

Czech University of Life Science Prague

Faculty of Economics and Management

Department of Humanities



Diploma Thesis

Food and Its Social Context (Case Study of High School Students)

Bc. Pavlína Chudárková

© 2013 CULS in Prague

Diploma Thesis Assignment

Affirmation:

I hereby declare that I worked on the Diploma Thesis entitled “Food and Its Social Context (Case Study of High School Students)” on my own and under the supervisor of this thesis. All used resources are provided in the chapter references. Thereby, I solemnly affirm that I worked on Diploma Thesis honestly, without any plagiarism.

In Prague, 28. 3. 2013

.....

Pavína Chudárková

Acknowledgement:

I would like to express my deep and sincere gratitude to my supervisor doc. PhDr. Michal Lošťák Ph.D for his advices, patience and right directions when writing this diploma thesis. My thanks also belong to Gymnasium Nad Štolou for allowing me to conduct research. And finally I would like to thank Klára Jechová for her help with a data processing.

Food and Its Social Context (Case Study of High School Students)

Jídlo a jeho sociální context (Případová studie středoškoláků)

Summary

The aim of the diploma thesis was to analyze current common dining habits in a household within students of third (seventh) grades of Gymnasium Nad Štolou, which is situated in Prague 7. In the literature review, the data about origin of some dining habits were discovered, as well as current trends in common dining of households. This information was used to compile a questionnaire for chosen group of students. Although the actual situation in the field of common dining referred overall on shift from collective approach to individual, this assumption was not in the survey completely met. In addition, world data (mainly in the United States and Great Britain) shows that households go eat out often than it was in earlier ages. In the relation to higher income of Czech households, this can be confirmed also in the habits of chosen high school students. However, dining in a restaurant does not substitute home cooking, because the results showed that this is being held very often in households. Overall, students have positive attitude towards common dining, but at the same time they consider it as a compulsory act they generally accept.

Souhrn

Cílem diplomové práce bylo analyzovat současné stravovací zvyky ve společné domácnosti u studentů třetích ročníků čtyřletého gymnázia a sedmých ročníků osmiletého gymnázia Nad Štolou, které se nachází v Praze 7. Pomocí literární rešerše byly zjištěny jak původy některých stravovacích zvyků, tak také aktuální trendy ve společném stolování domácností. Tyto informace posloužily k sestavení dotazníku pro vybranou skupinu studentů. Ačkoli současný stav v oblasti společného stolování všeobecně poukázal na posun k individuálnímu pojetí a odklonu od kolektivního přístupu, tento fakt nebyl zcela potvrzen. Navíc světová data (hlavně Spojené státy a Británie) poukazují na fakt, že domácnosti častěji využívají restaurace ke stravování než kdy dříve. V souvislosti s vyšším příjmem domácností může být tento fakt i u studentů gymnázia potvrzen. Avšak stravování v restauraci nenahrazuje plně domácí vaření, protože výsledky poukázaly na fakt, že se v domácnostech studentů vaří velmi často. Studenti pak všeobecně považují společné stolování kladně, ale současně ho pokládají za nutnou součást zvyků, které akceptují.

Key words: Food, social context, high school students, dining, habits, household

Klíčová slova: Jídlo, sociální kontext, středoškoláci, stolování, zvyky, domácnost

Content

1. Introduction	7
2. Objectives and Methodology.....	9
2.1. Objectives.....	9
2.2. Methodology	9
2.2.1. Quantitative research	9
3. Literature Review	11
3.1. Food in Scientific Discourse	11
3.2. Food in History	11
3.2.1. Prehistory	12
3.2.2. Cooking in Prehistoric times.....	12
3.2.3. Europe, Egypt and the Asia	13
3.2.4. Middle Age	14
3.2.5. Dining in Medieval Age	14
3.2.6. Spreading the World	16
3.2.7. Industrial Revolution	17
3.2.8. Modern World.....	19
3.2.9. Development of Table Manners	20
3.3. Social Aspects of Food.....	22
3.3.1. Feasts	24
3.3.2. Households & the Role of a Woman	25
3.3.3. Eating Out	27
3.3.4. Collective vs. Individual Dining.....	28
3.4. Food and Health	30
3.5. Social and Economic Determinants of Food Choice	30
3.5.1. Economic Factors of Food Choice.....	32
4. Empirical Section	33
4.1. Research Question Establishment.....	33
4.2. Characteristics of Selected Group.....	34
4.3. Conducting the Survey	35
4.3.1. Questionnaire	35

5. Results	36
6. Discussion.....	55
7. Conclusion.....	60
8. References	62
9. Supplements	67

1. Introduction

Over the course of human history, food has acquired many connotations. From the dawn of civilization till recent days food has played an important part in our history. Food was shaped by societies and influenced the societies. Already in the early societies food intake, i.e. dining, has made a transition from sheer means of survival to a social ritual. Its complexity has gradually grown in proportion with other aspects of civilization.

Rules governing food preparation, distribution and common dining are one of the determinants of cultural identity. The social roles of men and women as well as social position have been in the past, and are today, imprinted in our dining habits. On the other hands food also influenced the social roles and social statuses. Mastering of these habits are an important stepping stone on the way of socialization for children. Dining at common table, the centre of a household, might also define a family, especially in the past it did.

However, the nature of dining habits is changing nowadays. Along the lines of ongoing social shift towards individual liberties, choice and preferences being the core values; dining is becoming more of an individual activity. Fast food restaurants are taking over traditional cooking in a household, and the role of family in dining matters seems to be diminishing.

This diploma thesis, concerning the topic of Food and Its Social Context, focuses on analysis and evaluation of current dining habits of urban adolescents (age 17-18). The research was conducted amongst students of “Gymnasium Nad Štolou”, Prague 7.

The diploma thesis is divided into two sections. The first section provides the evidence of the theoretical background in the form of literature review. The collected data about history of food, development of feasting, and development of dining habits are presented. The social issues together with the economical factors are added respectively. This particular work therefore enables to demonstrate some of the aspects of the social context of food. The question of how the society influences dining and how the dining influences society is taken into account as well.

The second section of the diploma thesis is dedicated to empirical research. The collected information from theoretical background is transformed and used for further analysis. The methodology of the diploma thesis is based on the questionnaire survey related to the quantitative analysis of responses of the high school students (third grades of four years education program and seventh grades of eight years program). The questionnaire is used to analyze the current habits of young students in the field of dining to demonstrate the social context of the food and its importance for various activities related to the food sector. The economic evidence of surveyed respondents is taken into account as well.

The final section of the diploma thesis summarizes the results from the practical section from the questionnaires completed by the high school students from Prague. The results and their analysis are used towards evaluating of students from “Gymnasium Nad Štolou” in terms of dining habits within the households/restaurants and also on the individual/collective levels.

2. Objectives and Methodology

2.1. Objectives

Food and its social context in terms of common dining is an interesting topic nowadays. Food and feasting influence people, and people influence the way of how dining is being held.

Diploma thesis focuses on the issues associated with food and common dining within the high school students located in Prague 7. The main objective of the thesis is the research, which investigates current trends in common dining in chosen high school (secondary school).

To be able to fulfill the goals of the diploma thesis, it is also necessary to meet the accompanying objectives before the survey is processed. The first auxiliary objective is to collect relevant historical data about feasting habits, in order to understand the development of certain human behavior during dining. The second objective is to capture the current situation in dining matters, such as relatively new trend of eating out or the role of women in present households. Lastly, the main objective is being met; the analysis and evaluation of collected data of selected group of adolescents is processed.

2.2. Methodology

In order to fulfill the main objectives of the diploma thesis, the partial aims were processed by appropriate methodology. Firstly, food connotations associated with dining behavior were mentioned in the literature review. The induction, deduction and comparison method was applied. In addition, the quantitative research with the use of questionnaire was used. According to collected data, the quantitative analysis of questionnaires was processed and appropriate conclusions were provided.

2.2.1. Quantitative research

According to Kozel (2006) the quantitative research focuses on gathering of information on the frequency of appeared events. Quantitative method uses measurable figures and the research sample should represent target group. This particular research is

done by paper questionnaires, online questionnaires, personal interviews, and personal interviews via phone calls. The author chose in the survey a paper based questionnaire.

Overall, questionnaire methods are the most useful tools for collecting primary data during the research. The questionnaire is formed by related questions which examine studied topic. Questionnaire is based on collecting information from respondents who answer under the same conditions. The form has to provide questions which are suitable for each respondent (Miles and Huberman, 1994).

Oppenheim (2000) also states that questionnaire is a group of questions in a particular form which should be arranged according to stated goals of the project and according to working hypotheses. The researcher has to study research problem first, in order to avoid late complications associated with setting up wrong questions in the questionnaire. In the introduction of the questionnaire, there should be a short text explaining all the basic information about a survey. In the cases where questionnaire is anonymous, the researcher has to mention it there. On contrary, when the questionnaire is not anonymous, the researcher needs approval of an interviewee.

Oppenheim (2000) also states the basic principles of questionnaire survey which were also applied in the diploma thesis, some of those are: questions have to be understandable; misleading questions should be avoided; questionnaire might also contain independent variables such as gender, age and residency.

The main advantage of the questionnaire is the possibility of mass processing of collected data and exact formulation of questions without the presence of emotion. The main disadvantage of questionnaire is, on the other hand, the impossibility of further corrections, impossibility of making more accurate questions or the impossibility to explain the question when misunderstanding. The most important factor of a questionnaire is its length and form (Oppenheim, 2000). Zikmund (2003) mentions three types of questions used in questionnaire; close-ended, open, semi-ended. In the questionnaire the author uses in the Diploma Thesis close-ended and semi-ended questions. For detailed description of author's own research and its progress with regard to the topic of the diploma thesis, see chapter 4. Empirical Section.

3. Literature Review

3.1. Food in Scientific Discourse

Food in the society represents wide spectrum of approaches. Dvořáková-Janů (1999) takes into account three scientific views. The first view is related to the medical and physiological disciplines, the second approach is psychological, and the last one represents sociological point of view. The medical and physiological approaches works with nutrition problems and cases associated with a physical human body. The psychological view looks at food from nutrition-behavioral perspective. Sociological view in term of food has not developed as well, as the previous two disciplines. This group is still creating its own paradigm in the field of sociology, albeit a lot has been already done. For example, the first studies concerning food were detected with certain regularity from 1932. Moreover, in the 60's and 70's the number of anthropologists engaged in food research increased. The first theoretical studies of food were represented by Mary Douglas and Lévi-Strauss, and the cultural-historical means of food in China was firstly covered by K. C. Chang's study. Finally, all these three categories might seem to work separately, but from the broader perspective, they complement each other and they create the study of daily life associated with research of daily routines in terms of food.

3.2. Food in History

The goal of this chapter is to cover the meaning of food in the human history, the development of dining, and the understanding of food and its changes during the given period of time, starting from the beginning of the human society until the present days. The ambitions of this chapter are not to cover all the historical milestones because the length of the diploma thesis does not provide enough space. Chapter 'Food in History' is a brief overview of interesting issues that resulted in significant changes in dining during the whole period of the existence of humankind.

3.2.1. Prehistory

Tannahill (1973) states that until 10, 000 B. C. people were nothing but predators that lived in harmony with the law of nature. They were able to fight when needed, make the useful tools and clothes, and they also knew how to cook. People at that time mainly focused on hunting, fishing, and gathering plants. With the entry of Neolithic age, the mankind began distinguish themselves more. People learned how to grow plants, how to domesticate the animals, and how to use all of them for a diet. From this point, humankind became different from the other animate being ever since.

Tannahill (1973) mentions that human race, at the beginning of its society, ate food raw for about thousands of years. Therefore; the manipulation with fire was another step towards the process of humanizing, and towards the further arrangement of food. The fire helped the food to be edible. Because of the nutrition factors (proteins and carbohydrates, were released by heating the fiber in meat) the life of men prolonged and also their health improved. American anthropologist Carleton Coon (in Tannahill, 1973, p. 25) assumed that *“the introduction of cooking may well have been the decisive factor in leading man from primarily animal existence into one that more fully human.”*

Therefore, the Neolithic revolution has shifted the humankind from hunting, fishing, and gathering into stage of farming and stock breeding.

3.2.2. Cooking in Prehistoric times

Tannahill (1973) also states that there is the evidence of existence of oven dating from about 25, 000 B. C. It was founded in Dolní Věstonice in Moravia, but nothing suggests that the oven was used for food baking. However, French prehistorian André Leroi-Gourhan (in Tannahill, 1973) believed that some ovens for food baking truly existed in the form of small pits. These pits were found in the area of Ukraine.

When talking about the setting up of fire, its use and alternatively the roasting of meat could happen by accident, on contrary, boiling of water could not happen unconsciously. Therefore, when pottery became part of normal daily life and when the

water could be boiled in breakable (later unbreakable metal container) dish and the preparation of food shifted again toward new dimension of dining, the modern cooking has begun.

3.2.3. Europe, Egypt and the Asia

Over time, the civilization has changed with a development of technology. Growing population required also the new ways of satisfying their increasing needs for food. Therefore, the agriculture gain on its importance.

Between the ages 3000 B. C. and 1000 A.D., in the Roman Empire, the diet changed from predominantly meat consumption to predominantly grain consumption because the meat became scarce in comparison with growing population. With this concept, the fermentation was further developing (starting at Neolithic revolution), and people at that time were already acquaint with production of wine and beer. In Egypt, the experience with fermentation and the development of new types of grain led towards discovery of bread, meanwhile the area around Nile brought up new methods of salting and drying fish and poultry. Greece became, on the other hand, known for their cultivating of olives for sake of oil, and they also newly introduced a grape wine. Moreover, the area between China, north India and the Pacific coast adjoining Vietnam were known for their domestication of rice (Chang, 1976).

At that time, the spices were established as the base of cultivated cooking. In addition, the Roman Empire which was one of the largest empire in history, and its huge market could not be self-sufficient, the trade between countries started, especially with the south Asia (spices), and North Africa (exotic fruit) (Tannahill, 1973).

The civilization such as Sumer with developed farming, Egypt and imperial Rome with the discovery of raised bread, the Greece with the tradition of growing olives followed by the production of the wine, or the Asia and its rice domestication; those countries together with the development of trade had major influence on the further development of human society in dining matters. These nations set up the basic of dining traditions, brought new types of food for the daily use, and started with trading between each other. All of these factors influenced people the centuries after.

3.2.4. Middle Age

Držka and Picková (2004) state that Europe was one of the centres of economic, political and cultural events at that time. The towns were growing and the society transformed into new shapes. The cooking took another step towards its development. Although the professional cooking and buying ready-cooked food was known from Mesopotamia, Near East, and the Arab world; until the development of monetary economy in the West, the buying and selling concept could not be well established (Tannahill, 1973).

Humankind started to cook for its needs at home. The concept of “home” cooking was therefore the main activity at the beginning of human dining habits, but eating in public developed with the transformation of the society. For example in London in 1183, there was a public cook shops with the variety of food in accordance to season changes. Rich and poor citizens could buy roast, fried or boiled dishes and they did not have to wait long to get their meal (Tannahill, 1973).

3.2.5. Dining in Medieval Age

Moreover, from the medieval age, the evidence of cooking and dining habits comes from the kitchen account books of monasteries, noble households and from court catering documents (Tannahill, 1973). The evidence of dining manners goes hand in hand with the invention of typography in the last two decades in fifteen century (Beranová, 1997). Therefore, the further information could be taken into account. For example, the use of silverware proliferated. Knives or daggers and spoons were already known and used for ages, but the forks were curiosity even until the eighteen century for some countries. Forks traveled from Byzantium (tenth century) to Greece, than to Italy where they stuck for a while. Forks in France could not catch on for very long time, they were, as it was outlined above, introduced in the eighteen century. Even if the expansion of silverware was apparent at that time, the most Europeans from lower classes still used their hands to consume the meal (Tannahill, 1973).

Table manners during the dining were also interesting in medieval age. Beranová (1997) claims that in medieval Europe applied a manner, which did not allow the men and women sitting together during the dining. Jackson (2004) explains that in the societies where men and women ate separately, food was a tool to strengthen the inside relationships between men and women groups. Separate dining was firstly broken down in France in twelve century and then spread out to the whole Europe. In addition, only men who were highly ranked have their own plates, dishes and cups (and also own retainers or tasters), the others ate in pairs, sometimes in fours from one plate (Tannahill, 1973). Interesting thing is that people cleaned their hands before eating. Giovanni della Casa (in Tannahill, 1973) said: *“Before meals it is right to wash your hands openly, even though you have no need to do so, in order that those who dip their fingers in the same dish as yourself may know for certain that you have cleaned them.”* The paradox of this situation is because of the hygiene habits in the medieval age. People did not wash themselves often, and they smell unattractively almost all the time.

Tannahill (1973) also mentions that other manners, such as written in the courtesy books, covered also the ban of blowing nose with own fingers or ban of scratching the parts of the male anatomy, so called “codware.” Other curiosity can be mentioned when talking about the bones which were left after end of eating. It was impolite to return the bone back on the plate. The right place for putting the bone away was to put it on the floor, even if the floor was nicely carpeted. Beranová (1997) agrees that bones could not be left out on the tablecloth, but specifies this manner more prestigious. The bones had to be placed at the floor, but under men’s feet.

As someone can consider, the dining at this time was a noisy social matter; the activity where people talked, and get entertained by troubadours and acrobats, but the feasting rules were strict. On one hand the burps were socially acceptable; on the other hand - according to courtesy books, the subject of breaking wind was not tolerated at all. In the polite society, this regulation of digestive gases lasted through ages and through nations. For example, Chinese inhabitants were forbidden to let off steam in sixth century B.C., in India four hundred years later. In fact, Roman emperor Claudius wanted to legitimize the breaking of wind during the dining after hearing the story about a polite man who endangered his health by suppressing himself (Tannahill, 1973). Beranová

(1997) adds that it was not appropriate to lean the elbows on the table and to lie down on the table as well. Even sipping, smacking and opening the mouth widely during eating was impolite, as well talking. Before and after drinking it was convenient to wipe off the mouth by napkin or by tablecloth, because people were drinking sometimes from the same cup. Last but not least, it was not allowed to lick the spoon after finishing mash and soup, but wipe it into the tablecloth. Also the toothpicks were invented at that time, because picking the teeth was abandoned, too.

3.2.6. Spreading the World

Through the ages, especially in the end of fifteen century, the trade around the world expanded. With the exploring voyages of for example Columbus and Gama, the world became “smaller” and the nations became aware of the variety and uniqueness of commodities that each country had. The Europe, for example, widened its cuisine of chocolate, vanilla, peanuts or red/green pepper. Even such common commodities as potatoes spread out from Peru at first to Spain, then to Italy, England, and Germany, respectively (Tannahill, 1973).

From prehistoric times, the humankind was aware of sustaining food. This worked especially during the winters in order to survive in disfavor weather. The land and ship travelers, who were away from home and who were not acquaint with the climatic changes, carried out for example dry food with them on their roads. They also transported own food commodities to other countries. Drinks such as tea (origin in China), coffee (origin in Ethiopia), or even heavy alcohol (origin in north Europe) started to be well known around the world (Tannahill, 1973).

Up to eighteen century, the major national cuisines had been already recognized. They had own specific manners of cooking and the visitors could easily classify a certain meal as “characteristic” for a given country (Tannahill, 1973).

3.2.7. Industrial Revolution

Tannahill (1973) states that as Neolithic age brought the farming and stock breeding, the industrial revolution beginning in England in nineteenth century came up with machinery, factories, and huge cities. This development had divisive impact on the whole society. Moreover, the growing population in Europe (in 1800 the estimated population was 188,000,000, meanwhile in 1901, the population increased on 401,000,000 inhabitants) meant threat because the world could not hope to feed itself sufficiently. Fortunately, the new development in food production and maintenance such as canning, freezing, or chilling and the development of transportation (era of steam engine), could also help to import preserved food from Australia, America, China or India to Europe.

Before farming started to loosen its share on the global perspective (manufacturing was taking over the main share); the new discovery of organic fertilization caused the land remained constantly enriched. The first who invented the system of intensive cultivation were Dutch (a part of Low Countries regions). Even dairy products had first seen on the light of the day. Cattle provided - right next to manure - the milk. From the year 1750, low situated countries were producing enough milk to export it in the form of cheese and butter to neighbor's areas (Tannahill, 1973).

When farming was transformed into the manufacturing society, the influence of science also took on its importance. It is known that first modern food regulations are considered to have their roots in the nineteenth century when some food sold was found to be adulterated with dangerous ingredients. It was also found that poor food could cause the diseases. On the other hand, with the discovery of existence of vitamins, the health issue connected with food came into debate at that time as well. The health diet and the improvement in the field of land intensive cultivation caused that the food became accessible at least for the middle class. The higher food intake would help people to be at work more efficient or to be in war in a good physic condition. (Tannahill, 1973).

Tannahill (1973) further states that the conditions were completely different when considering the countryside and the towns. The environment in the highly populated cities was terrible in the 30's in eighteen century. Poor people starved, ate worse food, and the

cooking facilities were sketchy. The water supply was provided from the rivers and wells and often it was contaminated. Thousands of children died from malnutrition. At the end of the eighteenth century the poor people of the industrial revolution suffered of scurvy, rickets and tuberculosis. It was mainly because of vitamin deficiency and low food supply for the poor people. On contrary, the middle class in industrial England was on growth. These people did not have to eat the cheapest food as poor had, but they had at least a choice to purchase a higher quality food.

3.2.7.1. Industrial Dinner

Dinner was “*always used in English for the main meal of the day; shift from midday to evening with the fashionable classes.*” (Online Etymology Dictionary, 2013). Moreover, Tannahill (1973) notes that at the time of reigning monarch, the complexities of supper were significant.

From the medieval time, the menu stayed in the eighteenth century almost unchanged across the Europe and America, with two course dinner. Only in France, it was common to have from six to eight course menu, but the supper transformed into three course issue (because of the time to clear the table after each course was too long), which contained three general types of dish such as appetizer, main dish, and “afters”. This form of dining stayed unchanged until nowadays.

One part of the diploma thesis should be dedicated to the course “afters”. They were usually called *entremets* - “*between courses*” which was combination of “cold meats, delicate aspics, savories, vegetable dishes, and sweet dishes.” In medieval age, after the *entremets*, the diners knew that the entertainment will follow, so the servers would have a time to clear table and prepare another course. In the end of the eighteenth century, the word *entremets* meant the meal that would come after main food and before third and final meal of pastries and ices (Tannahill, 1973).

3.2.8. Modern World

In the half of the nineteenth century, with the further development of transportation (mainly railroads), the food supply coming from abroad became faster; and therefore it helped to improve the diet of the citizens in terms of quantity and quality. People had a possibility to choose from variety of food. Mass production techniques focused on the traditional food, but there were also the scientists who attempted to work on the production of substitutes. One example after all, the first achievement came up with the sugar. The scientists invented that sugar could be produced also from a root plant, unlike sugar cane which grows in temperate climates (Tannahill, 1973).

The postmodern world nowadays offers, especially in the developed countries, almost infinite variety of food. The process of globalization brought the broader access to food which was not accessible as easily as before. The view on food has changed as well. Great example might be seen in the United States. According to the International Food Information Council Foundation (IFICF) (2009), the American consumers are looking for fresh, whole, organic, and natural food nowadays, and they are considering also the food production techniques within the healthy environment. These practices are trying to be less harmful than it was before. Therefore, modern food technology takes into account right next to the environment, a safer, abundant and more sustainable food supply in comparison to past times. In addition, the new technologies are not only the issue nowadays. The trust of customers in food derives from food safety. Giddens (2003) describes that with the entrance of modern world, trust started to be specifically connected with the risks. Risks are nowadays the same what was in the past called fortune or destiny, meaning that unexpected events might come from human activity rather than God's intervention. Therefore, people started to think differently for example also about food purchasing. Luhmann (in Giddens, 2003) states that it is normal to trust, because people generally think that their expectation will not be disappointed. Once this trust is disturbed, the issue will grow into larger dimension. Thus, in today's global world any misconduct in food sector is with a certainty attributed to human activity, and it is promptly spread out to the world. Getting people back to start believe in harmless food again is a hard task.

Overall, the main themes of a modern society in terms of food and food production are nowadays according to IFICF (2009) “*the Food Safety, Modern Food Technology, Growing Our Own Food, and the Business of a Safe Farming.*”

3.2.9. Development of Table Manners

Human society has changed over the thousands of years. The technological development together with shaping of social manners had the influence on the dining habits. From prehistory, people learned how to grow plants, how to work with food for further processing, and how to hunt or domesticate animals. Archeologists also found in caves gnawed bones and cups formed from a human skeleton thousands of years ago to demonstrate the first dining manners (Jones, 2011). Basically, looking for daily food and eating it together with a mutual group became a social matter (described in detail in chapter 3.3.1. Social Aspects of Food). Countries where Europe, Egypt and Asia are situated nowadays, they woke up the new ways in food processing, and apparently set also up first dining matters. However, dining habits are not a matter which happens overnight. Jones (2011) notes that table etiquette is a “*culmination of hundreds of years of changing manners.*” For example, middle age came up with buying and selling concept, which opened the door towards purchasing ready cooked meal and eating out. However, “home” cooking stood number one in terms of preparing food. From medieval age, the table manners experienced further development; for example the subject of breaking wind or blowing nose with fingers during dining was not accepted by society. The table manners as Tannahill (1973) notes come from “courtesy books”, which were written as an “*attempt to instill some decorum into spring of the nobility, and they give a hair-raising picture of the table manners of the time.*” Reigning monarch created set of table rules based on further innovations, for example the introduction of silverware brought new ways of dining. Aristocracy was aware of the rules; it followed them and believed in them. This argument can be supported by the fact, that nobility always wash their hands before eating and they know that the others do so.

Finally, in 18th century people defined themselves by eating rules. It is also apparent from Chardin’s 1740 paintings, which portray children learning the table manners. Children at that time were taught table habits in order to become aware of the

rules of reigning monarchs and also having a knowledge of how to behave belonged to basic education which children took for their. (Jones, 2011). Jones (2011) also mentions the Isabela Beeton's Book of Household Management, firstly published in 1861, which right next to the recipes and kitchen books describes the table manners. Table habits go hand in hand with kitchen books, therefore common habits had a chance to spread out into society.

Industrial revolution brought differences between countryside and town, the new way of food production and its maintenance. Winterman (2012) states that in 19th century, the first food regulations are introduced and health issues associated with food are accentuated. From Roman time to medieval age, people have their main meal in the middle of the day, because the daylight shaped the mealtime and there was also no electricity. Therefore, cooking in the night was not possible. The main meal was called dinner, because the word lunch was not known. There are many theories why. The first theory says that the word lunch is derived from Anglo-Saxon word *nuncheon*, which in the 17th century meant a fast snack between meals, which people could comfortably hold in their hands. Other theory says that it originally came from a word *nuch*, which meant a big piece of bread. However, in the 17th century, it was a French matter of *souper*, which created the lunch in the shape which people know today. The British monarch liked to copy French, and it became fashionable to have a light dinner at the evening rather than in the midday (Yeldham in Winterman, 2012).

Industrial world with fixed working hours created a "*beever or noonshine*", which is a short break in work in noon for a smaller meal (usually bread and cheese). It shifted main food - dinner - closer to night. It was also because of the artificial light which allowed people to stay awake longer, so they could also eat later (Winterman, 2012).

Modern world works with infinite possibilities of food accession and ways of dining due to globalization. Modern world has uplifted branding, production of substitutes, but also the programs which preserve environment. Also table manners shape nowadays. Dvořáková-Janů (1999) states that moral and the ways of behavior contributed to larger distances between consumers and consumed food. People lost naturalness which embodied their integration with surrounding world. Temperance, purity, precision, accuracy, knowledge of quality and behavior during dining became socially acclaimed characteristics

of modern man, which were made by his or her intercourse with food. On the other hand, Jones (2011) reminds, that today's society returned to sloppiness of medieval age, consumers use hands again when eating for example burgers, chicken wings or pizzas. People often eat in front of TV or PC. Only in restaurants table manners prevail because society expects the certain ways of behavior during dining. The table etiquette is in people from their childhood, because from that age society teaches children how to behave.

Dining became also more an individual act than it was before. For example, in medieval age, the monarchs drunk and ate from common bowls, nowadays it is hardly seen. People followed table rules and they believed that the others do the same (for example cleaning hands before dipping fingers into dish, wishing a good taste before meal starts, and so on). Nowadays, the individual approach is apparent rather than collective, and people lost trust in each other in terms of food purchasing and dining.

3.3. Social Aspects of Food

In the previous chapters, the role of food in society in history was mentioned. The closer perspective was taken in the history, considering some interesting views in developing of dining matters. Social aspects of food cover also large range of connotations, which were not always on the first place of scientists' research, if omitting famous sentence of economist A. Smith about butcher and self interests dating to 18th century: *"It is not from the benevolence of the butcher, the brewer, or the baker that we expect our dinner, but from their regard to their own self-interest. We address ourselves not to their humanity but to their self-love, and never talk to them of our own necessities, but of their advantages"* (Smith, 2005). Although this sentence made people to think about food in some ways, scientists did not look at food and dining habits as something that needs to be deeply studied. Later on, it was more evident that food and certain issues associated with the food have their place in the field of social sciences. For instance, Tober (in Kelly, 2008) supports this argument by her statement: *"Sociologists have largely ignored food until recently, because it was seen as just biological, something we needed to survive, but it is very much social when you think about what we eat, who we eat it with and where we eat it."*

Dvořáková-Janů (1999) considers that satisfying of basic needs such as eating and sexuality is the presumption of existence of human society. It is also known that denial of the possibility to eat do not have to necessarily cause the termination of the human society, but for a short period of time an individual can believe in its own convictions. Huit (2007) uses Maslow's Hierarchy of Needs (1943) to describe the hunger and thirst as the base of physiological requirements of human beings and these requirements has to be satisfied before further human motivation in the hierarchy, such as safety, belonging, esteem or self-actualization. The necessity of eating and satisfying the hunger and thirst by food and drinks is one of the demands of human life, Dvořáková-Janů (1999) finalizes.

From the prehistory, looking for the daily meals such hunting and slaughtering animals, harvest of crops, and preparing the environment for eating began social matter. Dining culture became part of the rituals, ceremonies and other social events. People were taking collective eating as a part of daily routine and daily life. Collective providing and preparation of food together with an idea of collective sharing of rituals associated with food became "*moral happening*" of social systems. Finally, from the beginning of the human culture to the current social forms, all the processes during this period of time have their roots in the dining culture, eating taboos, food rituals, and the forms of dividing foods (Dvořáková-Janů, 1999).

Germov and Williams (2004) look at the food from different perspectives. They provide four aspects of food; socio-cultural, political, economic, and philosophical. Shortly, all these factors together influence food production as well as consumption.

Montanari (2003) argues that the issues of dining have direct and privileged relationship to our history and it is studied in different contexts. For example from the point of view of everyday survival fight, when it satisfies basic human needs, but also from the point of enjoyment. The joy from consumption of food is influenced by the social differences existing in the societies. These differences always played very important role in the terms of food consumption and food choices. Therefore, higher ranked people can afford more expensive and more luxurious food than poor members of society.

On contrary, Dvořáková-Janů (1999) states that in the process of modernization the food became less significant act, mostly for higher class consumers. People shifted food

and dining on the same base as, for example, the cleaning teeth. They unconsciously swallow their meals, with no regards to social meaning of dining. Therefore, with the loss of “*table*” for common food, the society lost the feeling of collectiveness and the individualism became more apparent.

Dvořáková-Janů (1999) demonstrates her opinion by the fact that common food, especially the common bowl was only a metaphor. Actually, food was the most important and strategic source and tool of survival, and it was distributed according to the hierarchy of household. At the table, the hierarchy of household and hierarchy of gender were strictly adhered to. In the agricultural households and after common prayer, the first who could take something away from the common bowl was the head of the farm; the second was the main farm worker and so on. The last in the row were infant bastards and children to be raised. When the head of the farm finished his meal, the grooms and maidens had to finish as well. Despite all the social differences between people on the countryside, the rules of common bowl, and the rules of behavior associated with it, existed. These collective rules were mainly in Europe released in the nineteenth century.

The development of food culture in the second half of the 20th century meant shift towards esthetic principles. The western developed countries experienced boom in the written books and magazines about food and its quality or about dining. Food became again a social matter, but with a changed perspective in comparison to previous ages (Dvořáková-Janů, 1999).

3.3.1. Feasts

When considering food, social scientists do not focus just on eating or dining matters, their interest cover also the ceremonies associated with consumption of food. Dvořáková-Janů (1999) firstly mentions the preparation of food in households. This is considered to be a collective ceremony because during it, people feel their mutuality. Furthermore, rituals in which people celebrate the success of their acts are realized via eating and drinking. To this group of rituals belong celebrations of *name days*, *birthdays*, *graduations*, and *successes in businesses or negotiations*. Also rituals which have to provide stability and continuity in the period of life transitions are associated with the

celebrations and food consumptions. The rituals such as *weddings, christenings, or funerals* are concerned here.

In addition, in all cultures, the presence of gods and sacrifice of animals was noticed. People were giving a part of their own valuable belongings to gods, and food was in the most cases the first thing to sacrifice. After giving up, the celebrations followed and eating took place. Also hospitality in some cultures is specific and it is mostly based on the symbols. For example, providing bread with salt in the Slavic culture or invitation toast in the other countries stands for good relationship between friends (Dvořáková-Janů, 1999).

3.3.2. Households & the Role of a Woman

When considering family meals, feasts, different kind of celebrations or other ceremonies associated with consumption of food, the role of a woman is highly important. Dvořáková-Janů (1999) focuses on the role of a woman in the households (i.e. the gender issues). A woman played the most important social role in terms of nutrition and dining of the family from the preparation of meal to its serving. According to the sociologists, the structure of a household is time and spatially determined by the extent of food preparation.¹ A woman in the household practices two roles. The first one is a role that covers the transmission of family tradition and a woman is mostly responsible for food procuring and its preparation. The second role is determining the external framework of food consumption for economically active members of a family. Dvořáková-Janů (1999) finalizes that a woman often moves back from the possibility of fulfilling her own demands.

Rosaldo (1974) notes that in the society the women are excluded from decisive political or economic activities. The roles of wives and mothers are related to lower power in comparison to their men counterparts. All modern societies are considered to be men-dominated, and although the women subordination varies from country to country, the gender asymmetry is a “universal act of human social life.” Rosaldo (1974) further states that maternal role creates conflict between domestic and public role. Women are more

¹ As a matter of fact, in 1999, the three fourths of all households in Europe were family types. According to Czech Statistical Office, which compared the years 1995 and 2010 in the Czech Republic, the trend of complete family households increased by 2,4% from 2575.8 thousands to 2638.3 thousands.

associated with domestic role and it does not provide them the access to social recognition, prestige and authority. The exercise of power performed by women is in the society classified as illegitimate.

The role of women has changed in the modern society. Čermáková (1995) is less skeptical when talking about the role of women in households and their subordinate state. During the period 1948-1989, the picture of men “feeding family” had been broken down. According to Čermáková’s study of Czech households (1996), there is no indication to coming back to this stereotype. Also one third of men are inclined to model of employment women as an expression of their social status. Moreover, in the vast majority in the Czech households, the women are contributing their wages together with men. However, the stereotype of expected family interests and values of women still prevail in terms of higher load in the households, even in the case when women earn more money than men.

On contrary, there is also the influence of feminism, which changes the role of women in the household and in the society. The feminists struggle for the equality between women and men in the society. According to Novák (2001) some roles of housewives has changed recently. Epter (2009) also says that many researchers agree that decrease in home cooking and increase in going out has to do with feminist movement in 60’s and 70’s. However, some researches argue that old art forms in home cooking had been lost in time. Epter (2009, p. 11) finalizes that it is hard to find out “*whether food industry growth resulted in shift of domestic work or whether domestic growth resulted in the growth of food industry.*”

The role of women and their cooking at home has changed anyways. People learned going out and eat in the restaurants or fast foods often than it was before. Sloan (in Epter, 2009) describes some potential factors influencing the choice to go eat outside of home. They are food trends, economic reasons, or biological factors. Moreover, Sloan (in Epter, 2009) provides more specific argument of why families go out often. Women became more economically active and increasing demand for commercially prepared meals did not allowed them to prepare that kind of meal seven days a week. French et al (in Epter, 2009) provides the evidence that in 1900 only 21% of women were in the workforce, meanwhile in 1998, the share of working women increased on 60%.

3.3.3. Eating Out

Epter (2009) notes that after II. World War, the image of restaurants significantly changed beginning in the United States. They no more focused on catering to single men, but they concentrate on catering to families. This also resulted in more women employed in the food industry. In the 1950s restaurants wanted to attract families by their menu to eat out and take a break from their cooking. Restaurants menu was in some ways considered to be exotic. The success of restaurants meant prompt increase in family orientations, especially in fast foods during the 1960s and 1970s.

Restaurants expansion and their change perspectives went through the modern society, beginning in the United States, and continuing to Europe. Eating out became a phenomenon. Since 1990, for example Brits experienced huge increase in people going out and buy a cooked meal. The main reasons for this state are because of the change of daily life and also other social factors. Between them also belongs the change of family make-up. More women in Britain work in their own occupation rather than staying at home, which changes also the role of a central position of a woman in the society (*see chapter 3.3.2. Households & the Role of a Woman*). The time available for home cooking has changed as well; nowadays people are lacking of time for family dining and rather choose eating in restaurants (National Eating-Out Week, 2012).

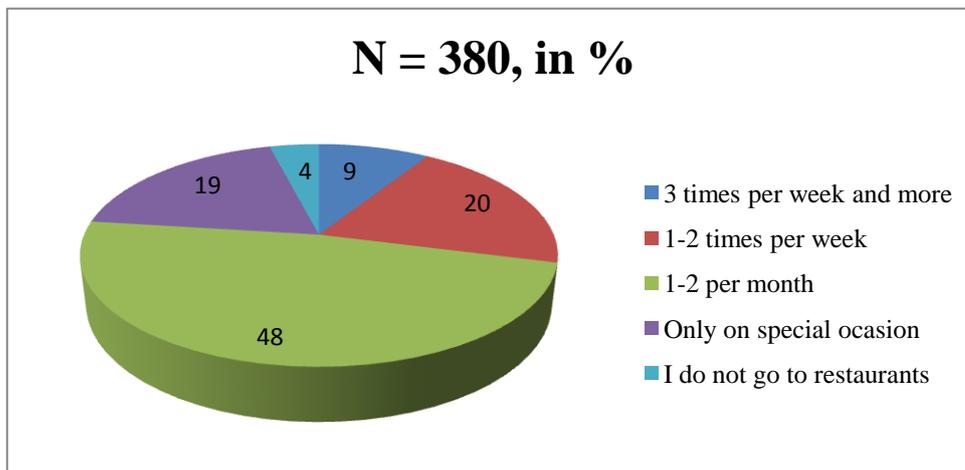
The data for Britain speaks for itself, according to the report from the Office for National Statistics from 2006 (in National Eating-Out Week, 2012) , *“The value of households’ spending on eating out has passed spending on food sector products eaten at home in 2004, and doubled between 1992 and 2004.”*

The trend of eating out in Britain changed the culture of food consumption. People are looking for various tastes of food from different culture cuisines. Eating out has not only influence on the people lifestyles, but it also affects the national economy (National Eating-Out Week, 2012).

This trend in Britain is also being seen across the Europe including the Czech Republic, but not in such a huge numbers as in Britain. In 2004, according to the Centrum for research of public opinion in the Czech Republic (Centrum pro výzkum veřejného

mínění, 2004), when the Czechs had a free time, they used it from 21% to visit wine bar, coffee bar or restaurants. Also, according to the recent study in IHned.cz (2012) named *Research: How often the Czechs eat in restaurants* it is apparent that during the economic crisis, the Czechs reduced going out. The study shows that nowadays almost a half of internet population in the age of 25-35 in the Czech Republic is visiting a restaurant 1-2 times in a month (graph no. 1). Men go out often in comparison to women. By contrast, one fourth of interviewed women and one third of men (55+) state that they go to restaurants only on special occasions, such as family celebration, birthday, or meeting with friends.

Graph no. 1: Frequency of eating in restaurant in Czechs aged 25-35



Source: iHNed.cz (Quoted July 23, 2012), <http://probyznysinfo.ihned.cz/c1-56688950-jak-casto-jime-v-restauracich>

According to Warde et al. (in Epter, 2009, p. 51) “*eating out seem to be expanding as a form of entertainment and a means to display taste, status, and distinction.*” Eating out is therefore not only a feeding act, but it became also an individual activity of personal choices.

3.3.4. Collective vs. Individual Dining

Certainly, everyone has had a feeling to enjoy her or his meal alone, but there were also the moments, where common eating was more suitable (at home and as well as in restaurants). For example, eating out brings a lot of social aspects of collectiveness. Epter

(2009) states that it is rarely known to see a person eating in the restaurant alone. Warde et al. (in Epter, 2009) provide figures about 75% of people who answered the survey that they do not like eating alone. He also adds that restaurants create positive environment of social interaction without any individual pressure on the location which eating at home can bring. Epter (2009) adds that for many people, the consumption of food is not as important as the company they are with. Finkelstein (in Epter, 2009) on the other hand says that restaurants environment creates incivility and conversation there is far out of control resulting in negatively impacted conversations. Whether eating out is an act of collectiveness or more an individual choice, the further research probably has to be done.

Dvořáková-Janů (1999) looks at individual and collective approach from different point of view. She states that nowadays in the European society, it can be seen the individual approach in the series of people's activities. Humans as individuals started to gradually release themselves from the numbers of commitments (marriage, education, profession, and series of social happenings). Many old rituals, which demonstrated unity of various social groups, were canceled or forgotten. This means the shift toward individualization, but it also means the loss of certainty, warmth and solidarity, which were identified just by rituals of sharing of the common food.

On the other hand, Tober (in Kelly, 2008) looks at the problem from different perspective. She thinks that *"tastes and preferences are socially shaped. They are not as individual as people think."* She also adds that some particular foods are more likely to be identified with nations. Moreover, she provides the examples; England is well known for its tea, potatoes are sign of Ireland or who knows Korea well, he or she also heard about kimchi. In addition, in the world, there are some ethnic groups where some kinds of foods are allowed to eat, and crossing the border, some ethnic groups reject to eat the same food. Tober (in Kelly, 2008) uses another example to support her statement. During the Summer Olympics Games in Beijing in 2008, Chinese government asked restaurants to not serve dogs meat.

Overall, the phenomenon of eating out raised new questions for researches in terms of collective or individual alimentation.

3.4. Food and Health

The short part of the diploma thesis should also be dedicated to health issues associated with the consumption of food, because food influences not even dining habits, but also the physical and psychical state of every human being. According to Clansen and McWhirter (1999), even small changes in eating habits can significantly change the health. What people eat influence not only the health, but also the quality and the length of life.

Clansen and McWhirter (1999) continue that in the world, there exist few diseases which the appropriate diet could not prevent, heal or at least make the illness more bearable.

Medical science went through long way of specialization. For example, various types of allergy were recognized. The causation of this disease was not only associated with the income of particular drinks or food, but also with the extensive fasting or specific diet (vegetarian, wholegrain diet, macrobiotics). Also some illnesses have their base in high fat food, and on contrary, the bulimia or anorexia are associated with the low food income. Over all, the food represents taste and it is connected with all the human senses, with the speech and language and it affects the body from the inside and outside (Dvořáková-Janů, 1999).

3.5. Social and Economic Determinants of Food Choice

According to the European Food Information Council (EFIC) (2004), food income is influenced by social environment. For example, one or more persons can influence dining manners and food income of the others. It can be done by direct influence such as food purchase or by indirect way, such as behavior of peers. It covers also conscious impact by adaptation of certain views or unconscious powers. Even in the case when one person eats alone, the choice of food is influenced by social factors, because opinions and habits are forming during interaction with the others. De Castro (in EFIC, 2004) for example proves that in the society of friends or family, people eat more that if they are alone.

According to studies, the differences between social classes apparently exist when considering food consumption. The group with low income has the tendency towards unbalanced diet associated with low consumption of fruit and vegetable (De Irala-Estevez J. in EFIC, 2004). On one hand, it can result in malnutrition caused by micronutrients deficit; on the other hand, unbalanced diet might results in obesity where people consume more energy in food than they are able to burn. Low income groups are also classified with the higher presence of chronic diseases in comparison to groups with higher socio-economic level, which are also characterized by higher education and employment (EFIC, 2004).

According to Riches (in EFIC, 2004) it is hard to achieve balanced and health diet to low income social classes. The scarcity of suitable food is influenced by three main factors such as: price, availability and knowledge (Dibsdal et al. in EFIC, 2004). Relying on the food with high energy content and low content of important nutrients is a result of lack of money. In many cases, in low income households, the kitchens are insufficiently equipped, which leads to purchasing of finished meals (in many cases, these meals have high energy content). The experimentation during cooking is a luxury which people with low income cannot afford (EFIC, 2004). Study also shows that in adulthood, the dining habits can be influenced by the level of education (Kearney et al, in EFIC, 2005). On the other hand, education in health diet and good dining habits does not correlate significantly. It is mainly because people do not know how to apply their knowledge in practice. Available information about diet is often perceived as contradictory and untrustworthy because of their different source of origin. This leads to lack of motivation towards any changes in diet (De Almeida et al, in EFIC, 2005).

Level of education and the income level determine the food choice and also behavior. The factors influencing the food choice are not only based on personal preferences, but they are also influenced by social, cultural and economic circumstances (EFIC, 2004).

3.5.1. Economic Factors of Food Choice

The price is the main factor influencing the choice of food. If the price is an obstacle, it depends mostly on the income and socioeconomic status of a person. However, high income does not necessarily mean the healthier diet; it only stands for considerable higher quantity of food from which a particular person can choose (EFIC, 2005).

The availability of shops is another important factor influencing the food choice, and it is associated also with transportation and geographic location. More expensive food is in towns in comparison to supermarket in suburbs (Donkin et al, in EFIC, 2005). However, also easier access does not necessarily mean higher purchase of fruits and vegetables, which are still considered to be expensive (Dibsdall et al., in EFIC 2005).

EFIC (2005) states that it is important to provide exact and consistent information in media, on the covers of food, and also the opinion by experts in the field of health is needed to be precise.

4. Empirical Section

The empirical (practical) section of the diploma thesis is dedicated to author's own empirical research, which is based on measuring of current dining habits of high school students from "Gymnasium Nad Štolou" (students in their junior year in high school – third grades of four year education program, and seventh grades of eight year education program).

The author chose this particular high school because of her affiliation to this institute. The author is a graduate student of "Gymnasium Nad Štolou".

4.1. Research Question Establishment

To meet the goals and objectives of the diploma thesis, the main research question was determined.

Research question for the diploma thesis is:

Do chosen students of "Gymnasium Nad Štolou" consider common dining as an important part of their social life?

To be able to answer a determined research question, the preliminary steps in a form of sub-research questions (working research questions) were processed.

- Go Students, who live in households with above and high above average income, to restaurants more often than students who live in a households with below and average income?
- Is the higher size of household in relation to higher frequency of cooking at least one warm meal a day in a mentioned household?
- Is the activity during common dining in a household connected to income of a household?
- Is the trend of eating out increasing? Do the majority of students go eat out at least once a week?
- Is cooking at least one warm meal a day in a household decreasing?

- Do students prefer eating away from common table?
- Is the role of a woman in a household in terms of food preparing and serving in balance with men?
- Does the “family” talks more during the common dining, with the increasing number of household members?
- Do male and female students rather an individual activity during common dining than having a conversation?
- Do students talk about significant topics during common dining, if the income of a household is below average?
- Do students pay attention to common dining, if the income of a household is above and high above average?

4.2. Characteristics of Selected Group

The particular group of high school students was chosen mainly because of truthfulness of students’ answers in the survey. In the Czech Republic, students - one year before their graduation – are in the age of 17-18 in average, and it can be considered that they have no desire to answer to given anonymous questions in their favor or untruthfully. This statement can also be supported by the fact that in the Czech Republic the age of 18 is the border, where young people can for example start legally drive a car, legally drink alcohol, or they are fully responsible for their actions in front of the law and court. Therefore, the author expects respondents to answer in full awareness and consciousness.

Selected group of high school students (third grade of four year program, and seventh grade of eight year program) comes mainly from Prague, and therefore form one common environment which is crucial for the realization of the survey.

The author also wanted to survey the last grades of the “Gymnasium Nad Štolou”, but the director’s office of high school did not allow to do research. Students in their last year, according to their official statement, were busy before their graduation.

4.3. Conducting the Survey

All third grade (seventh grade) classes were surveyed on the February 5, 2013. The number of respondents who participated in the research was 86.

4.3.1. Questionnaire

Questionnaire was anonymous and consisted of 28 questions (see chapter 8. Supplements). The form of questionnaire was in Czech language; in the chapter 8. Supplements it can also be found the English version. Students were able to complete it within 5 - 10 minutes. Respondents were choosing from variety of given answers, and they had to choose one that the most suits their opinion. In some cases, if students did not find an answer from given possibilities, the last answer was providing a space where students could write their opinion. Open questions were not incorporated in the questionnaire.

The results of the questionnaires were analyzed by SPSS statistical method.

Questionnaire was set up for the analysis of current common dining habits. The basic questions about gender, religion, permanent residence, traveling time to school, income of a household, and the number of household members were given in order to come up with a representative sample for the survey. The author also studied the frequency of cooking in a household, the frequency of eating out, the frequency of dining places in the morning, at noon, and in the evening. The question about the person who cooks the most often in a household was given as well, in order to find a current role of a woman in a household. Further, the common dining habits during eating were examined. Finally, the stands toward common dining in regard to cohesiveness of a household were provided. The results of the survey are provided below.

5. Results

In the “Gymnasium Nad Štolou”, there were 86 high school students (third and seventh grade) who participated in the survey; 46 of them were female, the rest, 40, were male. Average age was between 17 and 18 years old. There were 28 questions in the survey to be answered. Firstly, individual questions were analyzed, and secondly interrelationships among chosen questions were further analyzed as well.

One of the first questions in the questionnaire included also matter of religion which is very important when talking about dining habits and social context of food. Cultures are shaped differently and their perception of food varies significantly as well. The vast majority of students (91.9 percent - 75 persons) categorized them as non-believers. 8.1 percent (7 persons) was not sure about their religion, and 4.7 percent were defined as believers (3 professed faith to Christianity and 1 professed faith to Hinduism, which does not necessarily mean a truthful answer, it is needed to take into consideration in this particular response also some kind of a joke, because Hindi culture does not have a strong position in the Czech Republic. Even the Czech Statistical Office in 2003, when it last detected the affiliation of Czech inhabitants to various religions, classified Hinduism into umbrella group of the other religions). The representative sample of students who was classified as believers was too small to be further analyzed and concluded with relevant results.

Survey showed that 83.7 percent of students have permanent residence in Prague, which correlates with the assumption of chosen group’s consistent integration. A vast majority, 98.8 percent of students, reported that they walk, use public transportation, they use a car or their relatives drive them by car to get to school (see table 5.1. for further division). In the questionnaire, students could also choose the answer “bike” as a tool to get to school or the possibility of “other”, but none chose this possibility. Therefore, these options were not included in the final table.

Table 5.1. Transportation

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Walk	9	10,5	10,5	10,5
Public transportation	70	81,4	81,4	91,9
Car	6	7,0	7,0	98,8
Train	1	1,2	1,2	100,0
Total	86	100,0	100,0	

Source: Own calculation

Again, a vast majority - 98.8 percent of students - answered that it takes them to get to school within an hour (see table 5.2. for further division). The author considers that given percentage in time needed to get to school (within one hour) is acceptable in the Prague and suburban district in order to have a consistent group of students.

Table 5.2. Time Needed to Get to School

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Within 15 minutes	31	36,0	36,0	36,0
Within 30 minutes	31	36,0	36,0	72,1
Within 1 hour	23	26,7	26,7	98,8
More than 1 hour	1	1,2	1,2	100,0
Total	86	100,0	100,0	

Source: Own calculation

The survey demonstrated that there was only one person (1.2 percent) who commutes to school by train in a more than one hour and does not have permanent residence in Prague. This percentage is very low to be further examined. From all students who do not have permanent resident in Prague (14 students overall), 6 persons use a car to get to school and all these 6 students categorized them as above average and high above

average in income level of a household. The rest from Prague non-residents (8 people) use public transportation to get school.

Table 5.3. shows distribution of household income, in which each respondent is a part of. Student according to their opinion should state how they feel about the income of their household. It can be seen that 7 percent of people consider their household as below average income level, 53.5 percent see them on average income level, and 36 percent of students think that they belong to above average income level. Only 3.5 percent of students consider their household on the high above average income level. No student considered her or his household as a deep below average income. The income level will be later on analyzed in the interrelationship with a frequency of going to eat to restaurants and actions during common dining in the household.

Table 5.3. Income of Households

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Below average	6	7,0	7,0	7,0
Average	46	53,5	53,5	60,5
Above average	31	36,0	36,0	96,5
High above average	3	3,5	3,5	100,0
Total	86	100,0	100,0	

Source: Own calculation

Table 5.4. shows division of household members. The survey did not measured complete or incomplete households according to family model mother-father-children; the research focused on the dining habits within households where respondents live. The size of household was counted including respondents. No student lives alone.

Table 5.4. Households Members

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 2	11	12,8	12,8	12,8
3	19	22,1	22,1	34,9
4	41	47,7	47,7	82,6
5	12	14,0	14,0	96,5
More than 5	3	3,5	3,5	100,0
Total	86	100,0	100,0	

Source: Own calculation

Moreover, the relationship between income of households and its members was also investigated. The author assumed that with the increasing number of household members, the level of income would decrease. In the findings, there were no significant relations (See table 9.1. as Supplement 1).

Survey also measured the frequency of cooking at least one warm meal per day in a household. Table 5.5. indicates that in the households the warm meal is still on daily occurrences, meaning that dinning in household plays important part of students nowadays life. To confirm this statement, 40.7 percent students stated that in their household, the cooking of at least one warm food per day, is being held six to seven times per week. More than half of interviewed students noted that in their household at least one warm meal per day is cooked four to five times per week. The rest, 3.3 percent of students mentioned the frequency of two to three times per week. Respondents had also three other options to choose from, they could mark the frequency of one times per week, less than one times per week and no warm cooking at all. None of students chose these options.

Table 5.5. Frequency of Households Cooking

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 6 - 7 times/week	35	40,7	40,7	40,7
4 – 5 times/week	49	57,0	57,0	97,7
2 – 3 times/week	2	2,3	2,3	100,0
Total	86	100,0	100,0	

Source: Own calculation

If a higher number of members in the households is in relation with a higher frequency of cooking warm meals, it shows table 5.6. It can be seen that the percentages of cooking at least one warm meal per day six to seven times a week within households with two to three members are lower than the percentages of cooking at least one warm meal four to five times a week. On contrary, the percentages of cooking one warm meal per day six to seven times a week within households with four and more members are higher in comparison to percentages of cooking one warm meal four to five times a week. Therefore, the results slightly show a relation between size of a household and the frequency of household cooking. With the increasing number of household members, the frequency of cooking at least one warm meal a day increases as well.

Table: 5.6. Frequency of Households Cooking * Household Members

		Household members					Total
		2	3	4	5	↑5	
Frq of 6-7x a Count hshlds week cooking	Count	4	6	18	6	1	35
	% within frq. of hshlds cooking	36,3%	31,6%	43,9%	60,0%	33,3%	40,7%
	% within members	11,4%	17,1%	51,4%	17,1%	2,8%	100,0%
	% of Total	4,7%	7,0%	20,9%	7,0%	1,2%	40,7%
4-5x a Count week	Count	7	13	22	4	1	47
	% within frq. of hshlds cooking	63,6%	68,4%	53,7%	40,0%	33,3%	54,7%
	% within members	14,3%	27,7%	46,8%	8,5%	2,1%	100,0%
	% of Total	8,1%	15,1%	25,6%	4,7%	1,2%	54,7%
2-3x a Count week	Count	0	0	1	0	1	2
	% within frq. of hshlds cooking	,0%	,0%	2,4%	,0%	33,3%	2,3%
	% within members	,0%	,0%	50,0%	,0%	50,0%	100,0%
	% of Total	,0%	,0%	1,2%	,0%	1,2%	2,3%
Total	Count	11	19	41	10	3	86
	% within frq. of hshlds cooking	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%
	% within members	12,8%	22,1%	41,7%	11,6%	3,5%	100,0%
	% of Total	12,8%	22,1%	41,7%	11,6%	3,5%	100,0%

Source: Own calculation

As well as cooking at home, frequency of going to restaurants to eat was measured. Almost half of interviewed students (48.8. percent) marked the frequency of eating out – one times per month. Further, 30.2 percent of students chose – one times per two weeks – frequency, and 15.1 percent of students do not go out as often; they marked the possibility less than once a month. On the other hand, 4.7 percent of students go to restaurants one to two times per week, 1.2 percent of students eat out more than three times a week. Moreover, none of students marked option – “never going out to eat”, so it can be assumed

that every student has the experience of eating out in the restaurant. (See table 5.7. Frequency of Eating Out).

Table 5.7. Frequency of Eating Out

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid More than 3 times/week	1	1,2	1,2	1,2
1 - 2 times/week	4	4,7	4,7	5,8
1 times/2 weeks	26	30,2	30,2	36,0
1 times/month	42	48,8	48,8	84,9
Less than 1 times/month	13	15,1	15,1	100,0
Total	86	100,0	100,0	

Source: Own calculation

Table 5.8. shows the results of income of households and frequency of eating out. With the increasing level of income of a household, the frequency of eating out increases as well. 66.7 percent of respondents who stated that their income level is high above average, they go out to eat one to two times per week. Households with above average income level go to restaurants in most cases once in two weeks. Students with household average income level eat in restaurants mostly once a month. Finally, 66.6 percent of students who noted their income as below average go to restaurants less than once a month.

Table 5.8. Income * Frequency of Eating Out

			Frequency of Eating Out					Total
			↑3x/week	1-2x/week	1x/2weeks	1x/month	↓1x/month	
Income Below average	Count		0	0	1	1	4	6
	% within income		,0%	,0%	16,7%	16,7%	66,6%	100,0%
	% within frequency		,0%	,0%	3,8%	2,4%	30,8%	7,0%
	% of Total		,0%	,0%	1,2%	1,2%	4,7%	7,0%
Average	Count		1	1	11	27	6	46
	% within income		2,1%	2,1%	23,9%	58,7%	13,0%	100,0%
	% within frequency		100,0%	25,0%	42,3%	64,3%	46,2%	53,5%
	% of Total		1,2%	1,2%	12,8%	31,4%	7,0%	53,5%
Above average	Count		0	1	14	13	3	31
	% within income		,0%	3,2%	45,2%	41,9%	9,7%	100,0%
	% within frequency		,0%	25,0%	53,8%	31,0%	23,1%	36,0%
	% of Total		,0%	1,2%	16,3%	15,1%	3,5%	36,0%
High above average	Count		0	2	0	1	0	3
	% within income		,0%	66,7%	,0%	33,3%	,0%	100,0%
	% within frequency		,0%	50,0%	,0%	2,4%	,0%	3,5%
	% of Total		,0%	2,3%	,0%	1,2%	,0%	3,5%
Total	Count		1	4	26	42	13	86
	% within income		1,2%	4,7%	30,2%	48,8%	15,1%	100,0%
	% within frequency		100,0%	100,0%	100,0%	100,0%	100,0%	100,0%
	% of Total		1,2%	4,7%	30,2%	48,8%	15,1%	100,0%

Source: Own calculation

The survey also indirectly studied the role of a woman in a household. From the result above, the households cook at least one warm meal a day relatively often. The question of who takes care about preparing and cooking a meal for a household the most often might appear immediately. The survey answered this particular task. According to the research, 74.4 percent students stated that a mother is a person who is concerned about preparing and serving meals. Fathers ended up on the second place with 10.5 percent. The

rest is divided between step mothers, step fathers, students themselves, and even some respondents marked more options there. Multiple answers were classified as – someone else option. Between these multiple answers appeared also choices such as grandfather/grandmother and siblings. For better imagination see table 5.9.

Table 5.9. Who the Most Often Cooks

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Mother	64	74,4	74,4	74,4
Step mother	2	2,3	2,3	76,7
Father	9	10,5	10,5	87,2
Step father	2	2,3	2,3	89,5
Myself	4	4,7	4,7	94,2
Other	5	5,8	5,8	100,0
Total	86	100,0	100,0	

Source: Own calculation

The survey also investigated the places where the students eat the most often during the day. Starting with a breakfast, 73.3 percent of respondents stated that they eat it at home, 14.0 percent of students bring their breakfast to school and eat it there, 11.6 percent do not eat at the morning, and 1.2 percent has breakfast in fast food. During lunch time, 76.6 percent of students uses school cafeteria, 7.0 percent eat at home and the same percentage also eat in fast food; 5.8 percent do not eat lunch, and 3.5 percent goes to restaurant. Finishing with dinner, 95.3 percent of students marked that they eat it at home, 3.5 percent stated dinning at fast foods, and 1.2 percent marked eating at school. The reasons why students eat at the chosen places are discussed in the section 6. Discussion.

The results mentioned above showed where the students eat the most often during the day, following paragraph is dedicated to the ways of how students like to eat the main meals of the day. Starting again with breakfast, more than one half of respondents (51.2 percent) enjoy their breakfast alone and 23.3 percent likes to eat with family. In the previous paragraph, 11.6 percent of students (11 people) mentioned not eating a breakfast,

but in this particular question 4 more students (17.4 percent overall) adhered to not consuming food at the morning; therefore, they have no preferences. Option other chose 5.8 percent of respondents, where they stated that they do not care with whom they eat (3 persons), and one mentioned eating with brother as the best choice to enjoy breakfast. 2.3 percent choose the best possibility of eating with friends. Moving to a lunch time, the majority like to eat with friends (76.7 percent), 18.6 percent enjoy dining with family, 2.3 percent like to eat alone, and the same percentage of students do not eat a lunch. Lastly, none of students' responses did mention not eating at the evening, all students marked the "eating" options. The most marked option was dinning with family concluding 62.8 percent, 27.9 percent marked eating alone as the best option. 8.1 percent of students like to eat with their friends, and 1.2 percent like eating with a girlfriend.

The last question in the first part of the questionnaire was dedicated to general eating preferences. Students were asked whether they preferably eat at home, in the restaurant, at school, in fast food or elsewhere. In general, most of the students (70.9 percent) like to eat at home, 25.6 percent enjoy the most dining in a restaurant, and 3.5 percent of people marked option fast food.

The survey, in its second part, was devoted to student's preferences, roles, and experiences in terms of dining habits. First of all, the students' view on what main meal contributes to cohesiveness of people within household differs (see table 5.10.). 53.5 percent of students concluded with dinner, 43.0 percent of respondents preferred lunch. Only 3.5 percent deduced breakfast.

Table 5.10. Meal Cohesiveness

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Breakfast	3	3,5	3,5	3,5
Lunch	37	43,0	43,0	46,5
Dinner	46	53,5	53,5	100,0
Total	86	100,0	100,0	

Source: Own calculation

Author also examined the preferences of eating at the table in a household, because she considers that not all of students like the idea of eating at dining table. Therefore, on the question whether students prefer to eat at the common table or not, 54.6 percent of student chose the option away from a dining table, 41.9 percent marked in favor eating at the table, and 3.5 percent of students were not decided about this particular question. (See table 5.11.). In the chapter 6. Discussion, the analysis of eating preferences in a household will be provided.

Table 5.11. Common Table Preferences

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid At the table	36	41,9	41,9	41,9
Away from the table	47	54,6	54,6	96,5
Do not know	3	3,5	3,5	100,0
Total	86	100,0	100,0	

Source: Own calculation

Further activity of students during the common dining together with people from household at home and at restaurant was studied. Firstly, focus on activities during dining in a restaurant was measured. Overall, 62.8 percent of respondents claimed that during common dining in a restaurant, they, in the most cases, have a conversation and they do not solve any important issues. Moreover, 24.4 percent of students marked that they solve important issues during common dining, and 5.8 percentages do not speak and eat. None from students watch TV when eating in restaurant. For further results see table 5.12.

Table 5.12. Activity During Dining at Restaurant

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid No talking, eating	5	5,8	5,8	5,8
Reading	1	1,2	1,2	7,0
Conversation about insignificant issues	54	62,8	62,8	69,8
Conversation about significant issues	21	24,4	24,4	94,2
Surfing and playing on PC/Tablet	4	4,7	4,7	98,8
Other	1	1,2	1,2	100,0
Total	86	100,0	100,0	

Source: Own calculation

The same issue was analyzed also during common dining at the table in a household. The results were not far away from common dining in a restaurant. Details are shown in the next table 5.13. Less than half of interviewed students (46.5 percent) mentioned talking and not solving any important issues during dining in a household. More than a quarter, 26.7 percent talks about important matters when eating, and 15.1 percent does not talk at all. TV watches 8.1 percent of interviewed students. None chose the option reading. One person marked option other where stated all given options. Moreover, the activity during common dining in the household is further analyzed. Interrelationships between this activity and income, and this activity and gender are mentioned in further below.

Table 5.13. Activity During Dining in a Household

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid No talking, eating	13	15,1	15,1	15,1
Conversation about insignificant issues	40	46,5	46,5	61,6
Conversation about significant issues	23	26,7	26,7	88,4
Watching TV	7	8,1	8,1	96,5
Surfing and playing on PC/Tablet	2	2,3	2,3	98,8
Other	1	1,2	1,2	100,0
Total	86	100,0	100,0	

Source: Own calculation

Once the activity during common dining was measured, the activity when eating alone was analyzed as well (See table 5.14). The chosen options were largely spread. The most students (30.2 percent) stated they watch TV, 25.6 percent mentioned being in silent and eat, 24.4 percent marked the possibility of surfing and playing games on PC, tables or any other electronic devices of this type, and 19.8 percent checked the option – reading.

Table 5.14. Activity During Dining Alone

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid No talking, eating	22	25,6	25,6	25,6
Reading	17	19,8	19,8	45,3
Watching TV	26	30,2	30,2	75,6
Surfing and playing on PC/Tablet	21	24,4	24,4	100,0
Total	86	100,0	100,0	

Source: Own calculation

Final part of the survey examined the preferences in common dining and whether common dining habits are an important part of household functioning. The first question in this section measured whether students in general like common eating. 91.9 percent of respondents were overall positive about this activity. Only 4.7 percent stated disagreement, and 3.5 percent of students could not decide. In detail, see table 5.15. Popularity of Common Dining. None of students chose the option - absolutely dislike.

Table 5.15. Popularity of Common Dining

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Absolutely like	6	7,0	7,0	7,0
Very like	28	32,6	32,6	39,5
Fairly like	45	52,3	52,3	91,9
Fairly dislike	3	3,5	3,5	95,3
Very dislike	1	1,2	1,2	96,5
Do not know	3	3,5	3,5	100,0
Total	86	100,0	100,0	

Source: Own calculation

Students were also asked whether they agree or disagree with given statements about common dining. Whether the common eating is important or not for keeping good relationships within household, it was the one of the question to be answered. Generally, 89.5 percent of students adhered to positive side, and 9.3 percent expressed their negative position to this statement. Last group, 3.5 percent of students could not decide whether common dining contributes to keeping of good relationships in a household. See table 5.16. for detailed division of students responses. Nobody marked the possibility of absolutely dislike. In addition, there were also no significant differences between gender answers.

Table 5.16. Dining/Maintaining Good Relationships

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Absolutely like	12	14,0	14,0	14,0
	Very like	29	33,7	33,7	47,7
	Fairly like	36	41,9	41,9	89,5
	Fairly dislike	6	7,0	7,0	96,5
	Very dislike	2	2,3	2,3	98,8
	Do not know	1	1,2	1,2	100,0
	Total	86	100,0	100,0	

Source: Own calculation

Students were also asked whether agree that common dining is a compulsory habit which they have to accept. According to results, 81.4 percents of interviewees generally accepted given statement, 14 percent got behind the opposite opinion, and 4.7 percent of students did not decide which options they would prefer. Table 5.17. demonstrates detailed distribution of students answers. There were no significant differences between gender answers as well.

Table 5.17. Common Dining as Compulsory Habit

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Absolutely like	8	9,3	9,3	9,3
	Very like	25	29,1	29,1	38,4
	Fairly like	37	43,0	43,0	81,4
	Fairly dislike	9	10,5	10,5	91,9
	Very dislike	2	2,3	2,3	94,2
	Absolutely dislike	1	1,2	1,2	95,3
	Do not know	4	4,7	4,7	100,0
	Total	86	100,0	100,0	

Source: Own calculation

More spread opinions in students answers appeared with the question whether they agree with a statement if it is appropriate to wait until all members of a household finish their dish and then they all can leave. The majority of students (52.3 percent) agree with given statement, 36.1 percent do not agree, and 11.6 percent did not decide. (See table 5.18.) Moreover, the differences between genders showed up in the opinion on this particular statement. 60.9 percent of women generally agree with an appropriateness of waiting until all members of household finish their plate. On contrary, with this statement generally agree less than half of men (42.5 percent).

Table 5.18. Getting up from the Table

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Absolutely like	7	8,1	8,1	8,1
Very like	15	17,4	17,4	25,6
Fairly like	23	26,7	26,7	52,3
Fairly dislike	25	29,1	29,1	81,4
Very dislike	6	7,0	7,0	88,4
Absolutely dislike	10	11,6	11,6	100,0
Total	86	100,0	100,0	

Source: Own calculation

The two last questions in the questionnaire focused on the wish of a good taste before a common meal and how the students prefer to eat their dish. To be more specific, wishing a good taste is a habit which should symbolizes the start of a meal. People at the common table usually say a traditional sentence which characterizes an expression for a plate enjoyment, also commonly known as “bon appetite” phrase (in the Czech etiquette, there are certain rules about the first person who should articulate a wish of a good taste to people around common table. In the household, the person who prepared a meal should say “good taste” phrase and the others should answer by the same sayings. However, in reality, it is not compulsory to say it before each meal (Vlková, 2011)). After the sentence is expressed, consumption of food can begin.

In the households where students from the “Gymnasium Nad Štolou” live, it is in 45.3 percent common to wish always a good taste before a meal. 34.9 percent respondents stated that they wish a good taste almost always, 14 percent mentioned possibility – occasionally. Almost never option marked 3.5 percent of students, and 2.3 percent checked option - never.

Additional question about eating preferences was added at the end of the survey in order to cover students’ various dining habits. Two third of students (66.3 percent) stated that they eat with silverware with no preference, 30.2 percent marked that they prefer fork when consuming their food, and 2.3 percent of students also like the most to eat with their hand (one person who answered the preference of eating with hands, also confessed Hinduism). Sticks prefer 1.2 percent of students. Nevertheless, trends in the ways of eating might be changing as well as the habits associated with common dining.

The size of the family in relation to the activity during common dining was also analyzed. Author suggested that during common dining, households with higher number of members would communicate more (including conversation about insignificant and significant issues) than households with lower number of members; this assumption could not be confirmed. (See table 9.2. as Supplement 2) In almost all household member categories, majority of students communicate on the insignificant and significant issues.

The author also examined the interrelationships between levels of income and chosen questions, as well as gender and chosen questions. The assumption about significant relationship between income level and the activity during dining was not confirmed completely (See table 9.3. as Supplement 3). The author expected that with a lower income of a household, the students would solve important issues during the dining at one table, and with increasing of income level, the students would not be involved in common dining, meaning that they would be more attracted to television, PC, tablets or any other electronic devices. One significant result occurred, 50 percent of respondents, with a below average income, talk about significant issues during dining. The other results are not as significant. When considering comparison of gender and activity during dining in a household, the tendency of solving significant issues have women more (34.8 percent) on contrary to men (17.5 percent). Other relevant results were not founded as it can be seen in the table 5.19.

Table 5.19. Gender * Activity During Common Dining in a Household

			Activity During Dining in a Household						Total
			Silence	Insign.talk	Sign.talk	TV	PC	Other	
Gender	Men	Frequency	7	20	7	3	2	1	40
		% within gender	17,5%	50,0%	17,5%	7,5%	5,0%	2,5%	100,0%
		% within activity	53,8%	50,0%	30,4%	42,9%	100,0%	100,0%	46,5%
		% of Total	8,1%	23,3%	8,1%	3,5%	2,3%	1,2%	46,5%
Women	Women	Frequency	6	20	16	4	0	0	46
		% within gender	13,0%	43,5%	34,8%	8,7%	,0%	,0%	100,0%
		% within activity	46,2%	50,0%	69,6%	57,1%	,0%	,0%	53,5%
		% of Total	7,0%	23,3%	18,6%	4,7%	,0%	,0%	53,5%
Total	Total	Frequency	13	40	23	7	2	1	86
		% within gender	15,1%	46,5%	26,7%	8,1%	2,3%	1,2%	100,0%
		% within activity	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%
		% of Total	15,1%	46,5%	26,7%	8,1%	2,3%	1,2%	100,0%

Source: Own calculation

Also the interrelationship between gender and common table preferences were measured (table 5.20.). The differences between genders were not as significant, but still women prefer to eat at the table by 11.2 percent more than men. It can be assumed that the role of a woman in a household is still deeply rooted as a role of a food provider and server. Women spend still more time in a kitchen than men, so the reason of eating at the table, who is in the most cases close to kitchen, might be from these reasons.

Table 5.20. Common Table Preferences * Gender

			Gender		Total
			Men	Women	
Table Preferences	At the table	Frequency	16	20	36
		% within Table Preferences	44,4%	55,6%	100,0%
		% within Gender	40,0%	43,5%	41,9%
		% of Total	18,6%	23,3%	41,9%
	Away from table	Frequency	24	23	47
		% within Table Preferences	51,1%	48,9%	100,0%
		% within Gender	60,0%	50,0%	54,6%
		% of Total	27,9%	26,7%	54,6%
	Do not know	Frequency	0	3	3
		% within Table Preferences	,0%	100,0%	100,0%
		% within Gender	,0%	6,5%	3,5%
		% of Total	,0%	3,5%	3,5%
Total	Frequency	40	46	86	
	% within Table Preferences	46,5%	53,5%	100,0%	
	% within Gender	100,0%	100,0%	100,0%	
	% of Total	46,5%	53,5%	100,0%	

Source: Own calculation

6. Discussion

The aim of the diploma thesis was to analyze current common dining habits within high school students from the “Gymnasium Nad Štolou” which is situated in Prague 7. Eighty-six students from the third (seventh) grades were answering in the survey on overall 28 questions. Respondents’ answers provided comprehensive results of their stands towards current common dining habits.

Religion plays very important part when considering common dining habits, but the diploma thesis did not focus on this particular view because religion in the Czech Republic does not have a strong position. This fact was confirmed because 91.9 percent of students consider that they do not confess any religion, which generally goes in hand with the Czech Republic’s trend as the third largest atheist country in the world (Týden.cz, 2012). Further, over 80 percent of students have permanent residence in Prague, which contributes to group cohesiveness for the survey as well. Moreover, 98.8 percent of respondent use public transportation, go by walk, or use a car to get to school within an hour, which author considers as a relevant time in the city of Prague to get there.

Income of the households plays interesting role when considering common dining habits. On one hand, the activity during dining and habits associated with it are probably not influenced by the income of a household. On the other hand, when considering going out to eat and cooking in a household, income in some ways plays a significant role.

More than 50 percent of students consider their household being on the average level, and almost one third of respondents stated to be on above average income level. The rest of the students were almost equally distributed on the both (low and high) ends of the income scale. High importance of income is mostly seen in household’s eating in restaurants. The result of the survey showed that with the increase of income, the members of a household go eat to restaurants more often.

At first, the author assumed that the income is narrowly connected to the activity during common dining in a household and in a restaurant. The reason for this assumption was because the author considered that wealthier students would have higher access to modern technologies. Therefore, these technologies would overtake other activities during

common dining, and the individual approach of eating would be met. This assumption was not approved. According to the results, income of a household does not have an influence on the activity during dining. In every income category, more than a half of respondents talk about significant and insignificant issues rather than paying attention to some electronic devices. Students' households might therefore take common dining as a collective activity rather than an individual, which goes in contradiction with the individual trends seen in the findings of Dvořáková-Janů (1999). Also Jones (2011) mentions the higher occurrence in people eating in front of the TV and PC nowadays. The author suggests that the reason for students' participation in dining arise from their habits that they have learned in childhood, because on the other hand, Jones (2011) also emphasizes these early rooted dining habits as a base for future behavior. Overall, income might not play as important role as the acquired dining habits, which students maybe unintentionally practice.

The surprising fact brought the results about cooking at least one warm meal a day. The author suggested that this activity is diminishing nowadays, and that the eating out takes over cooking at home. A vast majority (97.7 percent of households) cooks at least one warm meal per day 4 to 5 times per week, and from 74.4 percent it is a woman who cooks, provides and serves this meal. Whether the meals are made from uncooked food or semi-finished products, the survey did not investigate. Moreover, the income of households does not play a significant role with the higher frequency of home cooking. According to collected data, there are 93 percent of students who have average to high above average income level. With the findings that capital city of Prague has a dominant position in the average salary in the Czech Republic which outbalances by 28 percent the rest of Czech regions (MPSV, 2011), the income still allows households in which mainly Prague high school students live to afford probably any kind of food. Also, with the agreement with EFIC (2004), households might also cook more because with that variety of food choices, they can experiment when cooking warm meals. Households with low income cannot afford it. More likely, the reason for a higher frequency of cooking in households is a simply habit. The western trends in eating out are not well adapted in dining habits of chosen students because Czech households and mainly women were used to cook at home in the past and this custom is still seen in women/mothers activities.

The results also showed that with the increasing number of household members, the frequency of cooking in the household slightly increases as well. According to collected data, it does not seem to be in economic situation of households, because the investigation did not show a relationship between income and size of households. Most likely, the households with higher number of their members probably cook more because it might be just worth it. Cooking at least one warm meal a day for two or three members of a household does not have such weight as cooking warm meal for larger group of people within one household.

The author also considered that with the increasing number of household members the “family” would hold conversations more than within households with a lower number of its members. This assumption was taken into consideration because of the higher presence of people at one table would make them interact more. Therefore, households with less number of members would not have a need to any interaction with other members. This supposition was not fulfilled also. Students, regardless to the size of a household and the level of income, generally often talk during common dining. Again, the collective aspect of household interaction can be seen. The reason is also apparent. As it was explained above, the author considers that this habit of participation in dining is a rooted tradition from students’ childhood which might stop the modern influences such as reading, watching TV, and using electronic devices from conversation during dining.

Moreover, eating at home in students responses is very popular. In the survey, they could decide where their favorite place to eat is. From 73.3 percent they like to eat breakfast at home and from 95.3 percent they like to eat dinner there also. As a matter of fact, the reason for their choices might be because of their living in a household where the relatives fully take care about food issues and therefore students do not have to pay for it. This finding might also be supported by the study of young European citizens (25-34 years old) which stated that living together with parents is on its increase. Young people get along with their liberal parents more than in was in the 1960s’ and sharing the common household is becoming normal rather than embarrassing (Matúšková, 2013). From the responses of students from “Gymnasium nad Štolou”, they might not see staying in a common household problematic also into the future. Other reason might be also financial, students spending money are limited, and they also might not have an experience with

dining out regularly. In addition, 76.6 percent of respondents mentioned the best place to eat lunch at school, which is a consequence of school canteen, which provides cheaper and fast prepared lunches.

Common dining provides variety of social aspects of collectiveness. One of these aspects contributes to improving of cohesiveness of people living together in a household. Students' responses about what meal contributes to home cohesiveness were almost equally split between lunch and dinner; 53.5 percent stated dinner, 43.5 percent mentioned lunch. Only 3.5 percent concluded with breakfast. In the Czech Republic, there is probably no tradition, as in other cultures, about the main meal of the day (from the social perspective). Therefore, this might be the reason for their dispersal opinions.

Although students generally like common dining (91.9 percent of respondents agreed), more than half of them (54.6 percent) prefer to eat away from the common table, which is quite contradictory. The reason seems to be unintentional. Students could mark common dining as something they generally like because from their childhood they were used to eat together. Once students had a chance to choose from dining places, they probably feel more comfortable away from a common table because they can do anything they like during dining instead of interacting with other household members. For better understanding, see next two paragraphs below with further explanation.

Interesting thing was found out about activities during eating alone. When students eat together with other members of a household, they - according to their responses - mostly converse. Once students have a chance to eat alone, their activities are not the same at all. One quarter (25.6 percent of interviewees) likes to be in silent and just eat, 19.8 percent prefer reading, 30.2 percent watches TV, and 24.4 percent is surfing or playing games on PC or tablets. The variety of activities might mean their unawareness of food consuming. Only one fourth of students can be considered focusing on a meal (the "silent" group); the other might just fill the time up while eating. This fact confirms Dvořáková-Janů's (1999) statement where she compares act of eating to cleaning a teeth. The process of modernization made food to become less significant activity than it was before.

On the other hand, as it was already mentioned, students' opinions about common dining were over all positive. In addition, 89.5 percents adhered to a statement that

common eating is important for maintaining good relationships between members of a household. However, they also added that common dining is a compulsory act they generally accept (81.4 percent of responses). This might mean that from students' childhood, they were learned to certain dining habits. Their relatives probably taught them how to use silverware, or what to say before eating, etc. They also probably had regular common dining during celebrations and feasts, or maybe on weekends they all sat at one table and ate together. Nowadays, it seems that they unintentionally continue in dining traditions, but they do not much pay attention to it.

Lastly, the activities before and after common meal were studied. Slight majority of students agree with a statement (52.3 percent) about waiting after last person finishes her or his meal, and then students can leave, but there is still large part of respondents who generally do not agree (47.7percent). Reasons for this split might mean that some dining habits start to loosen their weight. On contrary, there are still some customs which are still in practice because for example 80.2 percent of students always and almost always say a "good taste" phrase before common meal. This habit seems to have a long rooted tradition coming from agricultural households where the common prayer was always said before meal. Other forms of similar kind of sayings before common meals stayed until recent days.

7. Conclusion

Chosen students' stands towards common dining as an important part of their social life might seem not to be in the worst condition. The economic situation of households and the number of its members do not play such important role when considering common dining habits. Generally, students like common dining and also like to talk during it. Therefore, students from "Gymnasium Nad Štolou" might consider common dining as an important part of their social life, only with some corrections – they do not pay much attention to it. Moreover, it seems that in the chosen students from Prague, the collective approach predominate over individual approach in dining in comparison to western countries.

The cultures are developing and changing at the same time. The process of globalization brings people's cultures together, and some dining habits due to this factor might disappear, on the other hand, some might be still retained. In the chosen high school from the Czech Republic, the role of household members and mainly the role of women/mothers, when passing of the dining traditions, is very important. It is because that these learned habits from childhood will be rooted in people for the rest of their life. And probably women as food providers are the most responsible for transmission of customs on their children. Once the children are not aware of these habits, they are probably easily transposed to new habits, and they can easily adapt them into their own behavior and take them for their own.

The new phenomenon of European young people (25-34 years old) sharing the same household with their parents seems to be developing in interviewed students as well. Students in the vast majority like eating at home rather than away from it, and they generally agree that they like talking during common dining (even though they do not realize the importance of common eating). They also agree that common dining contributes to better cohesiveness of household members, whether it is lunch or dinner -- it does not matter. The reason for this occurrence might be because it is probably mutually advantageous, students will not have to pay any extra costs for living and eating, and parents do not have to stay in the household alone. The society accepts this phenomenon

more likely than in the past. Common dining habits might therefore be further passing and some traditions will retain within households.

8. References

- BERANOVÁ, M. "Hostiny a Stolování." *Jídlo a Pití Za Rudolfa II.* Praha: MAXDORF, 1997. 33-42. Print., ISBN: 80-85800-67-5
- CHANG, Te-Tzu. "The Rice Cultures." *Philosophical Transaction of the Royal Society of London Series B-Biological Sciences* 275.936 (1976): 143-57. Print.
- CLASEN, L., and McWRITER, A. *Jídlo Jako Jed, Jídlo Jako Lék: Abecední Průvodce Bezpečnou a Zdravou Výživou.* Praha: Reader's Digest Výběr, 1998. Print., ISBN: 80-902069-7-2
- DRŠKA, V., and PICKOVÁ D. *Dějiny Středověké Evropy.* Praha: Nakl. Skřivan Ml., 2004. Print., ISBN: 80-8649-311-3
- DVOŘÁKOVÁ-JANŮ, V. *Lidé a Jídlo.* Praha: ISV, 1999. Print. ISBN: 80-85866-41-2
- GERMOV, J., and WILLIAMS L. *A Sociology of Food & Nutrition: The Social Appetite.* South Melbourne, Vic.: Oxford UP, 2004. Print.
- GIDDENS, A. "Důvěra." *Důsledky Modernity.* Praha: Sociologické Nakladatelství, 2003. 34-35. Print., ISBN: 80-86429-15-6
- HUDEČKOVÁ, H., KUČEROVÁ, E., and KŘÍŽ, L. *Metodologie sociologického výzkumu pro nesociology,* ČZU, Praha., 2001
- KOZEL, R. *Moderní Marketingový Výzkum: Nové Trendy, Kvantitativní a Kvalitativní Metody a Techniky, Průběh a Organizace, Aplikace v Praxi, Přínosy a Možnosti.* Praha: Grada, 2006. Print., ISBN: 80-247-0966-X
- JACKSON, E. "O Stolování." *Jídlo a Proměna: Symbolika Jídla Ve Snech, Pohádkách a Mýtech.* Brno: Nakladatelství Tomáše Janečka, 2004. 92-101. Print., ISBN: 80-85880-37-7
- MATÚŠKOVÁ, Š. "Mladá Evropa volí mamahotel." *Respekt [Praha]* 18 Feb. 2013, XXIV ed.: 36-37. Print.

- MILES, M., B., and HUBERMAN, M., *Qualitative Data Analysis*, 1994: SAGE Publications Inc., Print., ISBN-0-8039-4653-8
- MONTARI, M., and JANDOVÁ, Z. *Hlad a Hojnost: Dějiny Stravování v Evropě*. Praha: NLN, Nakladatelství Lidové Noviny, 2003. Print., ISBN: 80-7106-560-9
- OPPENHEIM, A. N. *Questionnaire Design*. United Kingdom : Bloomsbury Publishing PLC, 2000. Print., ISBN 10: 0826451764.
- ROSALDO, M., Z., *Woman, Culture, and Society*. Stanford, CA: Stanford Univ., 2006. Print., ISBN: 0-8047-0850-9
- SEKOT, A. "Vznik a Podstata Sociologie." *Sociologie v Kostce*. Brno: Paido, 2002. 9-10. Print., ISBN: 80-7315-021-2
- TANNAHILL, R. *Food in History*. London: Eyre Methuen, 1973. Print., ISBN: 04-1327-340-7
- ZIKMUND, W., G. *Exploring marketing research*. Eight edition. Thomson/South-Western, 2003. Print., ISBN 10:0324181485.

Website sources:

- "Analýza vývoje příjmů a výdajů domácností ČR v roce 2011 a predikce na další období." MPSV. MPSV, 2011. Web. 24 Mar. 2013. <http://www.mpsv.cz/files/clanky/12925/Text_2011.pdf>.
- ČERMÁKOVÁ, M. "Rodina a měnící se gender role – sociální analýza české rodiny." Sociologický ústav AV ČR. Research Support Scheme of Higher Education Support Programme, 1996. Web. 15 Feb. 2013. <http://studie.soc.cas.cz/upl/texty/files/153_97-8wptext.pdf>.
- ČERVENKA, J. "Co děláme ve svém volném čase?" Centrum Pro Výzkum Veřejného Mínění. Sociologický ústav AV ČR, 26 Apr. 2004. Web. 29 Jan. 2013. <<http://cvvm.soc.cas.cz/zdravi-volny-cas/co-delame-ve-svem-volnem-case>>.

- "Eating out Becomes a Modern Growth Phenomenon." National Eating Out Week Statistics. National Eating Out Week, 2012. Web. 29 Jan. 2013. <<http://www.fedrest.com/eatingoutstatistics.html>>.
- EPTER, A. "EATING OUT IN MODERN AMERICAN SOCIETY: WHY DO PEOPLE MAKE THE CHOICE TO EAT OUTSIDE THE HOME?" The University of Vermont, Oct. 2009. Web. 15 Feb. 2013. <<https://library.uvm.edu/jspui/bitstream/123456789/233/1/Epter%20Thesis.pdf>>.
- "Faktory ovlivňující výběr potravin." European Food Information Council. N.p., Apr. 2005. Web. 14 Feb. 2013. <<http://www.eufic.org/article/cs/expid/review-food-choice/>>.
- "FROM FARM TO FORK: WHAT THE EXPERTS SAY ABOUT MODERN FOOD PRODUCTION." *Food Insight*. International Food Information Council Foundation, Oct. 2009. Web. 20 Jan. 2013. <http://www.foodinsight.org/Content/76/What%20the%20Experts%20Say-Mod%20Food%20Prod_9-1-09.pdf>.
- HUIT, W. "Educational Psychology Interactive: Maslow's Hierarchy of Needs." Educational Psychology Interactive: Maslow's Hierarchy of Needs. Valdosta, GA: Valdosta State University, 2007. Web. 06 Nov. 2012. <<http://www.edpsycinteractive.org/topics/conation/maslow.html>>.
- JONES, J. "The History of Table Manners." The Guardian. Guardian News and Media, 11 Sept. 2011. Web. 11 Feb. 2013. <<http://www.guardian.co.uk/lifeandstyle/2011/nov/09/history-table-manners-etiquette-beeton>>.
- KELLY, M. "You Are What You Eat: Course Examines Sociology of Food." *UVA Today*. University of Virginia, 05 Aug. 2008. Web. 25 Jan. 2013. <<http://news.virginia.edu/content/you-are-what-you-eat-course-examines-sociology-food>>.

"Náboženské vyznání obyvatelstva." Skladba obyvatelstva podle náboženského vyznání, pohlaví a podle věku. Czech Statistical Office, 2003. Web. 23 Mar. 2013. <http://www.czso.cz/csu/2003edicniplan.nsf/o/4110-03--skladba_obyvatelstva_podle_nabozenskeho_vyznani,_pohlavi_a_podle_veku>.

NOVÁK, T. "Feminismus a Společenské Vědy." Vysoká škola Ekonomická v Praze. VŠE, 2001. Web. 29 Jan. 2013. <<http://nb.vse.cz/kfil/elogos/student/novak1.htm>>.

"Online Etymology Dictionary." Online Etymology Dictionary. Douglas Harper Custom Logo Design, n.d. Web. 11 Feb. 2013. <<http://www.etymonline.com/index.php?term=dinner>>.

"Proč jíme to, co jíme: Sociální a ekonomické faktory určující volbu potravin." European Food Information Council. N.p., Oct. 2004. Web. 11 Feb. 2013. <<http://www.eufic.org/article/cs/artid/volbu-potravin-socialni-ekonomicke-faktory/>>.

"Průzkum: Jak často se stravují Češi v restauracích?" IHned.cz., Economia, a.s., 23 July 2012. Web. 29 Jan. 2013. <<http://probyznysinfo.ihned.cz/c1-56688950-jak-casto-jime-v-restauracich>>.

SMITH, A., An Inquiry into the Nature and Causes of the Wealth of Nations. N.p.: Pennsylvania State University, 2005. Print. An Electronic Classics Ser. Publications. <<http://www2.hn.psu.edu/faculty/jmanis/adam-smith/wealth-nations.pdf>>.

"V žebříčku ateistů jsou Češi třetí. Za Čínou a Japonskem." TÝDEN.cz. EMPRESA MEDIA, 28 Dec. 2012. Web. 23 Mar. 2013. <http://www.tyden.cz/rubriky/domaci/v-zebricku-ateistu-jsou-cesi-treti-za-cinou-a-japonskem_256680.html>.

VLKOVÁ, J. "Počkejte si na přání dobré chuti." Kuchyně. SanomaMedia Praha, 11 Aug. 2011. Web. 23 Mar. 2013. <<http://kuchyne.dumazahrada.cz/clanky/vareni-a-stolovani/pockejte-si-na-prani-dobre-chuti-24844.aspx>>.

"Vývoj počtu hospodařících domácností (HD) podle jejich typu mezi roky 1995 a 2010." *Český Statistický Úřad*. Český Statistický Úřad, n.d. Web. 29 Jan. 2013. <<http://notes.czso.cz/csu/csu.nsf/informace/czam080511analyza11.doc#.UQfzSB0sDYY>>.

"Youth Eating Out Less As Elderly Dine Out More." *Floating Path*. Floating Path, 16 Jan. 2013. Web. 25 Jan. 2013. <<http://www.floatingpath.com/2013/01/16/youth-eating-elderly-dine/>>.

WINTERMAN, D. "Breakfast, Lunch and Dinner: Have We Always Eaten Them?" BBC News. BBC, 15 Nov. 2012. Web. 11 Feb. 2013. <<http://www.bbc.co.uk/news/magazine-20243692>>.

9. Supplements

Supplement 1 – Table 9.1.

Table 9.1. Income * Household members

			Household members					Total
			2	3	4	5	↑5	
Income Below average	Count		2	0	3	0	1	6
	% within income		33,3%	,0%	50,0%	,0%	16,6%	100,0%
	% within frequency		18,2%	,0%	7,3%	,0%	33,3%	7,0%
	% of Total		2,3%	,0%	3,5%	,0%	1,2%	7,0%
Average	Count		7	12	20	6	1	46
	% within income		15,2%	26,1%	43,5%	13,0%	2,2%	100,0%
	% within frequency		63,3%	63,2%	48,8%	50,0%	33,3%	53,5%
	% of Total		8,1%	14,0%	23,3%	7,0%	1,2%	53,5%
Above average	Count		2	6	17	5	1	31
	% within income		6,5%	19,4%	54,8%	16,1%	3,2%	100,0%
	% within frequency		18,2%	31,6%	41,5%	41,7%	33,3%	36,0%
	% of Total		2,3%	7,0%	19,8%	5,8%	1,2%	36,0%
High above average	Count		0	1	1	1	0	3
	% within income		,0%	33,3%	33,3%	33,3%	,0%	100,0%
	% within frequency		,0%	5,3%	2,4%	8,3%	,0%	3,5%
	% of Total		,0%	1,2%	1,2%	1,2%	,0%	3,5%
Total	Count		11	19	41	12	3	86
	% within income		12,8%	22,1%	47,7%	14,0%	3,5%	100,0%
	% within frequency		100,0%	100,0%	100,0%	100,0%	100,0%	100,0%
	% of Total		12,8%	22,1%	47,7%	14,0%	3,5%	100,0%

Source: Own calculation

Table 9.2. Household Members * Activity During Dining in a Household

		Activity During Dining in a Household						Total
		Silence	Insign.talk	Sign.talk	TV	PC	Other	
Members 2	Frequency	0	6	3	1	0	1	11
	% within members	,0%	54,5%	27,3%	9,1%	,0%	9,1%	100,0%
	% within activity	,0%	14,0%	13,6%	20,0%	,0%	100,0%	11,7%
	% of Total	,0%	7,0%	3,5%	1,2%	,0%	,0%	11,7%
3	Frequency	4	10	4	0	1	0	19
	% within members	21,1%	52,5%	21,1%	,0%	5,3%	,0%	100,0%
	% within activity	30,8%	23,3%	18,1%	,0%	50,0%	,0%	22,2%
	% of Total	4,7%	11,6%	4,7%	,0%	1,2%	,0%	22,2%
4	Frequency	7	20	11	2	1	0	41
	% within members	17,1%	48,8%	26,2%	4,9%	2,4%	,0%	100,0%
	% within activity	53,8%	46,5%	50,0%	40,0%	50,0%	,0%	47,7%
	% of Total	8,1%	23,3%	12,8%	2,3%	1,2%	,0%	47,7%
5	Frequency	1	6	4	1	0	0	12
	% within members	8,3%	50%	33,4%	8,3%	,0%	,0%	100,0%
	% within activity	7,7%	14,0%	18,1%	20,0%	,0%	,0%	12,9%
	% of Total	1,2%	7,0%	4,7%	1,2%	,0%	,0%	12,9%
More than 5	Frequency	1	1	0	1	0	0	3
	% within members	33,3%	33,3%	,0%	33,3%	,0%	,0%	100,0%
	% within activity	7,7%	2,3%	,0%	20,0%	,0%	,0%	3,6%
	% of Total	1,2%	1,2%	,0%	1,2%	,0%	,0%	3,6%
Total	Frequency	13	43	22	5	2	1	86
	% within members	15,1%	50,0%	25,6%	5,8%	2,3%	1,2%	100,0%
	% within activity	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%
	% of Total	15,1%	50,0%	25,6%	5,8%	2,3%	1,2%	100,0%

Source: Own calculation

Table 9.3. Income * Activity During Dining in a Household

		Activity During Dining in a Household						Total
		Silence	Insign.talk	Sign.talk	TV	PC	Other	
Income Below average	Frequency	1	1	3	1	0	0	6
	% w/income	16,7%	16,7%	50,0%	16,7%	,0%	,0%	100,0%
	% within activity	7,7%	2,5%	13,0%	14,3%	,0%	,0%	7,0%
	% of Total	1,2%	1,2%	3,5%	1,2%	,0%	,0%	7,0%
Average	Frequency	8	22	9	6	0	1	46
	% w/income	17,4%	47,8%	19,6%	13,0%	,0%	2,2%	100,0%
	% within activity	61,5%	55,0%	39,1%	85,7%	,0%	100,0%	53,5%
	% of Total	9,3%	25,6%	10,5%	7,0%	,0%	1,2%	53,5%
Above average	Frequency	3	17	10	0	1	0	31
	% w/income	9,7%	54,8%	32,3%	,0%	3,2%	,0%	100,0%
	% within activity	23,1%	42,5%	43,5%	,0%	50,0%	,0%	36,0%
	% of Total	3,5%	19,8%	11,6%	,0%	1,2%	,0%	36,0%
High above average	Frequency	1	0	1	0	1	0	3
	% w/income	33,3%	,0%	33,3%	,0%	33,3%	,0%	100,0%
	% within activity	7,7%	,0%	4,3%	,0%	50,0%	,0%	3,5%
	% of Total	1,2%	,0%	1,2%	,0%	1,2%	,0%	3,5%
Total	Frequency	13	40	23	7	2	1	86
	% w/income	15,1%	46,5%	26,7%	8,1%	2,3%	1,2%	100,0%
	% within activity	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%
	% of Total	15,1%	46,5%	26,7%	8,1%	2,3%	1,2%	100,0%

Source: Own calculation

Supplement 4 – Questionnaire (CZECH version)

Věc: Výzkum pro diplomovou práci: Jídlo a jeho sociální kontext (případová studie středoškoláků)

Vážené kolegyně, vážení kolegové,

obracím se na Vás s prosbou o zodpovězení několika otázek v podobě dotazníku pro mou diplomovou práci. Hlavním úkolem průzkumu je zjistit, jak mladí lidé vidí jídlo v jeho společenských souvislostech.

Dotazník je určen pro 3. ročníky čtyřletých gymnázií (7. ročníky osmiletých gymnázií), které sídlí v Praze. **Dotazník je anonymní** a jeho forma umožňuje snadné zodpovězení otázek, které Vám nezaberou více než **10 minut** času.

Děkuji za a spolupráci,
Pavčina Chudárková
CULS, Praha 6

Dotazník: *hodící zakřížkujte

- 1) **Jsem:** Muž Žena

- 2) **Jaké vyznávám náboženství:**
 věřící (uveďte prosím náboženství) _____
Křesťanství
Hinduismus
 nevěřící
 nevím
- 3) **Trvale bydlím v Praze:** ANO NE

- 4) **Nejčastější způsob, jakým se dostanete do školy je:** Pěšky MHD Na kole Autem vlakem jinak (uveďte) _____

- 5) **Jak dlouho mi trvá se dostat do školy?**
 do 15 min
 do 30 min
 do 1 h
 více jak 1h

- 6) **Kolik členů má Vaše domácnost? (lidé se kterými společně bydlíte, včetně Vás)**
 1
 2
 3
 4
 5
 jiné (uveďte) _____

- 7) **Příjem domácnosti, ve které žijí, považujete za:**
- hluboký podprůměr
 - podprůměr
 - průměr
 - nadprůměr
 - vysoký nadprůměr
- 8) **Jak často se ve Vaší domácnosti vaří - alespoň jedno teplé jídlo denně (nepočítaje vaření z polotovarů)**
- 6-7x za týden
 - 4-5x za týden
 - 2-3x za týden
 - 1x za týden
 - méně než 1x za týden
 - vůbec
- 9) **Jak často jí Vaše rodina v restauraci alespoň jedno jídlo?**
- více jak 3x za týden
 - 1-2x za týden
 - 1x za dva týdny
 - 1x za měsíc
 - méně než 1x za měsíc
 - vůbec
- 10) **Kdo v domácnosti nejčastěji vaří?**
- matka nevlastní matka otec nevlastní otec já sourozenec nevlastní sourozenec
 babička/dědeček někdo jiný: uveďte kdo _____
- 11) **Kde se nejčastěji stravujete?**
- a) **RÁNO**
- doma
 - v restauraci, kavárně
 - „FAST FOOD“
 - ve škole
 - nejím
 - jinde
- b) **V POLEDNE**
- doma
 - v restauraci
 - ve škole (tj. ve školní jídelně)
 - rychlé občerstvení – „FAST FOOD“
 - nejím
 - jinde
- VEČER**
- doma
 - v restauraci

- ve škole (tj. ve školní jídelně)
- rychlé občerstvení – „FAST FOOD“
- nejím
- jinde

12) Snídaně:

- nejraději snídám sám
- nejraději snídám s rodinou
- nejraději snídám s kamarády
- nesnídám
- nejraději snídám - jinak (uved'te)_____

13) Oběd:

- nejraději obědvám sám
- nejraději obědvám s kamarády
- nejraději obědvám s rodinou
- neobědvám
- nejraději obědvám - jinak (uved'te)_____

14) Večeře:

- nejraději večeřím sám
- nejraději večeřím s rodinou
- nejraději večeřím s kamarády
- nevečeřím
- nejraději večeřím - jinak (uved'te)_____

15) Kde nejraději jím?

- doma
- v restauraci
- ve škole
- cestou – „FAST FOOD“
- jiné (uved'te)_____

16) Které jídlo, podle Vás, nejvíce přispívá k soudržnosti lidí (na základě vašich zkušeností) v domácnosti?

- snídaně
- oběd
- večeře

17) Když jsem doma, nejraději jím:

- u jídelního stolu
- mimo jídelní stůl
- nevím

18) Když společně s lidmi z domácnosti jíte v restauraci u jednoho stolu, nejčastěji:

- mlčím a jím
- čtu si

- konverzuji a neřeším důležité záležitosti
- konverzuji a řeším důležité záležitosti
- dívám se na TV
- hraji/surfuji na PC, tabletu a jiných elektronických zařízeních tohoto typu
- jiné (uveďte)_____

19) Když společně jíte v domácnosti u jednoho stolu, nejčastěji:

- mlčím a jím
- čtu si
- konverzuji a neřeším důležité záležitosti
- konverzuji a řeším důležité záležitosti
- dívám se na TV
- hraji/surfuji na PC, tabletu a jiných elektronických zařízeních tohoto typu
- jiné (uveďte)_____

20) Když jím sám u jídelního stolu, nejčastěji:

- mlčím a jím
- čtu si
- dívám se na TV
- hraji/surfuji na PC, tabletu a jiných elektronických zařízeních tohoto typu
- jiné (uveďte)_____

21) Mám rád/a společné stolování (tj. společné stravování domácnosti u jednoho stolu).

- absolutně rád/a
- velmi rád/a
- spíše rád/a
- spíše nerad/a
- velmi nerad/a
- absolutně nerad/a
- nevím

22) S větou, že společné stolování je důležité pro udržení dobrých vztahů v rodině:

- absolutně souhlasím
- velmi souhlasím
- spíše souhlasím
- spíše nesouhlasím
- velmi nesouhlasím
- absolutně nesouhlasím
- nevím

23) S větou, že společné stolování je nutnou součástí domácích zvyklostí, kterou akceptuji:

- absolutně souhlasím
- velmi souhlasím
- spíše souhlasím

- spíše nesouhlasím
- velmi nesouhlasím
- absolutně nesouhlasím
- nevím

24) S větou, že po společném jídle počkám, až všichni dojí a až potom vstanu od stolu:

- absolutně souhlasím
- velmi souhlasím
- spíše souhlasím
- spíše nesouhlasím
- velmi nesouhlasím
- absolutně nesouhlasím
- nevím

25) Před společným jídlem si přejeme dobrou chuť:

- vždy
- téměř pokaždé
- občas
- téměř nikdy
- nikdy

26) Nejčastěji jím:

- rukama
- celým příborem bez preference
- preferuji vidličku
- hůlkami
- jinak (uved'te) _____

Supplement 5 – Questionnaire (ENGLISH version)

RE: The survey for the Diploma Thesis: Food and its Social Context (Case study of high school students)

Dear colleagues,

I kindly ask you for your help with a completion of questionnaire (see below) for my Diploma Thesis. The main objective of the survey is to find out how young people see food in its social context. The questionnaire is designed for Prague high school students of third grades of four year education program (seventh grade of eight year education program). The questionnaire is anonymous, and its form enables to answer questions easily in no more than 10 minutes.

Thank you very much for your cooperation,

Pavĺína Chudárková

CULS, Prague 6

***make cross if applicable**

- 1) **I am:** Men Women

- 2) **What religion do you practice:**
 believer (please provide what kind of religion) _____
 unbeliever
 I do not know

- 3) **I permanently live in Prague:** YES NO

- 4) **The most common way to get to school:** by walking public transport by bike by car by train otherwise (provide) _____

- 5) **How long does it take You to get to school?**
 in 15 min
 in 30 min
 in 1 h
 more than 1h

- 6) **How many members does Your household include? (people which whom you live, including You)**
 1
 2
 3
 4
 5
 other (provide) _____

7) **I consider the income of a household (you are part of) as:**

- deep below average
- below average
- average
- above average
- high above average

8) **How often, at least one warm meal a day, is cooked in Your household? (not counting semi-finished products)**

- 6-7x a week
- 4-5x a week
- 2-3x a week
- 1x a week
- less than 1x a week
- never

9) **How often does Your family eat in a restaurant?**

- more than 3x a week
- 1-2x a week
- 1x in a two weeks
- 1x a month
- less than 1x a month
- never

10) **Who cooks the most often in a household?**

- mother
- step mother
- father
- stepfather
- I
- siblings
- step siblings
- grandmother/grandfather
- someone else: provide who _____

11) **Where do You the most often eat?**

c) **MORNING**

- home
- in restaurant, cafe
- „FAST FOOD“
- at school
- I do not eat
- elsewhere

d) **AT NOON**

- home
- in restaurant, cafe
- „FAST FOOD“
- at school
- I do not eat
- elsewhere

AT EVENING

- home
- in restaurant, cafe

- „FAST FOOD“
- at school
- I do not eat
- elsewhere

12) Breakfast:

- I prefer to have breakfast alone
- I prefer to have breakfast with family
- I prefer to have breakfast with friends
- I do not have a breakfast
- I prefer to have breakfast – in a different way (provide)_____

13) Lunch:

- I prefer to have lunch alone
- I prefer to have lunch with family
- I prefer to have lunch with friends
- I do not have a lunch
- I prefer to have lunch alone - in a different way (provide)_____

14) Dinner:

- I prefer to have dinner alone
- I prefer to have dinner with family
- I prefer to have dinner with friends
- I do not have a dinner
- I prefer to have dinner alone - in a different way (provide)_____

15) Where do I prefer to eat?

- home
- in restaurant, cafe
- „FAST FOOD“
- at school
- elsewhere (provide)_____

**16) Which meal contributes the most to the cohesiveness of people in a household?
(according to your experience)**

- breakfast
- lunch
- dinner

17) If I am at home, I prefer to eat:

- at the dining table
- away from dining table
- I do not know

18) When common dining in a restaurant, I the most often:

- I am quiet and I eat

- I am reading
- I have a conversation about insignificant issues
- I have a conversation about significant issues
- I am watching TV
- I am playing/surfing on the PC or tablet, or others electronic devices of this type
- other (provide)_____

19) When common dining in a household, I the most often:

- I am quiet and I eat
- I am reading
- I have a conversation about insignificant issues
- I have a conversation about significant issues
- I am watching TV
- I am playing/surfing on the PC or tablet, or others electronic devices of this type
- other (provide)_____

20) When I eat alone at the common table, I the most often:

- I am quiet and I eat
- I am reading
- I am watching TV
- I am playing/surfing on the PC or tablet, or others electronic devices of this type
- other (provide)_____

21) I like common dining (common dining at one table).

- absolutely like
- very like
- fairly like
- fairly dislike
- very dislike
- absolutely dislike
- I do not know

22) With the sentence about: Common dining is important for maintaining of good relationships in a family:

- absolutely agree
- very agree
- fairly agree
- fairly disagree
- very disagree
- absolutely disagree
- I do not know

23) With the sentence about: Common dining is a compulsory part of home habits which I generally accept:

- absolutely agree
- very agree

- fairly agree
- fairly disagree
- very disagree
- absolutely disagree
- I do not know

24) With the sentence about: I will wait until all members finish their plate and after that I will get up from the table:

- absolutely agree
- very agree
- fairly agree
- fairly disagree
- very disagree
- absolutely disagree
- I do not know

25) Before common meal we wish a good taste to each other

- always
- almost always
- sometimes
- almost never
- never

26) The most often I eat:

- by hands
- by whole silverware without preference
- I prefer fork
- by sticks
- other (provide)_____