

# Theoretical Knowledge of Subject of Home Management with Its Practical application In Home Management Residence

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## ABSTRACT

This study has tried to explore undergraduate students' knowledge and skills related competencies in various areas of home management. Data was collected from 100 students of Rana Liaquat Ali Khan College of Home Economics currently enrolled in B.S program and who had completed two-weeks live-in training program in Home Management. A self-administered questionnaire was used that had prepared to assess knowledge and skills from the domains of "Management process", "Decision-making", "motivation for management", "resources", and "work simplification". Competence in knowledge was assessed by correctness of answers to theoretical questions and competence in skill in applying the knowledge was assessed by use of that knowledge during the live-in training program (Residence program). Internal consistency of items was analyzed through Cronbach's alpha. Overall students scored better in knowledge as compared to skills in application. However, students have shown application of theoretical knowledge of decision-making, values, goals and standards

**Keywords:** *home management, Theoretical knowledge, Practical Implementation, Home Management Residence*

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## 1. INTRODUCTION

In Home economics colleges education and training for applying the principles of management is being given since early 1900 (Berger, 1984; Graham, 1999). The application of Management process and work simplification methods after industrial revolution to improve workers efficiency in industries emancipated the idea of application of these methods at home. Wives of efficiency engineers, Lilan and Frank Gilbreth (Gilbreth, 1912) proposed the idea of application of those managerial skills at home and therefore, strengthening the field of home management. Since then, in all home economics programs, management related Knowledge is an essential component. Principles are explained in theory classes and use of various individual principles in real life is practiced in several small scale class projects (Berger, 1984; Deacon & Firebaugh, 1975; Gilbreth, 1959; Gilbreth, 1912; Smith, 1968).

In order to learn the integration of all the components of managing in real life, home economics program developed home management residence houses that served as Laboratory for the experience of managerial and efficiency skills and its philosophy and strategy has been part of the most popular text book (Gross, Crandall, & Knoll, 1973). These developments took place during early 20th century in USA. After the Independence of Pakistan 'Ford foundation' laid the foundation stone for Home economics education (Henry, 1972). A separate building within the home economics college was provided in order to provide a laboratory experience for students of Home economics. Home management program provides great opportunity for students for the attainment of their goals by using available resources that include the knowledge and skills they acquire during their studies.

Residence course is one of the traditional methods of teaching Home Science under the branch of Family Resource Management. The Residence course offers an excellent opportunity for the practical training in the management of Home. The Residence course is popularly known as practice house, practice cottage, Home Management House (Borkar, 2017).

"The residence course is professional in its focus but at the same time a homelike atmosphere is provided in the home management laboratory because all home economics work directly or indirectly with families and their managerial problems, The home management laboratory creates a situation in which relatively small groups of students living together under limited supervision are able (1) to gain insight into the : managerial problems faced by families, such as limited resources and limited space, (2) to apply in a practical situation principles which were learned earlier, (3) to make managerial decisions, and (4) to evaluate the consequences of such decisions. It provides one of the first opportunities for a student to supervise her peers and to be responsible for

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coordinating the activities of a group toward the achievement of group goals while at the same time striving for individual goals" (JHE, 1968).

Though in many countries residence programs are diminishing due to preferences and high cost of running home Management a survey done in USA 1977 showed that student find it to be useful (Erekson, 1977). In Pakistan all the home economics colleges offer this program.

At College of Home Economics Karachi, the Home Management Residence Program is compulsory for the fulfilment of the B.S. In this program all the unmarried B.S Home Economics students, turn by turn, in groups of twelve stay for three weeks at the residence house. For residence guidance and supervision a Home Economics teachers from college of home economics Karachi, who has been assigned the duty of residence advisor ship, stay with the student.

Unlike other countries in Pakistan the program is rarely evaluated. This study was conducted to explore that to what extent students implement principles of management in the practical situation of home management residence program. It is hoped that the result would be helpful in identifying the gaps in the application of knowledge of home management.

## 2. OBJECTIVES

To find out the theoretical knowledge of Management Process Resource management, Decision Making, with its practical application in home management residence.

To find out the theoretical knowledge of Motivation of management (values, goals & standards), Work simplification and Interior designing with its practical application in home management residence.

## 3. PROCEDURE

First, the items related to theoretical knowledge and practices of home management residence program covering all topics of home management were formulated (Nickel, 1967). The Pre-testing was done on 10 students and then for reliability Cronbach's alpha was applied. The value of 0.84 indicated that there is internal consistency among items. Content validity was ensured through the review of related literature and experts' opinion. All items were likert scale type except demographic characteristics

A self-administered questionnaire was prepared through review of related literature (Nickel, 1967). Items were designed from the subject matter of Home management. 9 items were related to Management process theoretical knowledge, 8 items were designed to monitor practical implementation of Management process in residence program similarly 6 items were related to theoretical knowledge of resource management and 6 items for practical implementation of resource management. 3 items were related to theoretical knowledge of decision making and 3 items were related to practical implementation, 6 items were related to theoretical knowledge of motivations (values, goals and standards) and 4 were related to practical implementation of motivations of management. 6 items were related to theoretical knowledge of work simplification and 6 were related to practical implementation of work simplification.

All items of theoretical knowledge and practical implementation of management process, resource management, decision making, motivations of management and work simplification were given scores i.e. 1=strongly Disagree, 2=Disagree, 3= Uncertain, 4= Agree, 5=strongly Agree. Thus maximum marks for each item were and percentages of marks obtained were used to calculate an Overall score.

Items of theoretical knowledge and practical implementation of management process, resource management, decision making, motivations of management and work simplification were the sum together to yield total score for each domain. Total scores were then transformed into Mean percentage score for theoretical knowledge and practical implementation of each.

Paired sample t-test was applied to mean percentage score find out the application of theoretical knowledge with its practical situation in each domain.

Data was analyzed using SPSS version 17. Sample size of 100 students of Rana Liaquat Ali Khan College of Home Economics currently enrolled in B.S program (4th, 6th, 8th) semester and who also stayed in residence house for 15 days (2 week) practical were selected for this study.

## 4. RESULTS

Total of 100 students were selected for this study. 80% of the students took home economics in their intermediate and 20% were from other subjects in intermediate. 36% were from 4th semester, 48% were from 6th semester and 16% of the 8th semesters were participants of this study.

Responses to various test items for various areas of Home Management are given in Tables 1 to 5 and comparison of performance overall in different areas is given in Figure 1. All the statements were positive and strong agreement with the statements indicated degree of competence in knowledge or application.

In relation to “Management Process” percentage of strong agreement with the items ranged from 22 to 76 for “knowledge items” and 36 to 68 for “application items”.

In relation to “Resources” percentage of strong agreement with the items ranged from 35 to 64 for “knowledge items” and 21 to 49 for “application items”.

In relation to “Decision Making” percentage of strong agreement with the items ranged from 47 to 71 for “knowledge items” and 35 to 39 for “application items”.

In relation to “Motivations for Management” percentage of strong agreement with the items ranged from 36 to 66 for “knowledge items” and 41 to 51 for “application items”.

In relation to “Work Simplification” percentage of strong agreement with the items ranged from 41 to 59 for “knowledge items” and 22 to 29 for “application items”.

In all areas knowledge competence was slightly or markedly better than application competence. It could be seen in Figure 1 that difference between knowledge and application competence was higher in the areas of “Decision Making”, “Work Simplification” “and Resources”, as compared to “Management Process” and “Motivations for Management”.

In order to estimate the statistical significance of observations paired sample t-test were performed. Mean percentage of correct answers was significantly lower in application domain as compared to knowledge domain in the areas of “Decision Making”, “Work Simplification” “and Resources” (Table 6)

## 5. DISCUSSION

Home management residence house provides opportunity to practice the theoretical knowledge and this study is an attempt to explore the areas where students lack opportunity to experience the crux of the subject. Students reported better theoretical knowledge of subject of home management as compared to practice questions. It is revealed that Management process and motivations of management is controlled by the students. Surprisingly, students reported the strong significant differences regarding work simplification, Resource management and Decision making are not being practiced. Since, each student of residence program is given opportunity to act as ‘Manager’. No studies could be found that explored association between management knowledge and practices in students however it is reported that among a group of Pakistani women knowledge had apposite association with management practices (Maryam & Saeed, 2014).

Observations from other areas show that knowledge influences attitudes for example in one study those who possess knowledge have favorable attitude towards household waste management and there was significant moderate positive correlation( $r = 0.64, p = 0.001$ ) between knowledge and attitude of adolescents towards household waste management (Singh & Gurjar, n.d). In another study in Java Indonesia it was noted that the financial literacy significantly affects consumptive behavior of housewife (Suparti, 2016).

It seems that Management process is being observed closely. It is reported that Work simplification methods, Decision making are not being practiced, it is indicated during the research that Resource management and decision making is always being influenced by the budget limitations. Work simplification methods are also influenced by the architectural design of the residence building and hence! Students have shown less practical implementation of work simplification methods in home management residence.

**Table 1.** Percentage of responses to questions reflecting theoretical Knowledge of Subject of MANAGEMENT PROCESS and its Practical application in Home Management Residence

STATEMENTS	Degree of Agreement*				
	SA	A	U	DA	SDA
<u>MANAGEMENT PROCESS</u>					
KNOWLEDGE					
Management process is planning, controlling and evaluating the use of resources	76	24	0	0	0
Leader is one who can give clear, concise direction in a pleasant manner even when under pressure	70	25	3	1	1
Coordination among the members helps in achieving Happiness among members	61	33	5	1	0
Planning is the process of thinking about and organizing the activities required to achieve a desired goal	52	45	2	0	1
Controlling is the ability or undertake the activity according to plan	48	44	8	0	0

Evaluation looks constantly towards both the process of management and accomplishing the satisfaction of happiness	39	47	11	3	0
Planning permits the job to be seen as a whole and different parts are seen in various ways	35	40	18	3	3
Some factors like; suitable checking, promptness in checking, making new decision and flexibility helps students in controlling	33	55	10	2	0
Evaluation creates ability to profit from evaluation	22	51	19	7	0
PRACTICE					
You enjoyed your residence Stay	68	26	1	2	3
You carried out all the activities including parties as per planning	63	32	4	1	0
You were well aware of your responsibilities to perform tasks in residence	53	40	4	3	0
You were able to analyze and judge your behavior of work done honestly	49	43	5	1	2
Your Planning of the program made your stay in residence comfortable.	42	45	10	2	1
Being Managers you were able to give directions in a pleasant manner even when under pressure	41	43	14	1	0
Your home management residence plan were flexible enough to be implemented	37	47	10	4	2
After the daily evaluation you were willing to change your behavior	37	43	9	4	6

\*SD=Strongly Disagree, D=Disagree, U=Uncertain, A=Agree, SA=Strongly Agree.

**Table 2.** Frequency of responses to questions reflecting theoretical Knowledge of RESOURCES and its Practical application in Home Management Residence

STATEMENTS about <u>RESOURCES</u>	Degree of Agreement*				
	SA	A	U	DA	SDA
KNOWLEDGE					
Resources include all the components which one uses to achieve goal	64	33	2	0	0
Budget planning helps in making wise use of money	64	31	2	1	1
Time is the resource that is available to everyone equally	61	34	2	2	1
Market list should be prepared very carefully for proper estimation of cost and quantity of food.	54	35	6	2	0
All resources are limited whether human or Material	53	34	7	3	3
Food care and storage knowledge plays a vital role in	35	47	6	7	3
PRACTICE					
During you residence stay Food was never spoiled and contaminated	49	39	4	6	2
You were able to realize all available resources during your home management residence program	27	39	4	11	18
Budget for residence was consciously planned 6 weeks before commencement of residence program	25	52	9	6	8
All the your given tasks were done on time	24	53	11	9	2
There were no shortage of supplies since your market list was perfect	23	43	12	13	9
In your Home management residence program resources were unlimited	21	43	21	10	5

\*SD=Strongly Disagree, D=Disagree, U=Uncertain, A=Agree, SA=Strongly Agree.

**Table 3.** Frequency of responses to questions reflecting theoretical Knowledge of DECISION MAKING and its Practical application in Home Management Residence.

STATEMENTS about <u>DECISION MAKING</u>	Degree of Agreement*				
	SA	A	U	DA	SDA
KNOWLEDGE					
A good manager has the ability to make decisions on time	71	24	3	2	0
Decision making is a continuous process	55	36	4	3	2
Seeking through alternatives is an important phase in decision making	47	44	3	5	1
PRACTICE					

During any unforeseen circumstances in residence program, during residence program you had multiple option to carry out your plans	39	45	9	4	3
You were able to make timely decisions	35	50	11	1	2
Being Managers you were making decisions continuously	35	39	18	3	3

\*SD=Strongly Disagree, D=Disagree, U=Uncertain, A=Agree, SA=Strongly Agree.

**Table 4.** Frequency of responses to statements about "Motivations For Management"

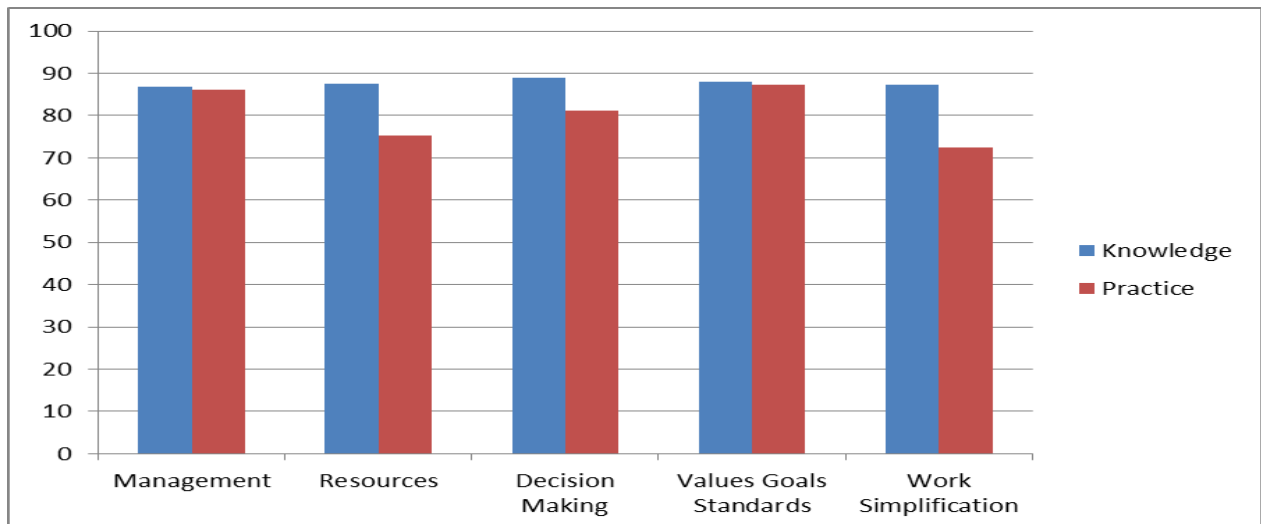
KNOWLEDGE					
Responsibility is one the important value	66	27	5	0	2
Shelter is not only a human need but also an important value	60	27	5	4	4
Cooperation is a value that plays an important role in achieving goals	50	38	6	2	4
Values, goals and standards act as check and balance system upon each other	46	45	5	3	1
Standards are the criteria that helped in setting up criteria for your operation	39	50	7	3	1
In your residence program you were very clear about your short and long term goals	36	55	5	1	3
PRACTICE					
Your residence provided you safety and secured environment against any mishap or threat	51	40	4	4	1
Daily timetable and menus helped in achieving short and long term goals of residence	44	40	8	2	6
Daily evaluation chart helped in achieving desired standards till the end	44	46	7	1	2
During your residence stay clear identification of your values ,goals and standards helped you to assess risk factor	41	46	9	3	1

Note: \*SD=Strongly Disagree, D=Disagree, U=Uncertain, A=Agree, SA=Strongly Agree.

**Table 5.** Frequency of responses to questions reflecting theoretical Knowledge of WORK SIMPLIFICATION and its Practical application in Home Management Residence

STATEMENTS	Degree of Agreement*				
	SA	A	U	DA	SDA
KNOWLEDGE					
During food preparation work center plays a vital role in the simplification of work	59	33	5	1	1
Proper body position and motion helps in simplifying task	54	38	8	0	0
Change in working arrangements helps in reducing effort and time	51	40	5	4	0
Change in equipment helps in reducing effort and time	55	38	3	4	0
Knowledge of care and use of latest equipment and appliances is very important to simplify your work	56	39	2	1	2
For a good sense of artistic arrangement it is important to have proper knowledge of principle and element of arts	41	37	10	4	8
Home management residence house was equipped with latest time and effort saving devices	29	41	17	10	3
You had knowledge of all installed appliances in your residence house	29	44	14	2	9
In your residence house arrangement of equipment helped in maintaining body position	24	41	16	15	4
During your stay in residence program your working arrangement was comfortable	24	32	19	16	9
In your residence house work Centre in the kitchen was comfortable	22	39	21	11	6
Your stay in residence house was pleasant and comfortable due to good interior designing	25	40	10	7	18

Note: \*SD=Strongly Disagree, D=Disagree, U=Uncertain, A=Agree, SA=Strongly Agree.



**Figure 1.** Average percentage of correct answers about knowledge and application in various domains.

**Table 6.** Mean Percentage of overall score in knowledge and application domains in various areas.

	*p-value	Theoretical Knowledge		Practical Implementation	
		Mean	std.dev	Mean	std.dev
Management Process	.611	86.73	7.93	86.17	9.68
Resource Management	.000	87.47	10.12	75.27	13.02
Decision Making	.000	88.93	11.73	81.27	14.73
Values, goals and standards	.142	88.10	14.77	87.27	9.90
Work simplification	.000	87.27	0.989	72.40	16.86

\* $\alpha=0.05$

It is also very important that students should have multiple options to carry out their plans. In order to make perfect market list students should have multiple checks on the list to manage their resources. Proper storage facilities should be provided in order to avoid food spoilage. Home management residence should be equipped with latest time saving devices since students have disagreement for the presence of such devices. Interior of the residence house needs to improved.

This research open gateway for the betterment of home management residence program, so that theoretical knowledge of home management is practiced properly and subject of home management is strengthened.

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#### CONFLICT OF INTEREST

The authors declare that they have no competing interests.

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