To the Graduate Council:

I am submitting herewith a thesis written by Rebecca D. Merritt entitled "The Perceptions of Members and Agent Advisors of Tennessee Association for Family and Community Education Participation." I have examined the final paper copy of this thesis for form and content and recommend that it be accepted in partial fulfillment of the requirements for the degree of Master of Science, with a major in Agricultural and Extension Education.

Dr. Roy R. Lessly, Major Professor

We have read this thesis
And recommend its acceptance:

Dr. Randol G. Waters

Martha Keel

Acceptance for the Council:

Vice Provost and
Dean of Graduate Studies

THE PERCEPTIONS OF MEMBERS AND AGENT ADVISORS OF TENNESSEE ASSOCIATION FOR FAMILY AND COMMUNITY EDUCATION PARTICIPATION

A Thesis

Presented for the

Master of Science

Degree

The University of Tennessee, Knoxville

Rebecca D. Merritt

December 2002

AG-VET-MED.
Thesis
2002
.M46

DEDICATION

This thesis is dedicated to my father, Jewel G. White, who has always instilled in me the importance of education and hard work. His encouragement and guidance helped me reach higher to achieve my goals.

ACKNOWLEDGMENTS

I wish to thank all those who helped me in completing Master of Science in Agricultural and Extension Education. I greatly appreciate all the help and guidance of Dr. Roy Lessly who was extremely patient with me throughout the duration of graduate work. I also wish to thank my graduate committee members, Dr. Randol Waters and Martha Keel.

Gratitude is especially extended to my mother, father and the rest of my family for the years of encouragement, prayers and love. And a very special thanks to my precious husband, Brett and his son Bran for helping me accomplish this goal by doing extra work at home and being so supportive.

ABSTRACT

Statement of Problem

Extension is changing and so is the role of FCS agents working with the TAFCE. At present, many new FCS agents advising with TAFCE are not given adequate guidance as to their role with TAFCE. To continue to provide quality educational materials and meet the needs of TAFCE it is important that The Agricultural Extension Service stay in touch with TAFCE members and aware of their needs.

Purpose of Study

The purpose of this study was to describe the Tennessee Family and Community Education club in terms of organizational purpose, influence, membership characteristics, educational programs, relationships with the Tennessee Agricultural Extension Service, and the impact of the organization on the individual, community. For a more complete idea of educational program results, extent of volunteerism and financial support in communities, leadership and personal development, and the relationship TAFCE has with Extension, both the FCS agents and the TAFCE members were included in this study.

The Sample

This study consists of two populations. The first population was Tennessee Family and Community Education Club members. Tennessee has a total of 11,654 members in four districts. A random sample of 406 was selected for this study. A list of numbers was generated using a computer program to correlate with numbers assigned to

the TAFCE membership list. A list was obtained from each of the four district TAFCE secretaries.

The survey was submitted and approved exempt study by a review board. The survey was conducted by direct mailing. The survey was mailed to the selected TAFCE members with a cover letter outlining the need for the study and the confidentiality of the survey. The fact that this survey was strictly voluntary was also stated. A self-addressed stamped envelope was included for the return of the survey.

The second population surveyed was the University of Tennessee Agricultural FCS agents with TAFCE responsibility. The survey was conducted by E-mail with a letter outlining the need for the survey. The issue of confidently and it being a voluntary survey were also addressed in the letter. A follow up letter was sent three weeks later by E-mail.

A questionnaire was developed to answer the research objectives of the study. Data gathered for the study were analyzed using SPSS 11.0.1.

Major Findings

1. The study revealed that TAFCE members are predominantly an older, white, female group. Most do not work outside the home and less than 9 percent have children at home. TAFCE members are generally well educated - 90 percent have a high school education or better. There were more respondents with adult age children and not employed outside of the home.

2. The majority of the agents who responded have worked less than 15 years and have 10 or less county clubs and 50 to 150 TAFCE members.

3. Both groups perceived the most important purpose of TAFCE to be education, secondly community service, thirdly leadership development and fourth, social. While both groups ranked the purposes the same, the members viewed education and community service more important than did the agents.

4. Both groups perceived the most important role of Extension in TAFCE to be to provide educational materials and the least important to be that of member recruitment.

5. TAFCE is most valuable to retirees and middle age homemakers and has the least impact on single parents and young homemakers. Both the TAFCE members and agents perceive that TAFCE has the greatest influence on retirees. The members perceived TAFCE to have an overall positive influence on themselves and their families.

Recommendations

1. The TAFCE organization should continue to encourage younger members and to promote the Civil Rights statement "The Agricultural Extension Service offers its programs to all eligible persons regardless of race, age, gender, national origin, or disability..." TAFCE members and agents need to realize they can not be all things to all people. TAFCE should remain open to all and continue to define its program areas toward older women and provide educational materials for different life styles, but if the organization is going to survive it must market its programs to a younger audience. In the opinion of the researcher, if Extension wants to continue to promote TAFCE as a vital Extension program, agents must "think outside the box" and provide non-traditional opportunities to promote TAFCE to a younger audience. Examples of these opportunities are adjusting meeting times and places that fit into a young homemakers' schedule. Lunch and night meetings, special events, mother's day out programs and an on-line TAFCE club that uses the internet for chats and information, were also examples. Agents need to enlist the "traditional" older members to promote TAFCE to a younger audience by providing a mentoring club, or the predominantly older members sponsor a younger club.

2. The lack of continuity between the agents' perceptions of the purposes of TAFCE indicates to the researcher that there is not a clear idea of TAFCE or the agents' role in the organization. The purpose of TAFCE as stated by the National Home Demonstration Council is to further strengthen, develop, coordinate and extend adult education in home economics...and promote the progressive improvement of home and community. The Tennessee Agricultural Extension Service Family and Consumer Sciences

program has a similar purpose to improve family and community life. Since both groups have a similar purpose, efforts should be made to bring these groups stronger together for this common purpose. A team should be developed consisting of FCS specialist, FCS agents and TAFCE members to develop high quality educational materials.

3. Community service was also considered to be an important purpose. The TAFCE board needs to develop a better plan in promoting the state-wide service projects so there will be more participation at the county level. This would give more continuity across the state and show greater impact.

4. TAFCE should have as its major purpose education with community service and leadership development as secondary purposes. Programs should be developed with these purposes in mind. The researcher found it surprising that both the TAFCE members and agents ranked the social aspect last. From personal observations of the researcher, the social aspect tends to be the focus of the majority of the members. Other indications of the data lends the researcher to believe that the members perceive TAFCE to be more of a social time for example the value of agent presenting programs at club meetings and the lack of value placed on leadership development/officer training.

5. A clear definition and focus of TAFCE needs to be established. If the composition of TAFCE is going to remain predominantly an older, white female population, the focus needs to be on programs that are relevant to that population. Program planners may want to develop and present programs on issues related to an older population such as health issues, money saving tips and hobbies. However, if the TAFCE organization wants to promote younger homemakers and single parents' participation, programs should be planned and implemented to encourage that groups' participation. Programs area interests are not going to be the same for retirees as it would be for younger homemakers so TAFCE program planners will have to be creative to provide educational materials to meet the needs of different life styles and cycles.

6. In an advisor capacity, Extension needs to encourage and develop programs that will continue to have a positive influence on TAFCE members and their families.

7. With education being the main purpose of TAFCE. Extension needs to continue providing quality educational materials for use by FCS agents and TAFCE leaders. In the opinion of the researcher, TAFCE needs to remain a vital Extension program, but Extension is changing and agent advisors and TAFCE members need to be aware of those changes and

realize how these changes affect TAFCE. FCS agents have less time to devote to managing TAFCE. Extension should promote the role of advisor and not the manager of TAFCE. Extension should wean the organization away from being dependent on FCS agents.

8. TAFCE is an organization to promote better life for families and communities. Extension is also an organization that promotes better life for families and communities. One way Extension promotes this is by training and encouraging leadership development. TAFCE members do not perceive leadership development and officer training to be as important a role of Extension as do the agents. TAFCE program planners need to develop a program to orientate TAFCE members to want to participate in leadership and officer training. If this takes place, FCS agents will not have to spend as much time "managing" the TAFCE organization. The researcher concludes from this study that TAFCE members are relying too much on the FCS agent for guidance and management. TAFCE members as a whole need to take more ownership for their organization and not just come to the meetings to be entertained.

9. If TAFCE is to continue to be a vital part of the University of Tennessee Extension program, Extension should develop a clear job description or definition for FCS agents working with TAFCE clubs. It should be part of new workers orientation to learn about the function of TAFCE and their role as an agent advisor to the TAFCE organization. Inservices should also be provided to FCS agents. Many new agents are expected to know everything about the different aspects of Extension and at times are left without any directions. This job description or definition of responsibilities should also be clearly stated to the FCS agents, TAFCE leaders and members

TABLE OF CONTENTS

CHAPTER **PAGE**

I. INTRODUCTION 1

Statement of the Problem 2

Purpose of the Study 2

Research Objectives 2

II. REVIEW OF LITERATURE 4

History of Extension Home Economics Programs 4

What is TAFCE? 7

III. METHODOLOGY 12

The Sample 12

Identification of Variables 13

Design of Study 13

Instrument 14

Data Collection Procedures 15

IV. PRESENTATION OF DATA AND FINDINGS 17

Personal Characteristics of Selected Tennessee Family and Community Education Members 18

Professional Characteristics of Extension Agents with TAFCE Responsibilities 21

The Purpose of TAFCE as Perceived by its Members and Agents 24

The Influence of TAFCE on the Community as Perceived by Members and Agents 25

The Influence of TAFCE on its Members and Their Families as Perceived by the Members.....27

The Role of FCE Agent Advisor in TAFCE as Perceived by Members and Agents.....30

The Relationship Between TAFCE Members' Selected Demographics and their Perceived Purpose, Influence and Role of Extension in TAFCE.....32

The Relationship Between FCS Agents' Selected Demographics and their Perceived Purpose, Influence and Role of Extension in TAFCE.....36

V. SUMMARY OF MAJOR FINDINGS.....40

Statement of Problem.....40

Purpose of Study.....40

Research Objectives.....40

The Sample.....41

Instrument.....42

Data Collection Procedures.....43

Major Findings, Conclusions and Recommendations.....44

Recommendations for Further Study.....54

LIST OF REFERENCES.....56

APPENDICES.....59

Appendix A: Survey instrument for TAFCE Members.....60

Appendix B: Cover letter for TAFCE member.....67

Appendix C: Follow-up letter to the TAFCE Members.....69

Appendix D: Survey instrument for FCS agents..... 71

Appendix E: Cover letter to the FCS agents..... 76

Appendix F: Follow-up letter to the FCS agents..... 78

VITA.....80

LIST OF TABLES

TABLE **PAGE**

I. Personal Characteristics of Selected Tennessee Family and Community Education Members....19

II. Professional Characteristics of FCS agents with TAFCE Responsibilities....23

III. Purpose of TAFCE as Perceived by TAFCE Members and Agents....24

IV. Influence of TAFCE on the Community as Perceived by TAFCE Members and Agents.... 26

V. Influence of TAFCE on its Members and their Families....28

VI. The Role of FCE Agent Advisor in TAFCE as Perceived by Members and Agents....31

VII. Relationship Between TAFCE Members' Selected Demographics and their Perceived Influence of TAFCE....33

VIII. Relationship Between TAFCE Members' Selected Demographics and their Perceived Role of Extension in TAFCE....34

IX. Relationship Between FCS Agents' Selected Demographics and their Perceived Influence of TAFCE....37

X. Relationship Between FCS agents' Selected Demographics and their Perceived Role of Extension....38

CHAPTER I

INTRODUCTION

Tennessee Home Economics work began several years prior to the Smith-Lever Act of 1914. Home Economics work was begun when farm women were looking for ways to improve home, budgeting, diet, and health skills for their families.

The Tennessee Association for Family and Community Education (TAFCE) is an adult education program advised by members of the Tennessee Agricultural Extension Service. The National Association for Family and Community (NAFCE) Education has been a strong voice in promoting a better life for individuals, families and communities since 1936.

The Tennessee Agricultural Extension Service and the Family and Community Education clubs have been jointly striving for quality educational programs since the first Home Demonstration Clubs were organized in 1911. FCS agents have served as advisors to the local clubs providing both organizational and educational assistance.

Since the establishment of the NAFCE, there has been a membership decline of 57.5 percent. In 1936 there were 1,190 community Home Demonstration Clubs in the state with an enrollment of 27,406. Currently the membership in the Tennessee TAFCE is 11,654 with 782 community clubs. (The University of Tennessee Annual Report 1994.)

Statement of the Problem

Extension is changing and so is the role of FCS agents working with the TAFCE. At present, many new FCS agents advising with TAFCE are not given adequate guidance as to their role with TAFCE. To continue to provide quality educational materials and meet the needs of TAFCE it is important that The Tennessee Agricultural Extension Service stay in touch with TAFCE members and be aware of their needs.

Purpose of the Study

The purpose of this study was to describe the Tennessee Association for Family and Community Education in terms of organizational purpose, influence, membership characteristic, educational programs, relationship with the Tennessee Agricultural Extension Service, and the impact of the organization on the individual and community. For a more complete idea of educational program results, the extent of volunteerism and financial support in communities, leadership and personal development, and the relationship of TAFCE and Extension, both the FCS agents and TAFCE members were included in this study.

Research Objectives

The objectives of this study were to systematically determine:

1. The characteristics of TAFCE members including: Race, age, gender, type of locality, education, family composition, income and employment status.

2 The characteristics of FCS agents with TAFCE responsibilities including: district of responsibility, years of working with TAFCE clubs, and number of TAFCE clubs and number of members in county.

3. The purpose of TAFCE as perceived by members and agents

4. The influence of TAFCE on the community as perceived by members and agents.

5. The influence of TAFCE on its members as perceived by members.

6. The role of FCS agent advisor in TAFCE as perceived by members and agents.

7. The relationship between members selected demographics and their perceived purpose, influence and role of Extension in TAFCE.

8. The relationship between the agents' selected demographics and their perceived purpose, influence and role of Extension in TAFCE.

CHAPTER II

REVIEW OF LITERATURE

History of Extension Home Economics Programs

The Smith-Lever Act of 1914 initiated Extension work in agriculture and home economics. But agriculture and home economics programs were performed prior to the passage of the Smith -Lever. The earliest forms of state and county joined agricultural societies work took place in the time of George Washington and Benjamin Franklin. These programs were followed by the beginning of farmer's institutes and agricultural colleges (Simons, 1962, p. 3).

Home Economics programs include clothing, expanded food and nutrition education, family economics, family life, food, nutrition and health, housing and environment, Tennessee Nutrition and Consumer Education Program (TNCEP) and Co-parenting. (University of Tennessee Agricultural Extension Service, 1994, p.307).

Seaman A. Knapp developed the demonstration method of teaching. His vision of agriculture and home economics education was a three-step plan to teach through demonstrations. In 1902 he began Farmers' Cooperative Demonstration work, which was demonstration type teaching. Because of his success, he was requested to help begin demonstration work throughout the south (Simons, 1962, p. 5).

In 1909 Knapp's second step was to incorporate demonstration techniques into boys and girls clubs (Simons, 1962, p.10). From the onset, Knapp had in mind to provide demonstration work in the home. This would be his "third step". The first demonstration work began with men, then boys and girls, and thirdly with women.

> He said "The home eventually controls the viewpoint of a man, and you may do all that you are in mind to in schools, but unless you reach in and get hold of that home and change its condition, you are nullifying the uplift of the school, We are reaching for the home." (Simons, 1962, p. 14).

The homemaker's world in the early 1900's was, for the most part, her family. The family worked together, played together, went to church together and prayed together in the home. They depended on neighbors for social contact (Warren, 1990, p. 4). Rural women craved more social contact, but because there were no buses, paved roadways or easy access. It was hard to visit neighbors. And because of the endless farm and home work it became enjoyable for the farm women to find time to pick blueberries, walk across the fields with her children, and share with her neighbor, or maybe hitch up the horse and buggy for an afternoon of "woman-talk." Life was hard for the rural women. Information to improve their lot in life came slowly. The Extension lessons provided ways for these women to improve their lives as well as a mean for much needed social contact. It was not long before it was realized Home Demonstration Agents were needed to help rural farm women just the Agricultural Agent to helped farmers (Warren, 1990, p. 4).

Extension Home Economics work began in Tennessee four years prior to the federal enabling act of. Home Economics work began when farm women looked for ways to improve home, budgeting, diet and the health of their families (MoHammed, 1978, p. 11). Due to these growing needs of farm women, home agents began to use Knapp's demonstration method and started meeting Home Demonstration Clubs in rural communities (Sims, 1939, p. 4).

The home demonstration agents in Tennessee, like early home agents in other states, were appointed to work with "tomato club girls" and to help their mothers with simple, useful demonstrations in cooking, sewing, sanitation and beautification. These home demonstration meetings not only dealt with the details of managing the households, but included the larger needs of the house, broadening the vision of the farm women (MoHammed, 1978, p. 14).

The first programs were simple lessons of gardening, canning and food preservation work carried on primarily with the girls. Demonstrations were given to women on canning, butter making, bread baking, poultry care, and the making of a few household conveniences.

By 1925, nearly all of the counties had formed a county organization which helped develop the county program (University of Tennessee, 1927, p. 106). There were two parts of the home demonstration program for women. One consisted of the club meetings, while the other involved home use or practice by women regarding what they had learned. Home Demonstration Club members were encouraged to pass the information on to other people who were not members of a club (University of Tennessee, 1934, p.107). The Home Demonstration Clubs added to the social development of their members as well as providing educational sessions.

From the onset, the work in Extension home economics was organized largely on a neighborhood or community basis of clubs which members numbering from 12 to 25. Refreshments and a social hour were usual features of club meetings in addition to the demonstration or other educational program (Brunner, 1949, p. 37).

The social aspect of the Home Demonstration Clubs was very important to the

members. The 1927 Annual Report stated that as a part of the recreation program refreshments were served during the demonstrations. Picnics or camps were held in some counties. Also, some counties had as many as three plays presented in a year (University of Tennessee, 1927, p. 110.).

As well as social aspects, community service was encouraged by members. The University of Tennessee's 1928 Annual Report referred to the social services conducted by members. Women honored the oldest member of the club. They sent cards on Mother's Day, foods to the patients and each group remembered to help the old, sick and unfortunate in their neighborhoods (University of Tennessee, 1928, p. 117).

Many of the local Home Demonstration Clubs built and equipped community club houses which were used for community gatherings and activities (University of Tennessee, 1938, p. 191). The Home Demonstration Clubs often undertook the promotion of school and community improvements and notably increased community social activities (True, 19 p.). Soon many clubs were holding ice cream socials, serving food at local fairs, and raising money to buy pressure canners for members to share, and to build community buildings (Warren, 1990, p. 10). Later, some clubs raised money to provide kitchen equipment and lunch room space; and promote improved food quality, nutrition education, immunizations for infants, tuberculosis and well-baby clinics (Warren, 1990, p.13).

What is TAFCE?

In the early 1900's the popularity of these education clubs spread throughout the rural communities. Women of rural communities came together in schools, halls, churches, homes and even shady spots out-of-doors to organize. They called themselves

Home Improvement Clubs, Home Bureaus, Tomato Clubs, Canning Clubs and some even took the name Homemaker Clubs from the beginning (Warren, 1990, p. 4).

The TAFCE (Tennessee Association for Family and Community Education) organization is an adult education program advised by the Agricultural Extension System. The National Association for Family and Community Education has been a strong voice in promoting a better life for individuals, families and communities since 1936 (TAFCE Handbook, 1998, p.1-4).

In June of 1936, the third Triennial Conference of the Associated Country Women of the World was held in Washington D.C. Nearly 7,000 women made a great sacrifice to attended this conference. It was the largest gathering of women ever brought to Washington D.C. until that date. Rural women came to organize into a national organization (Warren, 1990, p. 12).

At its founding the organization was named the National Home Demonstration Council. The purpose of the new council, as set forth in the original constitution:

> "To further strengthen, develop, coordinate and extend adult education in home economics through the cooperative Extension Service of USDA and Land Grant Colleges. To provide opportunity for Homemakers in demonstration groups to pool their judgment and experiences for progressive improvement of home and community life and to offer a means by which homemakers may initiate, interpret and promote Extension projects of national importance in the protection of the American home."(Warren, 1990, p. 12).

Today, in addition to studies of family and consumer sciences, the organization had a number of areas of concern. These areas include programs in family living; good citizenship; civil preparedness; energy and environmental conservation; improvement in physical and mental health; and the promotion of safety in the home, on the farm and on

the highways. Other special interests shared by the members include the promotion of world-wide friendship and understanding, consumer education, stimulating aesthetic growth and creative skills, and public information (Country Women's Council of the United States of America, 1976, p.179).

Early efforts focused on support for a national school lunch program, development of local public health services, immunization programs for children, implementation of the first bookmobiles, and national safety programs (TAFCE Handbook, 1998, p. 1-4).

In 1964, the name of the organization was changed from "National Home Demonstration Council" to "National Extension Homemakers Council." (Warren, 1990,p. 44). The next outstanding achievement of the Extension Homemakers was the development of a program to develop local voluntary leadership. Training received through participation in this program has helped members develop personal confidence, an awareness of their abilities and a consciousness of their obligations as good citizens. As a result of their leadership training women have: taken the lead in the establishment of schools for the mentally retarded and handicapped; legislation for better quality of life; adequate school lunch programs; meals for the elderly, libraries, hospitals and nursing homes and in strengthening public health programs. Also encouraging competent women to seek public office, and serve on boards, commissions and juries (Country Women's Council of the United States of America, 1976, p.180).

In 1993 the organization once again changed its name. It became the National Association for Family and Community Education (NATAFCE). Recent efforts in TAFCE have resulted in the establishment of the content-based television programming

system for children and families. Today TAFCE focuses on three major concerns. *Continuing Education*: TAFCE provides curriculum for members to help adults, youth and children to fulfill their potential as viable, contributing members of society. *Developing Leadership*: TAFCE provides training for emerging leaders and opportunities to practice techniques to develop confidence for leadership positions. Family Community Leadership (FCL) is TAFCE's certified leadership development program which enables citizens to better understand issues and to impact public policy relating to families and communities. It provides a structure to learn leadership skills and offers opportunities to practice these skills and, developing confidence in leadership positions. *Community Action*: TAFCE conducts an annual nationwide campaign to bring awareness for the positive effect television programming can have on children and their families. TAFCE members provide opportunities for individuals, families and communities to join them in improving literacy for adults and children, practicing environmental stewardship, promoting health and nutrition, and role modeling ethical values (TAFCE Yearbook, 1998, p. 1-4).

Until 1996, the NAFCE council business was handled in private homes and offices. But in June of 1996, the Ellis House became the national headquarters. The Ellis House was donated by Mr. Robert Ellis because of his respect for the organization and its connection to the Extension Service. The Ellis House is located in Burlington, Kentucky (NAFCE Annual Report, 1996, p. 1-2).

The National Association for Family and Community Education has been a strong voice in promoting a better life for individuals, families and communities since 1936. With the continued effort and support from the Cooperative Extension Service of Land

Grant Universities throughout the country, TAFCE organizations keep pace with evolving needs of society (TAFCE Handbook, 1998, p. 1-4). Tennessee, like many other states in the national council, has county, district, and state councils with a slate of officers. TAFCE events take place at each level as well. Tennessee is divided into four districts, Western, Central, Cumberland, and Smoky Mountain. The 1998 Western District club summary report indicated 1,988 members (Western, 1998). The 1998 Central District club summary report indicated 3,819 members (Central, 1998). The Cumberland District club summary report indicated 3,102 (Cumberland, 1998). The Smoky Mountain District club summary report indicated 2,745 members (Smoky Mountain, 1998). The 1998 Tennessee TAFCE membership was 11,654.

CHAPTER III

METHODOLOGY

The Sample

The purpose of this chapter is to explain the procedures and methodology of this study. This study consisted of two populations. The first population was Tennessee Family and Community Education Club members. In 1998, Tennessee had a total of 11,654 members in four districts. A survey sample of 406 TAFCE members was randomly selected from the Tennessee state TAFCE membership list. This list was obtained from each of the four district TAFCE secretaries.

The survey was conducted by direct mailing. The survey (Appendix A) was mailed to the selected TAFCE members with a cover letter (Appendix B) outlining the need for the study and the confidentiality of the survey. The fact that this survey was strictly voluntary was also stated. A self-addressed stamped envelop was included for the return of the survey. The date of the initial mailing of the study was in May 2002. A follow up letter (Appendix C) was mailed to the entire sample three weeks later. Of the 406 surveys that were sent out to TAFCE members, 17 were returned incomplete and 166 surveys were returned completed. This provided a usable response rate of 40 percent.

The second population surveyed was the University of Tennessee Agricultural FCS agents with TAFCE responsibility. The survey was conducted by E-mail (Appendix D) with a letter (Appendix E) outlining the need for the survey. The issue of confidentiality and it being a voluntary survey were addressed in the letter. A follow up letter (Appendix F) was sent three weeks later by E-mail to all the FCS agents. At the

time of the initial mailing, there were 93 counties in Tennessee with a TAFCE advisor position. However, of these, 13 TAFCE advisor positions were open at the time of the study. Therefore, 80 surveys were included in the initial mailing. One new agent, who sent the survey back incomplete, stated he felt he could not accurately complete the survey. Forty-four surveys were returned completed for a response rate of 55 percent.

Identification of Variables

The following is a description of the dependent and independent variables studied in a effort to accomplish the objectives:

Dependent variables:

The first dependent variable was the purpose and influence of TAFCE as perceived by members and agents. Other dependent variables included the role of TAFCE in Extension and role of Extension in TAFCE.

Independent variables:

There were two sets of independent variables. The first set was the personal characteristics of members: race, gender, type of locality, education, family composition, income level and employments status of the TAFCE members. The second set was the professional characteristics of FCS agents: district of responsibility, years working with TAFCE clubs, number of TAFCE clubs and number of TAFCE members in county.

Design of Study

The purpose of this study was to compare the perceptions of FCS agents and TAFCE members as to why TAFCE members participate in the organization. Since this was an Expose facto study, no control of treatment or pretesting was possible. The static

group comparison is superior to the one shot case design in that it involves the use of a control group in determining results of treatment. A quasi or true experimental design would rule out several threats to internal and external validity, but it is not possible with this type of study.

Instrument

The survey instruments were compiled by combining questions from surveys used by the Virginia Extension Homemakers Council in 1984 and Keel's 1998 survey of the Tennessee Family and Community Education membership. A committee critiqued the survey instrument for subject matter content. The instruments were coded to allow a computerized analysis of the data by SPSS version 11.0.1. The instruments were reviewed and approved by the Departmental Review Committee for Research Involving Human Subjects. A copy of the approved protocol was filed with the University office of Research Compliance.

The survey addressed four major areas related to the relationship of The University of Tennessee Agricultural Extension Service and Family and Community Education Clubs. The major focus areas were as follows: part one concentrated on the purpose of the TAFCE organization as perceived by TAFCE members and FCS agents; part two concentrated on the influence of the TAFCE organization on its members and the community as perceived by TAFCE members and FCS agents; part three concentrated on the role of Extension in the TAFCE organization as perceived by TAFCE members and FCS agents; part four established the demographical information of the TAFCE member and of the FCS agent.

Data Collection Procedures

The scale of measurement for the independent variables was a combination of nominal and ordinal. The data were collected in an Excel program and analyzed using SPSS version 11.0.1 for Windows. Descriptive statistics included frequencies, percentages, means, modes, and standard deviation. The t-test and f-test were used to determine the level of significance of the findings. Each objective was described according to the statistical analysis used. The analysis for objective one required the use of frequencies and percents as it describes the personal characteristics of Tennessee TAFCE members. The analysis for objective two required the use of frequencies and percents as it describes the professional characteristics of Tennessee Agricultural FCS agents with TAFCE responsibility. The analysis for objective three, regarding the relationship between the TAFCE member's perception and the FCS agent's perception as to the purpose of the TAFCE organization, required the use of t-tests. The .05 probability level was used to determine whether the relationships were statistically significant. The analysis of objective four used t-tests and .05 probability level to compare the relationship between the TAFCE members and FCS agents perceptions of the influence of TAFCE on the community. Objective five used frequency and valid percent to describe the influence of TAFCE on its members. The analysis of objective six, regarding the relationship between the TAFCE members' perception and the FCS agents' perception of the role Extension plays in the TAFCE organization, required the use of t-tests. The .05 probability level was used to determine whether the relationships were statistically significant. The analysis of objective seven required two tables. The first table, regarding the relationship between the TAFCE members' selected demographics

and their perceived influence of FCE, used frequency, valid percent, and a four point level of agreement scale. The .05 probability level was used to determine whether the relationships were statistically significant. The second table, regarding the relationship between the TAFCE members' selected demographics and their perceived role of Extension, used frequency, valid percent and a six point rating scale, 1 being least important and 6 being the most important. The analysis of objective eight required two tables. The first table, regarding the relationship between the FCS agents' selected demographics and their perceived influence of FCE, used frequency, valid percent, and a four point level of agreement scale. The .05 probability level was used to determine whether the relationships were statistically significant. The second table, regarding the relationship between the FCS agents' selected demographics and their perceived role of Extension, used frequency, valid percent and a six point rating scale, 1being least important and 6 being the most important.

CHAPTER IV

PRESENTATION OF DATA AND FINDINGS

The purpose of this chapter is to present findings related to the objectives of the study. This chapter is organized into eight sections addressing each of the study's objectives. Section I presents findings regarding the characteristics of TAFCE members. Section II presents findings regarding the characteristics of Tennessee Extension FCS agents working with the TAFCE organization. Section III presents findings regarding the purpose of TAFCE as perceived by its members and agents. Section IV presents findings regarding the influence of TAFCE on the community as perceived by its members and agents. Section V presents findings regarding the influence of TAFCE on its members. Section VI presents findings regarding the role of Extension to TAFCE as perceived by its members and agents. Section VII presents findings regarding the relationship between selected TAFCE members' demographics and their perceived purpose, influence and role of Extension in TAFCE. And the final section, section VIII presents findings regarding the relationship between selected FCS agents' demographics and their perceived purpose, influence and role of Extension in TAFCE.

Tables included in this chapter present mean responses for the "level of frequency" and the "level of agreement". To aid in the discussion of these tables, the following scale identifies the range limits for the respondents' questionnaire answers.

Range	Level of Frequency	Level of Agreement
4.00 – 3.5	Frequently	Strongly Agree
3.49 – 2.5		Agree
2.49 – 1.5		Disagree
1.49 – 1.0	Not at all	Strongly Disagree

Personal Characteristics of Selected Tennessee Family and Community Education Members

The first objective of the study was to develop a demographic profile of the TAFCE members who participated in the study. The characteristics included the members; race, age, gender, locality, education, family composition, income level and employment status. The data regarding this objective are reported in Table I.

As indicated in Table I., 144 (94%) of the respondents were Caucasian while four (2.6%) were African American, and five (3.3%) reported other. One hundred six (67.5%) of the respondents reported being 65 years of age or over while 25(15.9%) were between the ages of 55 to 64, 19 (12.1%) were of 45 to 54, and 7 (4.5%) of the respondents reported being 44 years of age or less. One hundred fifty-five (99.4%) of the respondents were female and one (.6%) was male. Since only one respondent reported being male, gender was not used as a comparison variable in the study.

The data in Table I also indicated 84 (57%) of the respondents lived in a rural community and 64 (43%) lived in an urban community. The education level of the respondents varied from having some high school education to having a college diploma. As indicated in the data presented in Table I, 53 (34.7%) of the respondents had a high school diploma, 15 (9.8%) reported having some high school, 47 (30.7%) had some college and 38 (24.8%) had a college diploma. The data also shows that 125 (79.6%) are not employed outside the home, 19 (12.1%) work part-time outside the home and 13 (8.3%) work full-time outside the home.

Table 1. Personal Characteristics of Selected Tennessee Family and Community Education Members

Personal Characteristics	TAFCS Members	
	Number	Valid Percent
Race		
Caucasian	144	94.1
African American	4	2.6
Other	6	3.3
Missing	14	missing
Total	167	100.0
Age		
35-44	7	4.5
45-54	19	12.1
55-64	25	15.9
65 and over	106	67.5
Missing	10	missing
Total	167	100.0
Gender		
Female	155	99.4
Male	1	.6
Missing	11	missing
Total	167	100.0
Community		
Rural	84	56.8
Urban	64	43.2
Missing	19	missing
Total	167	100.0
Education		
Less than High School	15	9.8
High School Graduate	53	34.7
Some College	47	30.7
College Graduate	38	24.8
Missing	14	missing
Total	167	100.0

Table 1. continued. Personal Characteristics of Selected Tennessee Family and Community Education Members

Personal Characteristics	TAFCS Members	
	Number	Valid Percent
Family Composition:		
Number of Preschool Children		
0	148	98.0
1 or More	3	2.0
Missing	16	missing
Total	167	100.0
Number of Elementary Children		
0	145	96.0
1 or More	6	4.0
Missing	16	missing
Total	167	100.0
Number of High School Children		
0	146	96.7
1 or More	5	3.3
Missing	16	missing
Total	167	100.0
Number of College Children		
0	140	92.7
1 or More	11	7.3
Missing	16	missing
Total	167	100.0
Number of Adult Children		
0	24	15.8
1 or More	127	84.2
Missing	16	missing
Total	167	100.0

Table 1. continued. Personal Characteristics of Selected Tennessee Family and Community Education Members

Personal Characteristics	TAFCS Members	
	Number	Valid Percent
Employment Outside the Home		
Full-Time	13	8.3
Part-Time	19	12.1
Not Employed	125	79.6
Missing	10	missing
Total	167	100.0
Income Level		
$10,000 or less	14	10.9
$10,000 – $25,000	40	31.3
$26,000 – $50,000	33	25.8
$51,000 – $65,000	14	10.9
Over $65,000	27	21.1
Missing	84	missing
Total	212	100.0

The family composition data reported in Table I indicates that 127 (84.2%) of the respondents have one or more adult children and 24 (15.8%) reported having no adult children. Data also indicated that 148 (98%) of the respondents, reported having no preschool children, 145 (96%) of the respondents reported having no elementary age children, 146 (46.7%) respondents reported having no high school age children and 140 (92.7%) of the respondents reported having no college age children.

Professional Characteristics of Extension Agents with TAFCE Responsibilities

The second objective of the study was to determine the professional characteristics of FCS agents with TAFCE responsibility. The characteristics presented in this section were: district of responsibility, years of service with TAFCE clubs, number

of TAFCE clubs and number of TAFCE members in county. These data are reported in Table II.

According to the data, the FCS agents responding to the study were equally distributed across the four Extension Districts. Ten (22.2%) of the agents responding worked in the Western District, 11 (24.4%) in the Central District, 12 (26.7%) in the Cumberland District and 12 (26.7%) in the Smoky Mountain District. According to the data, 15 (34.1%) of the agents that responded had worked for Extension five years or less, 16 (36.4%) worked six to fifteen years, 8 (18.2%) had worked sixteen to twenty-five years and 5 (11.3%) of the agents have worked over twenty-five years.

FCS agents were asked to indicate how many TAFCE clubs were in their county. According to these data, 19 (43.2%) indicated they had six to ten TAFCE clubs in their county, 17 (38.6%) responded they had five or less TAFCE clubs in their county, and 8 (18.2%) responded they had over 10 TAFCE clubs in their county. When asked how many individuals were TAFCE members in their county 10 (22.7%) indicated there were fewer than 50 TAFCE members in their county TAFCE program, 15 (34.1%) stated there were 50 to 100 TAFCE members in their county, 13 (29.5%) had 101 to 150 TAFCE members and 6 (13.7%) has over 150 TAFCE members.

To summarize Table II, it can be stated that the highest number of respondents have worked less than 15 years, have fewer than 10 county TAFCE clubs and have a club membership of 50 to 150 members.

Table II. Professional Characteristics of FCS Agents with TAFCE Responsibilities

Professional Characteristics	FCS Agents	
	Number	Valid Percent
District of responsibility		
Western	10	22.2
Central	11	24.4
Cumberland	12	26.7
Smoky Mtn.	12	26.7
Total	45	100.0
Years of Service		
5 or less	15	34.1
6-15	16	36.4
16-25	8	18.2
over 25	5	11.3
Missing	1	missing
Total	45	100.0
Number of County Clubs		
5 or less	17	38.6
6-10	19	43.2
0ver 10	8	18.2
Missing	1	missing
Total	45	100.0
Number of County TAFCE Members		
Less than 50	10	22.7
50-100	15	34.1
101-150	13	29.5
Over 150	6	13.7
Missing	1	missing
Total	45	100.0

The Purpose of TAFCE as Perceived by its Members and Agents

The third objective of the study was to determine the purpose of the TAFCE club organization as perceived by its members and agents. Data in Table III show the comparison of the TAFCE members' perceptions of the purpose of the TAFCE with the perceptions of the Tennessee FCS agents with TAFCE responsibility as to the purpose of the TAFCE. The four categories used to identify the respondents' perceived purpose of the TAFCE organization were education, community service, leadership development and social.

When tested with the *t-test*, there was a statistically significant difference (p=.007) between the TAFCE member's perception of purpose of TAFCE to be education and the

Table III. Purpose of TAFCE as Perceived by TAFCE Members and Agents

	Respondent					
	Member			Agent		
Purpose of TAFCE	n	$\bar{x}$*	sd	n	$\bar{x}$*	sd
Education	152	3.03	1.00	45	2.56	1.06
Statistics	t = 2.746	df = 195	p = .007			
Community Service	151	3.12	.94	45	2.71	.82
Statistics	t = 2.637	df = 195	p = .009			
Leadership Development	145	2.37	1.03	45	2.44	1.23
Statistics	t = -.389	df = 64.251	p = .699			
Social	153	2.27	1.313	45	2.33	1.30
Statistics	t = -.294	df = 196	p = .769			

1 = least important 4 = most important

agent's perception of the purpose of TAFCE to be education. TAFCE members felt more strongly that the purpose of TAFCE was education than did the FCS agents. According to the data regarding the perceived purpose of the TAFCE organization being community service, there was a statistically significant difference (p=.009) between the TAFCE member's perception and the Extension agents' perception. Again the TAFCE members perceived more strongly that community service was a more important purpose of the TAFCE organization than did the FCS agents.

Regarding the perceived purpose of the TAFCE organization being leadership development, there was no statistically significant difference between the TAFCE members' perception and the FCS agents' perception. TAFCE members were no more likely than FCS agents to indicate the purpose of the TAFCE organization to be leadership development.

There was no statistically significant difference between the TAFCE members' perception and the FCS agents' perception of the purpose of TAFCE to be social.

Overall, both groups ranked the purpose of TAFCE to be first community service; second, education; third leadership development and fourth or last, social.

The Influence of TAFCE on the Community as Perceived by Members and Agents

Objective number four was to compare the TAFCE members and FCS agents' perceptions regarding the influence of TAFCE on the community. Data in Table IV compares the TAFCE member's responses to the influence of the TAFCE organization on five community groups to the responses of the agents. Both the TAFCE members and the TAFCE agents disagreed with the statement that the TAFCE program impacted

Table IV. Influence of TAFCE on the Community as Perceived by TAFCS Members and Agents

Influence of TAFCE		Respondent					
		Member			Agent		
		n	x̄*	sd	n	x̄*	sd
Young Homemakers		132	2.40	.93	44	2.05	.13
Statistics:	t = 2.236	df = 174		p = .027			
Single Parents		134	2.28	.95	44	1.89	.13
Statistics:	t = 2.479	df = 176		p = .014			
Middle age Homemakers		147	3.10	.82	44	2.59	.76
Statistics:	t = 3.634	df = 189		p = .001			
Married Couples		140	2.84	.87	43	2.40	.85
Statistics:	t = 2.974	df = 181		p = .003			
Retirees		156	3.52	.71	44	3.50	.70
Statistics:	t = .159	df = 198		p = .874			

*1 = Strongly Disagree; 2 = Disagree; 3 = Agree; 4 = Strongly agree

young homemakers. However, the t-test indicated there was a significant difference between the perceptions of the two groups. The agents disagreed significantly more strongly than did the TAFCE members. According to the data, there was a statistically significant difference (p=.014) between the perceived influence of TAFCE on single parents as indicated by TAFCE members and agents. While both the agents and the members disagreed with the statement that TAFCE influenced single parents, agents disagreed more strongly with this statement than did the members. Both the TAFCE members and the agents agreed with the statement that TAFCE influenced Middle age

Homemakers. However, the t-test revealed TAFCE members agreed more strongly ($p<.01$) that TAFCE influenced Middle age Homemakers more strongly than did the FCS agents.

When tested with the t-test, there was a significant difference in the perceptions of TAFCE members and agents. TAFCE members agreed more strongly that TAFCE influences married couples than did FCS agents. TAFCE's influence on Retirees was strongly agreed upon by both the TAFCE members and the FCS agents. Both the TAFCE members and agents perceive that the TAFCE has the greatest influence on retirees.

The Influence of TAFCE on its Members and their Families as Perceived by the Members

TAFCE members were asked to rate their level of agreement as to the influence of TAFCE on themselves and their families. The areas which were asked were: improve family quality of life, improve income producing skills, improve problem solving ability, enhanced leadership skills, helped others learn new things, shared educational materials with others, club projects improved community and involved in program planning. Table V presents data regarding members' perceptions of the influence of TAFCE on its members and their families along with the ranking of the level of agreement.

The TAFCE members were in agreement that TAFCE has impacted or improved their lives and lives of their family on all but one of the stated areas. The first area of influence ranked with 154 (96.9%) TAFCE members agreeing was shared educational materials while only 5 (3.1%) disagreed. The data show that 150 (94.4%) agreed that the

Table V. Influence of TAFCE on its Members and their Families

Influence of TAFCE		TAFCE Member Number	Valid Percent	Rank
Improve Family Quality of Life				T3
	Disagree	13	8.4	
	Agree	142	91.6	
Statistics:	$\bar{x}^* = 3.35$	sd = .68		
Improve Income Producing Skills				8
	Disagree	86	56.9	
	Agree	65	43.1	
Statistics:	$\bar{x}^* = 2.42$	sd = .96		
Improve Problem Solving Ability				7
	Disagree	35	22.8	
	Agree	118	77.2	
Statistics:	$\bar{x}^* = 2.97$	sd = .84		
Enhanced Leadership Skills				5
	Disagree	22	14.3	
	Agree	132	85.7	
Statistics:	$\bar{x}^* = 3.17$	sd = .75		
Helped others learn new things				T3
	Disagree	9	5.8	
	Agree	147	94.2	
Statistics:	$\bar{x}^* = 3.35$	sd = .63		
Shared Educational Materials				1
	Disagree	5	3.1	
	Agree	154	96.9	
Statistics:	$\bar{x}^* = 3.42$	sd = .56		

Table V. continued: The influence of TAFCE on its members and their families

Influence of TAFCE		TAFCE Member Number	Valid Percent	Rank
Club Projects Improved My Community				2
	Disagree	9	5.6	
	Agree	150	94.4	
Statistics	$\bar{x}$* = 3.37	sd = .67		
Involved in program Planning				6
	Disagree	29	18.4	
	Agree	129	81.6	
Statistics	$\bar{x}$* = 3.13	sd = .80		

*1 = Strongly Disagree; 2 = Disagree; 3 = Agree; 4 = Strongly agree

TAFCE club projects improved the community, ranking this area second. There was an equal level of agreement by the members 142 (91.7%) for the areas of improve family quality of life and helped others learn new things. The TAFCE members agreed that TAFCE has improved both of these areas of their lives, therefore ranking those areas both third. The area of enhanced leadership skills being an influence of TAFCE was ranked fifth with 132 (85.4%) of the TAFCE members agreeing. As indicated by the data, 129 (81.6%) agreed that they are involved in program planning, ranking this area of influence as sixth; and 118 (77.1%) agreed that TAFCE has improved their problem solving skills, placing this area seventh.

Eighty-Six (56.9%) of the respondents disagreed with the statement that TAFCE had improved income producing skills while on 65 (43.1%) who agreed. Therefore, the

TAFCE members agree that all the areas stated in Table V were an influence on their lives except the area of improve income producing skills.

The Role of FCS Agent Advisor in TAFCE as Perceived by Members and Agents

Objective number six was to study the role of Extension in TAFCE as perceived by both TAFCE members and FCS agents. The data collected in Table VI presents the selected TAFCE members and FCS agents as to their perception of the role of the FCS agent in the TAFCE organization. The respondents were asked to rate the perceived roles of the FCS agent advisor from 6, most important to 1 = least important. The roles ranked were: Agent provides leadership training, agent provide educational materials, agent responsible for county and state TAFCE activities, agent present programs at club meetings, agent provide leadership development/officer training, and agent responsible for membership recruitment.

Based on the data, there was a no significant difference between the TAFCE members' and the FCS agents' perception of the role of Extension being to provide leadership training. There was no difference in the perceptions of TAFCE members and the FCS agent, of the role of Extension being to provide educational materials, however, both groups perceived this area to be the most important role of Extension.

Providing support to county and state TAFCE activities as a role of Extension was perceived important by both the TAFCE members, and FCS agents, however there was not significant difference in their perceptions. Leadership development/officer training

Table VI. The Role of FCE Agent Advisor in TAFCE as Perceived by Members and Agents

Role of Extension	Member n	Member $\bar{x}$*	Member sd	Agent n	Agent $\bar{x}$*	Agent sd
Leadership Training	153	3.78	1.68	43	3.77	1.31
Statistics	t = .070	df = 84.926	p = .944			
Educational Program Materials	155	4.83	1.45	43	4.35	1.74
Statistics	t = 1.662	df = 59.380	p = .102			
County and State Activities	153	4.16	1.60	43	3.77	1.34
Statistics	t = 1.453	df = 194	p = .148			
Programs at Club Meetings	154	4.11	1.72	43	3.26	1.70
Statistics	t = 2.890	df = 195	p = .004			
Leadership Development/ Officers Training	151	3.50	1.57	44	3.34	1.54
Statistics	t = .605	df = 193	p = .546			
Member Recruitment	149	3.01	2.04	44	2.39	2.00
Statistics	t = 1.801	df = 191	p = .073			

*1 = least important 6 = most important

was perceived by both TAFCE members and FCS agents to be an important role with no significant difference in their perceptions. Membership recruitment as a role of Extension was perceived by both groups as the least important role but according to the t-test there was no significant difference by TAFCE members and FCS agents perceptions.

While both groups perceived that the role of the agent was to present programs at club meetings, the TAFCE members perceived this area to be significantly more important than did the FCS agents.

While the perceptions varied between the TAFCE members' perceptions and the FCS agent's as to the importance of the different roles, both groups perceived the agents most important role was to provide educational materials.

The Relationship Between TAFCE Members' Selected Demographics and their Perceived Purpose, Influence and Role of Extension in TAFCE

The purpose of objective seven was to study the relationship between the TAFCE members' characteristics and their perceived purpose, influence and role of Extension in TAFCE. The selected members' characteristics were income level, years as a TAFCE member, education level, Certified Volunteer Units (CVU) participation and the number of TAFCE meetings attended within the last year. These data are presented in two tables. Table VII presents the relationship between TAFCE members' selected demographics and their perceived influence of TAFCE. Table VIII presents the relationship between TAFCE members' selected demographics and their perceived role of Extension in TAFCE. There were no significant relationship between other member characteristics and their perceptions of TAFCE, therefore, they are not included in the tables.

Table VII. Relationship Between TAFCE Members' Selected Demographics and their Perceived Influence of TAFCE.

	TAFCE Member				
Personal Characteristics	n	x*	f	df	p
Influence of TAFCE by income level					
Young homemaker			3.817	4,100	.006
10,000 or less	10	3.20 B			
10,000 – 25,000	29	2.14 A			
26,000 – 50,000	30	2.67 AB			
51,000 – 65,000	12	2.08 A			
Over 65,000	24	2.21 A			
Single Parents			3.590	4,102	.009
10,000 or less	11	3.09 B			
10,000 – 25,000	29	2.17 A			
26,000 – 50,000	29	2.48 AB			
51,000 – 65,000	13	2.08 A			
Over 65,000	25	1.92 A			
Married Couples			4.458	4,106	.002
10,000 or less	10	3.00 B			
10,000 – 25,000	31	2.39 A			
26,000 – 50,000	33	3.21 B			
51,000 – 65,000	13	3.00 B			
Over 65,000	24	2.63 AB			
Influence of TAFCE by years of membership					
Retirees			3.300	4,143	.013
5 years or less	33	3.48 B			
6 to 10 years	28	3.68 B			
11 to 20 years	38	3.66 B			
21 to 30 years	26	3.08 A			
More than 30 years	23	3.48 B			

*1 = Strongly Disagree; 2 = Disagree; 3 = Agree; 4 = Strongly agree
Scale scores with different letters beside them are significantly different as determined by the Duncan's Multiple Range Test.

Table VIII. Relationship Between TAFCE Members' Selected Demographics and their Perceived Role of Extension in TAFCE

	TAFCE Member				
Personal Characteristics	n	$\bar{x}$*	f	df	p
Role of Extension by Education					
Leadership Development/ Officer Training			3.602	2,140	.030
Less than high school	13	2.46 A			
High school graduate	94	3.64 B			
College graduate	36	3.28 AB			
Role of Extension by number of meetings attended					
Present Programs at Club meetings			3.229	2,142	.043
8 or less meetings	29	3.38 A			
9 to 11 meetings	52	4.35 B			
12 or more	64	4.19 B			

* 1 = least important 6 = most important
Scale scores with different letters beside them are significantly different as determined by the Duncan's Multiple Range Test.

According to the data, there was a significant relationship between the members' income level and their perception of the influence of TAFCE on three specified audience clientele. There was a significant relationship between members' income level and their perception of the influence of TAFCE on young homemakers ($p = .006$). Those TAFCE members who reported an annual income of $10,000 or less agreed that of TAFCE impacted young homemakers while TAFCE members who reported an income level of $10,000 to $25,000 and those over$51,000 disagreed. The data shows a significant relationship ($p = .009$) between the income level of TAFCE members and their perception of the influence of TAFCE on single parents. Once again TAFCE members

who reported an annual income of 10,000 or less agreed that TAFCE impacted single parents while TAFCE members who reported an income level of $10,000 to $25,000 and over $51,000 disagreed. A significant relationship (p = .002) was shown between income level and the impact of TAFCE on married couples. Those TAFCE members who reported an annual income of $10,000 to $25,000 disagreed that TAFCE impacted married couples while TAFCE members from income levels of $10,000 or less, and those over $25,000 agreed that TAFCE impacted married couples. There was no significant relationship between income level and perceived impact on middle aged homemakers or retirees.

The data showed a significant relationship between members' perception of the influence of TAFCE and their number of years as a TAFCE member. Data show a significant relationship (p = .013) between the number of years as a TAFCE member and their perception of the influence TAFCE on retirees, while all groups agreed that TAFCE impacted retirees, those members who reported being a member of TAFCE for 21 to 30 years agreed more strongly than did those who have been a member for less than 20 years or more than 30 years.

The selected member demographics were also studied with regard to their relationship of TAFCE members perception of the role of Extension in TAFCE. The data in Table VIII indicated a significant relationship between their education level and the number of meetings attended within the last year and the role of Extension in TAFCE.

According to the data, there was a significant relationship (p = .030) between the TAFCE members' education level and their perceived role of Extension being leadership development/officer training. Those TAFCE members who reported having a high school

diploma perceived the role of Extension to provide leadership development/officer training to be more important than those who reported having less than a high school education.

The data also indicated a significant relationship ($p = .043$) between the role of Extension and the number of club meetings members attended. Those members who attended 9 of more club meetings perceived the role of Extension to present programs at the club meetings to be significantly more important than those members who attended 8 or less meetings.

The Relationship Between FCS Agents' Selected Demographics and their Perceived Purpose, Influence and Role of Extension in TAFCE

Objective eight was to study selected FCS agent professional characteristics and their perception of the purpose, influence and role of Extension in TAFCE. The selected professional characteristics were: Location of work by district, number of years as an FCS agent, number of clubs in area of responsibility and number of TAFCE members in county. The f test was used to analyze the data. The data was presented in two tables.

The comparison of the respondents selected demographics to their perceptions toward the purpose and influence was measured with a scale composed of four items. Using a Likert-type rating, scale scores ranged from 1 to 4 with a score of 1 indicating the least favorable perception toward the purpose and influence of TAFCE. The perceptions as to the role of Extension in TAFCE was measured using a ranking scale with the six perceived roles being ranked by the respondent from 1 to 6 with 1 being the least important and 6 being the most important role by the respondent.

Data were analyzed and showed that there was no significant relationships between the agents' demographics and their perception of the purpose of TAFCE. Table IX presents only those data where a significant relationship existed between the agents' professional characteristics and their perception of the influence of TAFCE.

The data showed a significant relationship ($p = .009$) between the agents' years of service and their perception of the influence of TAFCE on the group of retirees. FCS agents reporting 6 to 15 years of service perceived TAFCE having a greater influence on retirees than did FCS agents who have worked fewer than 5 years and more than 15

Table IX. Relationship Between FCS Agents' Selected Demographics and their Perceived Influence of TAFCE

	FCS agents				
Professional Characteristics	n	x*	f	df	p
Influence of TAFCE by Years of Service					
Retirees:			5.257	2,41	.009
Fewer than 5 years	15	3.13 A			
6-15 years	16	3.88 B			
More than 15 years	13	3.46 AB			
Influence of TAFCE by Number of Members					
Retirees:			3.368	2,41	.044
Fewer than 5 TAFCE Clubs	17	3.10 A			
6-10 TAFCE Clubs	19	3.80 B			
Greater than 10 TAFCE Clubs	8	3.47 AB			

*1 = Strongly Disagree; 2 = Disagree; 3 = Agree; 4 = Strongly agree
Scale scores with different letters beside them are significantly different as determined by the Duncan's Multiple Range Test.

years. Data also shows a significant relationship ($p = .044$) between the agents perception of the influence of TAFCE on retirees and the number of TAFCE clubs in their county. Agents with 6 to 10 TAFCE clubs perceive TAFCE to have a greater influence on retirees than did agents with fewer than 5 clubs.

The data showed two areas of where the role of Extension in TAFCE was significantly related to the agents' characteristics. The areas that showed a significant relationship were their years of service to member recruitment and number of members to leadership training, this data is presented in Table X. A significant relationship ($p = .030$) existed between the agents' length of service and member recruitment as a role of Extension in TAFCE. Agents with fewer than 5 years of service perceived the role of Extension to be member recruitment much greater than the agents who have worked more than 5 years. The data also showed a significant relationship ($p = .021$) between the number of TAFCE members and the agents' role of leadership training. Those agents with a county membership of 51 or more perceived leadership training to be a more important role of Extension than did agents with fewer than 50 county TAFCE members.

Table X. Relationship Between FCS Agents' Selected Demographics and their Perceived Role of Extension in TAFCE

Professional Characteristics	FCS agents n	x*	f	df	p
Role of Extension by Years of Service					
Member Recruitment:			3.821	2,41	.030
5 Years of Service or less	15	3.47 A			
6-15 Years of Service	15	1.75 B			
More than 15 Years of Service	13	1.92 B			
Agent Responsibility by Number of TAFCE Members					
Leadership training:			4.250	2,40	.021
50 TAFCE Members or less	9	2.78 A			
51-100 TAFCE Members	15	3.80 B			
More than 100 TAFCE Members	19	4.21 B			

* 1 = least important 6 = most important

Scale scores with different letters beside them are significantly different as determined by the Duncan's Multiple Range Test.

CHAPTER V

SUMMARY OF MAJOR FINDINGS

Statement of Problem

Extension is changing and so is the role of FCS agents working with TAFCE clubs. At present, many new FCS agents working with TAFCE clubs do not appear to have been given adequate guidance as to their role with TAFCE. To continue to provide quality educational materials and meet the needs of TAFCE, therefore, it is important that The Agricultural Extension Service stay in touch with TAFCE members as their needs

Purpose of Study

The purpose of this study was to describe the Tennessee Association for Family and Community Education in terms of organizational purpose, influence, membership characteristic, educational programs, relationship with Tennessee Agricultural Extension Service, and the impact of the organization on the individual and community. For a more complete idea of educational program results, extent of volunteerism and financial support in communities, leadership and personal development, and the relationship of TAFCE and Extension, both the FCS agents and TAFCE members were included in this study.

Research Objectives

The objectives of this study were to systematically determine:

1. The characteristics of TAFCE members including: Race, age, gender, type of locality, education, family composition, income and employment status.

2 The characteristics of FCS agents with TAFCE responsibilities including: district of responsibility, years of working with TAFCE clubs, and number of

TAFCE clubs and number of members in county.

3. The purpose of TAFCE as perceived by members and agents
4. The influence of TAFCE on the community as perceived by members and agents.
5. The influence of TAFCE on its members as perceived by members.
6. The role of FCS agent advisor in TAFCE as perceived by members and agents.
7. The relationship between members selected demographics and their perceived purpose, influence and role of Extension in TAFCE.
8. The relationship between the agents' selected demographics and their perceived purpose, influence and role of Extension in TAFCE.

The Sample

This study consisted of two populations. The first population was of Tennessee Family and Community Education Club members. In 1998, Tennessee had a total of 11,654 members in four districts. A survey sample of 406 TAFCE members was randomly selected from the Tennessee state TAFCE membership list. This list was obtained from each of the four district TAFCE secretaries.

The survey was conducted by direct mailing. The survey (Appendix A) was mailed to the selected TAFCE members with a cover letter (Appendix B) outlining the need for the study and the confidentiality of the survey. The fact that this survey was strictly voluntary was also stated. A self-addressed stamped envelop was included for the return of the survey. The date of the initial mailing of the study was in May 2002. A follow-up letter (Appendix C) was mailed to the entire sample three weeks later. Of the 406 surveys that were sent out to TAFCE members, 17 were returned incomplete and 166

surveys were returned completed. This provided a usable response rate of 40 percent.

The second population surveyed was the University of Tennessee Agricultural FCS agents with TAFCE responsibility. The survey was conducted by E-mail (Appendix D) with a letter (Appendix E) outlining the need for the survey. The issue of confidentiality and it being a voluntary survey were addressed in the letter. A follow up letter (Appendix F) was sent three weeks later by E-mail to all the FCS agents. At the time of the initial mailing, there were 93 counties in Tennessee with a TAFCE advisor position. However, of these, 13 TAFCE advisor positions were open at the time of the study. Therefore, 80 surveys were included in the initial mailing. One new agent, who sent the survey back incomplete, stated he felt he could not accurately complete the survey. Forty-four surveys were returned completed for a response rate of 55 percent.

Instrument

The survey instruments were compiled by combining questions from surveys used by the Virginia Extension Homemakers Council in 1984 and Keel's 1998 survey of the Tennessee Family and Community Education membership. A committee critiqued the survey instrument for subject matter content. The instruments were coded to allow a computerized analysis of the data by SPSS version 11.0.1. The instruments were reviewed and approved by the Departmental Review Committee for Research Involving Human Subjects. A copy of the approved protocol was filed with the University office of Research Compliance.

The survey addressed four major areas related to the relationship of The University of Tennessee Agricultural Extension Service and Family and Community Education Clubs. The major focus areas were as follows: part one concentrated on the

purpose of the TAFCE organization as perceived by TAFCE members and FCS agents; part two concentrated on the influence of the TAFCE organization on its members and the community as perceived by TAFCE members and FCS agents; part three concentrated on the role of Extension in the TAFCE organization as perceived by TAFCE members and FCS agents; part four established the demographical information of the TAFCE member and of the FCS agent.

Data Collection Procedures

The scale of measurement for the independent variables was a combination of nominal and ordinal. The data were collected in an Excel program and analyzed using SPSS version 11.0.1 for Windows. Descriptive statistics included frequencies, percentages, means, modes, and standard deviation. The t-test and f-test were used to determine the level of significance of the findings. Each objective was described according to the statistical analysis used. The analysis for objective one required the use of frequencies and percents as it describes the personal characteristics of Tennessee TAFCE members. The analysis for objective two required the use of frequencies and percents as it describes the professional characteristics of Tennessee Agricultural FCS agents with TAFCE responsibility. The analysis for objective three, regarding the relationship between the TAFCE member's perception and the FCS agent's perception as to the purpose of the TAFCE organization, required the use of t-tests. The .05 probability level was used to determine whether the relationships were statistically significant. The analysis of objective four used t-tests and .05 probability level to compare the, relationship between the TAFCE members and FCS agents, perceptions of the influence of TAFCE on the community. Objective five used frequency and valid percent to

describe the influence of TAFCE on its members. The analysis of objective six, regarding the relationship between the TAFCE members' perception and the FCS agents' perception of the role Extension plays in the TAFCE organization, required the use of t-tests. The .05 probability level was used to determine whether the relationships were statistically significant. The analysis of objective seven required two tables. The first table, regarding the relationship between the TAFCE members' selected demographics and their perceived influence of FCE, used frequency, valid percent, and a four point level of agreement scale. The .05 probability level was used to determine whether the relationships were statistically significant. The second table, regarding the relationship between the TAFCE members' selected demographics and their perceived role of Extension, used frequency, valid percent and a six point rating scale, 1being least important and 6 being the most important. The analysis of objective eight required two tables. The first table, regarding the relationship between the FCS agents' selected demographics and their perceived influence of FCE, used frequency, valid percent, and a four point level of agreement scale. The .05 probability level was used to determine whether the relationships were statistically significant. The second table, regarding the relationship between the FCS agents' selected demographics and their perceived role of Extension, used frequency, valid percent and a six point rating scale, 1 being least important and 6 being the most important.

Major Findings, Conclusions and Recommendations

The findings of the study are reported to coincide with the study's research objectives. Following is a summary of the objectives and findings:

Objective I: **The characteristics of TAFCE members including: Race, age, gender, type of locality, education, family composition, income level and employment status.**

The study revealed that TAFCE members were of a predominantly an older, white, female group. Most do not work outside the home and less than nine percent have children at home. TAFCE members are generally well educated with 90 percent having a high school education or better. The greater population of TAFCE members being over 65 years of age can help explain the high percentage of those who have adult age children and are not employed outside the home or retired.

Recommendations: The TAFCE organization should encourage younger members and to promote the Civil Rights statement "The Agricultural Extension Service offers its programs to all eligible persons regardless of race, age, gender, national origin, or disability..." TAFCE members and agents need to realize they can not be all things to all people. TAFCE should remain open to all and continue to provide programs for older women and provide educational materials for different life styles, but if the organization is going to survive it must market its programs to a younger audience. In the opinion of the researcher, if Extension wants to continue TAFCE as a vital Extension supported program, agents must "think outside the box" and provide non-traditional opportunities to promote TAFCE to a younger audience. Examples of these opportunities are adjusting meeting times and places that fit into a young homemakers' schedule. Lunch or night meetings, special events, mother's day out programs, and an on-line TAFCE club that uses the internet for chats and information were also examples Agents need to enlist the "traditional" older members to promote TAFCE to a younger audience by providing a mentoring club, or the predominantly older members sponsor a younger club.

Objective II: **The characteristics of FCS agents with TAFCE responsibilities including: location of work, years of working with TAFCE clubs and number of TAFCE member and clubs in the county.**

The majority of the agents who responded had worked less than 15 years, had 10 or less county clubs, and served 50 to 150 TAFCE members.

No recommendations can be made for this objective at this time because FCS agents' location of work, years of service, etc. can not be changed.

Objective III: **The purpose of TAFCE as perceived by members and agents.**

Of the four purposes of TAFCE (Education, Community Service, Leadership Development and Social) the study showed a significant difference between members and agents perceptions of the purpose of education and community service. In both cases, the members perceived both purposes to be more important. Although there was a significant difference between members and agents perception of the purpose of education and community service, both the members and agents ranked the four purposes the same. Both groups perceived the most important purpose of TAFCE to be community service, secondly education, thirdly leadership development and fourth, social. While both groups ranked the purposes the same, the members viewed education and community service more important than did the agents. The agents viewed all the purpose with equal importance.

Recommendations: The lack of continuity between the agents' perceptions of the purpose of TAFCE indicates to the researcher that there is not a clear idea of the purpose of TAFCE or the agents' role with the organization. The purpose of TAFCE, as stated by the National Home Demonstration Council is to further strengthen, develop, coordinate

and extend adult education in home economics...and promote the progressive improvement of home and community. The Tennessee Agricultural Extension Service Family and Consumer Sciences program has a similar purpose to improve family and community life. Since both groups have a similar purpose, efforts should be made to bring these groups together to agree on a common purpose of the TAFCE and its advising agents. A team should be developed consisting of FCS specialist, FCS agents and TAFCE members to develop high quality educational materials.

Community service was also considered to be an important purpose. The TAFCE board needs to develop a better plan for promoting the state-wide service projects thus creating more participation at the county level. This would give more continuity across the state and show greater impact.

TAFCE should have as its major purpose education with community service and leadership development as secondary purposes. Programs should be developed with these purposes in mind. The researcher found it surprising that both the TAFCE members and agents ranked the social aspect last. From personal observations of the researcher, the social aspect tends to be the focus of the majority of the members. Other indications of the data lends the researcher to believe that the members tend to perceive TAFCE to be more of a social time for example the value of agent presenting programs at club meetings and the lack of value placed on leadership development/officer training.

Objective IV: **The influence of TAFCE on community as perceived by members and agents.**

TAFCE is most valuable to retirees and middle age homemakers and has the least impact on single parents and young homemakers. Both the TAFCE members and agents

perceive that TAFCE has the greatest influence on retirees. Both groups disagreed that TAFCE has had a influence on young homemakers and single parents. FCS agents disagreed more strongly that TAFCE influenced young homemakers, single parents, middle aged homemakers and married couples that did the TAFCE members.

Recommendations: A clear definition and focus of TAFCE needs to be established. If the composition of TAFCE is going to remain predominantly an older, white female population, the focus needs to be on programs that are relevant to that population. Program planners may want to develop and present programs on issues related to an older population such as health issues, money saving tips and hobbies. However, if the TAFCE organization wants to promote younger homemakers and single parents' participation, programs must be planned and implemented to encourage that groups' participation. Program areas interest are not going to be the same for retirees as it would be for younger homemakers so TAFCE program planners will have to be creative and provide educational materials to meet the needs of different life styles and cycles.

Objective V: **The influence of TAFCE on its members and their families as perceived by members.**

The members perceived TAFCE to have an overall positive influence on themselves and their families. The only area in which TAFCE members disagreed on improving themselves and their families was that of improving income producing skills.

Since 80 percent of the respondents were of the age of 65 years and older, this data should be looked at with some caution. Because the majority of the respondents were of retirement age this could explain the agreement of TAFCE members and agents

that TAFCE has the greatest impact on retirees. Since the majority are 65 years and older, and generally not of in the work force, this could also explain why the TAFCE members disagree with the statement that TAFCE improved their income producing skills. Extension has also not placed a focus on the area of income producing skills as much as they have in the past.

Recommendations: In an advisor capacity, Extension needs to encourage and develop programs that will continue to have a positive influence on TAFCE members and their families.

Objective VI: **The role of FCS agent advisor in TAFCE as perceived by members and agents.**

Both groups perceived the most important role of Extension in TAFCE being to provide educational materials and the least important to be that of member recruitment. TAFCE members and agents ranked county and state activities as being the second most important. Agents ranked leadership training second as well. The perception as to the other areas differed between the agents and TAFCE members but not significantly. The only role of Extension where respondents perceptions were significantly different was that of agents presenting programs at club meetings. The TAFCE members perceived the agents role to present programs at club meeting to be significantly more important than did the agents.

Recommendations: With education being the main purpose of TAFCE, Extension needs to continue providing quality educational materials for use by FCS agents and TAFCE leaders.

In the opinion of the researcher, TAFCE needs to remain a vital Extension

program, but Extension is changing and agent advisors and TAFCE members need to be aware of those changes and realize how these changes affect TAFCE. FCS agents have less time to devote to managing TAFCE. Extension should continue to promote that the responsibility of the FCS agent is the role of advisor and not the manager of TAFCE. Extension should wean the organization away from being dependent on FCS agents.

Objective VII: **The relationship between members selected demographics and their perceived purposed, influence and role of Extension in TAFCE.**

TAFCE members' demographics that were compared to their perception of the purpose, influence and role of Extension in TAFCE were race, age, gender, type of locality, education level, family composition, income level and employment status.

According to the data, there was a significant relationship between the members' income level and their perception of the influence of TAFCE on three specified audience groups. There was a significant relationship between members' income level and their perception of the influence of TAFCE on young homemakers ($p = .006$). Those TAFCE members who reported an annual income of $10,000 or less agreed that of TAFCE impacted young homemakers while TAFCE members who reported an income level of $10,000 to $25,000 and those over$51,000 disagreed. The data shows a significant relationship ($p = .009$) between the income level of TAFCE members and their perception of the influence of TAFCE on single parents. Once again TAFCE members who reported an annual income of 10,000 or less agreed that TAFCE impacted single parents while TAFCE members who reported an income level of $10,000 to $25,000 and over $51,000 disagreed. A significant relationship ($p = .002$) was shown between income level and the impact of TAFCE on married couples. Those TAFCE members

who reported an annual income of $10,000 to $25,000 disagreed that TAFCE impacted married couples while TAFCE members from income levels of $10,000 or less, and those over $25,000 agreed that TAFCE impacted married couples. There was no significant relationship between income level and perceived impact on middle aged homemakers or retirees

The data showed a significant relationship between members' perception of the influence of TAFCE and their number of years as a TAFCE member. Data show a significant relationship ($p = .013$) between the number of years as a TAFCE member and their perception of the influence TAFCE on retirees, while all groups agreed that TAFCE impacted retirees, those members who reported being a member of TAFCE for 21 to 30 years agreed more strongly than did those who have been a member for less than 20 years or more than 30 years.

The selected member demographics were also studied with regard to their relationship of their perception of the role of Extension in TAFCE. The data indicated a significant relationship in the demographics of education level and the number of meetings attended within the last year to the role of Extension in TAFCE.

According to the data, there was a significant relationship ($p = .030$) between the education level of the TAFCE members and the perceived role of Extension to be leadership development/officer training. Those TAFCE members who reported having a high school diploma perceived the role of Extension to provide leadership development/officer training to be more important than those who reported having less than a high school education.

The data also indicated a significant relationship ($p = .043$) between the role of

Extension and the number of club meetings members attended. Those members who attended 9 of more club meetings perceived the role of Extension to present programs at the club meetings to be significantly more important than those members who attended 8 or less meetings.

Recommendations: TAFCE is an organization designed to promote better life for families and communities. Extension is also an organization that promotes better life for families and communities. One way Extension supports this concept is by providing training for and encouraging leadership development. TAFCE members did not perceive leadership development and officer training to be as important a role of Extension as did the agents. TAFCE program planners need to develop and implement a program to assist TAFCE members in participating in leadership and officer training. If this training is effective, FCS agents will not need to spend as much time "managing" the TAFCE organization. The researcher concludes from this study data that TAFCE members are relying too much on the FCS agent for individual club management. TAFCE members as a whole need to take more ownership for their organization and provide additional leadership from within their own membership.

Objective VIII. **The relationship between the agents' selected demographics and their perceived purpose, influence and role of Extension in TAFCE.**

The selected professional characteristics of FCS agents were: Location of work by district, number of years as a TAFCE agent, number of clubs in area of responsibility and number of TAFCE members in county.

The data showed a significant relationship ($p=.009$) between the years of service

and the influence of TAFCE on the group of retirees. FCS agents reporting 6 to 15 and 15 or more years of service perceived TAFCE having a greater influence on retirees than did FCS agents who have worked fewer than 5 years. Data also shows a significant relationship ($p = .044$) between the agents perceived influence of TAFCE on retirees and the number of TAFCE clubs in their county. Agents with 6 to 10 and more than 10 TAFCE clubs perceive TAFCE to have a greater influence on retirees than did agents with fewer than 5 clubs in their county. Overall, the agents perceived TAFCE to have the greatest impact on retirees. The data could conclude that agents working longer and with more clubs see a greater influence on retirees.

The data showed two agent characteristics were significantly related to the agents perception of the role of Extension in TAFCE to have a significant relationship. Those areas were agents years of service to member recruitment and number of members to leadership training. A significant relationship ($p = .030$) existed between the length of service and member recruitment as a role of Extension in TAFCE. Agents with fewer than 5 years of service perceived member recruitment to be a more important role of Extension to than did the agents who have worked more than 5 years. This may be because newer agents feel the responsibility to expand their club membership. The data also shows a significant relationship ($p = .021$) between the number of TAFCE members and leadership training. Those agents with a county membership of more than 50 perceived leadership training to be a more important role of Extension than did agents with fewer than 50 county TAFCE members. It would stand to reason that agents with a larger membership would rely on leaders to maintain their county TAFCE program, therefore perceiving leadership training to be an important role.

Recommendations: If TAFCE is to continue to be a vital part of the University of Tennessee Extension program, Extension must develop a clear job description or definition for FCS agents working with TAFCE clubs. It should be part of new workers orientation to learn about the function of TAFCE and the agents' role as an agent advisor to the TAFCE organization. Inservices should also be provided to FCS agents. Many new agents are expected to know everything about the different aspects of Extension and at times are left without any directions. A job description or definition of responsibilities should also be clearly stated to the FCS agents, TAFCE leaders and members

Recommendations for Further Study

As long as the TAFCE members hold a strong voice lobbying for family issues, community growth and Extension, and since the goal of both Extension FCS and TAFCE is to improve family and community life, this type of study or similar studies should be conducted periodically to identify the TAFCE members' characteristics, needs and their relationship with Extension. It is important that the Agricultural Extension Service keep in touch with TAFCE members and their needs. The following is a list of similar and possibly beneficial studies that could be completed in the future.

1. A study should be completed that would identify benefits of TAFCE such as helping people adapt to an every changing home and social environment, helping people cope and keep homes together, focus on need of the community and other public issues like chemical spills, nuclear accidents, energy cost and terrorism.

2. A study should be completed that would better analyze the relationship between TAFCE members and Extension and answer the following questions. How could TAFCE reach younger women, working women and low income families? How

could Extension and TAFCE members publicize TAFCE more?

3. A further study should be conducted to find out the percentage of time that is spent at each club meeting in each of the purposes of TAFCE, education, leadership development, community service and social.

4. A study could be conducted to include the impact of TAFCE on the community by surveying the general public as to their knowledge and perceptions of TAFCE.

LIST OF REFERENCES

LIST OF REFERENCES

Brunner, Edmund and Hsin Pao Yang, E. Rural America and the Extension Service: A history and critique of the Cooperative Agricultural and Home Economics Extension Service. Bureau of publications Teachers college - Columbia University New York. 1949.

Mohammed, Suhayla Shuker. Thesis: A history of the Development of Extension Home Economics Programs for Rural Women in Tennessee, 1910-1939, with Application to the Development of Similar Work in Iraq. University of Tennessee. 1978.

Sims, Almon J. A History of Agricultural Extension Work in Tennessee: Twenty-five Years of Service to Rural Life, 1914-1939. University of Tennessee, Knoxville, Tennessee. Tennessee Agricultural Extension, Publication No. 223, May 1939.

Simons, L.R. Early development of Cooperative Extension Work in Agriculture and Home Economics in the United States. Publications of the New York State College of Agriculture. 1962.

Warren, Charline, J. An Official History of National Extension Homemakers' Council, Inc. 1930-1990. 1991.

Annual Report 1927. The University of Tennessee, Knoxville, Tennessee, 1927.

Annual Report 1928. The University of Tennessee, Knoxville, Tennessee, 1928.

Annual Report 1934. The University of Tennessee, Knoxville, Tennessee, 1934.

Annual Report 1994. The University of Tennessee, Knoxville, Tennessee, 1994.

Country Women's Council of the United States of America. The United States of America Our Way of Life. 1976.

Legacy: Annual Report, National Association for Family and Community Education. 1996.

Central District TAFCE Report 1999

Cumberland District TAFCE Report 1999

Smoky Mt. District TAFCE Report 1999

Western District TAFCE Report 1999

National Association for Family and Community Education Handbook. 1998

TAFCE Handbook. April 1998

Keel, Martha, Survey of TAFCE Members, 1998

Virginia Extension Homemakers Study, 1984

APPENDICES

APPENDIX A

SURVEY INSTRUMENT FOR TAFCE MEMBERS

FCE Membership Survey

Section I

For the following questions please mark the response that best expresses your feeling.

1. Please rank the following purposes of your FCE club with 1being the least and 4 being the mort important.

_____Education
_____Leadership Development
_____Community Service
_____Social

The following questions relate to the purpose and working relationships with your FCE club. Please indicate your opinion for each item by circling the appropriate response.

2. How frequently does your Club receive assistance form the Extension agent advisor for:

	Frequently		Not at All	
Leader training	4	3	2	1
Educational program materials	4	3	2	1
County, area, and state FCE activities	4	3	2	1
Agent-presented programs At club meeting	4	3	2	1
Leadership development/ officer training	4	3	2	1

Section II

The following statements relate to the impact of our FCE club on your family and your community. Please indicate your agreement/disagreement with each statement by circling as appropriate response.

4-Strongly Agree
3-Agree
2-Disagree
1-Strongly Disagree

3. How great is the impact of your FCE club in your community to the following groups?

	Strongly Agree	Agree	Disagree	Strongly Disagree
Young homemakers(under 35)	4	3	2	1
Single parents	4	3	2	1
Middle-age homemakers(35-55)	4	3	2	1
Married couples	4	3	2	1
Retirees	4	3	2	1

4. My FCE club is active in the following program areas:

	Strongly Agree	Agree	Disagree	Strongly Disagree
Community Service Projects	4	3	2	1
Certifies Volunteer Units (CVU)	4	3	2	1
Leadership Training	4	3	2	1
Leader Lessons	4	3	2	1

5. As a result of you being an FCE member I have:

	Strongly Agree	Agree	Disagree	Strongly Disagree
1. improved the quality of life for my family?	4	3	2	1
2. improved my income-producing skills	4	3	2	1
3. improved my ability to solve problems related to my family	4	3	2	1
4. enhanced my leadership skills	4	3	2	1
5. helped others to learn new things	4	3	2	1
6. shared educational materials	4	3	2	1
7. been involved in club projects that have improved my community	4	3	2	1
8. been involved in program planning	4	3	2	1

6. Please rank the responsibilities of your agent advisor 1 being the least important to 6 being the most important.

_____Leader training

_____Educational program materials

_____County, area, and state FCE activities

_____Agent presented programs at club meetings

_____Leadership development/officer training

_____Membership recruitment

Section III

To better understand your responses and to learn more about the FCE organization, we would appreciate the following information. It is completely anonymous and confidential.

7. Your age on you last birthday falls within: (please check the appropriate group)

____Under 25
____25-34
____35-44
____45-54
____55-64
____65 and over

8. Indicate you race.

____Caucasian
____African American
____Asian
____Hispanic
____American Indian
____Other

9. Indicate whether you are male of female.

____Female
____Male

10. Are you employed outside the home? (Check one)

____Full-time
____Part-time
____Not employed outside the home

11. Number of Children

____Preschool
____Elementary School
____High School
____College
____Adults (no longer as dependent)

12. Indicate your completed level of formal education. (check one)

____8th grade or less
____Some High School
____Some College
____College Graduate
____Post Graduate

13. Community in which you live.

____Rural (towns of 10,000 population or less)
____Urban (towns or cities 10,000 in population)

14. Indicate your approximate annual household income.

____$10.,000 or less
____$10,000 - $25,000
____$26,000 - $50,000
____$51,000 - $65,000
____Over $65,000

15. How long have you been a FCE member?

_____years

16. Approximately how may hours of community service have you volunteered in the last year in FCE?

____hours

17. Are you familiar with Certified Volunteer Units (CVU)?

____Yes
____No

18. Do you participate in CVU?

____Yes
____No

19. How many club meetings have you attended in the <u>past year</u>?

____meetings

20. How often has your agent advisor attended your club meeting in the past year?

____times

21. How often do you feel your agent advisor should attend club meetings in a year?

____times

22. How often has you agent advisor presented an educational program at your club in the past year?

____times

24. How often do you feel your agent advisor should present educational program in a year?

____times

25. How would you rate the quality of the educational materials provided by the Extension Service?

____Poor
____Fair
____Good
____Excellent

26. Do you share information you receive through FCE with others?

____Yes
____No

"Thank You" for your time and assistance!

APPENDIX B:

COVER LETTER FOR TAFCE MEMBERS

AGRICULTURAL EXTENSION SERVICE
THE UNIVERSITY OF TENNESSEE INSTITUTE OF AGRICULTURE

Dear FCE Member,

You have been selected to participate in a very important effort related to Tennessee Family and Community Education Clubs. The Tennessee Agriculture Extension Service and the Family and Community Education (FCE) Clubs have been jointly striving for quality educational programs since the first Home Demonstration clubs were organized in 1911. In order to strengthen this relationship and improve the Family and Consumer Sciences Extension program, member perceptions of the FCE organization are greatly needed.

Your unique understanding of the FCE organization is very valuable. Please share your ideas by taking time to honestly and openly complete the enclosed questionnaire. While your input is of great importance, your participation is strictly voluntary. All responses to the survey are confidential, therefore no names are needed. The code number in the upper right hand corner of the survey will be used to make sure you have an opportunity to respond and will not be used to identify you specific answers. Once the surveys are collected the code numbers will not be associated with any names or comments. Please return your completed survey in the enclosed postage paid envelope at your earliest convenience. .

You assistance with this project is deeply appreciated. Thank you for your important input.

Sincerely,

Rebecca D. White

Rebecca D. White
Extension Agent I
DeKalb County

THE UNIVERSITY OF TENNESSEE, U.S. DEPARTMENT OF AGRICULTURE AND COUNTY GOVERNMENTS COOPERATING
The Agricultural Extension Service offers its programs to all eligible persons regardless of race, color, national origin, sex, age, religion, disability or veteran status and is an Equal Opportunity employer.

APPENDIX C:

FOLLOW-UP LETTER TO THE TAFCE MEMBERS

AGRICULTURAL EXTENSION SERVICE
THE UNIVERSITY OF TENNESSEE INSTITUTE OF AGRICULTURE

Dear FCE Member,

Thank you if you have responded to the State-wide FCE Membership survey that was sent out to a selected sample of Tennessee FCE members a few weeks ago!!!

If you haven't had a chance to take the survey yet I would appreciate your help in getting the needed information to complete an accurate study of the Tennessee Extension FCE program. Please take a few moments to fill out the survey and return it in the postage paid envelope that came with the survey.

Your assistance with this project is deeply appreciated. Thank you for your important input.

Sincerely,

Rebecca White

Rebecca White
Extension Agent I
DeKalb County

THE UNIVERSITY OF TENNESSEE, U.S. DEPARTMENT OF AGRICULTURE AND COUNTY GOVERNMENTS COOPERATING
The Agricultural Extension Service offers its programs to all eligible persons regardless of race, color, national origin, sex, age, religion, disability or veteran status and is an Equal Opportunity employer.

Agent Survey

1. County in which you presently work.

   _____

2. Please **rank** the following purposes of FCE clubs as to your perceptions of your members with **1** being least important and **4** being most important.

   ____Education

   ____Community Service

   ____Leadership Development

   ____Socializing

Section I.

The following questions relate to the purpose and working relationships of your FCE club. Please indicate your opinion for each item by **circling** the appropriate response.

4 = Frequently
3 = Occasionally
2 = Rarely
1 = Not at all

3. How frequently do you assist your FCE clubs in the following areas:

	Frequently			Not at All
a. Leader training	4	3	2	1
b. Educational program materials	4	3	2	1
c. County, area, and state FCE activities	4	3	2	1
d. Agent-presented program at club meeting	4	3	2	1

e. Leadership development/ officer training	4	3	2	1

4. How frequent do you feel you should assist your FCE clubs in the following areas:

	Frequently			Not at All
a. Leader training	4	3	2	1
b. Educational program materials	4	3	2	1
c. County, area, and state FCE activities	4	3	2	1
d. Agent-presented programs at club meetings	4	3	2	1
e. Leadership development/ officer training	4	3	2	1

Section II.

The following statements relate to the impact of your FCE club on the members' family and community. Please indicate your agreement/disagreement with each statement by circling an appropriate response.

4 - Strongly Agree
3 - Agree
2 - Disagree
1 - Strongly Disagree

5. My FCE clubs are active in the following program areas?

	Strongly Agree	Agree	Disagree	Strongly Disagree
Community service projects	4	3	2	1
Certified Volunteer Unit (CVU)	4	3	2	1

Leadership Training	4	3	2	1
Leader Lessons	4	3	2	1

6. My FCE clubs have impacted the following groups in my community.

	Strongly Agree	Agree	Disagree	Strongly Disagree
Young homemakers (under 35)	4	3	2	1
Single parents	4	3	2	1
Middle-age homemakers (35-55)	4	3	2	1
Married couples	4	3	2	1
Retirees	4	3	2	1

7. Please **rank** your responsibilities as a FCE advisor with **1** being the least important to **6** being the most important.

_____Leader training

_____Educational program materials

_____County, area, and state FCE activities

_____Agent-presented programs at club meetings

_____Leadership development/officer training

_____Membership recruitment

8. How many years have you been a FCE agent advisor?

_____ years

9. How many FCE club do you have in your county?

_____ clubs

10. What is your county FCE club membership?

_____ members

11. How many educational programs do you present each year?

_____ educational programs annually

Thanks for your assistance

APPENDIX E:

COVER LETTER TO THE FCS AGENTS

Dear Agent, Family and Consumer Sciences,

As a University of Tennessee Extension Family and Consumer Scientist responsible for your county FCE program, you are being asked to participate in a very important effort related to Tennessee Family and Community Education Clubs. I am presently conducting a study to determine the perceptions of the TAFCE members and agents regarding the FCE organization.

Your unique understanding of the FCE organization is very valuable in assisting me with this endeavor. Please share your ideas by taking time to honestly and openly complete the attached questionnaire. While your input is of great importance, your participation is strictly voluntary and all responses will remain confidential. Please return your completed survey electronically or through the mail to: Rebecca White, DeKalb Co. P.O. Box 88, Smithville, TN 37166.

Your assistance with this project is deeply appreciated. Thank you for your important input.

Sincerely,
Rebecca White
DeKalb County

APPENDIX F:

FOLLOW-UP LETTER TO THE FCS AGENTS

Dear Agent, Family and Consumer Sciences,

Thank you if you have responded to the State-wide Extension agent survey on the TAFCE that was sent out to you a few weeks ago!!!

If you haven't had a chance to take the survey yet, I would appreciate your help in getting the needed information to complete an accurate study of the Tennessee Extension TAFCE program. Please take a few moments to fill out the survey and return it either electronically or by mail to Rebecca White, P.O. Box 88, Smithville, TN, 37166.

Your assistance with this project is deeply appreciated. Thank you for your important input.

Sincerely,
Rebecca White
DeKalb County

VITA

Rebecca Dawn Merritt was born in Mineral Wells, Texas on April 11, 1967 to Major Jewel G. and Joyce J. White of Ohio County, McHenry, Kentucky. She graduated from Harding Academy, Searcy, Arkansas, in May 1985 and from Harding University, Searcy, Arkansas with a Bachelor of Science degree in Vocational Home Economics in May 1989. After graduation she accepted a teaching position at Williford High School, Williford, Arkansas teaching home economics. She remained in the home economics teaching position for two years until May 1991, accepting a position as Assistant FCS agent in Cannon County, Woodbury, Tennessee University of Tennessee Extension Office. While in Woodbury she took course work at The University of Tennessee, Knoxville, Tennessee.

During Rebecca's six years at Cannon County she began her graduate studies and continued working full time as an FCS agent. In 1999 she received the Emma Rae Crooks Oates Extension Home Economics Scholarship and a scholarship from E.J. Chapman Ag Endowment Fund during her course work in Extension Winter School.

In August 1997 she transferred to Smithville, Tennessee in DeKalb County to assume the position of FCS agent II in the county extension office.

Presently, she is living in McMinnville, Tennessee area and still working full time as an FCS agent. In December 2002, she graduated with her Master's of Science Degree in Agricultural and Extension Education.

8774 5976 41
03/05/03 MAB