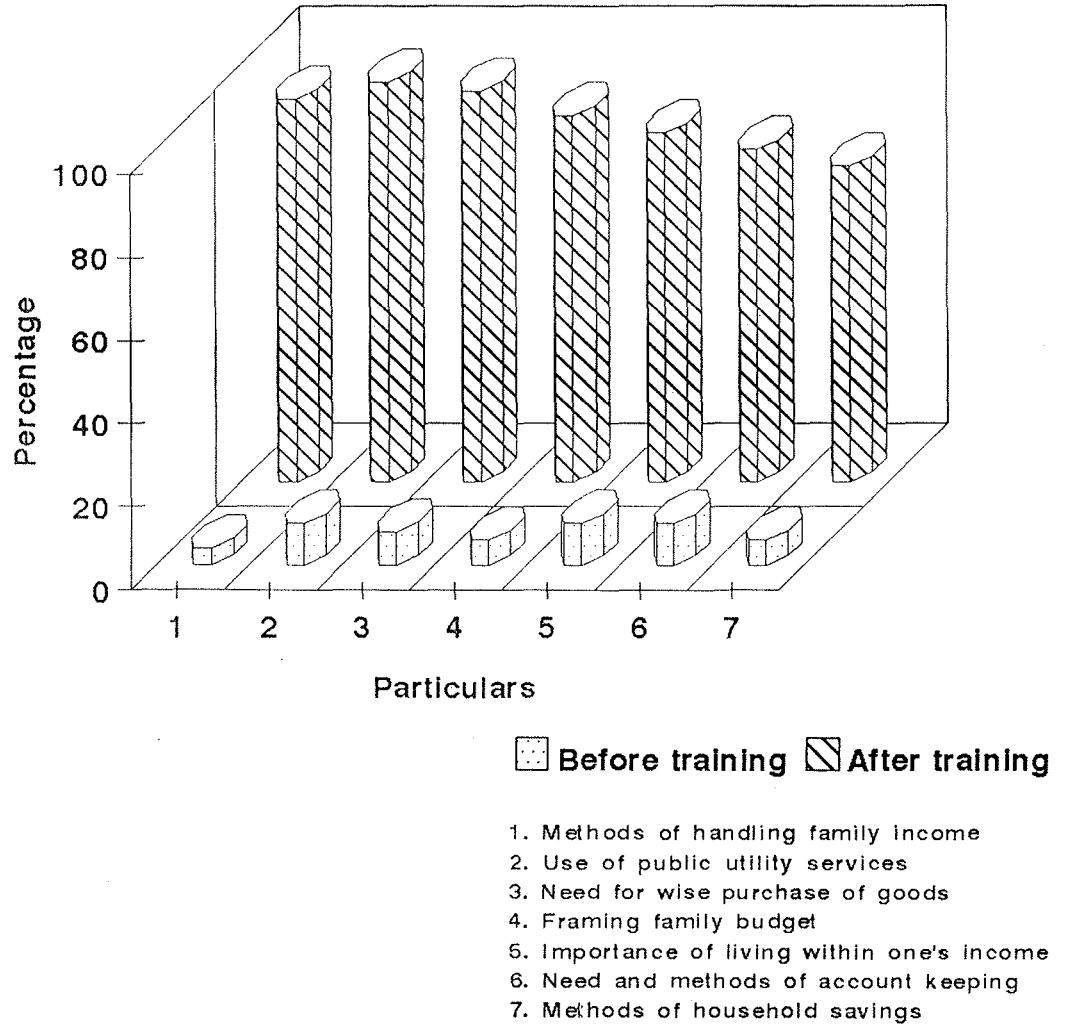


Fig. 12. KNOWLEDGE OF MONEY MANAGEMENT

Eighty eight per cent of the adolescent girls were able to know about how to plan a family budget and live within one's income limit. There was significant increase in the awareness of the need for and methods of account keeping (70 per cent) only after participation in the training programme. The knowledge of the importance of household savings was acquired by an additional 70 per cent of them. Thus the adolescent girls' knowledge of money management had increased considerably due to the training programme.

5. Appropriate technology

Technological innovations are handy in helping the modern house-wives in their household chores. Family management is a shared responsibility in which every member should be knowledgeable about the innovations and become aware of their role in improving the efficiency of the household activities.

Table XXII and Figure 13 depict the increase in adolescent girls' knowledge on the importance of appropriate technology used in the home.

TABLE XXII
KNOWLEDGE OF APPROPRIATE TECHNOLOGY

Particulars	Percentage of adolescent girls (N=50) Level of knowledge			χ^2 value
	Before training	After training	Difference due to training	
Smokeless Chulah	22	96	74	14.5 **
Mud water filter	16	90	74	13.8 **
Hay Box	20	82	62	9.6 **
Solar Cooker	28	88	60	9.6 **
Mud storage devices	12	66	53	8.5 **

** Significant at 1 per cent level.

Prior to the training, few adolescent girls were aware of hay box (20 per cent), solar cooker (28 per cent) and smokeless chulah (22 per cent), while after the training 96 per cent of the trainees gained the knowledge about the advantages and operation of these devices.

The Video spotlights shown on the local television is responsible for propagating the message of appropriate technology. There was already a significant level of awareness about these indigenous devices among the selected adolescents though details of their operation was not known.

As a result of the training, most of the respondents (96 per cent) understood that smokeless chulah keeps the home and atmosphere pollution free. The fact that mud water filter safeguards water from dust and impurities

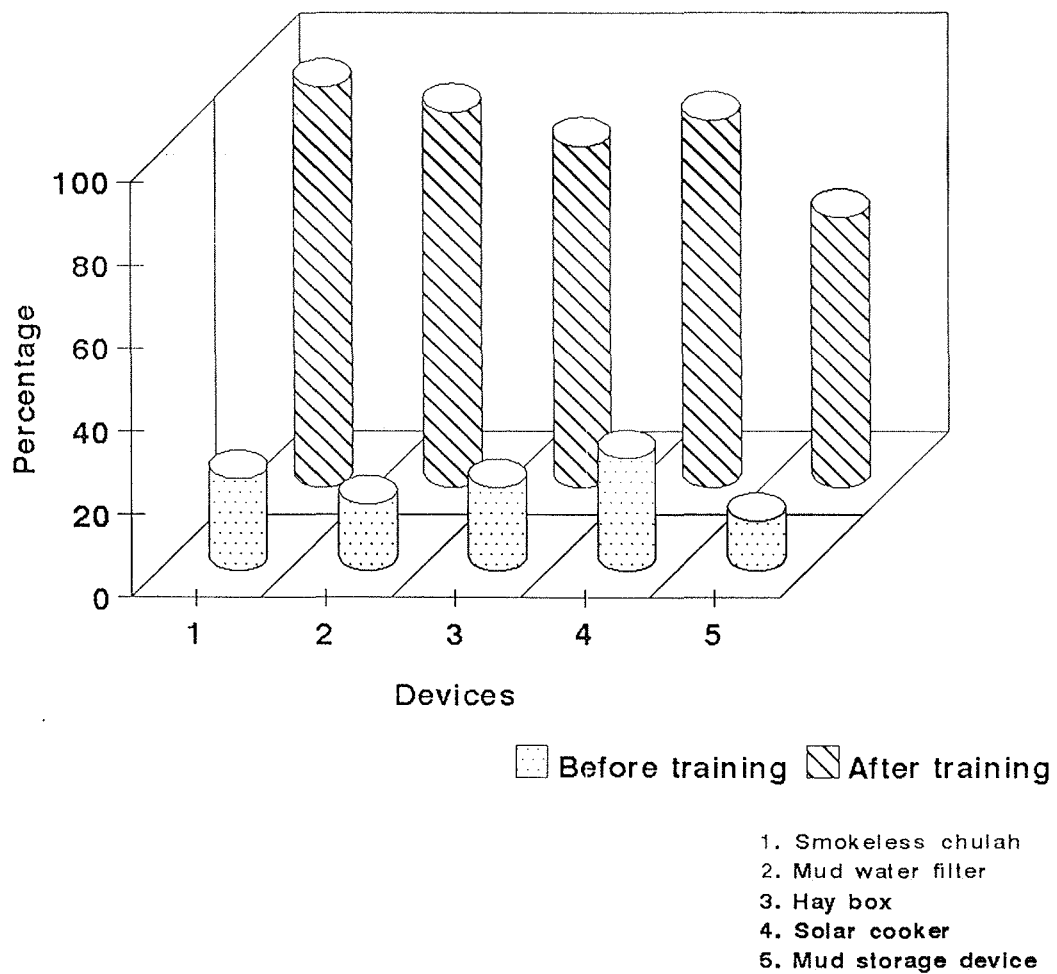


Fig. 13. KNOWLEDGE OF APPROPRIATE TECHNOLOGY

was recognised by 90 per cent of the participants. Solar¹⁰⁹ cooker removes drudgery from cooking and saves fuel was perceived by 88 per cent of the trainees.

Only after attending the training programme, most of them (82-96 per cent) learnt the merits and use of the devices.

6. Creative arts and crafts

One of the major interests of every adolescent centers around creativity and original thinking.

Table XXIII and Figure 14 depict the knowledge of adolescent girls' about creative arts and crafts before and after the training programme.

TABLE XXIII

KNOWLEDGE OF CREATIVE ARTS AND CRAFTS

Particulars	Percentage of adolescent girls (N=50) Level of knowledge			χ^2 value
	Before training	After training	Difference due to training	
Stitching of garments	4	94	90	20.3 **
Preparing lace by crochet, tatting, macrame	10	92	82	17.7 **
Designing pottery and clay items	6	84	78	15.5 **
Preparing indigenous toys	8	84	76	14.6 **
Knitting (sweaters)	14	90	76	14.5 **
Embroidering	22	90	68	11.9 **
Painting on poster/fabric	20	86	66	10.9 **

**Significant at 1 per cent level

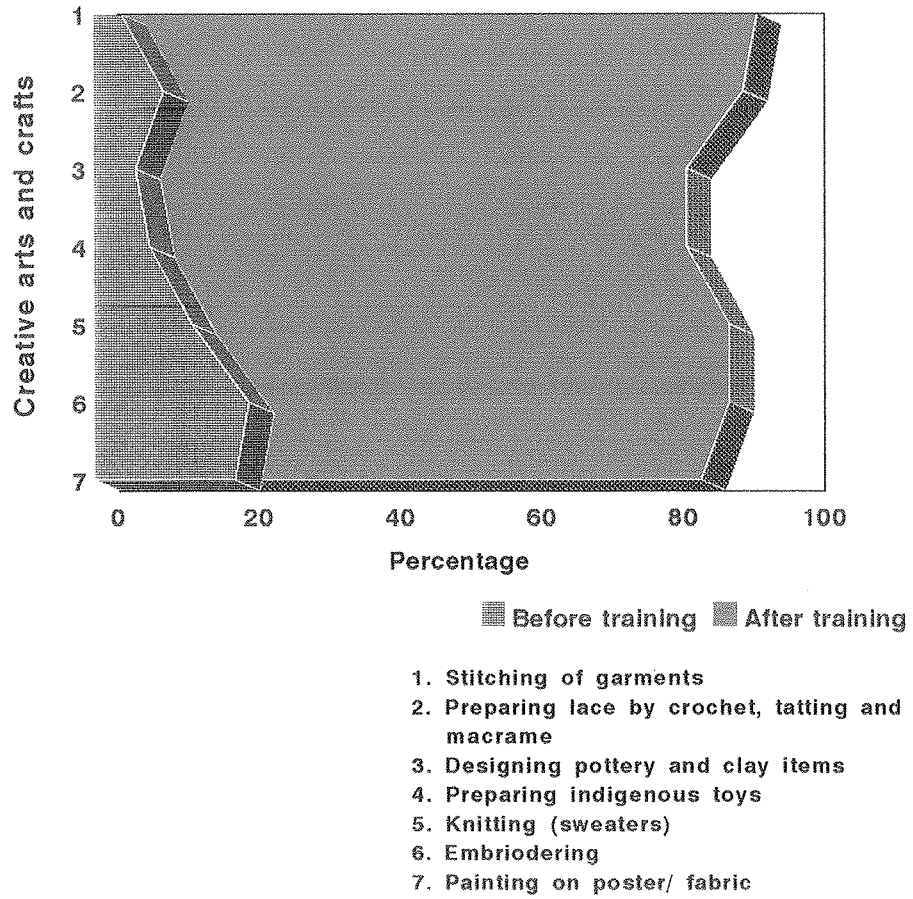


Fig. 14. KNOWLEDGE OF CREATIVE ARTS AND CRAFTS

An encouraging outcome of the training programme was that 90 per cent of the sample expressed that they had acquired knowledge of stitching garments which will form one of their leisure time activities in future. About 90 to 92 per cent of the subjects gained knowledge of lace, crochet, tatting, macrame, knitting and embroidery work.

Painting on paper and fabric was made known to 66 per cent of the adolescent girls due to the training. Eighty four per cent of the selected sample acquired skill in designing pottery and clay models and were able to prepare soft toys by making use of indigenous materials like cotton, sponge, fur and old curtain and drapery materials while prior to the training only about 6 per cent to 8 per cent of them had the skill.

Statistically the difference in the knowledge level, before and after the training programme, was very significant in all the aspects of the training at 1 per cent level. This shows that the impact of the training programme on the adolescents' is tremendous and so likely to produce greater participation in household activities.

When the adolescent girl of today turns into an adult woman of tomorrow, she will be expected by the society to manage her home and career with equal efficiency (Rajvanshi, 1994), whereas the adult man will be expected to shine in the career only as per the expectation of the

society. This double standard of society will place enormous stress on the women particularly those who are gainfully employed. Training programmes of this nature, if provided to both girls and boys will be of tremendous benefit in alleviating the stress and strain in family life during 21st Century.

F. INFLUENCE OF SELECTED VARIABLES ON THE ADOLESCENT CONTRIBUTION

Several studies have reported that there is an association between adolescent involvement in household activities and various factors like family type, size, income, parent's occupation, presence of paid help, mother's employment status etc. (Anderson, 1960; Muthu and Thomas, 1975; and Varghese, 1994). Hence investigator made an attempt to find out the influence of the following variables on adolescent contribution towards household activities.

They are:

1. Family size
2. Father's occupation
3. Family income and
4. Availability of paid helper

These variables were tested for the significance of association with the participation of adolescents in home-making tasks by using Chi square test and are discussed below.

1. Family size

Table XXIV represents the influence of the family size on the extent of adolescent participation in home-making tasks.

TABLE XXIV

INFLUENCE OF FAMILY SIZE ON ADOLESCENT PARTICIPATION
IN HOUSEHOLD ACTIVITIES

Family size	Girls (N=200)			Boys (N=200)			χ^2 value
	Yes	No	Total	Yes	No	Total	
Small (1-4 members)	41 (79)	11 (21)	52	26 (30)	62 (70)	88	
Medium (5-6 members)	66 (53)	58 (47)	124	33 (32)	71 (68)	104	1.32 NS
Large (7 and above)	23 (96)	1 (4)	24	1 (13)	7 (87)	8	
	160	40	200	60	140	200	

(Percentage is given in parenthesis)

** - Significant at 1 per cent level.

NS - Not significant

Among 24 adolescent girls belonging to large families, 23 (96 percent) were helping in household tasks as against 41 out (79 percent) of 52 adolescent girls from small families. It is clear from the findings that the contribution of adolescent girls was found to be greater among smaller and larger families compared to medium sized families.

In the case of adolescent boys, 26 (30 per cent) out of 88 of the smaller families and 33 (32 per cent) out of 104 boys from medium size families performed household tasks. The participation of girls was greater in all the groups but especially significant in the case of large families.

Nye et al., (1970) report that because of the lenience of parents towards sons in larger families, the adolescent boys may skip their responsibilities while adolescent girls cannot escape theirs. Mahale (1987) states that the difference between the participation of sons and daughters in families is greater in large families than in the other two groups. A similar trend was observed in the present study.

The relation between family size and adolescent participation in household activities was significant for adolescent girls at 1 per cent level. ($X^2 = 21.97$). But it was, statistically not significant for the adolescent boys.

2. Father's occupation

Most of the mothers of the respondents were full time home makers, with only few of them engaged in gainful employment outside the home, so the association between father's occupation and adolescents' participation was analysed.

The effect of father's occupation on the adolescents performance in household activities is shown in Table XXV.

TABLE XXV

INFLUENCE OF FATHERS' OCCUPATION ON ADOLESCENT PARTICIPATION IN HOUSEHOLD ACTIVITIES

Fathers' Occupation	Girls (N=200)			Boys (N=200)			χ^2 value
	Yes	No	Total	Yes	No	Total	
Executives and Professionals	51 (61)	33 (39)	84	28 (29)	70 (71)	98	
Clerks	48 (69)	22 (31)	70	12 (27)	32 (73)	44	5.934NS
Business	16 (53)	14 (47)	30	4 (17)	20 (83)	24	
Agriculture	15 (94)	1 (6)	16	16 (47)	18 (53)	34	
	130	70	200	60	140	200	

(Percentage is given in parenthesis)
NS - Not significant

The occupational pattern of the fathers of adolescent girls indicates that out of the 200 fathers, 84 were executives and professionals, 70 were employed as clerks, 30 were engaged in business while 16 were agriculturists. Among them, a higher proportion (94 per cent) of the daughters of agricultural families contributed more to household activities compared to adolescent girl whose father were in other professions.

Among the boys, it was observed that 98 of the fathers were executives and professionals, 44 were employed as clerks, 34 were agriculturists while 24 were engaged in business. The participation of boys in household activities from all the groups was found to be very low compared to adolescent girls. In general, it is observed that the father's occupation did not play a significant role in the participation of adolescent girls and boys in home-making.

3. Family income

The influence of family income on adolescent's performance in household tasks is given in Table XXVI.

TABLE XXVI

INFLUENCE OF FAMILY INCOME ON ADOLESCENT PARTICIPATION
IN HOUSEHOLD ACTIVITIES

Family Income	Girls (N=200)			Boys (N=200)			χ^2 value
	Yes	No	Total	Yes	No	Total	
< 2500	22 (69)	10 (31)	32	15 (30)	35 (70)	50	
2501 - 5000	54 (75)	18 (25)	72	17 (28)	43 (72)	60	
5001 - 7500	23 (64)	13 (36)	36	17 (47)	19 (53)	36	5.318NS
7501 - 10000	18 (50)	18 (50)	36	6 (19)	26 (81)	32	
> 10000	13 (54)	11 (46)	24	5 (23)	17 (77)	22	
	130	70	200	60	140	200	

(Percentage is given in parenthesis)

NS - Not significant.

The greatest contributors to household activities among the adolescent girls, hailed from the middle income group with 75 per cent participation; the next were 69 per cent from the low income families. However, about 50 per cent of the girls from high income families helped in house work.

Among the boys, the highest participation was from among the family group earning an income of Rs.5001 - 7500 per month while the lowest participation belonged to the income range of Rs.7501 - 10000.

This finding is contrary to the results of Muthu and Thomas (1972) that the participation of girls from the high income brackets in home making was less compared to middle income groups. Statistically the family income is found to be not significantly associated with the involvement of adolescents in household activities.

4. Availability of paid help

Forty nine per cent of the adolescent girls and 20 per cent of the adolescent boys families employed paid helpers, either full-time or part-time to provide some relief to the home-makers.

Adolescent contribution to household chores in relation to presence of paid helper is displayed in Table XXVII.

TABLE XXVII
 INFLUENCE OF AVAILABILITY OF PAID HELP ON ADOLESCENT
 PARTICIPATION IN HOUSEHOLD ACTIVITIES

Particulars	Girls (N=200)			Boys (N=200)			χ^2 value
	Yes	No	Total	Yes	No	Total	
Full time help	8 (21)	30 (79)	38	5 (12)	38 (88)	43	
Part time help	89 (80)	23 (20)	112	35 (27)	95 (73)	130	27.808**
No help	33 (66)	17 (34)	50	20 (74)	7 (26)	27	
	130	70	200	60	140	200	

(Percentage is given in parenthesis)
 ** Significant at 1 per cent level

The participation of both adolescent girls and boys is maximum when the family employs part time paid help while it is very low with the presence of full time helpers. Similar observations were made by Muthu and Thomas (1972) and Mahale (1987).

The data was statistically significant for adolescent girls ($\chi^2 = 14.904$ $p < 0.01$) and boys ($\chi^2 = 27.808$; $p < 0.01$) and establishes the relation between adolescent participation and availability of paid help.

It emerges that the association between the family income, father's occupation, and adolescent participation in household activities is not significant while the association between availability of paid help and adolescents' participation in home making was found to be statistically significant. It was found that the family size was not significantly associated with adolescent boys' participation in household activities but it was significantly associated in the case of adolescent girls.

Summary and Conclusion

V SUMMARY AND CONCLUSION

Adolescence is a period of prime importance as it prepares young girls and boys for future tasks. They need to be equipped, energised, activated and their potential abilities directed to meet the needs of the family for the purpose of achieving the goal of quality of living. Against this back drop, a study was conducted on "Contribution of Adolescents Towards Household Activities".

Two hundred adolescent girls and 200 adolescent boys were selected in the age range of 18-20 years, at random, from the undergraduate students studying at St. Joseph's College for Women (Autonomous), Visakhapatnam and Andhra Loyola College (Autonomous), Vijayawada respectively. A questionnaire was used to elicit particulars on socio-economic background of the families, their perception towards home, values possessed by the sample and their contribution to home-making tasks.

Findings of the Survey:

1. Among the 200 adolescent girls and 200 adolescent boys, 79 per cent and 86 per cent respectively belonged to the nuclear families while majority of boys and girls hailed from medium sized families having five to six members.
2. Regarding the educational level, the fathers of adolescent girls and boys were better educated than the adolescents' mothers.

3. The occupational status of 35 per cent fathers of adolescent girls were clerical, while 42 per cent girls' and 49 per cent boys' fathers were in executive posts. The rest of the families were pursuing business and agriculture. Majority of mothers of both boys and girls were home-makers.
4. The monthly family income of most of the adolescent girls (52 per cent) and adolescent boys (55 per cent) was less than Rs.5000/- indicating that they belonged to middle income group according to the HUDCO classification.
5. It is encouraging to note that the adolescent girls had better perception of an ideal home when compared to their male counterparts. A higher percentage (96 per cent) of the adolescent girls considered that home provides peace, health, happiness, motivates and trains children effectively (94 per cent) and satisfies emotional needs (92 per cent). On the other hand, the adolescent boys strongly agreed that the home develops unity among family members (93 per cent) and offers peace and happiness (90 per cent).
6. Among the educational values, (98 per cent) girls possessed ambition and knowledge, while the boys possessed values such as hardwork (85 per cent) and ambition (78 per cent).

- In the case of social values, the girls valued helping others (98 per cent) and respect (97 per cent), while boys (97 per cent) gave importance to respect and friendship.
 - The moral values cherished by both adolescent girls and boys were love, affection and honesty.
 - The adolescent girls (99 per cent) and adolescent boys (79 per cent) placed greater emphasis on spiritual values like faith in God and meditation.
7. A majority of the adolescent girls (89 per cent) considered doing household work perfectly to be the most important factor for effective family management while boys gave greatest importance to wise decisions.
 8. The time expenditure pattern of the sample shows that most of the adolescent girls and boys spent around four hours on studies. It is interesting to note that 89 per cent of the girls and 73 per cent of the boys spent 2-4 hours per day on household activities.
 9. With reference to adolescent participation, in family decision making, 95 per cent adolescent girls and 85 per cent adolescent boys were involved in decision making towards higher education. Decisions regarding purchase of vehicle was mainly made by boys whereas the girls were making major decisions towards purchase of jewellery.

10. The adolescent girls (60-80 per cent) contributed their free time to cleaning the house by dusting, sweeping, removing cobwebs and swabbing.
11. Home decoration appears to be the forte of adolescent girls. Activities like bed-making were mainly done by 92 per cent of girls as against 12 per cent of boys.
12. Operation of electrical appliances attracted more adolescent girls than boys. Ninety per cent of adolescent girls operated the blender to grind masalas in order to help their mothers, while 58 per cent boys operated it. The use of all other electrical appliances like egg beater, grinder, washing machine and vacuum cleaner also showed a similar trend.
13. It is interesting to note that most of the adolescent boys participated in laundry work, involving themselves in washing and drying their own clothes (77 per cent) whereas a higher percentage of the girls were ironing (88 per cent) and folding clothes.
14. Around 74 per cent of the adolescent girls showed appreciable participation in stitching and mending their clothes, while adolescent boys' interest in stitching was negligible (38 per cent).
15. Adolescent girls were more interested in gardening work when compared to boys except in the task of watering plants and nurturing saplings.

16. In the area of food preparation, above 80 per cent of the adolescent girls assisted their mothers in preparation like cleaning the food items (90 per cent), cutting vegetables (88 per cent), preparing dough for chapathi (82 per cent), washing vessels (76 per cent), grinding masala (68 per cent) and other food preparation tasks. The participation of boys in these areas was found to be very low.
17. A greater percentage (80 per cent) of the adolescent girls participated in household activities such as entertaining the guests, serving food, looking after the sick persons and elderly in the family as well as marketing. On the other hand, majority of boys were involved in the maintenance and care of equipment/vehicles, paying electricity and water bills.
18. The common reason cited by adolescent girls (58 per cent) and boys (62 per cent) for non-participation in household activity was heavy academic work. The other impediments mentioned by the boys were extra curricular activities (44 per cent) and non-availability of labour saving devices (32 per cent). As for the adolescent girls, the same problems were mentioned by 42 per cent and 34 per cent respectively.

The investigator selected 50 volunteers from the adolescent girls and conducted an intensive training programme on

"Household tasks". The course included topics on work simplification techniques, management of household tasks, cleanliness, orderliness and beauty in the home, use and care of household equipment, family finance management, appropriate technology and creative use of household resources. Additional units on personal grooming, nutrition for fitness and effective communication were included on popular request. Extension methods, illustrated lectures, method demonstration, etc, with visual aids like posters, models and displays were used. Instruction Manual and Video Show supplemented the programme.

A check list was administered before and after the training to assess its impact on the trainees.

Impact of the Training Programme:

1. In the area of work simplification, maximum gain in knowledge was observed in the topic related to methods of overcoming fatigue (82 per cent) while the least difference was observed in the area of framing flexible time schedule at 52 per cent.
2. It was observed that there was a greater impact on awareness in the area of home decoration especially regarding proper furniture requirements for different activities.

3. They gained knowledge and application about the handling of family income (88 per cent) during the training programme.
4. After attending the training programme, most of the trainees learnt about the use and merits of devices like smokeless chulah, hay box, solar cooker, mud water filter and mud storage device. The role of these devices in proper utilisation of resources was understood.
5. The knowledge on application of creative arts and crafts increased the adolescent girls' interest in learning more about stitching garments and preparation of decorative thread craft like lace, crochet and others.

The relation between the family income, fathers' occupation and adolescent participation in household activities was not significant while the association between availability of paid help and adolescent participation in home-making was found to be statistically significant. It was found that family size was not significantly associated with adolescent boys' participation in household activities but it was significantly associated in the case of adolescent girls.

RECOMMENDATIONS

The following are the recommendations emerging out of this study:

1. The youth power should be harnessed at home meaningfully to achieve quality living.

2. Parent/community education, on involving adolescents in household activities, must be consistently propogated through print and electronic media.
3. Measures must be undertaken to overcome gender bias in assigning and allocating roles and responsibilities to the adolescents through adequate educational opportunities, experiences and exposures.
4. Parent counselling should form an integral part of education in colleges and universities, in order to develop an awareness regarding importance of encouraging participation by both adolescent girls and boys in home-making activities to prepare them for life.
5. Colleges and Universities can have foundation/capsule/certificate courses on family management and related issues both for boys and girls at the under-graduate level.
6. Video lessons can be prepared by the Home Science departments of colleges and universities to promote interest and motivate adolescent boys and girls to contribute towards home-making activities.

Suggestions for Future Research

The following research studies might provide in-depth information to adolescents' contribution towards family living.

- * The adolescents' contribution to the family towards money income Vs psychic income.
- * Comparison between rural and urban boys' and girls' contribution towards the family living.
- * Cross cultural differences in adolescent participation in home-making.
- * Attitudinal pattern of adolescents towards education and work of different type.
- * Role of Indian men in home-making activities.

The study highlights the fact that sex role discrimination between adolescent girls and boys still exists in the performance of household activities. It emphasises the need to encourage equal contribution in order to ease the burden of home-making on women in the home. This will lead to strengthening of family ties due to co-operation and mutual understanding.

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Appendices

III. Perception of Adolescents towards Home

Perceptions	Strongly agree	Neutral	Strongly disagree
Provides basic amenities			
Satisfies emotional needs of its members			
Educates children			
Inculcates good values			
Provides opportunity for personality development			
Ensures sound health			
Gives peace and happiness			
Develops unity among family members			
Provides opportunities for acquisition of home-making skills			
Any other			

IV. Values possessed by Adolescents (Tick against value given below)

S.No	Values	()
Educational:		
1.	Achievement	
2.	Ambition	
3.	Hardwork	
4.	Knowledge	
5.	Creativity	

S.No	Values	()
------	--------	-----

Social:

1. Respect
2. Friendship
3. Cooperation
4. Helping others
5. Patience

Moral:

1. Justice
2. Punctuality
3. Honesty
4. Love and affection
5. Obedience

Spiritual:

1. Faith in God
2. Regular worship
3. Meditation
4. Rituals
5. Forgiveness

V. Factors considered for Effective Family Management

What factors do you consider are necessary for effective family management ?

S.No	Factors	Yes	No
1.	Assume responsibility		
2.	Involve in decision-making		
3.	Extend cooperation in the home		
4.	Assert oneself at home		
5.	Aspire for perfection		
6.	Make advance plans		
7.	Share in work other than household work		
8.	Spend money wisely		
9.	Manage household resources		

VI. Time Expenditure Pattern of Adolescents

Activities	Time spent in hours			
	0-2	2-4	4-6	6-8
Sleep				
Personal hygiene and cleanliness				
Study				
Travel				
Recreation				
Socialisation				
Hobbies				
Household work				

VII. Participation of Adolescent's in Decision-Making

Do you participate in the following decision making ?

Areas involved in decision making

Meal planning	Yes	No
Purchase of household appliances		
Higher education		
Purchase of jewellery and cosmetics		
Purchase of vehicles for the family		
Family tours and outings		

VIII. Details of Paid Helper

Do you have a paid helper? Yes No

If yes, Full time () Part time ()

Reasons for employing paid helpers :
(Tick the reasons)

Gainful employment of mother

Ill health of mother

Prestige issue

- More time spent on study
- Large family size
- Family members do not help
- Any other (specify)

Reasons for not employing paid helpers
(Tick the reasons)

- Family members share the tasks
- Economic reasons
- Non-availability of paid helper
- Irregular service of paid helper
- Inconvenient timings
- Availability of labour saving equipment
- Any other (specify)

IX. Contribution of Adolescents in Household Activities

Do you assist in the following:

Activities	Yes	No
------------	-----	----

Cleaning:

- Dusting
- Removing cobwebs
- Sweeping
- Swabbing
- Cleaning kitchen
- Cleaning toilets
- Any other (specify)

Home decoration

- Flower arrangement
- Changing draperies and curtains
- Arranging the bed
- Decorating with Kolams
- Any other (specify)

Activities	Yes	No
------------	-----	----

Electrical Gadgets : Operating

Blender
 Grinder
 Washing Machine
 Vaccum Cleaner
 Egg Beater
 Vegetable Chopper
 Any other (specify)

Laundry work

Washing clothes
 Starching
 Drying
 Folding
 Ironing
 Any other (specify)

Stitching

Stitching garments
 Stitching furnishing materials
 Mending
 Embroidery
 Any other (specify)

Gardening

Watering plants
 Collecting seeds
 Weeding
 Nursery
 Manuring
 Any other (specify)

Pre-preparation of cooking

Cleaning rice/dhal./wheat
 Cutting/peeling vegetables
 Grinding masala
 Preparing dough
 Dish washing

Other activities

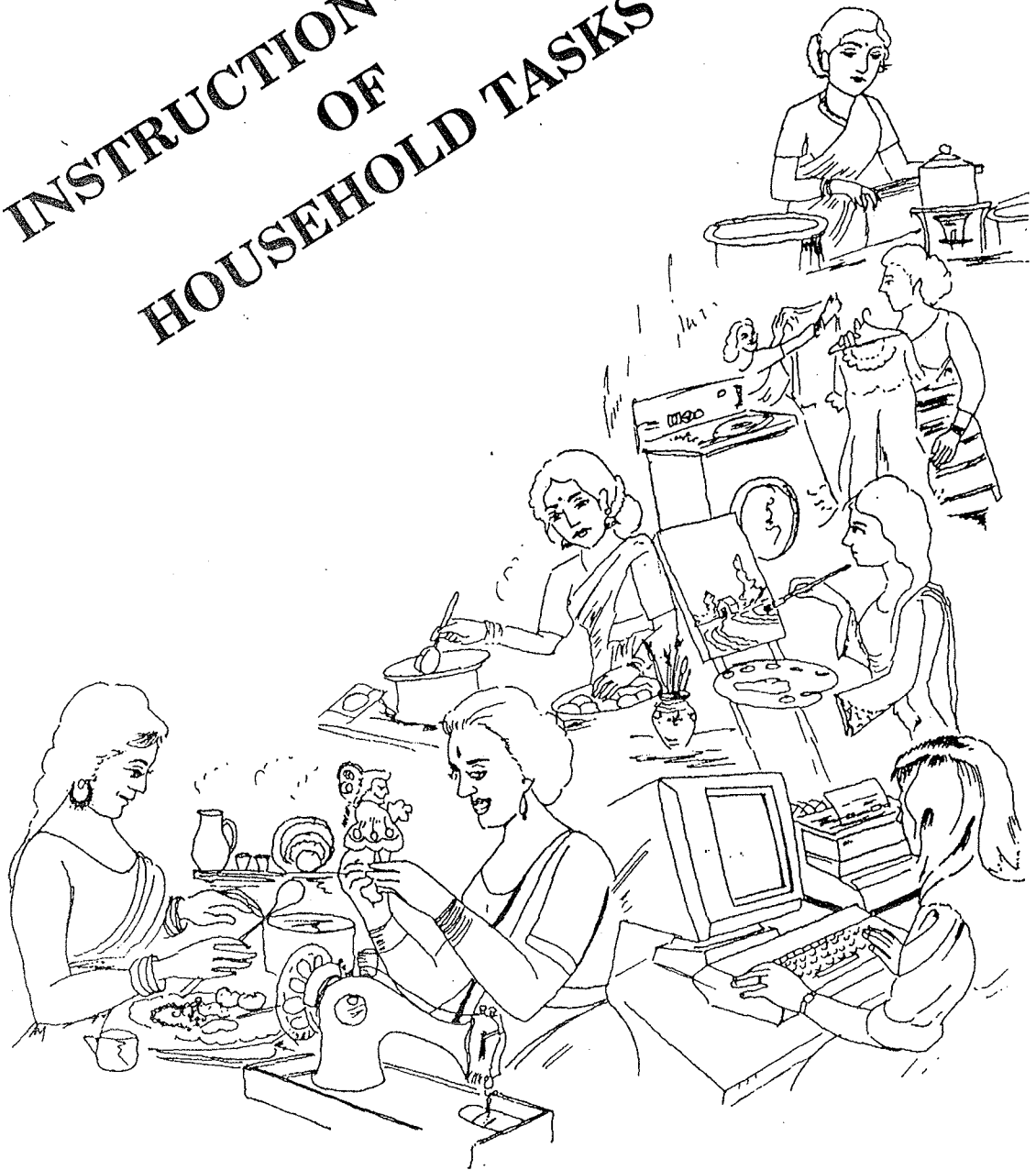
Fetching water
 Getting milk

Activities	Yes	No
Marketing		
Serving food		
Entertaining guests		
Attending to phone calls		
Attending the sick/old		
Repairing household appliances		
Paying electricity and water bills		

X. **Obstacles faced by adolescents while performing household activities** (Please tick)

Time required for studies	Yes	No
Extra curricular activities		
Travel long distances		
Non-availability of labour saving devices		
Health problems		
Gender bias at home		
Any other problem (specify)		

INSTRUCTION MANUAL OF HOUSEHOLD TASKS



By
SR. N.D. VERONICA

CONTENTS

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1. WORK SIMPLIFICATION

DEFINITION :

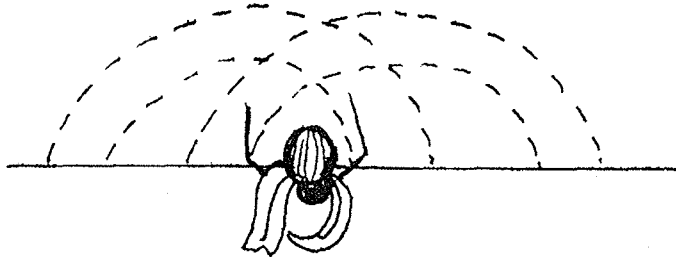
The term Work simplification implies a common sense approach to making work easier. Work simplification may be explained as the conscious seeking of the simplest, easiest and quickest method of doing work. It implies proper blending and management of two important resources, namely time and human energy. It aims at "accomplishing more work within a given amount of time and energy or at reducing the amount of either or both to accomplish a given amount of work (Nickell and Dorsey, 1970).

Homemaking is an important and full time job for many homeworkers. Women, who hold jobs outside home, face many demands on their time. Homemaking involves a special sort of labour known as house work. Household work (1) is tedious, monotonous and time consuming (2) needs lot of patience and various types of skills. It is, hence, necessary to know how to simplify work by acquiring knowledge of work simplification techniques.

The important principles of motion economy may be summarized as follows :

1. Utilising both the hands where possible.
2. Routing effectively : arranging work place to reduce walking back and forth.
3. Making use of rhythmic motions in a repetitive job (e.g. dish washing or mopping of floor).
4. Using smaller movements of hands rather than large hand motions and arm motions, and using smooth movements instead of jerky ones whenever possible, e.g. - folding of clothes.
5. Taking advantage of gravity. Using proper postures while working, by using what are known as principles of body mechanics.

WORK SIMPLIFICATION



(A) USE BOTH THE HANDS



(B) WORK HEIGHTS SHOULD SUIT
INDIVIDUAL NEEDS

6. Using muscles effectively while performing household tasks.
7. Using Labour - saving equipment where possible.
8. Designing work areas and work surfaces to suit individual heights and needs.
9. Planning activities in their order of performance and preference.
10. Relaxing of standards according to the situation.
11. Using ready-made foods/products where possible to simplify work.

LEARNING EXPERIENCE

1. Maintain a record of time spent on various activities for a day or two. Assess it and suggest modifications.
2. Evaluate the kitchen at your home with reference to work simplification and suggest changes for your mother to conserve energy and time.
3. Assess any one daily activity using a pathway chart and identify the wasteful movements.

2. HOME DECORATION

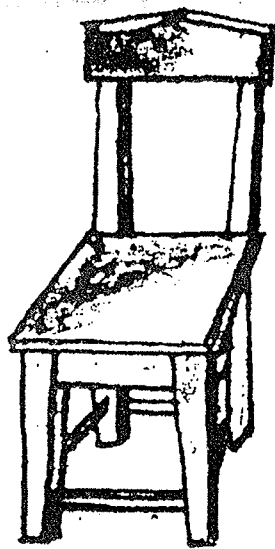
A major portion of our time is spent at home, and thoughtfully decorated house provides the needed comfort and pleasant surroundings. Furnishing a house needs careful selection of furniture, furnishings and accessories which are not only aesthetically beautiful but also durable, functionally suitable and comfortable. The rooms should be skilfully arranged by making proper use of available space, and providing for various activities. It is wrong to assume that interior decoration is possible only with a large expenditure of money. It is possible even with moderate expenditure, when careful planning and thinking is done before rushing to acquire objects for decoration, since a variety of furnishings and decorative objects are available in a wide price range. All of us have a natural ability to recognize beauty and we must use this in creating a beautiful home environment. Our ability aided by proper guidelines about the use of aesthetics can work wonders. These guidelines can be acquired through basic information about Principles of Design.

PRINCIPLES OF DESIGN :

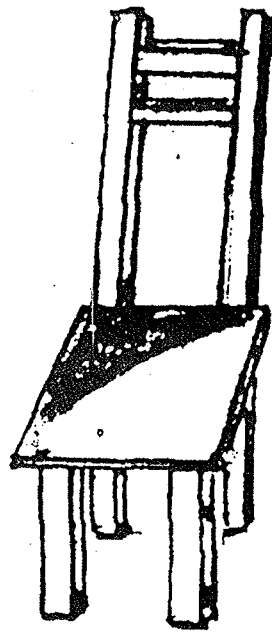
The principles of design help us to adjudge any arrangement, design or an object in terms of its aesthetic value and also create a sensitivity to appreciation of beauty. There are five major principles of design or art namely, Proportion, Balance, Emphasis, Rhythm and Harmony.

Proportion : is also known as the "Law of Relationship" because it states that the relation between parts of an object or between objects of the same group should be satisfying.

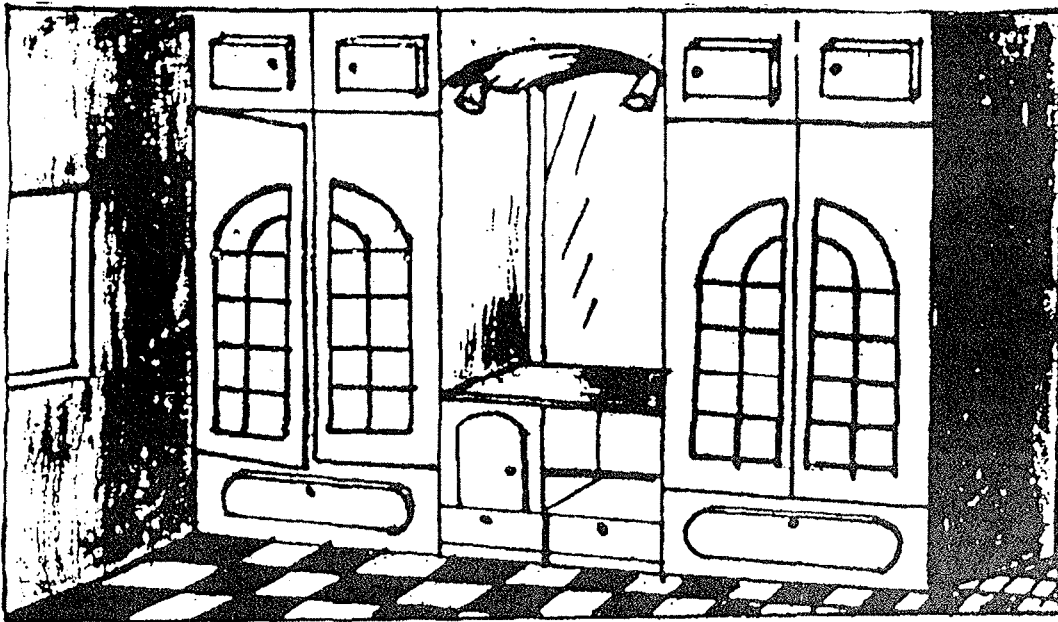
Balance : Balance is a feeling of repose or rest created by arranging or grouping shapes and colours around a central point in such a way that the arrangement results in equilibrium of weights or attractions on each side of the central point. Principle of balance is used in furniture and flower arrangements etc. to arrive at a harmonious composition which gives a restful feeling to the interior and the viewers of art objects.



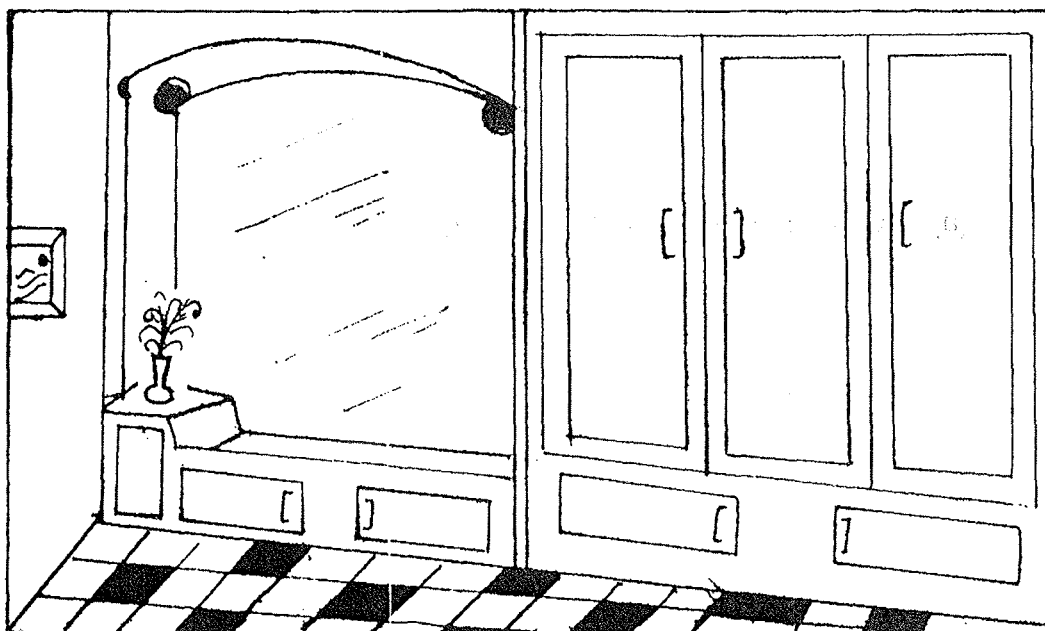
(A) GOOD PROPORTION



(B) BAD PROPORTION



FORMAL BALANCE



INFORMAL BALANCE

Emphasis : This principle enables us to create a center of interest in any arrangement by emphasizing special features in order of their importance. In any arrangement, we have to know what to emphasize, how to emphasize, how much to emphasize and where to place emphasis. e.g. a flower arrangement may be emphasized in an interior by placing it in an alcove but if too many flower arrangements are present in a room emphasis will be absent and beauty lost.

Rhythm : This principle is defined as a related movement by which eye travels in an easy connected path created by lines, forms or colours in a design. The rhythmic movement may be obtained through (a) repetition of shapes (b) progression of sizes, or (c) an easily connected or a continuous line movement. For example, shapes of furniture in a room may be repeated to provide rhythm while different shapes in furniture detract the beauty by isolating rhythm.

Harmony : It is the principle which produces an impression of unity through the selection and arrangement of consistent objects and ideas.

Colour : Colour is a very important element of art. To enjoy colours around us, one needs to develop ability to use colour beautifully and form the proper colour judgement. In interior decoration, many problems deal with colour in light and vision.

Colour has three qualities :

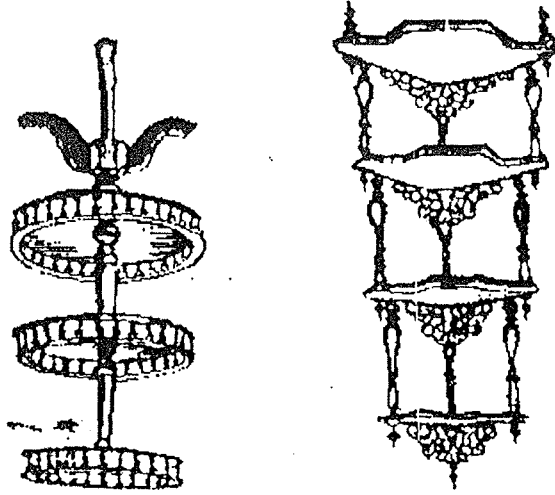
Hue : Indicates the name of the colour, e.g. red, blue, etc.

Value : Indicates the lightness or darkness of colours expressed as tint and shade respectively. For instance, pink is the tint of red and maroon is the shade of red colour.

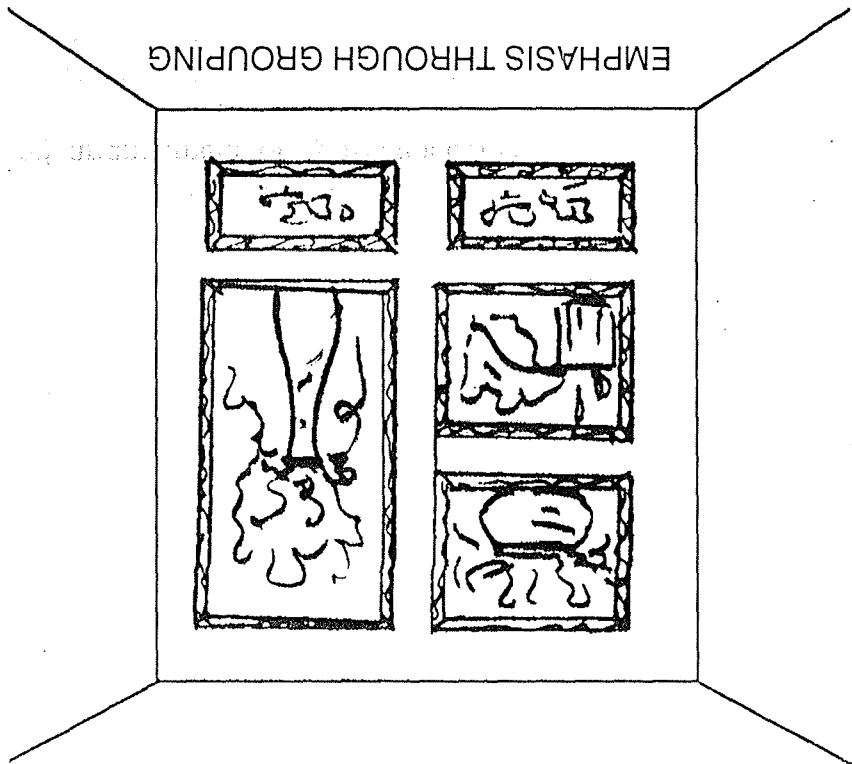
Intensity : refers to the brightness or dullness of colour.

(a) PROGRESSION OF SIZES (b) REPETITION OF SHAPES

RHYTHM THROUGH



EMPHASIS THROUGH GROUPING



Colours are classified as Primary, e.g. red, yellow and blue; Secondary, e.g. orange, purple and green; Tertiary, e.g., smoky yellow, brick red and slate blue and Quaternary, e.g. prune, buff and olive. Most of the colour schemes are based on various combinations of the primary, secondary and also intermediate colours which are created by combining pairs of colours adjoining a primary and a secondary colour.

Colours also have the important quality of producing feelings of warmth or coolness, advancing and receding effects and altering feelings of heaviness or lightness. Reds and yellows create a feeling of warmth, are advancing in space and hence known as warm and advancing colours. Blues and greens are associated with water, sky etc., hence create cool effect, and are receding in space. Such qualities of colours should be made use of in creating colour schemes in interior decoration. For example, a room facing west will appear cooler if the predominant colour scheme is of cool colours like green or blue. A small room can be made to appear large by the use of light colours which will make the walls appear to recede.

SPACE ARRANGEMENT AND DECORATION :

In any interior, there are different components such as

- (i) the architectural features like walls, floor, ceilings, windows and doors
- (ii) the furniture
- (iii) the furnishings and
- (iv) the accessories

The latter three are used to highlight the beauty or camouflage the defects of the architectural features. Different types of treatment may be given to the architectural features in order to increase the beauty and utility of the interior. Walls and ceilings may be white washed, distempered, painted, papered, panelled or covered with draperies. The floors may be cemented, tiled, marbled or covered with floor coverings which may range from the simple mat to a costly and luxurious Persian carpet. The type of treatment used will depend upon the budget, taste, location, climatic conditions and personality of the family members. The same treatment may be given to all areas of the house or different treatment for various areas according to utility.

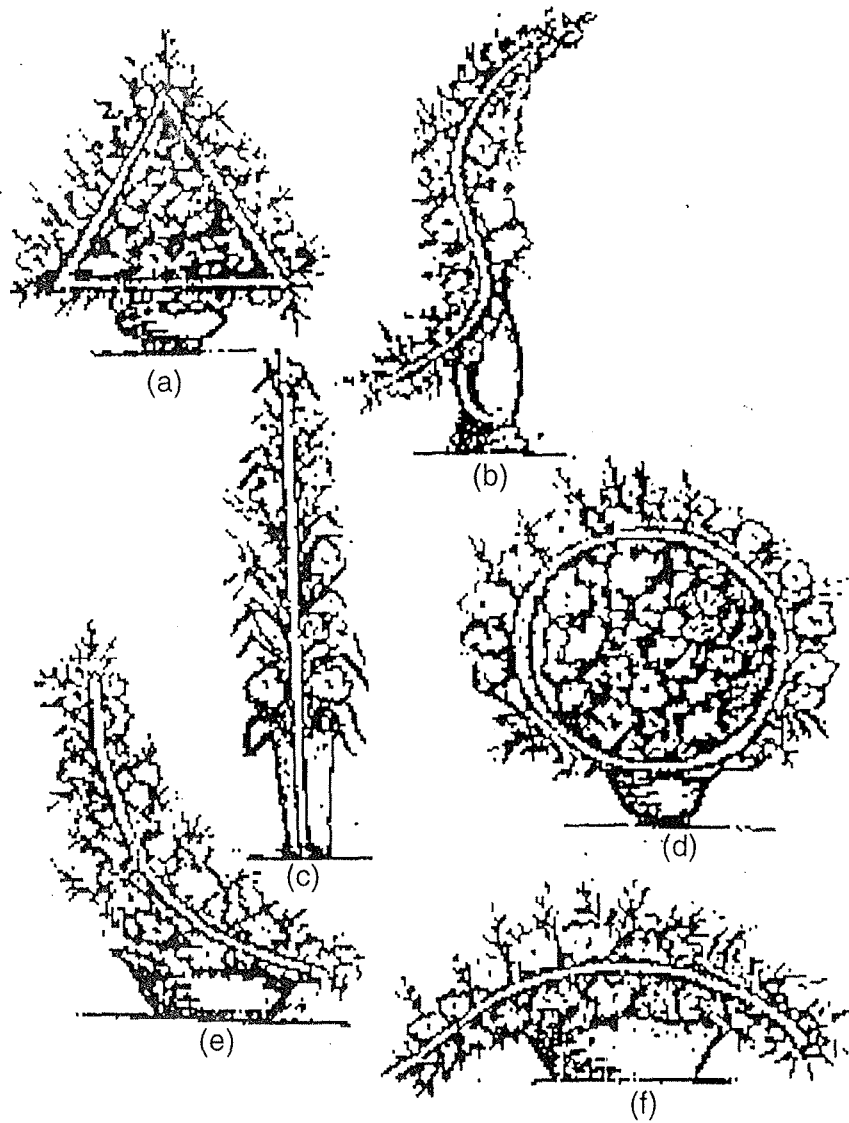
The furniture constitutes an important investment for a family. Furniture may be modern, traditional or regional, for example Kashmiri, heavy or light; of different materials like bamboo, cane, wood, metals and others. They should be selected according to the needs of the family based again on budget, taste, location, climatic conditions and personality. The number should be just right, neither too many nor too less. The room should look neither too bare nor too crowded with furniture. The furniture should be arranged following the principles of art in such a way as to provide maximum comfort to the inmates.

The comfort of the interior is enhanced by the use of furnishings like curtains, upholstery, cushions and others. Furnishings add to the comfort and colour of a room and help to enhance or modify architectural features. Different types of materials ranging from cotton to silk may be used. Even old sarees and clothes can be redesigned to form beautiful furnishings, for example, old dresses may be cut up to form a patchwork bed spread.

The architectural features, furniture and furnishings only produce a shell, the personal and individual touch is provided by the accessories like curios, books, clocks, flower arrangements and others. Accessories may be prepared by the family members or purchased. Flower arrangements and vegetable carvings are invaluable as accessories since they are unique and cannot be reproduced.

FLOWER ARRANGEMENT :

The art of flower arrangement is quite old. It is defined as "the art of organizing flowers, other plant materials and receptacles into compositions having harmony of form, texture and colour.



LINE-MASS FLOWER ARRANGEMENT

- | | |
|-------------|----------------------|
| a. Triangle | d. Circle |
| b. S-Curve | e. Crescent |
| c. Upright | f. Inverted Crescent |

Materials used in Flower Arrangement :

There are three basic materials needed for creating beautiful arrangements :

- a) Flowers, foliage, fruits and berries
- b) Containers
- c) Stem holders, scissors, knife, wires etc.

In addition to these, many accessories are also used besides plant material. Collecting containers and other materials and keeping these in easily accessible place makes the task of arranging flowers easy.

Types of Flower Arrangements :

- (i) **Mass arrangements :** Mass arrangement is a full bodied composition of large amount of plant material. The grouping as a whole and the colours are more important here than the line.
- (ii) **Line arrangements :** Arrangements in which the element of line is the most important is known as line arrangement. In this type, only a small amount of plant material is used in order to display the beautiful lines of plant growth.
- (iii) **Combination or line plus - mass arrangements :** This composition combines the best features of line and mass type arrangements. Design is emphasized in these arrangements, they are usually stylized. Some popular shapes are the triangle, pyramid, circle, upright, semi-circle, crescent, fan and S-curve.
- (iv) **Japanese flower arrangement :** This style emphasizes a basic theme according to which the flowers are arranged. Practically all styles of Japanese arrangements are based on three elements : Heaven, Man, and Earth which are represented by the three main sprays. The highest spray symbolises Heaven and it is arranged as central axis in the vase. The length is usually

measured from one to one and half times the height of a tall container. The second height represents Man. It gives the greatest width to the arrangement, and is about three-fourth the height of the tallest spray. The lowest spray denotes Earth, and the spray is about half as tall as the one signifying Man, and it extends very little beyond the diameter of the vase. It is placed opposite to the branch signifying Man and thus balances it.

STEPS IN MAKING FLOWER ARRANGEMENTS : Whatever may be the type of flower arrangement, the following simple rules or guidelines will help to arrange the flowers :

1. Make a definite plan for any flower arrangement based on the purpose, room space, and location in the room.
2. Select containers, flowers and foliage that express the mood of the room, the occasion, and the colour scheme.
3. Use flowers with stems of different sizes and select flowers according to the size of the vases - short or tall, for example short stems in low wide vases.
4. Arrange the tallest stems first and then others according to the type of arrangement - namely mass, line or their combination, Japanese and so on.
5. Use large flowers with bright bold colours in small numbers and at the centre in tall vases. Small, short stemmed flowers may be easy to arrange in groups in low vases.
6. Avoid mixing fresh and artificial flowers.
7. Keep proper proportion between size and shape of vases and those of lower stems in the whole arrangement.
8. Group small arrangements with other objects.

9. Conceal the stem holders.
10. Change water everyday and pour sufficient amount of it.

All the effort spent on interior decoration will fail if attention is not paid to cleanliness of the interior of the house, surroundings and eradication of pests. Special attention should be paid to these three areas to enhance the beauty of the home.

LEARNING EXPERIENCE

1. Collect pictures of pretty interiors at different income levels and discuss their suitability.
2. Visit the "Residence Course" apartment and discuss the principles of art, utility and beauty of the interiors.
3. View video clippings of different types of accessories that may be used.
4. Describe how you would decorate your bedroom if there was no constraint of budget.
5. Participate in house-keeping activities at home and report.
6. Participate in a rangoli/flower arrangement competition.
7. Observe the houses you visit for ingenious and indigenous ideas of decoration.

3. HOUSEHOLD APPLIANCES

(Use and Care)

Mechanization is one of the most significant developments affecting our homes in this century. Manufacturers of household equipment are constantly improving their products making them easier to operate thus greatly reducing the home maker's expenditure of time and energy. An efficient management of appliances includes the correct selection, arrangement, operation and care. Therefore, it is necessary to possess knowledge about the various appliances used in the home. The most commonly used household appliances are discussed below.

COOKING GAS STOVE :

Gas stoves are popular cooking appliances used today both in urban as well as high income rural households. For domestic use, liquefied petroleum gas is generally supplied in metal cylinders which are delivered and fitted to the burners by means of rubber tube.

Certain precautions, however need to be followed while using them :

1. Keep Gas cylinder away from stove, inflammable material, heating equipment, direct sun rays and store in a dry place.
2. Check the whole assembly for leaks periodically.
3. Release the gas into burner and ignite simultaneously.
4. Replace defective parts, if any, immediately.
5. Adjust the flame so that it just touches or is lower than the vessels base.
6. Lower the flame to simmering point once fluid begins to boil.
7. Use Pressure Cooker since it saves on fuel.
8. Avoid reheating foods.

PRESSURE COOKER :

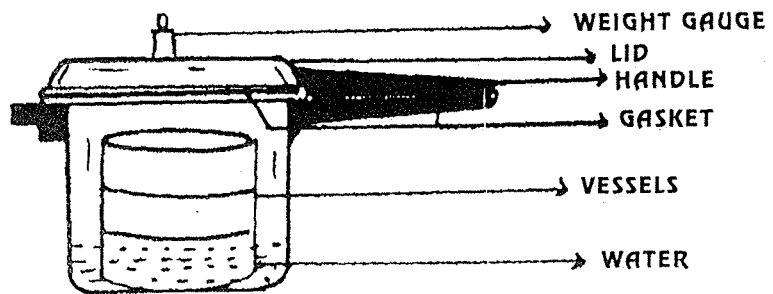
Pressure cookers are designed such that steam is held within the pan, creating pressure. This increases the boiling point above the normal and shortens the cooking time. Foods are cooked at approximately 121 Degree Centigrade, when the steam pressure of 15 lbs per sq. inch approximately is maintained. A rubber gasket aids in sealing the cover tightly. The appliance consists of a pan made of aluminium or steel and varies from 4 to 12 Lt.. capacity. The steam from the water escapes through a vent tube. A weight gauge placed over the vent controls the pressure. The pressure is maintained by regulating the amount of heat. A safety device in the lid, automatically releases pressure or reacts if the cooker goes dry.

MIXERS :

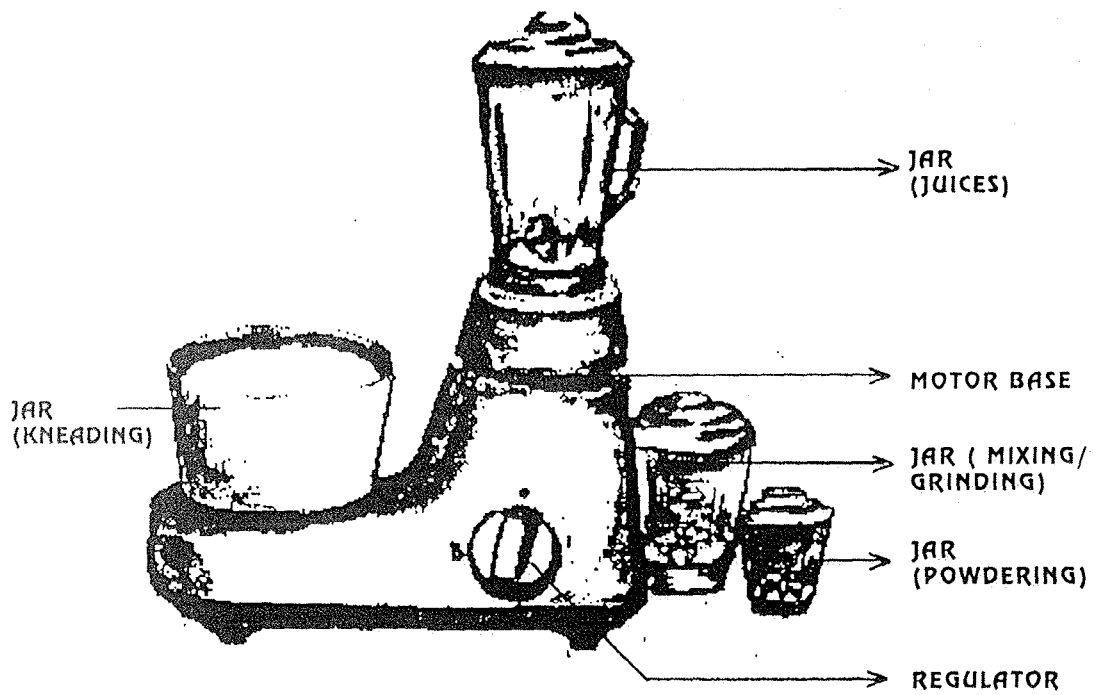
Mixers consist of a base which houses the motor and controls, a glass or steel food container that fits on the base and a cover for the container. The food container consists of a screw to fit the blades. These blades help in chopping and mixing the food. The motor is of high speed 1/30 h.p. motor which operates both on A.C. and D.C. main supply. The food may be processed in a variety of ways such as grinding, chopping, blending etc.

Precautions and Care :

1. Check the flex regularly.
2. Switch off appliances and remove plug from supply when not in use.
3. Remove all attachments and wash with warm soapy water.



PRESSURE COOKER

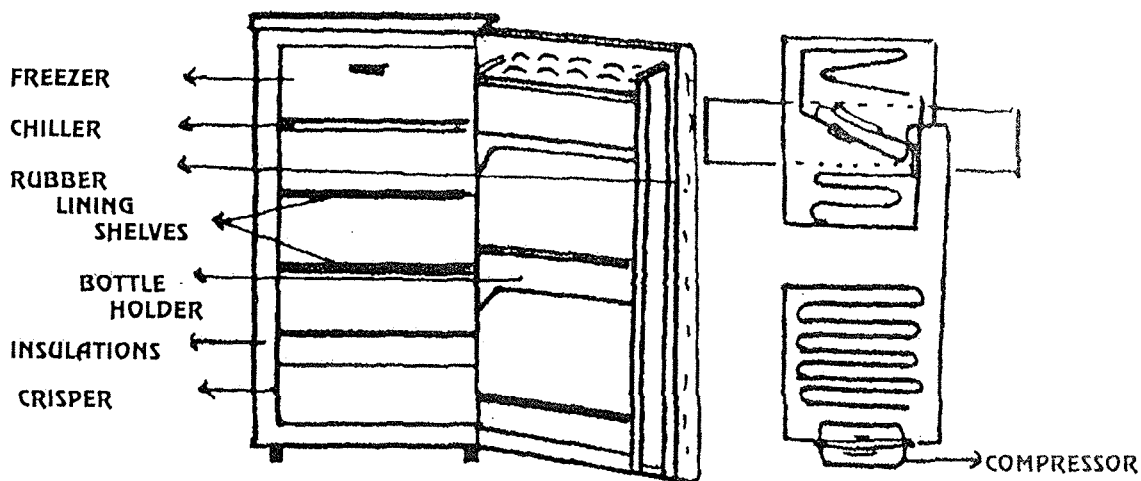


MIXER

4. Wipe dry with lintless cloth.
5. Do not immerse the motor housing in water, wipe with damp cloth instead.

ELECTRIC REFRIGERATOR :

Refrigeration can delay the growth of bacteria, keep the fresh appearance of perishable food items and eventually save time and energy of homemaker in meal preparation. When food at room temperature is placed within the refrigerator, the warmth it contains passes into the surrounding air and is carried by convection currents to the cooling unit where the heat causes the refrigerant to change from a liquid to a gas. When the gas is again liquefied, it gives off an amount of heat equal to that which was absorbed, but this process is carried on outside the refrigerator cabinet. The refrigerator is commonly made up of sheet steel. Fibre glass is widely used as insulating material. A gasket around the outer edge of the door makes a tight seal for the cabinet.



REFRIGERATOR AND ITS COOLING MECHANISM

Precautions and Care :

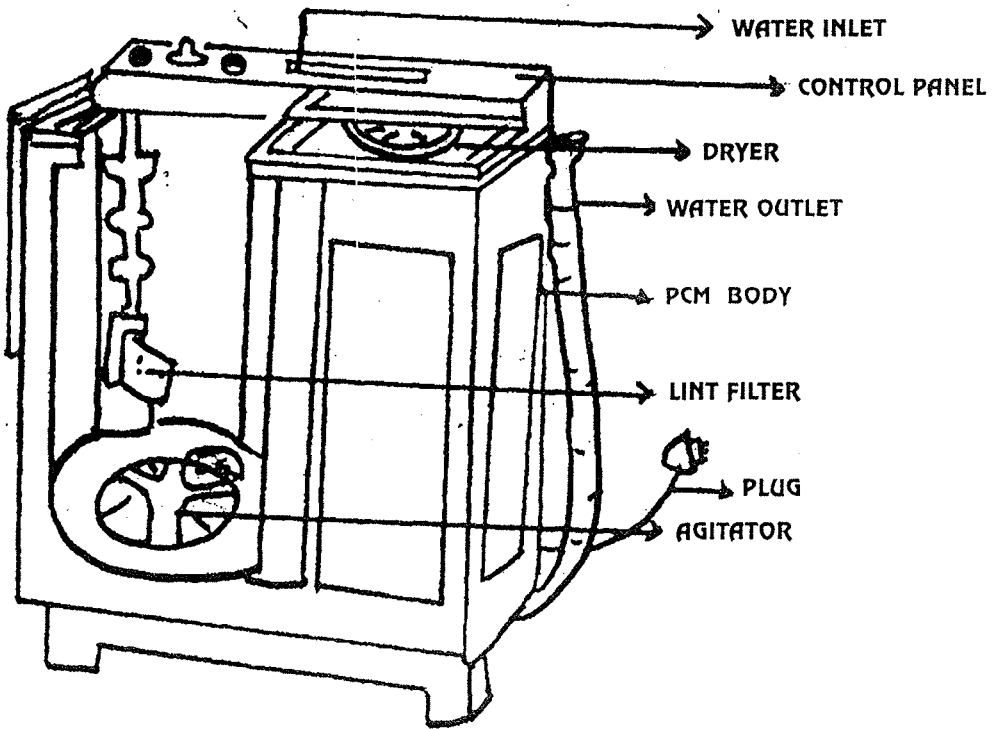
1. Wipe any spilt food at once.
2. Defrost at regular intervals following instructions given in the manual.
3. Wash and wipe dry all the parts with mild soap and soft sponge.
4. Do not store strong smelling food in the refrigerator. If necessary, store them in tightly covered containers.
5. Cover all foods.
6. Do not keep food in refrigerator for more than 2-3 days except in the deep freezer.
7. Wash all fresh fruits and vegetables before storing in refrigerator.
8. Do not store bananas, apples, onions, potatoes and cucumbers in refrigerator.
9. Keep a piece of charcoal or baking soda in a dish to absorb off odours in the refrigerator.

WASHING MACHINE :

This electrically operated equipment consists of an agitator or pulsator or a tumbler to scrub the clothes and remove dust and dirt. If a spin dryer is attached, it can extract water from the clothes through centrifugal force. These washing machines can be semi-automatic to fully automatic. They can be either front loading or top loading.

Precautions and Care :

1. Wash and rinse the tube thoroughly after use, removing any loose fluff or bits which may collect at the bottom or near the drain hole.



WASHING MACHINE

2. Remove soap sediments.
3. Use a little oil if necessary to lubricate the agitator column.
4. Check flex regularly.

General rules for all appliances :

1. Follow instructions given in instruction manual of the appliance.
2. Use a Three-way plug since it provides protection from shocks.
3. Do not handle electrical appliances with wet hands.
4. Never immerse the motor part of appliance in water.
5. Clean appliance carefully and thoroughly after use.
6. Clean and wipe the electrical cord after use.
7. Store all appliances in a safe place.
8. Use voltage stabilizer for sophisticated equipment like refrigerator, ovens etc.
9. Do not connect several pieces of cord to cover long distance.
10. Employ an expert mechanic for repairs.

LEARNING EXPERIENCE

1. Observe the various appliances and study their use by participating in their demonstrations.
2. Question the usefulness of the appliance by talking to your mother and others. Participate in a discussion based on these observations.

4. FAMILY FINANCE MANAGEMENT

A family should aim at managing its income efficiently with the family's goals in perspective. Family income is the stream of money, goods, services and satisfactions that come under the control of the family to be used by them to satisfy needs, desires and to discharge obligations (Nickell & Dorsey, 1970).

Income is of three types - money income, real income and psychic income.

MONEY INCOME :

Money Income flows into the family in the form of currency-coins and notes, bank drafts or cheques.

REAL INCOME :

Apart from money income, families may also receive real income. This comprises of the flow of goods and services which a family enjoys over a given period of time. For example a house contributes to one's enjoyment although it is not accounted in the money income.

PSYCHIC INCOME :

Psychic income is that flow of satisfactions that arises out of our everyday experiences, derived largely from the use of money and real income and making for psychic well-being.

Total income consists of money income, received over a certain period, plus real income that might have been received during the same period from other sources without expending one's own money income.

FAMILY BUDGET :

A budget is a plan for spending and saving within a given income for a definite period-say a week, a month or a year. The family estimates what its income during this period will be and decides how it will use that income in relation to the various wants that the family has. A budget may be described briefly as a financial plan for future expenditure.

Importance of

Budgeting :

1. Enables a Family to take an overview of their use of income, thus seeing it in perspective. It is a valuable means of comparing various items.
2. Facilitates adjusting irregular income to regular expenditure.
3. Encourages conscious decision-making which may help in reflecting long-term goals in the budget. It forces one to decide what one wants most out of life.
4. Helps to live within one's income.
5. Develops good buying skills.
6. Leads to savings.
7. Identifies wasteful expenditure.
8. Accomplishes adjustments arising from increase or decrease in family income.
9. Determines the use of other resources and the kinds of interest which the family can develop.

STEPS IN MAKING THE BUDGET FOR A FAMILY :

1. List commodities and services needed by the family members throughout the budget period.
2. Estimate the cost of desired items, with the help of past records (bills, cheques, receipts, etc., prices of commodities from shops). Total the cost of all desired items. This expenditure estimate should be as accurate as possible, with provision for special needs, like provision for school uniform/books etc. in the month of June/July.
3. Estimate the total expected income from all sources for the period in question.
4. Set aside a definite sum as emergency fund as well as for goal oriented savings and insurance.
5. Bring expected income and expenditure into balance.
6. Check plan to see if it is realistic on all points. The budget should be flexible for any changes that may arise.

TABLE-I**MODEL FAMILY BUDGET**

Items of Expenditure	Income Received/month	
	Rs. 4,000/-	%
Food	1900	47.5
Housing	800	20.0
Clothing	150	3.7
Operational	150	3.8
Education	200	5.0
Savings	500	12.5
Transport	100	2.5
Recreation	200	5.0

This income level was chosen, since majority of the trainees belonged to this level.

SAVINGS :

Saving can be defined as abstinence from present consumption for the purpose of future consumption. It refers to the process of keeping some amount from the current income for the purpose of taking care of future needs and wants.

TYPES OF SAVINGS :

Savings can be categorised into compulsory savings and voluntary savings. Compulsory savings are those that individuals and institutions are compelled to make in order to satisfy Government regulations. The Provident Fund Schemes and Pension Fund Schemes are the most familiar ones. Not only Government departments but private firms too are required by law to make provisions for such schemes. The popular saving institutions are Post Office, Banks, LIC, UTI, Chits and others.

LEARNING EXPERIENCE

1. Find out the procedure for starting any one of the Saving Schemes.
2. Prepare an ideal family budget for self.
3. Prepare an educational budget for a student.
4. Identify any 5 reasons why you would save.

5. APPROPRIATE TECHNOLOGY FOR THE HOME

Local resources are cheap, easily available and familiar to local inhabitants. The approach to development, by which the local resources are utilised for improving quality of life, is called appropriate technology. Four such devices will be discussed here.

SOLAR COOKER :

The solar cooker is a device which can trap the unlimited solar energy and utilise it for cooking. It consists of two boxes inner and outer with a double glass lid on top. The space between these two boxes is filled with insulating material. A mirror attached to the box reflects the rays of the sunlight and increases the inside temperature necessary for cooking.

Advantages :

Solar Cooker

1. Preserves all the nutrients in foods.
2. Needs less attention for cooking and there is no charring and overflowing of food.
3. Does not pollute the house and atmosphere.
4. Reduces firewood consumption.

HAY BOX COOKER :

Any convenient sized wooden box is filled with hay to work as an insulated box. The food item is cooked on the stove till the boiling point is reached and transferred into the hay box along with the vessel. This vessel is covered by a jute

pillow filled with hay and the lid of the box is closed. The food placed inside the box at boiling point will remain at the temperature for a very long time due to insulation provided, completing the cooking process.

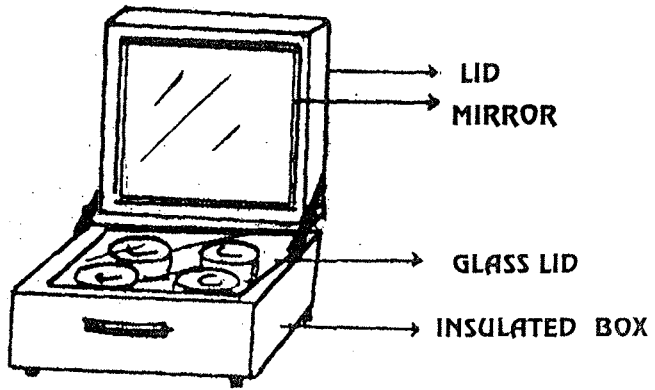
Advantages :

Hay Box –

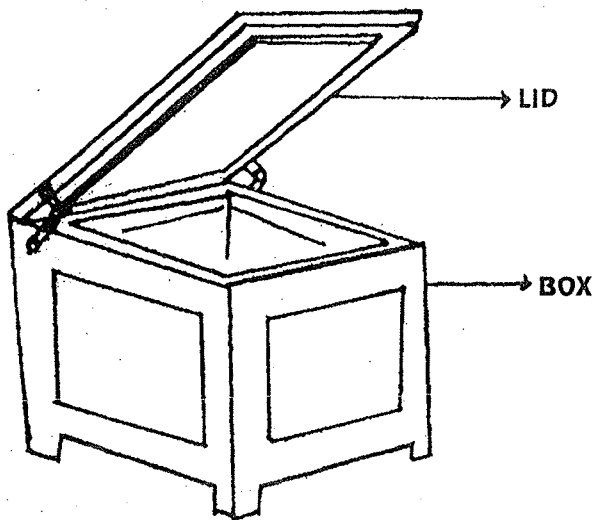
1. Requires less fuel.
2. Is convenient for working women especially in rural area.
3. Is inexpensive .
4. Saves energy and time .
5. Is useful for cooking recipes that require boiling .
6. Allows food to remain warm for five to six hours .
7. Prevents burning and boiling over of food.

SMOKELESS CHULAH :

It is an improved chulah consisting of two pot seats, one pot seat is in direct connection with firewood and the second pot seat is connected to the fuel. The distinguishing feature of smokeless chulah is the chimney connected to the flue leading the smoke away from the hearth. A circular iron grid placed at the hearth is called the grate which supports the firewood and permits ash to fall down. Accessories for the flue are a damper and, a square metal sheet, plain (or) perforated, to regulate the draught. Baffle wall is a vertically placed wall in the flue at the centre, of the second pot seat. The flame is directed through a controlled passage to the chimney to keep the kitchen free from smoke and prevent the vessels from getting blackened.



SOLAR COOKER



HAY BOX

Advantages :

Smokeless Chulah –

1. Saves time and energy of the homemaker.
2. Permits two items to be cooked at a time.
3. Eliminates smoke from cooking area.
4. Prevents soot formation.
5. Consumes less fire wood.

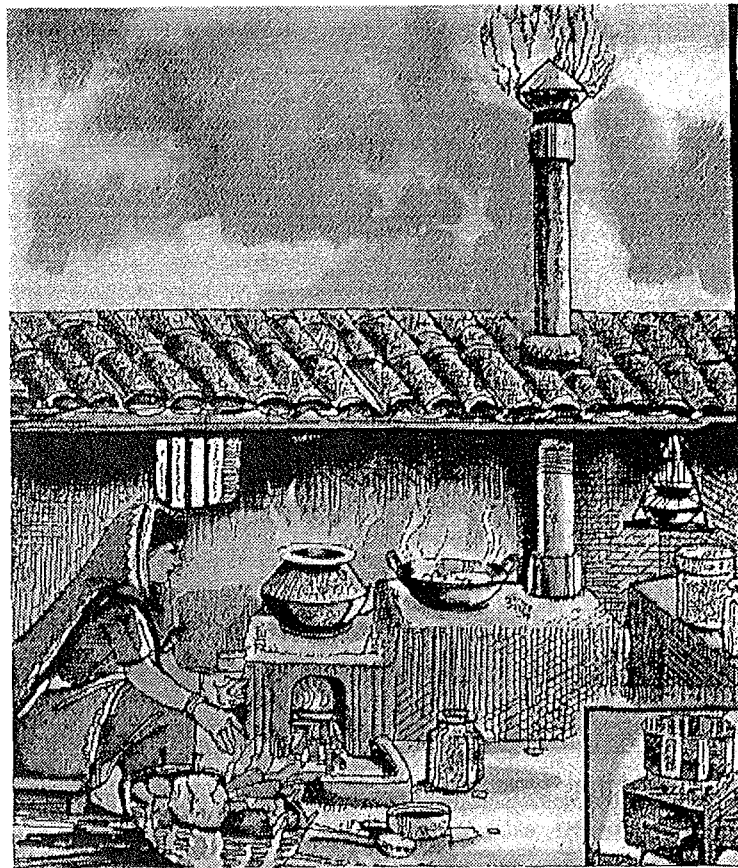
MUD STORAGE DEVICE :

This low cost refrigerator consists of a large earthenware pot holding a smaller pot with a lid. Water is poured into the space between the large and smaller pot. The food stuffs placed in the smaller pot are preserved by the lowered temperature in it. The water surrounding the pot cools the interior due to evaporative cooling.

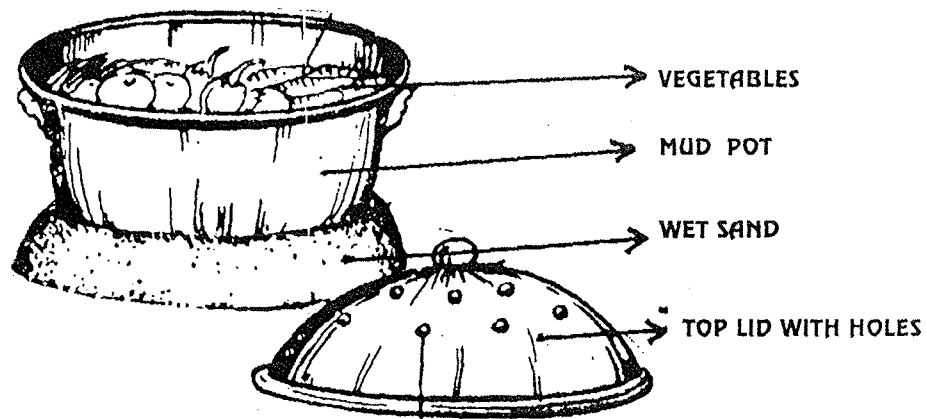
Advantages :

Mud Storage Device –

1. Uses locally available material (clay) .
2. Involves simple assembly and repairs can be done at home.
3. Does not require technical knowledge.
4. Is portable.
5. Stores vegetables, fruits, milk and milk products, eggs and cooked food for 3 to 7 days.



SMOKELESS CHULAH :



MUD STORAGE DEVICE

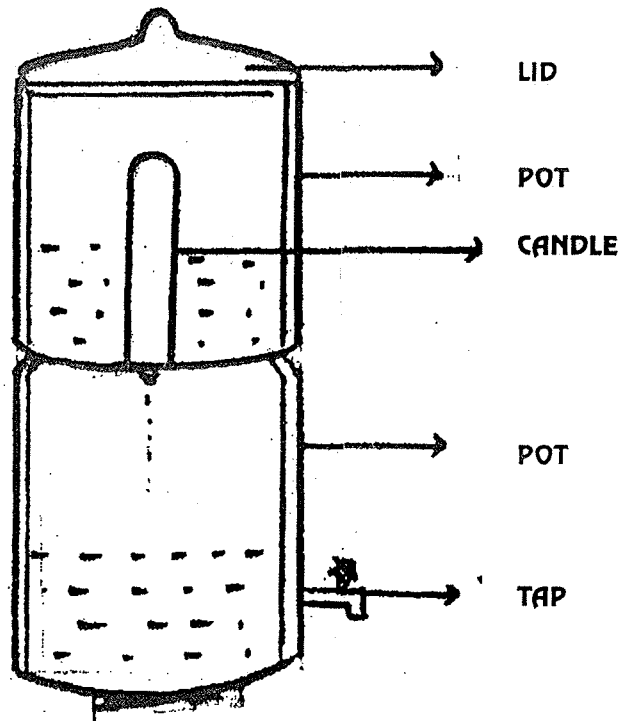
MUD WATER FILTER

This indigenous filter consists of two earthenware containers fitted to each other. The upper pot is fitted with a candle and the lower one with a tap (plastic or metal). The candle filters the water poured in the upper pot.

Advantages : Mud Water Filter –

1. Gives clean, bacteria free water for drinking.
2. Is very useful during epidemics, floods or draughts when water becomes scarce or polluted.
3. Is a low cost device.

4. Does not require technical skills.
5. Provides water rapidly since filtration rate is about 2 litres/hr.



MUD WATER FILTER

LEARNING EXPERIENCE

1. Use the actual equipment for better familiarity.
2. Meet users of the equipment and discuss their experiences.

6. CREATIVE ARTS AND CRAFTS

India is a rich amalgam of several cultures and all these cultures contribute to make life colourful and aesthetically appealing. In this land of unity in diversity, there are innumerable folk arts and craft forms but a number of these are facing extinction due to urbanisation, industrialization and break up of joint family system.

It is therefore the responsibility of the adolescents to develop and sustain these folk arts and craft forms not only for their intrinsic value but also because it will provide suitable leisure time activity and a source of income if well developed. Some of the basic arts and crafts that can be learnt by adolescents are

1. Folk art including paintings e.g. Kalamkari; dance e.g. Kuchipudi; Songs e.g. Venki patta and regional forms of story telling like burrakatha etc.
2. Festival decoration like muggu, rangoli and decoration of puja plates, kalash, coconut with cloth etc.
3. Apparel designing and construction by which apparels for different age groups can be designed and stitched at home.
4. Lace work including crochet, tatting, macrame, bobbin lace, netting and others.
5. Fabric construction by weaving, knitting etc.
6. Embroidery, an ornamental needle work, which is an expression of aesthetic emotions rendered with minimum materials and maximum of patient labour in home.
7. Pottery and clay modelling.

8. Bead work.
9. Gardening.
10. Crafts like leather work, candle making etc.

LEARNING EXPERIENCE

1. Develop any one skill.
2. Participate in the competitions.
3. Visit any handicrafts emporium. Observe the various craft pieces. Learn new ideas.

a. PERSONAL GROOMING

Though the training programme was aimed at developing home making skills, additional units on "Personal Grooming", "Nutrition for fitness" and "Effective Communication" were included at the request of the trainees. The trainees felt that these topics would be invaluable by providing the finishing touch to a programme which developed in them skills essential for managing life situations.

Good personal grooming, correct manners and etiquette teach one the ABC of cultivating a good bearing, developing an impressive personality and pleasant manners that will help one go a long way.

POSTURE : Posture is the way in which a person balances the body. Correct posture is the position which requires the least amount of energy to do any work or while at rest. A person is said to have good posture if the body is well balanced in the standing position.

Wrong posture can result from remaining in one position for too long a time, carelessness, poor eye sight, a dispirited mental attitude, malnutrition and fatigue. Incorrect posture can affect a person internally and externally *i.e.* the personality. Internally it can change the position of joints, ligaments, muscles and vital organs of the body causing faulty circulation by cramping of the chest and most important, fatigue, tiredness and a diminished capacity to work (out of proportion to the work done). Externally a drooping posture projects a negative impression, about the nature of a person. It suggests lack of self-confidence, inferiority complex, dis-satisfaction with one's own capacities and a general disinterest.

A good posture, thus contributes to a healthy and impressive personality. Personal grooming contributes to development of proper posture by increasing self-confidence.

CARE OF THE SKIN :

The human skin may be classified into 3 types - dry, oily and normal. Whatever the type, keeping it clean is absolutely essential in hot countries like India, where people sweat a lot. Sweat contains some inorganic salts and a little urea. If the sweat glands are blocked up by dirt, not only is their action interfered with but the dirty skin also becomes a perfect breeding place for organisms causing skin diseases like ringworm, itches and the like. For personal cleanliness and healthy living, one

should take proper care of the skin especially in certain parts of the body such as behind the ears, the axillae, groin etc., if not, a nauseating odour will emanate.

Bathing daily is the simplest, easiest and most common method of keeping clean. While bathing, the bar of soap should not be rubbed on the skin. The foam should be applied to the skin, with circular motion. A soft towel piece or loofah may be used to scrub the skin. The soap should be washed off with water thoroughly. The best cleansing agent is a warm bath, with the use of soap. Bathing and cleanliness is especially important during the 3 days of menstrual period. After the bath one should dry all the parts thoroughly by sponging with a soft absorbent towel. Personal towels should not be used by others. Clean skin is the best safeguard against all skin diseases.

CARE OF MOUTH AND TEETH :

The mouth should be washed immediately after every meal, and especially after eating strong-smelling articles of food such as garlic, onion or fish. Since the tongue will invariably be coated with residues of the food taken, it should be cleaned with a tongue cleaner. The teeth should be cleaned carefully and thoroughly with a good tooth paste or common salt at least twice a day, in the morning and at night. Cleaning the teeth with lime-juice and salt prevents discoloration or yellowing of teeth. If the teeth are not cleaned well, food accumulates between the crevices and causes tooth decay. The gums are also affected. Decaying teeth cause many maladies, including digestive disorders which detract the beauty of the face.

CARE OF THE NAILS :

Nails should be cleaned properly and cut short, otherwise dirt will lodge under them and carry infection. Washing the hands properly with soap and water especially the fingers and the nails before taking food is essential. Thorough care of nails known as manicure should be done at periodic intervals. For this, the finger tips should be dipped in a bowl of warm water to which a mild soap or shampoo has been added such that the nails are covered with the warm water. After a few minutes the nails should be brushed well and trimmed. They should be filed with a nail file to smoothen the edges. The dead tissue should be rubbed out and margins cleaned well. Frequent use of nail polish remover should be avoided.

Nail biting is not only unsightly and gives a childish impression but is a very unhygienic practice since, in the process, infectious microbes lodged under the nails are directly transferred into the mouth.

CARE OF THE HAIR :

Hair is the crowning glory of women when it is oiled, brushed and combed daily. Oil used should not be changed indiscriminately as this may cause the hair to decay and fall out. If the hair is not oiled and combed carefully it will get tangled, matted and become a happy home for lice. Neglected hair causes dandruff. Washing the hair with soapnut powder or shampooing it at least once a week is a healthy practice which adds to one's beauty and well groomed appearance. The hair should be treated according to type of hair as to whether it is oily, dry or normal. Other people's comb, brush and clips or bands should not be used.

When hair becomes infected with lice a good brand of lice killer should be used to make the hair clean since lice will affect health and project a negative image.

CARE OF EYES :

Eyes are God's greatest gift to human beings. We can protect them by following a few simple precautions. Glare should be avoided. Reading matter should not be held close to the eye; only good quality eye cosmetics should be used and to a minimum level. Eyes should be washed with cold water twice a day. Spectacles or contact lens should be used when necessary. Good sleep, rest, exercise and diet will contribute to bright eyes.

CARE OF EARS :

The ears have many folds, so they should be cleaned thoroughly and wiped dry with a soft towel. The ear should be cleaned and any wax that may accumulate should be removed with cotton tipped buds and use of sharp pointed objects like matchstick, hair-pins etc. should be avoided. After headbath care should be taken to ensure that no water remains in the ear.

CARE OF FEET :

Care of feet is known as pedicure. The feet should be as clean as the hands. While bathing all parts of the feet-toes, between toes, heel, sole and upper part should be thoroughly scrubbed and dead tissue may be removed with an old tooth brush. This process should be repeated before going to bed also. The toe nails should be trimmed straight to prevent ingrowing of nails. At night the feet may be lightly massaged with coconut oil or vaseline to prevent cracks. Well maintained feet add to the beauty and provide better support for maintenance of body posture.

CLOTHING IN RELATION TO PERSONAL APPEARANCE :

Clothes make the man as well as the woman. Well-tailored clothes add greatly to the personality of individuals. We wear clothes for modesty, protection against heat, cold and external injuries, maintenance of normal body temperature, and personal decoration. A well-dressed person looks poised, smart, neatly groomed and can move in any society with self-confidence. Being well dressed gives one a feeling of security and at the same time enhances one's looks and charm. Three factors important in the choice of clothes are beauty, utility and cost. From an aesthetic point of view, the choice of dress by an individual should be guided by the occasion, climatic condition, figure and complexion of the wearer, comfort and choice of materials.

Work clothes should be simple, neat and easy to maintain. They should be of sober colour and easy to manage. The time, place and occasion should be the guiding factor in the choice of what to wear. For example a dark sari with elaborate zari work may be suitable for a wedding at night but most unsuited for a picnic during day time.

Climate is another important guide-cotton is suitable for Indian summer while synthetics and wool are suitable for the rainy months and winter. Silks may be worn round the year but need to be lighter during the warmer months and heavier during colder months. The figure of the wearer may be enhanced or underplayed by the correct choice of clothes. Individuals with short stature should avoid large patterns, horizontal stripes or bands and can give an impression of height and slenderness by selecting clinging material.

Dark persons should avoid bright and flashy garments. Dresses should neither be indecently short nor so unusually long as to sweep the floor. The dress should aim at highlighting the best features of one's physique. Avoid tight fitting clothes since they curtail circulation, respiration, affect digestion, muscular action and are

injurious to health. The weight of the clothes should rest on the shoulders and be equally distributed over the body. The beauty of the apparel is enhanced by the pleasant blending of material, colour and pattern. For example, it is not right to wear a soft, expensive silk sari with a coarse cotton blouse. Attention should also be paid to the strength, durability, colour fastness and maintenance of clothes.

Personal grooming does not require much time, may be about half an hour per day. This time expenditure will go a long way in ensuring one's success in life.

LEARNING EXPERIENCE

1. Collect pictures of dresses which you feel will suit you and present it for critical analysis by colleagues and trainer.
2. Try different hair styles suitable for different occasions.
3. Collect 10 beauty tips from popular magazines.
4. Visit a beauty parlour and observe a professional beautician performing manicure, pedicure and other grooming procedures.

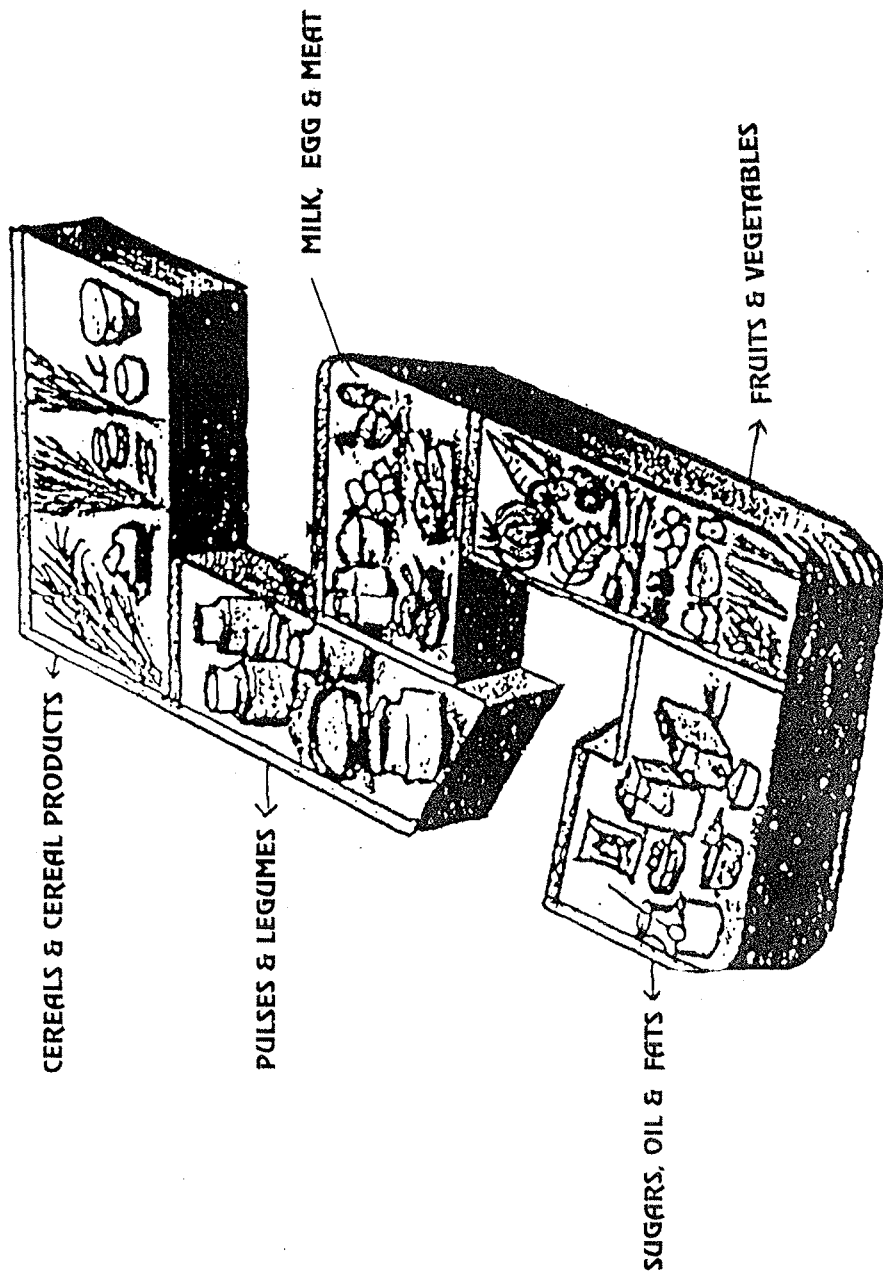
b. NUTRITION FOR FITNESS

Nutrition and fitness are interdependent. Fitness or good health can be achieved through proper nutrition and proper nutrition can be obtained only if the person is fit to consume food, digest, absorb and utilise it in the body. Infact, life itself can be sustained only through adequate nourishment. Man nourishes himself through various sources of foods, which contain nutrients, broadly classified into five namely - carbohydrates, proteins, fats, vitamins and minerals. Through these nutrients, food serves the basic physiological functions such as -

1. a) supplying energy for life, sustenance of vital activities like heart beat, breathing, blood circulation, nerve impulses etc.
b) supplying energy for physical work like movement, carrying load etc.
2. body building through production of new tissues.
3. renewal of worn out tissues.
4. regulating body processes and thus maintaining normal internal environment.

According to their nutrient content foods are classified into five major groups namely - a) cereals (b) pulses c) milk, egg and fleshy foods d) fruits and vegetables e) fats and sugar.

Food intake is governed and controlled by the hunger centres in brain. Satisfaction of hunger becomes the main motive of food intake, as also the other psychological needs. Hence food has to be attractive, pleasing and satisfying to the taste of the individual. Foods from the above mentioned food groups are subjected to several cooking methods such as boiling, stewing, frying, roasting, baking etc. to make them palatable. This calls for menu planning. Menu planning is influenced by several factors such as the age, physiological status, occupation, life style, economic conditions etc. Whatever be the criteria, the menu planned should be a balanced one. A balanced diet is one which has all the nutrients in such quantities and proportions that the basic requirements of an individual are met.



THE FIVE FOOD GROUP SYSTEM

Food preparation is an art which fulfills the psychological needs of an individual. However, if care is not taken, it can adversely affect the nutritive value of foods. Certain techniques followed during food preparation will help to minimise loss of nutrients. They are -

- 1) Cook vegetables in a minimum amount of water or use the excess cooking water in soups and gravies.
- 2) Cook root vegetables with their skin on and peel just before using them.
- 3) Cut vegetables in to big pieces to minimise loss of vitamins particularly vitamin C by oxidation.
- 4) Wash rice with minimum amount of water and cook in sufficient amount of water so that all water is absorbed.
- 5) Cook in acid media with tamarind or other food acids, to protect against loss of vitamins.
- 6) Wash vegetables before cutting and cook immediately after.
- 7) Avoid reheating cooked food especially fats and oils.

To sum up, for effective nutrition and good health, the following (20 point programme) may be useful.

1. Hygiene, health and nutrition go hand in hand. Individuals who are hygienic and take proper food can be free from diseases.
2. Children should be given good food. Wherever possible, mother should coax the child and feed. Child's health and growth depends on his nutrition.
3. Food should be kept properly covered. Flies carry germs from faeces and cause diarrhoea, typhoid etc. Uncovered foods sold on roads should not be eaten.

4. Wherever possible, kitchen gardens should be encouraged. Kitchen gardens can be grown in pots also.
5. Most children suffer from worm infestations. This will lead to anaemia. Cleaning hands with soap after defecation, after play and before meals will help prevent diseases like diarrhoea.
6. Lactating mother needs more food than anyone. The child's health depends on her health and well-being.
7. Mother's milk is nature's gift to child. Breast feeding the child soon after birth and upto two years is essential. From 4th month, other foods should be given, first liquids (fruit juices, dal water etc.), then soft foods (mashed potato, mashed banana, soft cooked rice, dal etc). Thus by one year a child should be able to consume normal diet and be weaned off the breast.
8. Locally available foods should be used.
9. Green leafy vegetables should be used regularly. They contain iron, calcium, vitamin-C and riboflavin.
10. Drumstick leaves, tamarind leaves, gogu are available in villages and should be used regularly.
11. Greens should be soaked in salt water for half-an hour before cutting and cooking. This will kill the germs and worms.
12. Rice should not be washed more than twice, as B-vitamins will be lost.
13. Rice should always be cooked in sufficient water as in pressure cooking. This will help to preserve B-vitamins.
14. Amla and Guava are good sources of Vitamin-C. Sprouted pulses are also good for health. It also has vitamin-C. Fresh vegetables can be eaten raw as salads, but should be washed with salt water.

15. A handful of rice flakes, roasted bengal gram dhal or ground-nuts improve the health of the children. The three supply iron.
16. Milk and Egg should be given to children when available.
17. In tribal areas, use of iodised salt is necessary.
18. In fishermen communities, use of sea foods should be encouraged. Children can also be given fish regularly, either fresh or dry, it is good for health.
19. Diarrhoea, is caused by contaminated water. Water that is turbid or mud-coloured should be filtered through a cloth and boiled for drinking.
20. Diarrhoea, if severe, can dehydrate a child. O.R.S. (Oral Rehydration Solution) should be given before seeing the doctor. The child should be fed normally with soft cooked rice, plain watery dal, boiled potato with salt, butter milk, dilute tea etc.

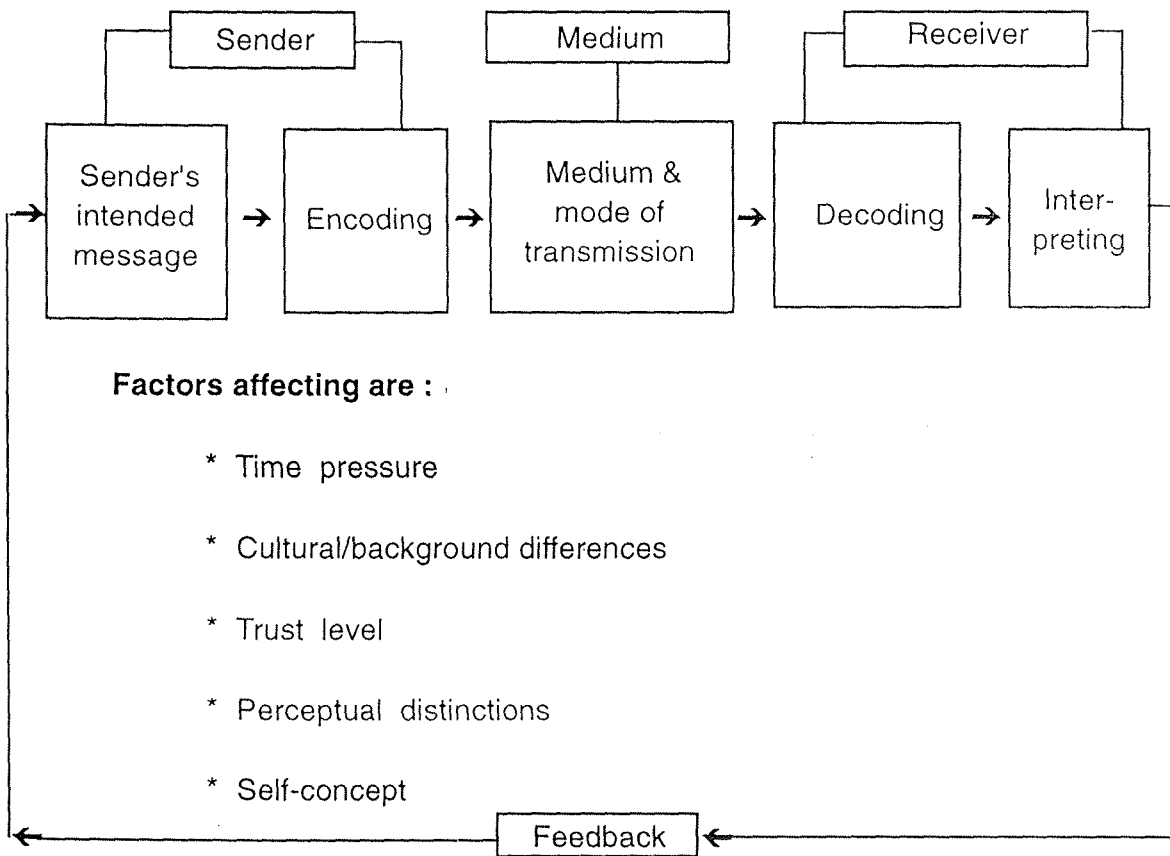
LEARNING EXPERIENCE

- 1) Plan balanced diets for your families.
- 2) Collect recipes from popular magazines and prepare a scrap book.
- 3) Observe children in your surroundings for any deficiency symptoms.

c. EFFECTIVE COMMUNICATION

Effective communication is the key to successful interpersonal relationships. Communication can be defined as a generally predictable, multilevel, continuous and always present process of, the showing of, meaning through symbolic interactions (Oral symbols, written, non-verbal signs, gestures, moves and actions).

I. COMMUNICATION PROCESS :



Factors affecting are :

- * Time pressure
- * Cultural/background differences
- * Trust level
- * Perceptual distinctions
- * Self-concept

II. CHARACTERISTICS OF COMMUNICATION :

Some of the essential characteristics of communication are :

(a) Communication is always present :

Communication is a continuous process. We communicate, receive, feedback and continue to communicate. Communication comes from past and goes into the future. "Feedback" is essential to the continuous process of communication. Our attitudes, values, experiences and assumptions all form a part of the feedback. The feedback we receive will decide the mode/pattern of the future communication.

(b) Communication is sharing of meaning :

We share our views with others in order to get their views on similar experiences.

(c) Communication is Multilevel :

Communication takes place at different levels, namely,

- i. **Intrapersonal** : i.e. internal to the person - ringing of alarm, driving signals etc.
- ii. **Interpersonal** : Communication with others, whether writing, speaking, through gestures, signs etc.

(d) Communication is predictable :

When communicating with others one tends to assess/predict the other person's response and continuously adjusts the communication in relation to what one finds out.

III. a) Interpersonal/Face to face communication :

This is a direct face to face communication between persons. It is a dialogue or a conversation without the intervention of another person or a machine like the telephone. It is personal, direct and intimate, allowing for maximum interaction and exchange of words and gestures.

Interpersonal communication can be –

- i. Focussed - result from an actual encounter between two persons. The persons involved are fully aware they are communicating with each other. Sitting or standing face-to-face either close or distant, they know fully well that they are exchanging both verbal and non-verbal messages, though they may not realize how these messages are being interpreted.
- ii. Unfocussed - Most communication is unfocussed in nature. It takes place whenever we observe or listen to persons with whom we are not conversing, for instance in public places like stations, bus stops, or on the street. It is an unconscious activity and inferences are being made all the time.

III. b) Stages of interpersonal communication :

There are three stages of communication :

- i. **The Phatic Stage** : This is a warming - up time during which ritualized greetings are exchanged, e.g. : Hi-Hello, Namaste, Good morning etc.
- ii. **The Personal Stage** : A more personal element is introduced into the conversation. During this period, the social guard is lowered a little and one's feelings are exposed, e.g. : Personal matters like profession, the family, health problems etc.
- iii. **The Intimate Stage** : The stage is reserved for friends and relatives, the degree of intimacy depending upon the closeness of relationship. In this

stage, communicators reveal their innermost thoughts and feelings, their fears and joys, weaknesses and strengths.

It is reserved for individuals who have established a deep union, one based on love, respect and understanding.

Non-verbal language includes :

- (a) **Gestures** : Gestures convey the enthusiasm, general attitudes and emotions of the speakers e.g. : shrugging of shoulders, fidgeting with spectacles, the wringing of hands by a public speaker reveal nervousness.
- (b) **Facial expressions** : These communicate mostly emotions and attitudes. For instance a smile communicates friendliness and affection while a frown conveys dislike and suspicion, raised eyebrows convey surprise, a furrowed forehead worry and anxiety.
- (c) **Posture** : Each movement of the body has adaptive, expressive and defensive functions some conscious and some unconscious. The way a person sits, stands, or walks tells a lot about his/her emotions and attitudes.
- (d) **Dress and appearance** : People's physical appearance and dress give us a great deal of information about them. The outsider's perceptions and evaluations are influenced by physical appearance which in turn has an impact on the communication process.
- (e) **Silence** : Use of silence shows up the relationship between communicators and their attitudes to each other. Silence may be used as a tool to express consent, displeasure, uneasiness and many other emotions/feelings.

IV. IMPROVING COMMUNICATION SKILLS :

Improving Skills in Listening :

1. Prepare to listen physically and mentally.
2. Control or eliminate distraction, for example, switching off the Television, closing the door.
3. Anticipate the subject.
4. Anticipate the speaker.
5. Create a need to listen.
6. Monitor the way you listen.
 - i) concentrate on the message.
 - ii) suspend judgement.
 - iii) empathize.
7. Be conscious of verbal and non-verbal messages.

Improving Skills in Feedback :

1. Be prepared to give feedback.
2. Give prompt, clear and accurate feedback.
3. React to message, not to speaker.
4. Concentrate on exchanging meaning.
5. Be aware of verbal and non-verbal messages.

LEARNING EXPERIENCE

1. Participate in a role play of communication in family.
2. Participate in a role play of receiving and making phone calls.

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APPENDIX III

CHECKLIST TO EVALUATE THE KNOWLEDGE OF ADOLESCENTS ON HOUSEHOLD ACTIVITIES BEFORE AND AFTER THE TRAINING PROGRAMME

Kindly state your opinions - Yes or No on the following aspects:

I. WORK SIMPLIFICATION : Yes No

Are you aware of any time saving techniques ?

Is there a necessity for comfortable working heights ?

Can you plan flexible time schedule ?

Do you think work sequence is necessary to save time ?

Do you think labour saving devices are handy ?

Are you aware of any method for alleviating fatigue ?

Do you know how to conserve your energy ?

II. HOME DECORATION :

Is daily house cleaning necessary ?

Is there a need for specific furniture for specific activities ?

Do you think flower arrangement is important for interior decoration ?

Do you follow any rules while arranging the house ?

Are you aware of decorations for various festivals and functions ?

III. USE AND CARE OF ELECTRICAL APPLIANCE :

Do you follow the instruction manual provided with the appliance?

Yes No

Can you handle electrical appliance with wet hands?

Do you clean and wipe the electrical cord after use ?

Is there a need to store appliances in a safe place?

Is it necessary to use stabilizer for electrical equipment?

Can you immerse the motor part of appliance in water ?

Do you switch off appliances and remove plug after use?

IV. MONEY MANAGEMENT :

Do you give importance to family budget ?

Is there a need for account keeping ?

Are you aware of methods of household savings ?

Is there a need for wise purchase of goods ?

Do you consider that public utility services are important?

Are you aware of methods in handling family income?

Do you think one should live within one's income?

V. APPROPRIATE TECHNOLOGY :

Are you aware of appropriate technology ?

Do you know that appropriate technology saves time, money, and energy ?

Yes No

Do you know that Hay Box, Solar Cooker and Smokeless Chulah keep house and atmosphere pollution free ?

Do you know that appropriate technology removes drudgery from cooking ?

Do you think mud water filter safeguards water from dust and impurities ?

Do you know that mud storage device helps to prolong shelflife of foods ?

VI. CREATIVE ARTS AND CRAFTS :

Do you know to make any one indigenous toy ?

Do you know to design / stitch garments ?

Are you aware of pottery and clay modelling?

Do you know knitting, crochet, tatting and macrame work?

Can you do poster and fabric painting ?

Are you interested to learn more about embroidery ?

APPENDIX IV
STATISTICAL ANALYSIS

The data was analysed by applying the following statistical parameters.

1. Arithmetic Mean:

It is a measure of central tendency whose value is twofold. First, it is an "average" which represents all of the scores or measures made by the group as a whole; and second, it enables us to compare two or more groups in terms of typical performance.

Arithmetic mean or more simply the mean is the sum of the separate scores or measures divided by their number. The formula for the mean (M) of a series of ungrouped measures is

$$M = \frac{\sum X}{N}$$

in which N is the number of measures in the series, X stands for a score or other measure, and the symbol \sum means "sum of", here sum of separate measures.

2. Standard Deviation (SD):

It is the most stable index of variability and is customarily employed in research studies. The conventional

symbol for the SD is the Greek letter sigma (σ). A convenient formula for calculation of σ from the original measures is

$$\sigma = \sqrt{\frac{\sum X^2}{N} - M^2}$$

where $\sum X^2$ is calculated by summing the squares of the measures, N is the number of measures and M is the actual mean.

3. Significance of the difference when percents are uncorrelated:

In research, one is able to get the per cent occurrence of a given behaviour in two or more independent samples. To know whether the incidence of this behaviour is reliable in the two groups the p-test may be used.

$$P = \frac{n_1 p_1 + n_2 p_2}{n_1 + n_2}$$

where n_1, n_2 is number in each group
incidence

$$p_1, p_2 = \frac{\text{incidence}}{\text{sample}} \text{ for each group}$$

$$Q = 1 - P$$

$$S p_1 - p_2 = \frac{P_1 Q}{n_1} + \frac{P_2 Q}{n_2}$$

$$\text{Critical ratio} = \frac{|P_1 - P_2|}{S p_1 - p_2}$$

4. Chi Square Test represents a useful method of comparing experimentally obtained results with those to be expected theoretically on same hypothesis. The equation for Chi Square (χ^2) is stated as follows:

$$\chi^2 = \frac{(f_o - f_e)^2}{f}$$

Where f_o is frequency of occurrence of observed or experimentally determined facts

and f_e is expected frequency of occurrence on some hypothesis

A correction for size of sample was made by multiplying the χ^2 by $N/100$ in order to adjust it to the actual frequencies in the given sample since the χ^2 was calculated for percentages.

APPENDIX V

"GLIMPSES OF THE TRAINING PROGRAMME ON HOUSEHOLD TASKS"

The Video Casette entitled "Glimpses of the Training Programme on Household Tasks" covers the following aspects:

1. FLOWER ARRANGEMENT - PRINCIPLES AND PRACTICE
2. HOUSEHOLD APPLIANCES - OPERATION AND MAINTENANCE
3. SOLAR COOKER - OPERATION AND MAINTENANCE
4. VEGETABLE AND FRUIT CARVING
5. CREATIVE CRAFTS DISPLAY